

The 13th, 14th, and 15th Amendments - Congress investigates the KKK Teacher Materials

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Is it worth it for Congress to investigate problems?

Content Standards

- F1.1** Identify the core ideals of American society as reflected in the documents below, and analyze the ways that American society moved toward and/or away from its core ideals:
- the Declaration of Independence.
 - the original United States Constitution (including the Preamble).
 - the Bill of Rights.
 - the Gettysburg Address.
 - the Thirteenth, Fourteenth, and Fifteenth Amendments.

Staging the Question

In pairs, students will perform a Question Formulation Technique exercise using an excerpt from “Secretary of War Report of 1868.” Students will then pick one open ended question that they generated to write on the board, where they will remain for the duration of the inquiry.

Supporting Question 1

Why were the 13th, 14th, and 15th (the Reconstruction) Amendments adopted?

Supporting Question 2

How did the KKK work to suppress the rights of freed slaves and their white supporters, and were the Reconstruction Amendments enough to stop it?

Supporting Question 3

Were the Force Acts passed by Congress effective?

Formative Performance Task

Students complete comprehension questions.

Formative Performance Task

Students complete a Claim-Evidence-Reasoning handout.

Formative Performance Task

Students use the findings of the majority report and match the parts of the Force Acts that align with those findings.
Students look at a timeline and listen to an excerpt of a Fresh Air interview to answer the question.

Featured Sources

Source 1A: Text of the 13th, 14th, and 15th Amendments
Source 1B: Selection of Black Codes

Featured Sources

Source 2A: [Portraits in Oversight: The KKK and Reconstruction](#) video
Source 2B: One Vote Less
Source 2C: Excerpts from the congressional investigation
Source 2D: Lynchings and Racial Violence during Reconstruction 1865-1876

Featured Sources

Source 3A: Majority Report (adapted excerpts)
Source 3B:

- Force Act of 1870 (adapted excerpts)
- First Force Act of 1871 (adapted excerpts)
- Second Force Act of 1871 (adapted excerpts)
- Third Force Act of 1871 (adapted excerpts)

Source 3C: Timeline of KKK activity
Source 3D: [Excerpt of NPR interview between Terry Gross and historian Eric Foner, 2006](#)



Assessment	<p>Option 1: Students complete a CER where they answer, “Is it worth it for Congress to investigate problems?”</p> <p>Option 2: Students engage in a structured CER discussion activity where they discuss, “Is it worth it for Congress to investigate problems?”</p>
Extension/Taking Informed Action	<p>EXTENSION: Create the text of any laws you feel should be passed to deal with the threat of the KKK that you have not already encountered in this inquiry.</p> <p>UNDERSTAND: What motivated KKK members (beyond racism) to behave the way they did? Could something be done to address those concerns?</p>

Required Supplies/Materials (*note: all handouts are one per student unless otherwise noted*):

- QFT Source
- Source handout packet
- Sources 1A, 1B, 2B, 2C, 3A, 3C, and 3D
 - Each of these is one per student EXCEPT sources 2B and 2C which should be one per group
- Envelopes-these should be prepared by the teacher with Source 3B cut along the dotted lines into strips. Label the envelopes “Force Acts of 1870 and 1871 (adapted excerpts).” You will need one envelope per group of four students.
- Supporting question 1 exit ticket
- Supporting questions packet
- Assessment handout (either writing or discussion option)

Suggested Pacing: Three 60-minute periods

Lesson Sequence:

Period 1:

Staging the Question

To begin, students will use the Secretary of War Report of 1868 to conduct the Question Formulation Technique (created by the Right Question Institute) in pairs. The QFT Protocol has five main steps:

1. Read the document (3 minutes)
2. Ask questions using the following four guidelines. (3 minutes)
 - Ask as many questions as you can.
 - Do not stop to discuss, judge, or answer the questions.
 - Write down every question exactly as it is stated.
 - Change any statement into a question.
3. Share the questions. (3 minutes)
4. Highlight open-ended questions in one color and closed-ended questions in another. (3 minutes)
 - Open-ended questions are questions that can be debated or need a longer response.
 - Closed-ended questions are questions with a simple yes/no or one-word answer.
5. Flip the questions – Change one open-ended question from your group to be closed-ended and one closed-ended question to be open-ended. (3 minutes)



Students will pick one open-ended question that they generated to write on the board, where it will remain for the duration of the inquiry. Tell students that other reports like the one they just saw were being received by Congress immediately after the end of the Civil War. Explain to students that this inquiry will allow students to further explore the problems they just read about, questions they just asked, and allow students to answer for themselves whether it's worth it for Congress to investigate problems like these. **(20 minutes)**

After the QFT, pass out the source handout packet. Tell students they will be using this packet for the remainder of the inquiry and will turn it in when the inquiry is completed.

Supporting Question 1:

Keep the students in pairs but run the next activity as whole-class instruction. Pass out Source 1A and walk the class through each amendment. Pause as you go to give students time to answer the Source 1A comprehension questions in their source handout packets (they may discuss in pairs to answer the questions). **(30 minutes)**

Period 2:

Supporting Question 1 cont.:

Students should begin in the pairs in which they left off, with each pair then finding another pair to make a quartet. This will be their group for the rest of the inquiry. Pass out Source 1B (one copy per student) and give students time to fill out the Source 1B chart in their source packets. **(20 minutes)**

As each group finishes Source 1B, pass out the supporting question 1 exit ticket. Have students complete it, and collect exit tickets when students are finished. **(10 minutes)**

Supporting Question 2:

Show the Portraits in Oversight Video from the beginning to 03:09. After showing the video, hand out one copy per group of sources 2B and 2C.

Pass out the supporting questions packet. Tell students they will be using this packet for the remainder of the inquiry and will turn it in when the inquiry is completed. Give students the remainder of the period to work on completing the first three lines of the chart on page 1 of their supporting questions packet. **(30 minutes)**

Period 3:

Supporting Question 2 cont.:

Begin the period with students in the same groups. Play the final video, source 2D. Have students finish the chart on page 1 of their supporting questions packet and formulate a group response to supporting question 2. **(10 minutes)**

Supporting Question 3:

Pass out one envelope (Source 3B) to each group. They should match the sources in the envelope with the Congressional findings and record their answers in their source packet. **(20 mins.)**

Hand out source 3C to each student. Give groups time to discuss and answer the source 3C comprehension questions in their source packet. **(10 minutes)**



Hand out Source 3D and play the audio while students follow along. Play from 22:57-26:27. After the audio is finished, give students 5 minutes to individually finish both their source and supporting question packets. **(10 minutes)**

Options for Summative Assessment

Option 1: Written Assessment

Pass out the writing assignment rubric and read through the expectations of the rubric. Students will need all the inquiry activities to use as evidence. Give them the rest of the time to start writing. Students should complete the assignment for homework.

Option 2: Structured CER Discussion Activity (adapted from the Bill of Rights Institute

<https://billofrightsinstitute.org/resources/discussion-protocols>; this would take one additional class period)

Part 1: Homework

- For homework prior to the day of discussion: Begin by providing the students with the compelling question: "Is it worth it for Congress to investigate problems?" Students should consider the evidence and examples from their Reconstruction Inquiry to support their responses. Students will identify 3 specific pieces of evidence (facts, examples, quotes) from the Reconstruction inquiry that support their initial stance on the question. From this list, they should pick their most persuasive piece of evidence and be prepared to explain both why they chose the three pieces of evidence they did, and why their top choice is the strongest of those three. Students should then fill in the first five rows of the compelling question handout.
- For homework, students will complete the chart at the top of the compelling question handout. Students will use the material from supporting questions 1-3 to write a claim, identify three pieces of evidence, and support their claim with reasoning. Then, students will rank their evidence from most persuasive to least persuasive.

Part 2: Discussion

- Students create NEW groups of four.
- Each student shares their claim in their new group and their reasoning behind the evidence they chose, and why they weighted the evidence the way they did.
- Encourage students to actively listen and ask clarifying questions of each other. **(25-30 minutes)**
- Students should briefly discuss if necessary, and once everyone agrees, students should record their group answer on the compelling question handout. Others listen attentively without immediately responding. All students should record their group's response in the second chart on the handout. After the discussion one student in each group is selected to "save the last word," or sum up and share the most persuasive piece of evidence to emerge from their discussion.
- Each group representative now shares the point that their group saved as the last word with the entire class. **(10 minutes)**

Part 3: Reflection & Wrap-Up

- Students return to their seats and reflect in writing on the discussion by answering the question found at the bottom of the summative discussion handout. **(15 minutes)**



Responding to Open-Response Questions using the C-E-R Method

Before You Write...What is the Question Asking?

- Read the question carefully
- Circle or underline key words in the questions
- Restate the question in your own words



Claim

Your concise answer to the question. The rest of your response should PROVE your claim.



Evidence

This includes a direct quotation or a paraphrased detail from the text that PROVES your claim is correct. You need to CITE your evidence.



Reasoning

You need to EXPLAIN in your own words how your evidence proves that your claim is correct.

Sentence starters for introducing evidence:

These sentence starters can help you introduce your text evidence:

- **The author stated...** *"insert direct quotation" (citation).*
- **According to the text...** *"insert direct quotation" (citation).*
- **In the text it stated...** *"insert direct quotation" (citation).*
- **This example provides evidence that...** *"insert direct quotation" (citation).*
- **An example is ...** *"insert direct quotation" (citation).*
- **The graphic showed...** *(insert explanation of graphic) (citation).*
- **The illustration showed...** *(insert explanation of illustration) (citation).*

Sentence Starters for reasoning:

These sentence starters can help you begin your reasoning:

- **This shows...**
- **This means...**
- **This reveals...**
- **This expresses the idea...**
- **This implies...**
- **This suggests...**
- **This confirms...**
- **This highlights the difference between,...**
- **The author's point is that...**
- **This example proves that...**



Name: _____



Supporting Question 1: Exit Ticket **ANSWER KEY**

Why were the 13th, 14th, and 15th Amendments adopted? Make sure you pay attention to the dates on the Black Codes and the dates of passage of the Amendments.

The amendments were adopted to outlaw slavery, grant citizenship to those formerly enslaved, and address the natural rights violations that were seen in the former Confederate States prior to their passage.

Name: _____

Supporting Questions Handout Packet **ANSWER KEY**

Supporting Question 2 CER

Directions: When Congress heard reports about violence in the former Confederate States, they created a committee with both Republicans and Democrats, heard from 600 witnesses, held multiple hearings, and issued a report with 13 volumes of evidence. You are going to be an investigator and look at multiple sources, some of them taken from the testimony Congress received. For each source, write down the key takeaway and two pieces of evidence that support it. This will help you answer the supporting question on the back.

Source	Key Takeaway from Source	Evidence 1	Evidence 2
2A: "Portraits in Oversight" video			
2B: "One Less Vote" political cartoon			
2C: Excerpts from the Congressional investigation			
2D: "Lynchings and Racial Violence during Reconstruction 1865-1876" video			

Supporting Question 2

How did the KKK work to suppress the rights of freed slaves and their white supporters, and were the Reconstruction Amendments enough to stop it? Cite a minimum of two pieces of evidence from your chart and explain your reasoning.

Name: _____

Supporting Question 3

Use the timeline, as well as all the knowledge you have gained from the rest of the inquiry, to answer supporting question 3. Cite at least one quote from source 3C and one quote from Source 3D as evidence for your answer.

Were the Force Acts passed by Congress effective?

Yes, because the KKK was founded in 1866, the Force Acts were passed in 1870 and 1871, and by 1871 the “Klan largely disappears. The disenfranchisement laws of the 1890s that are talked about above are terrible, but they are not the Klan. Congress set out to destroy the KKK and end violence in the South, and appears to have succeeded.

OR

No, because although the government dealt harshly with the KKK at first, and it “largely disappears” by 1871, only twenty years later states are finding ways to violate the 15th Amendment, and the Supreme Court is weakening the 14th Amendment. “To deprive African Americans of their rights” was the goal of the KKK, so the Force Acts failed to stop the achievement of that goal.

Name: _____

Source Handout Packet **ANSWER KEY**

Source 1A: Text of the 13th, 14th, and 15th Amendments

Directions: Answer the comprehension questions for each amendment.

13 th Amendment	
What is the point of this amendment? Why was it written?	<i>To make slavery illegal.</i>
Is there any situation in which involuntary servitude is legal in the United States?	<i>Yes. Punishment for a crime, but only if convicted by the justice system.</i>
Why is Section 2 essential?	<i>Without it, the amendment can't be consistently enforced.</i>
14 th Amendment	
What is the purpose of Section 1?	<i>To provide citizenship to formerly enslaved persons.</i>
Look at the date this amendment was passed. What is the original purpose of Section 2?	<i>To update the apportionment clause of the constitution to reflect the elimination of the institution of slavery.</i>
What was the original purpose of Section 3?	<i>To bar former Confederates from holding office.</i>
What was the original purpose of Section 4?	<i>To avoid paying the debts of Confederate states who borrowed money to fight the federal government.</i>
Why is Section 5 vital?	<i>Without it, the amendment can't be consistently enforced.</i>
15 th Amendment	
What is the purpose of Section 1?	<i>To guarantee the right to vote for formerly enslaved persons.</i>
Based on Section 1 of this amendment, what can you infer about the effectiveness of Section 2 of the 14 th Amendment?	<i>The last two amendments weren't good enough. They needed another one.</i>



Source 1B: Selections of Black Codes

Directions: Use source 1B to fill out the table below.

Black Codes	Which natural rights (i.e. Life, Liberty, Pursuit of Happiness) seem to be violated?	Which Amendment aims to restore those rights?
Louisiana (1865)	<i>Answers may vary</i>	<input checked="" type="checkbox"/> 13 th Amendment <input checked="" type="checkbox"/> 14 th Amendment <input type="checkbox"/> 15 th Amendment <input type="checkbox"/> None
Mississippi (1865)	<i>Answers may vary</i>	<input type="checkbox"/> 13 th Amendment <input checked="" type="checkbox"/> 14 th Amendment <input type="checkbox"/> 15 th Amendment <input type="checkbox"/> None
Florida (1865)	<i>Answers may vary</i>	<input type="checkbox"/> 13 th Amendment <input checked="" type="checkbox"/> 14 th Amendment <input checked="" type="checkbox"/> 15 th Amendment <input type="checkbox"/> None

Sources 3A&3B: Majority Report (adapted excerpts) and Force Acts (adapted excerpts)

Directions: Match quotes from the Congressional Majority Report to the related provisions in the Force Acts. Each Force Act provision is labeled with a letter at the top to make it easy to refer to. Pair the Force Act excerpt with the quote (or quotes) from the majority report with which you think it best fits. Excerpts may be used more than once, but all excerpts are used.

Congressional Majority Report Quotes (Source 3A)	Force Act Provisions (Source 3B)
1. "...justice cannot be obtained against those who commit crimes in disguise and at night [as the Ku Klux Klan are known to do]."	E
2. "...bad legislation, official incompetency, corruption, and other causes, have been identified as problems as well."	C, D, F, I
3. "Governor Lindsay was elected in 1870, when it is complained Ku-Klux violence deterred people in various counties from voting."	A, H
4. "...when identification is attempted, other members of the organization come in and either lie on the witness stand or in the jury-box, and the perpetrator goes free."	B, G, J



Congressional Majority Report Quotes (Source 3A)	Force Act Provisions (Source 3B)
5. "The terror inspired by their acts, as well as the public support in many areas paralyzes the arm of local government."	A, C, D, F, I

Source 3C: Timeline of KKK Activity

Directions: Use source 3C to complete the comprehension questions.

1. According to the timeline, how long did the KKK remain dead as an organization?

The timeline seems to indicate that from 1871-1905, the Klan is dead.

2. What seemed to lead to its revival?

A novel called "The Clansman" seems to have revived interest, along with the movie "Birth of a Nation."

Source 3D: Excerpt of NPR interview between Terry Gross and historian Eric Foner, 2006

Directions: Use source 3D to complete the comprehension questions.

1. Why was federal intervention in the South considered necessary in the years immediately following the Civil War?

The widespread violence by organizations such as the KKK against Black citizens by home-grown terrorist organizations could not be dealt with effectively by local governments.

2. How did states get around the protections guaranteed by the 15th Amendment?

States implemented strategies such as poll-taxes and knowledge requirements and then gave discretion to poll workers to waive those requirements whenever they felt like it. So the outcome was that white citizens were usually exempted, and black citizens were often declared ineligible.

