

	<p>Codes (due to his weak Reconstructionist policies and lack of enforcement of), Republicans in Congress knew they had to take Reconstruction into their own hands.</p>	
Promote the rights of former slaves.	<p>Republicans win control of Congress; Southerners were banned from Congress. The Republican congressmen shared their strong political motives with the Moderates in Congress which allowed for both parties to join forces over the Southern Democrats.</p>	<p>Reconstruction Act of 1867: Congress passed the Reconstruction Act of 1867 which divided the South into 5 military districts controlled by the federal government as an attempt to ensure Southern governments were in fact following Reconstructionist laws. In addition, if former rebelling states wanted to rejoin the Union, they needed to write new constitutions and ratify the 14th amendment.</p>
Promote the rights of former slaves.	<p>Congress passed the 14th amendment even with President Johnson openly opposing it.</p>	<p>The 14th Amendment: defined what is an American citizen ("all persons born or naturalized in the United States"), gave "equal protection of laws" to all citizens, and stated that states were not allowed to deprive any person of life, liberty, or property without "due process of law."</p>
Promote the rights of former slaves.	<p>The Impeachment of President Johnson and the beginning of Radical Reconstruction.</p>	<p>President Johnson was impeached as he tried to limit the power of new Reconstruction laws which was evident by vetoing the Civil Rights Act of 1866. In addition, he</p>

Note Taking Study Guide The Reconstruction Era

Rachel Sandford



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Miscellaneous National Parks Bills United States. Congress. Senate. Committee on Energy and Natural Resources. Subcommittee on National Parks,2003

Writing History 7-11 Hilary Cooper,2014-06-05 Writing History 7 11 supports students and primary teachers helping them to explore ways in which activities involving the talk that underpins historical enquiry can be developed into reading and exciting extended reflective writing The step that teachers and pupils take from talk for learning to talk for writing is a vital one In this book the authors argue that all aspects of historical enquiry leading to writing involve discussion and dialogue which permeate every aspect of doing history From this perspective they set out a theoretical framework for understanding the role of talk and reading in developing pupils critical thinking and confident reflective writing then demonstrate through a series of case studies in which teachers university lecturers and pupils work together how the theory is put into practice in the classroom Themes include How to support children in writing in a variety of interesting genres How to make links between the National Curriculum 2013 for History and for English How to plan for breadth and depth studies in the new National Curriculum How activities in History 5 11 can be developed into exciting extended writing The second half of the book draws upon case studies from a number of real primary classrooms with children of different ages Each case study shows how teaching was planned to develop children s confidence and enjoyment in discussion and to scaffold reasoned written explanation and argument Topics presented are all relevant to the new curriculum framework and include talking and reading about Time change and significance over 6000 years writing a television script Celtic Britain and the Roman Army writing a travel brochure about Celtic Britain The destruction of Roman towns writing a Saxon poem An archaeological investigation of a body in a Danish peat bog writing a newspaper report Did any countries benefit from WW11 writing an argued viewpoint The expansion westwards of European settlers writing a flap book exploring different perspectives This indispensable book provides not only sources for pupils to use in their writing but also models and exemplars of different styles and voices to draw upon

The Guidance of Learning Activities William Henry Burton,1952

Visible Learning for Social Studies, Grades K-12 John Hattie,Julie Stern,Douglas Fisher,Nancy Frey,2020-04-07 Help students move from surface level learning to the transfer of understanding How do social studies teachers maximize instruction to ensure students are prepared for an informed civic life VISIBLE LEARNING for Social Studies Grades K 12 shows how the field is more than simply memorizing dates and facts it encapsulates the skillful ability to conduct investigations analyze sources place events in historical context and synthesize divergent points of view

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Formative Classroom Walkthroughs Connie M. Moss, Susan M. Brookhart, 2015-01-21 Revolutionize the walkthrough to focus on the endgame of teaching student learning Authors Connie M Moss and Susan M Brookhart present the proven practice of formative walkthroughs that ask and answer questions that are specific to what the student is learning and doing Learn the value of having the observer examine the lesson from the student s point of view and seek evidence of seven key learning components A worthwhile lesson A learning target A performance of understanding Look fors or success criteria Formative feedback Student self assessment Effective questioning Drawing upon their research and extensive work with K 12 teachers and administrators Moss and Brookhart delve into the learning target theory of action that debuted in *Learning Targets Helping Students Aim for Understanding* in Today s Lesson and show you how to develop a schoolwide collaborative culture that enhances the learning of teachers administrators coaches and students They present detailed examples of how formative walkthroughs work across grade levels and subject areas and provide useful templates that administrators and coaches can use to get started now Grounded in the beliefs that schools improve when educators improve and that the best evidence of improvement comes from what we see students doing to learn in every lesson every day *Formative Classroom Walkthroughs* offers a path to improvement that makes sense and makes a difference

Resources in Education ,1984 **Research in Education** ,1974 **Faculty Development Programs** Alusine M. Kanu DA,2011-12-15 Professor Alusine M Kanu in *Faculty Development Programs Applications in Teaching and Learning* demonstrates instructional competencies of faculty developer leadership facilitator organizational developer media specialist and academic advisor This well thought out text conducts discussions to promote learning how to learn with methods of study that respect faculties desires to be experts in specialized disciplinary knowledge and specific teaching skills The intended audience is anyone wanting to learn about teaching or knowledge transfer and for teaching professionals and those seeking careers in education communication or in organizational training and development *Faculty Development Programs Applications in Teaching and Learning* suggests contemporary underlying research and practice on up to date influences of education An array of chapters includes developing multicultural faculty faculty development instructional development organizational development gender and communication issues media and new

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