

DURATION	COURSE	UNIT	STANDARDS	EVIDENCE
55 minutes	Grade 11 · U.S. History	Reconstruction · wk 2 of 4	D2.His.10 · RH.11-12.1	Exit claim · rubric R2

01 OBJECTIVE

assessed on the exit card

Students will **weigh four Bureau documents against one another** and write a claim about what free labour actually looked like in Amite County in 1866 — naming which document supports the claim and which one complicates it.

SC-1 Identifies who produced each document and for whom it was written, before quoting from it.

SC-2 Quotes one clause and explains what it let the planter do, not only what it says.

SC-3 Names one thing the four documents together still cannot tell us.

02 SEQUENCE

55:00

TIME	PHASE	TEACHER MOVE	GROUPING
00:00 6 min	Bell work	Board the prompt — “Did emancipation end unfree labour in the cotton counties?” One sentence on an index card; collect three to read back at 00:53.	Solo
00:06 9 min	Framing	Who wrote these papers and why: the Bureau as employer, arbiter and record-keeper. Model HIPP aloud on Source A, clause 4 only.	Whole
00:15 18 min	Station rotation	Four stations, 4:30 each, one document per station. Circulate with the prompt slips; push groups past summary at station C.	Groups 7
00:33 12 min	Claim building	Each group drafts one claim on the board strip with two quoted clauses attached. Require one clause that cuts against the claim.	Groups 7
00:45 8 min	Cross-examination	Two groups present; the class scores rubric row R2 on slips and hands them to the presenting group before the next one starts.	Whole
00:53 2 min	Exit card	Return the bell-work cards. Revise the sentence, citing one line from A or C. Sort into the three rubric piles tonight.	Solo

03 SOURCE SET

A Labour contract, Wm. H. Tatum and twelve freedpeople
Amite County, Miss., 12 Jan 1866. BRFAL, NARA M1907, roll 12. Facsimile plus transcript.

B Sub-assistant commissioner's monthly report
Capt. J. M. Ward to the Natchez sub-district office, 30 June 1866. Excerpt, 340 words.

C Settlement ledger, crop year 1868
Planter's account book, Adams County. Two pages: advances charged against a quarter share.

D Secondary reading, for contrast
Foner, *Reconstruction: America's Unfinished Revolution*, pp. 172–74. Two paragraphs, annotated.

04 PREP

30 min

Source packet A–D, 4 pp. × 28	10:00
HIPP analysis grid × 28	04:00
Station placards, laminated Mon.	06:00
Peer-scoring slips for R2 × 8	03:00
Doc camera + Source A scan	05:00
Index cards × 60, board strips	02:00

05 EVIDENCE RUBRIC

R2 is peer-scored in class; R1 and R3 are scored from the exit card

CRITERION	L1 · DESCRIBES	L2 · ANALYSES	L3 · EVALUATES
Sourcing R1 · HIPP	Names the author and date of a document and stops there.	Explains how the writer's position — planter, officer, clerk — shapes what the document records.	Says which of A and B is the better evidence of daily conditions in the field, and gives the reason.
Use of evidence R2 · peer-scored	Quotes a clause without attaching it to a claim.	Selects a clause that supports the claim and states the link in a sentence.	Uses the ledger in C to qualify the claim rather than only to confirm it.
Corroboration R3 · exit card	Treats the four documents as one undifferentiated account.	Notes where C's figures disagree with the wage terms written into A.	Accounts for the disagreement and names what none of the four can show.

06 · Exit card

07 · Look-fors

08 · Likely missteps

1 Revise your bell-work sentence so it cites one line from Source A or C.

2 Which document would you most want that we do not have? One line.

Groups quoting the preamble rather than clauses 4–7. Any group that reaches “it was slavery again” without the ledger — push them to C. Watch station B for stalling: the report is the hardest read in the packet.

Reading the officer's report as neutral because it is official. Treating the quarter share as a wage. Assuming the twelve signatories could read the contract they marked — nine signed with a cross.

09 DIFFERENTIATION

10 STANDARDS

11 POST-LESSON

READ Source A facsimile paired with a clean transcript; B and C carry three margin prompts each.

ELL Glossary strip: indenture, lien, quarter share, subsistence, distrain, sub-assistant.

IEP HIPP grid pre-filled for Source B; 6-minute station time with a partner scribe (Devon, Marisol).

C3 D2.His.10.9-12 Detect possible limitations in the historical record based on evidence collected from different kinds of primary sources.

C3 D2.His.13.9-12 Critique the appropriateness of the historical sources used in a secondary interpretation.

Log which station stalled and by how long — the rotation is 30 seconds tight if B keeps running over.