

Reconstruction: “Healing Wounds, Mending Fences”

Grade Level or Special Area: Fifth Grade (Geography and American History)

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Length of Unit: Six lessons (approximately one week, six days = 45 minutes)

I. ABSTRACT

The purpose of this unit is to further engage the students in the Civil War Era. This unit will give the students a better understanding as to how the major issues were resolved. The students will also be able to assess for themselves if Lincoln’s famous words of ‘malice for none and charity for all’ were upheld. This unit will also give the students a closer glimpse into our nation’s political and ethical history.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
2. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
3. Students will understand how political and social agendas are affected by racial and economic pressures.

B. Content from the *Core Knowledge Sequence*

- a. Reconstruction
 - a. The South in ruins
 - b. Struggle for control of the South: Radical Republicans vs. Andrew Johnson; impeachment
 - c. Carpetbaggers and Scalawags
 - d. 13th, 14th, and 15th Amendments to the Constitution
 - e. Black Codes; the Ku Klux Klan and “vigilante justice”
 - f. End of Reconstruction: Compromise of 1877, all federal troops removed from the South

C. Skill Objectives

1. Develop interpersonal relationships in achieving a common goal
2. Visualize agendas and policies through the eyes of politicians and civilians.
3. Describe American leaders and their role in the Reconstruction era.
4. Develop research skills in comparing policies and procedures.
5. Understand the system of America’s checks and balances.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Bowman, John. *Civil War Almanac*. New York: Gallery Books, 1983. 0-8317-1324-0.
2. Naden, Corinne & Blue, Rose. *Civil War Ends – Assassination, Reconstruction, and the Aftermath*. Austin, Texas: Steck-Vaughn Publishers, 2000. 0-8172-5583-4.
3. Clinton, Catherine. *Scholastic Encyclopedia of the Civil War*, United States of America: Fair Street Productions, 1999. 0-590-37227-0

B. For Students

1. Sherman’s march to sea; burning of Atlanta
2. Surrender at Appomattox

3. Assassination of Lincoln by John Wilkes Booth and the Southern feelings of resentment for losing the war

IV. RESOURCES

- A. *Scholastic Encyclopedia of the Civil War*, by Catherine Clinton (Lesson One)
- B. *Civil War Ends Assassination, Reconstruction, and the Aftermath*, by Corinne J. Naden
- C. *Everything You Needed to Know About American History*, by Anne Zeman & Kate Kelly (Lesson Two)
- D. *History and Geography*, by E.D. Hirsch (All lessons)
- E. *First Facts about U.S. History*, David C. King (Lesson Six)
- F. *The Civil War Almanac*, by John S. Bowman (Lesson Three)

V. LESSONS

Lesson One: Traitors or Fellow Americans?

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 2. Lesson Content
 - a. Reconstruction
 - i. The South in ruins
 - ii. Carpetbaggers and Scalawags
 3. Skill Objective(s)
 - a. Develop interpersonal relationships in achieving a common goal.
 - b. Develop research skills in comparing policies and procedures.
- B. *Materials*
 1. Appendix A for each student
 2. Appendix B for each student
 3. *History and Geography* books for each student
 4. Writing utensil for each student
 5. *Scholastic Encyclopedia of the Civil War*, by Catherine Clinton
- C. *Key Vocabulary*
 1. Sharecropping - particular owners of a farm share materials and land in return for a share of the end product
 2. Treason – an act against one’s own country
 3. Reconstruction – the twelve year period that followed the Civil War
 4. Carpetbaggers – this term was used to describe the Northerners who moved to the South during Reconstruction
 5. Scalawags – this term, also meaning worthless stock animal, was used to describe the Southerners who moved to the North during Reconstruction
- D. *Procedures/Activities*
 1. Encourage the students to brainstorm on the subject of ‘traitors.’ Who do they think is guilty of betraying their country? What was the punishment for such an offense (death)? Students may be lead to come up with certain ‘traders’:
 - a. Jefferson Davis
 - b. Robert E. Lee
 - c. Belle Boyd
 - d. The conspirators in Lincoln’s assassination
 2. They are not expected to come up with the one man who was found guilty of ‘war crimes’; Discuss Captain Henry Wirz (page 103 in *Scholastic Encyclopedia of the Civil War* provides supporting information):

- a. Twenty-seven acres near Macon, Georgia – Andersonville Prison
 - b. The prison held as many as 30,000 men during the Civil War
 - c. Prisoners suffered from hunger, thirst, lice, fevers, and scurvy
 - d. Typhus, typhoid, and other plagues swept through the prison yard and no medicine was provided (picture on page 103 in *Scholastic Encyclopedia of the Civil War*)
 - e. At one point, three thousand men died per month in this prison
 - f. More than one in four prisoners died there
 - g. Henry Wirz, the commandant of the prison, was hanged; he was the only officer executed for war crimes
3. Encourage the students to consider the feelings of the people in the North. Many northerners wanted more officers to pay for their ‘war crimes.’
 4. Encourage the students to consider the feelings of the people in the South. Discuss the aspects of the South that made it seem like a separate country.
 5. Define the terms ‘carpetbagger’ and ‘scalawag.’
 6. Hand out the copies of Appendices A and B
 7. The students need to look over Appendices A and B. Use Appendices A and B to engage the students in learning about the Reconstruction attempts. Also, use the rest of the outline in Lesson One for background information.
 8. However, Lincoln’s words of “malice towards none, and charity for all,” and a desire for “speedy and righteous peace,” echoed as the North showed grace for the rest of the Confederate officers.
 9. Read pages 283 and 284 in *History and Geography* books. The nation was hurting, especially the South (any additional pictures or illustrations found would greatly assist this discussion):
 - a. Fields, farms, and buildings were burned up
 - b. The economy was worse than it was before the war
 - c. One of every six men and boys from the Confederate Army was dead
 - d. Injuries were almost as bad; costing more than just money (see p. 283)
 - e. Millions of slaves were freed; this was as positive or a negative thing depending on who you talked to
 10. So, what was the Union to do? Read the following facts about the ‘Ten Percent Plan.’ The *History and Geography* book does not address this issue.
 - a. One answer was the “Ten Percent Plan.”
 - i. Union soldiers remained in the South and supervised its actions. Explain the “Ten Percent Plan” (adapted from *Civil War Ends*):
 - ii. Any state that showed ten percent of its citizens declaring loyalty to the United States would be admitted back in the Union.
 - iii. The southern states also had to obey all laws of abolishing slavery. They would then get their property back – excluding slaves.
 - iv. The state could then elect a new state government.
 - v. However, confederate officers could not hold office.
 - vi. The southern states must also ratify the Thirteenth Amendment.
 - b. The Freedmen’s Bureau:
 - i. It set up more than four thousand schools for former slaves in the south.
 - ii. Religion was allowed, and taught, again.
 - iii. The rumor of ‘forty acres and a mule’ was not true.
 - iv. Sharecropping was the attempted answer for the blacks (see the definition in the Lesson One vocabulary section).

- v. Nine out of ten former slave families became sharecroppers.

E. *Assessment/Evaluation*

1. Appendices A and B will be handed in and evaluated by the teacher. The majority of these questions are ‘opinion’ questions. The teacher may decide to assess these sheets as participation grades.

Lesson Two: The Legal Battles of the North and South

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may be affected by racial and economic pressures.
2. Lesson Content
 - a. Reconstruction
 - i. The South in ruins
 - ii. Black Codes; the Ku Klux Klan and “vigilante justice”
3. Skill Objective(s)
 - a. Develop interpersonal relationships in achieving a common goal.
 - b. Visualize agendas and policies through the eyes of politicians and civilians.
 - c. Develop research skills in comparing policies and procedures.

B. *Materials*

1. *History and Geography* books for each student
2. A copy of Appendix C for each student
3. A writing utensil for each student
4. A copy of Appendix D for each student
5. *Everything You Needed to Know About American History*, by Anne Zeman & Kate Kelly
6. Any additional resources the teacher feels will assist in completing Appendix D

C. *Key Vocabulary*

1. Vigilante justice – these terms are used to describe the acts of citizens in carrying out laws in their own manner

D. *Procedures/Activities*

1. The students will again need to be reminded of the bitterness that carried over after the war. The Freedmen’s Bureau did not necessarily alleviate tensions in the South.
2. It is suggested that the teacher have the students open their *History and Geography* books to page 293. Most students have a strong response to the image of the KKK. Encourage them to react to the picture.
3. The discussion listed in the previous procedure will help the students to think of the differences remaining in the two sections of the country. It is important to point out that as the southern states re-entered the Union, they strove to show their own power. They did this by allowing the following laws:
 - a. The Black Codes
 - b. The Jim Crow Laws
 - c. The Ku Klux Klan
 - d. The ignoring of the 13th, 14th, and 15th amendments

4. The North, or federal government, reacted to the South's actions by doing the following thing (see Appendix C for more information):
 - a. The Thirteenth Amendment – 1865
 - b. The Civil Rights Act – 1866
 - c. The Fourteenth Amendment – 1866 – 1868 (passed – ratified)
 - d. The Fifteenth Amendment – 1869 – 1870 (passed – ratified)
 - e. The Force Acts of 1870 and 1871
 - f. The Civil Rights Act of 1875
 5. Appendix C may be used as background for the teacher and the students, or just the teacher.
 6. The teacher will need to look over Appendix D before the day of the lesson. At this time, the teacher may feel the need to provide more information for the students. The resources suggested in the unit provide the minimum needed to complete the assignment.
 7. Once the resources have been made available to the students, the student may begin working on Appendix D. Appendix E contains the answers.
 8. Appendix D displays the cause – effect relationship between the North and the South. It is important to stress this point out to the students as they work independently. The Reconstruction era was a struggle for power.
- E. *Assessment/Evaluation*
1. Appendix D provides sections that demand specific answers. These sheets may be assessed according to the guidelines specified in Appendix E.

Lesson Three: The Impeachment of President Johnson

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
2. Lesson Content
 - a. Reconstruction
 - i. Struggle for control of the South: Radical Republicans vs. Andrew Johnson; impeachment
3. Skill Objective(s)
 - a. Visualize agendas and policies through the eyes of politicians and civilians.
 - b. Describe American leaders and their role in the Reconstruction era.
 - c. Develop research skills in comparing policies and procedures.
 - d. Understand the system of America's checks and balances.

B. *Materials*

1. *The Civil War Almanac*, by John S. Bowman (this book may be adapted as a resource for the students – copies may be made with permission)
2. *History and Geography* books for each student
3. Any additional resources the teacher feels will assist the students
4. A copy of Appendix F for each student

C. *Key Vocabulary*

1. Impeachment – the formal process of putting a political figure on trial for wrongdoing
2. Veto – the power shown by a president in striking down a specific bill presented to him

- D. *Procedures/Activities*
1. Today's lesson will focus on the only 'complete' impeachment of a president in United States' history.
 2. In giving the students a preview of this subject, give them a general summary of why President Johnson was impeached:
 - a. Congress worked hard in creating and upholding laws; President Johnson vetoed many of their laws.
 - b. President Johnson violated a federal law by removing a government official (Edwin Stanton).
 3. After stating these general facts, it is important to point out that President Johnson did fulfill his term.
 4. The students will need to be familiar with the resources provided (copies may be made for the students with permission from the publisher):
 - a. *The Civil War Almanac*, by John S. Bowman
 - b. *The History and Geography* books, by E. D. Hirsch
 - c. *Everything You Need to Know About American History Homework*, by Anne Zeman
 - d. *Civil War Ends*, by Corinne Naden
 5. The students may work in groups of two or three as they research the vetoes of President Johnson.
 6. They must also research the firing of Secretary of State, Edwin Stanton. Why did he do it? Is it a coincidence that President Johnson was impeached after the firing of Stanton?
 7. After the students have researched for ten minutes, hand out Appendix F.
 8. The students may work in groups. However, each student must fill out Appendix F and hand it in.
 9. If the students do not finish this sheet in class, they will need to complete it for homework.
- E. *Assessment/Evaluation*
1. The students will be informally observed as they work in groups. Formally, they will be assessed according to Appendix F. This sheet is an opinion exercise. Therefore, it is recommended that the students are assessed with a participation grade.

Lesson Four: Life After Johnson and the End of an Era

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 2. Lesson Content
 - a. Reconstruction
 - i. The South in ruins
 - ii. 13th, 14th, and 15th Amendments to the Constitution
 3. Skill Objective(s)
 - a. Develop interpersonal relationships in achieving a common goal.
 - b. Visualize agendas and policies through the eyes of politicians and civilians.
 - c. Describe American leaders and their role in the Reconstruction era.

- B. *Materials*
1. *History and Geography* books for each student
 2. Scissors for each student
 3. Glue sticks for each student
 4. Colored pencils for each student
 5. Any additional resources the teacher feels will assist the students
 6. A copy of Appendix G for each student
 7. A copy of Appendix H for each student
- C. *Key Vocabulary*
No new vocabulary
- D. *Procedures/Activities*
1. The class should begin the class period by reading pages 291 – 293 from the *History and Geography* books.
 2. The pages in the *History and Geography* books will define the Thirteenth, Fourteenth, and Fifteenth Amendments. The rest of the book will serve as a resource for Appendix G and H.
 3. After the reading, the students should have Appendix C, the *History and Geography* books, and copies from *The Civil War Almanac* at their desks.
 4. The students will then be in groups of three or four. Since this group is larger than the group from the previous lesson, the teacher may want to select the groups.
 5. Hand out a copy of Appendices G and H to each student. **Optional suggestion:** Enlarge Appendices G and H to poster size. Then, each group will have a large enough timeline for all to collectively work on.
 6. Whichever option is chosen, all students are expected to be involved in the research process.
 7. The students should be instructed to cut out the events from Appendix G. They should then manually organize the events (keeping the month in mind as well).
 8. Encourage cooperation among the students. If the students do not agree on a particular placement of events, they should refer to their resources. A collective effort will make this part of the assignment more successful.
 9. Before the students glue the events on the timeline, they need to all agree upon the placement. Any disagreements must be brought to the teacher before the events are glued down. Once the events are glued down, it is too late to change them.
 10. Upon completion, the students may earn extra credit by applying clip art, images, appropriate art, etc.
 11. Once they feel they are finished, the students may place their timeline in the designated spot in the room (the designated spot should be an open section on the wall).
 12. All timelines need to be completed on the day assigned.
- E. *Assessment/Evaluation*
1. A cooperative grade will be given for the timelines.

Lesson Five: The End of Reconstruction

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 2. Lesson Content
 - a. Reconstruction

- i. End of Reconstruction: Compromise of 1877, all federal troops removed from the South
 - 3. Skill Objective(s)
 - a. Describe American leaders and their role in the Reconstruction era.
 - b. Understand the system of America's checks and balances.
- B. *Materials*
- 1. *History and Geography* books for each student
 - 2. A copy of Appendix L for each student
 - 3. The timelines completed from the previous lesson
- C. *Key Vocabulary*
- 1. Jim Crow Laws: laws set up in the United States, following the Civil war, designed to deny the civil rights of African Americans
- D. *Procedures/Activities*
- 1. At the beginning of the lesson, the teacher should review the correct answers from the previous day's timeline. The students should be made aware of the specific months on the timeline as well.
 - 2. The focus then should be made on the year 1877. Ask the students why they think the Reconstruction Era ended in a specific year.
 - 3. The students should read pages 293 and 294 in their *History and Geography* books. They will find information on racial tensions and Jim Crow laws, but they will not read about the election of 1876.
 - 4. After five minutes of reading, the teacher will talk about the reasons why there was an official end to the Reconstruction Era. The discussion will lead to the Compromise of 1877. The students will already be familiar with the word 'compromise' from the pre-Civil War Era.
 - 5. What was the dilemma?
 - a. Samuel J Tilden won the popular vote by a margin of 250,000 votes.
 - b. Disputes occurred in the states of Florida, Louisiana, South Carolina and Oregon (connections can be made to our recent election in the year 2000).
 - 6. What was the compromise (the Constitution did not provide an answer)?
 - a. Five Supreme Court Justices, five Senators, and five Representatives came up with a verdict:
 - i. Rutherford B. Hayes was selected as president.
 - ii. The North would remove the military from the South under the Reconstruction Acts.
 - iii. The understanding was that the military was no longer in the South to enforce the Fourteenth Amendment.
 - iv. Hayes also agrees to appoint a Southerner to his cabinet.
 - 7. After hearing of the compromise, the students should be encouraged to respond with the people around them. Instruct them to, without getting out of their seats, discuss their opinions of the compromise (all questions are on Appendix L).
 - a. Do they think the decision was fair?
 - b. Do they see any problems arising from such a compromise?
 - c. Do they fear for the rights of the African Americans?
 - d. Who do they think won the compromise, if anyone?
 - 8. If time allows, the teacher may direct a discussion based on their responses to the compromise.
 - 9. Appendix L may be handed out.
 - 10. Students will answer the questions on Appendix L.

11. Once the students have completely filled out Appendix L they may hand in their responses.
 12. If the students do not complete their responses in class, they may take their sheet home for homework.
- E. *Assessment/Evaluation*
1. In assessing Appendix L, the teacher is encouraged to grade them according to the thoroughness and thoughtfulness of the students' responses. The 'Check System' may be used:
 - a. Check plus = excellent work, 100 %
 - b. Check = good work, 85 %
 - c. Check minus = unsatisfactory, 70 %

Lesson Six: Reconstruction Finale – Quiz

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may be affected by racial and economic pressures.
 2. Lesson Content
 - a. Reconstruction
 - i. The South in ruins
 - ii. Struggle for control of the South: Radical Republicans vs. Andrew Johnson; impeachment
 - iii. Carpetbaggers and Scalawags
 - iv. 13th, 14th, and 15th Amendments to the Constitution
 - v. Black Codes; the Ku Klux Klan and "vigilante justice"
 - vi. End of Reconstruction: Compromise of 1877, all federal troops removed from the South
 3. Skill Objective(s)
 - a. Visualize agendas and policies through the eyes of politicians and civilians.
 - b. Describe American leaders and their role in the Reconstruction era.
 - c. Understand the system of America's checks and balances.
- B. *Materials*
1. A copy of Appendix J for each student
 2. Writing utensils for each student
 3. Civil War reading material for each student to read after handing in the test (see Material listed in Number Four)
 4. *First Facts about U.S. History*, David C. King
- C. *Key Vocabulary*
- No new vocabulary
- D. *Procedures/Activities*
1. The students may wish to bring any Civil War Era reading with them for today's class.
 2. The students will first complete the assessment (see Appendix J).
 3. After they have answered the questions to the best of their abilities, they may turn the assessment in.
 4. They may then read independently at their desks.

5. If time remains in the class period, the teacher may wish to go over the answers to the quiz.
- E. *Assessment/Evaluation*
1. The quiz will be used as a final evaluation of the Reconstruction Era. It is not intended to be an assessment of the Civil War Era.

VI. CULMINATING ACTIVITY

- A. The students will complete Appendix J on Day Six. In this assessment, the students will be able to prove their knowledge of the Reconstruction Era. The questions will lead the students in to answer questions that pertain to the impeachment of President Andrew Johnson, the various laws that were passed, and how the Reconstruction Era was ended in 1877.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Traitors or fellow Americans?
 B. Appendix B: The Plan
 C. Appendix C: Background Information for the Teacher
 D. Appendix D: Legal Documents of Reconstruction
 E. Appendix E: Legal Documents of Reconstruction - Answers
 F. Appendix F: The Impeachment of President Johnson
 G. Appendix G: Timeline of Events
 H. Appendix H: Reconstruction Timeline
 I. Appendix I: Reconstruction Timeline Answers
 J. Appendix J: Reconstruction Test
 K. Appendix K: Reconstruction Test - Answers

VIII. BIBLIOGRAPHY

- A. Bowman, John. *The Civil War Almanac*. New York: Gallery Books, 1983. 0-8317-1324-0.
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Appendix A
“Traitors or Fellow Americans”

Name: _____

The issue of having ‘charity for all’ was a tough one. Many were hurt by the secession of the southern states and everyone was affected by the war. After reading pages 283 in your History and Geography books, answer the following questions:

-
1. After Lincoln’s death, what do you think was the reaction of the people in the North? Did they want revenge? Did they want peace? Were they willing to help the South?

2. The southerners realized they had very little food or clothing, their fields and farms were burned, and their economic system was ruined. What do you think they wanted? Did they trust the North to take care of them?

3. Now consider the former slaves; imagine the feelings they were going through.

a. What were their reasons for being happy?

b. What were their reasons for being sad and concerned?

c. How would they earn money if the South was so poor?

Appendix B
“The Plan ”
(to be copied on the back side of Appendix A)

After reading page 284, complete the following sections:

The Freeman’s Bureau provided the four following things:

1. _____
2. _____
3. _____
4. _____

For years, the slaves were prohibited from learning how to read. In the area of education, what did the Freedmen’s Bureau provide?

1. _____
2. _____

What was not provided in the bureau?

1. _____

Define, in your own words, what sharecropping meant:

What aspects of sharecropping are similar to slavery?

1. _____
2. _____
3. _____

Appendix C
“Background Information for the Teacher”
(to be used in conjunction with Appendix D)

Where can this information be found?

<u>13th Amendment:</u>	<i>History and Geography</i> book, page 285
<u>14th Amendment:</u>	<i>History and Geography</i> book, page 287
<u>15th Amendment:</u>	<i>History and Geography</i> book, page 292
<u>Black Codes:</u>	<i>History and Geography</i> book, primarily page 287
<u>Jim Crow Laws:</u>	<i>History and Geography</i> book, page 294

Information not found in *History and Geography* book

Ku Klux Klan: The Ku Klux Klan, otherwise known as the KKK, sought to enforce their ‘vigilante justice’ in the South. According to the *Scholastic Encyclopedia of the Civil War*, the KKK would “make their raids by moonlight, wearing hoods to disguise their identity as they threatened and intimidated political enemies. The KKK especially feared freedmen, or former slaves, gaining rights that were normally saved for white Americans. (Page 293 in the *History and Geography* book contains more information.)

Force Acts: The ‘Force Acts’ were passed in 1870 and 1871. They were written to protect the rights of blacks to vote. The act of 1870 stated that the government would place heavy fines on anyone who interfered with someone’s rights under the Fifteenth Amendment. The act of 1871 stated that military force could be used on individuals or groups who stood in the way of the Fifteenth Amendment (KKK included).

Civil Rights Acts: The Civil Rights Act of 1866 guaranteed citizenship to anyone who was born in the United States of America. The Civil Rights Act of 1875 guaranteed all citizens ‘equal enjoyment of public facilities such as transport, restaurants and hotels. It also declares that no one may be excluded from jury service based on race. It is important to note that in 1883, the entire act of 1875 was declared unconstitutional.

More information on these legal documents can be found in:

- ***The Civil War Almanac, by John S. Bowman***
- ***Everything You Need to Know About American History, by Anne Zeman***
- ***Documentary History of Reconstruction, by Walter L. Fleming***

Appendix D
“Legal Documents of Reconstruction”

Name: _____

USING YOUR RESOURCES, DESCRIBE WHAT EACH LEGAL ACTION MEANT

	NORTH	SOUTH
AFRICAN AMERICANS	<u>13th Amendment</u>	<u>Black Codes</u>
	_____	_____
	_____	_____
AFRICAN AMERICANS	<u>14th Amendment</u>	
	_____	_____
	_____	_____
AFRICAN AMERICANS	<u>15th Amendment</u>	
	_____	_____
	_____	_____
TERRORISM	<u>Force Acts of 1870 and 1871</u>	<u>The Ku Klux Klan Acts</u>
	_____	_____
	_____	_____
	_____	_____
CIVIL RIGHTS	<u>Civil Rights Act of 1875</u>	<u>Jim Crow Laws</u>
	_____	_____
	_____	_____
	_____	_____

Appendix E
“Legal Documents of Reconstruction – Answers”

Name: _____

USING YOUR RESOURCES, DESCRIBE WHAT EACH LEGAL ACTION MEANT

	NORTH	SOUTH
AFRICAN AMERICANS	<u>13th Amendment</u> <u>This amendment outlawed slavery</u> _____	<u>Black Codes</u> The teacher may wish to provide more information in the area of Black Codes. However, the main point needs to be addressed in this box; laws meant to keep the former slaves down (examples will only make the answer stronger) _____ _____ _____ _____
	<u>14th Amendment</u> <u>This amendment guaranteed the rights of Citizenship to all former slaves.</u> <u>All states must agree to this amendment</u> _____	
	<u>15th Amendment</u> <u>This amendment states that race or color may Not interfere with a person’s right to vote</u> <u>(Note that gender holds no rights at this point)</u> _____	
TERRORISM	<u>Force Acts of 1870 and 1871</u> 1870 – heavy fines were set to defend the right to vote _____ 1871 – military force may be used to defend right to vote _____	<u>Actions by the Ku Klux Klan</u> Any answer that specifies ‘vigilante justice’ will be accepted. The students may write down examples of actions taken against anyone who supported the full rights of former slaves African Americans _____ _____
CIVIL RIGHTS	<u>Civil Rights Act of 1875</u> Intended to guarantee full rights of all citizens to use public facilities. It was declared unconstitutional in 1883 _____ _____	<u>Jim Crow Laws</u> At the end of reconstruction, states passed ‘segregation laws.’ These laws stated that African Americans could no longer use public facilities. The laws also made provisions for separate areas in public facilities for African Americans _____ _____

Appendix F
“The Impeachment of President Johnson”

Name: _____

“WHAT DID HE DO WRONG?”

February - 1866

1. What did President Andrew Johnson do to the extension of the Freedmen’s Bureau?

What did this mean to the ‘freedmen’ of America? _____

Do you think his actions were racist? Please explain: _____

March – 1867

2. In 1867, the Congress of the United States passes the Reconstruction Act. President Johnson vetoed the bill by stating it was unconstitutional. Congress reacted by ratifying the bill. Why do you think Congress was outraged by this action by the president? _____

February – 1868

2. In 1868, Johnson tests the Tenure of Office Act and fires Secretary of State, Edwin Stanton. How did the Congress react to this decision? _____

In May 1868, President Johnson is impeached and escapes dismissal from office by one vote.

“Timeline of Events”

Cut out the following pieces and place them in the correct order on the Reconstruction Timeline

The Reconstruction Era Ends
The Fifteenth Amendment is Ratified
The Thirteenth Amendment is Ratified
The Fourteenth Amendment is Ratified
President Lincoln is Assassinated
The Freedmen’s Bureau was Established
President Andrew Johnson is Impeached
General Lee Surrenders to Grant
Grant is Elected 18th President
The First Civil Rights Act is Passed
A compromise settles the Presidential Election
The Second Civil Rights Act is Passed
Edwin Stanton is fired by President Johnson
Henry Wirz is hanged for War Crimes
Abe Lincoln gives his 2nd Inaugural Address
The Ku Klux Klan is Established
States Set Up Their Own ‘Jim Crow’ Laws

Name: _____

“Reconstruction Timeline”

1865

1866

1867

Reconstruction Acts are Passed

1868

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1869	Union-Pacific Railroads Connect
1870	
1871	The Treaty of Washington is Agreed Upon
1872	Ulysses S. Grant is Re-Elected
1873	Supreme Court Upholds 14 th Amendment
1874	Democrats Win a Majority of the House
1875	
1876	Neither Presidential Candidate Can Claim Majority
1877	

“Reconstruction Timeline Answers”

1865	Abe Lincoln Gives His 2 nd Inaugural Address
	General Lee Surrenders to Grant
	President Lincoln is Assassinated
	Henry Wirz is hanged for War Crimes
	The Thirteenth Amendment is Ratified
1866	The Freedmen’s Bureau is Established
	The First Civil Rights Act is Passed
	The Ku Klux Klan is Established
1867	Reconstruction Acts are Passed
1868	Edwin Stanton is Fired by President Johnson

	President Johnson is Impeached
	The Fourteenth Amendment is Ratified
	Grant is Elected 18 th President
1869	Union-Pacific Railroads Connect
1870	The Fifteenth Amendment is Ratified
1871	The Treaty of Washington is Agreed Upon
1872	Ulysses S. Grant is Re-Elected
1873	Supreme Court Upholds 14 th Amendment
1874	Democrats Win a Majority of the House
1875	The Second Civil Rights Act is Passed
1876	Neither Presidential Candidate Can Claim Majority
1877	A compromise settles the Presidential Election
	The Reconstruction Era Ends
	States Set Up Their Own Jim Crow Laws

Appendix J
“Reconstruction Test”

Name: _____

Reconstruction After the Civil War

1. In the space provided, explain at least two things the North did for the African Americans in the Freedmen’s Bureau (list and explain).
 - a. _____
 - b. _____
 - c. _____

2. Explain at least three things that President Andrew Johnson did that lead to his impeachment (list and explain):
 - a. _____
 - b. _____
 - c. _____

3. What does it mean to impeach a political figure?
 - a. To remove a political figure from office
 - b. To publicly embarrass a political figure by revealing their wrongdoings
 - c. To put a public officer on trial for wrongdoings
 - d. To publicly call someone a liar

4. What was a Scalawag? _____

5. What was a Carpetbagger? _____

6. Explain each of these:

a. Black Codes: _____

b. Jim Crow Laws: _____

c. The Ku Klux Klan: _____

7. Name the two Presidential candidates from the Election of 1876:

a. _____

b. _____

8. What did the South gain from the Compromise of 1877 (name at least three)?

a. _____

b. _____

c. _____

List the important details of each of the following amendments:

13 th	14 th	15 th

Appendix K
“Reconstruction Test Answers”

Reconstruction after the Civil War

1. In the space provided, explain at least two things the North did for the African Americans in the Freedmen’s Bureau (list and explain).
 - a. Provided Education
 - b. Initiated the Sharecropping Plan
 - c. Provided food, clothing, fuel, and medical supplies

2. Explain at least three things that President Andrew Johnson did that lead to his impeachment (list and explain):
 - a. Vetoed The Reconstruction Act
 - b. Vetoed Civil Rights Act
 - c. Fired Secretary of State Edwin Stanton

3. What does it mean to impeach a political figure?
 - a. To remove a political figure from office
 - b. To publicly embarrass a political figure by revealing their wrongdoings
 - c. **To put a public officer on trial for wrongdoings**
 - d. To publicly call someone a liar

4. What was a Scalawag? A southerner who moved to the North;
sometimes described as a worthless farm animal

5. What was a Carpetbagger? A northerner who moved south in order to help or
to take advantage of opportunity; typically packed everything in carpet suitcase

6. Explain each of these:
- a. Black Codes: Laws, or rules, intended to hold the black person down
 - b. Jim Crow Laws: Laws, generally written after Reconstruction, intended to segregate blacks and whites
 - c. The Ku Klux Klan: 'Vigilante Justice' group set up in 1866 to enforce Black Codes and other rules intended to hold freedmen from obtaining their full rights
7. Name the two Presidential candidates from the Election of 1876:
- a. Rutherford B. Hayes
 - b. Samuel J. Tilden
8. What did the South gain from the Compromise of 1877 (name at least three)?
- a. A southerner in the President's Cabinet
 - b. The Federal military left the Southern States
 - c. More power within their own states (14th amendment)

List the important details of each of the following amendments:

13 th	14 th	15 th
Freedom of slaves	All former slaves are citizens of the United States	No one will be excluded from voting based on color or race

Appendix L
"The Compromise of 1877"

Name: _____

"What Do You Think?"

List at least three agreements that came out of the "Compromise of 1877":

1. _____
2. _____
3. _____
4. _____

Do you think the decision was fair for the entire country? YES NO

What possible problems do you see arising from this compromise? In other words, who will be upset and why?

On a scale of 1 – 10, how much do you think this compromise will affect the rights of the African Americans? (1 = will not affect them at all, 10 = will affect them greatly)

1 2 3 4 5 6 7 8 9 10

Who benefited from the compromise? Was there a certain group of people that were happy as a result of the compromise?
