



GOAL 8 | LESSON PLAN | HIGH SCHOOL Reconstruction

Grades: High School

Approximate Length of Time: 3 hours excluding the final essay

Goal: Students will be able to discuss and cite the outcomes of the reconstruction period – 1863-1877.

Objectives:

1. Students will be able to complete questions, finding key information within primary and secondary sources.
2. Students will be able to address a question about a historic event, providing evidence from primary and secondary sources.
3. Students will be able to identify ways in which historic events impact current events.

Common Core:

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-LITERACY.WHST.6-8.1

Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

NCSS STANDARDS FOR SOCIAL STUDIES:

- 1—Culture
- 2—Time, Continuity, and Change
- 3—People, Places, and Environment
- 5—Individuals, Groups, and Institutions
- 6—Power, Authority, and Governance
- 10—Civic Ideals and Practices

Description: This is an inquiry lesson where students will do research to answer the inquiry question concerning the reconstruction period following the civil war. Students will develop a hypothesis, search for evidence in multiple primary and secondary sources, and complete a graphic organizer. Through this process students will develop a strong answer to the inquiry question posed at the beginning.

Inquiry Question: What are the outcomes of the period known as Reconstruction?

Material:

- Primary Source Documents Packet
- Secondary Source Documents Packet
 - Some of the secondary sources are links, be sure to allow access to the internet for these documents and videos
- Storyboard
- Power Point
- Final Essay
- Highlighters

Procedure:

1. Provide students with the Storyboard, Primary Source Documents, and Secondary Source Documents then, begin the Power Point presentation.
 - a. The Power Point will act as a guide for the lesson. The Power Point is so detailed, it can even be done independently by students.
 - b. There are videos within the Power Point that should be queued-up ahead of the lesson presentation.
 - c. Documents within the Primary Source packet and Secondary Source packet will be referred to through-out the Power Point. Some of the documents are required reading, while others are noted in the Power Point as ‘provided,’ meaning the document has been provided but is not required reading. The provided documents might be useful for more in-depth understanding or for research purposes. Students may wish to look over and cite these documents for their essay.
 - d. For each document guiding questions are provided, it is up to the teacher as to whether or not these need to be answered. The questions help focus

students' attention and guide in the formation of their own document related questions.

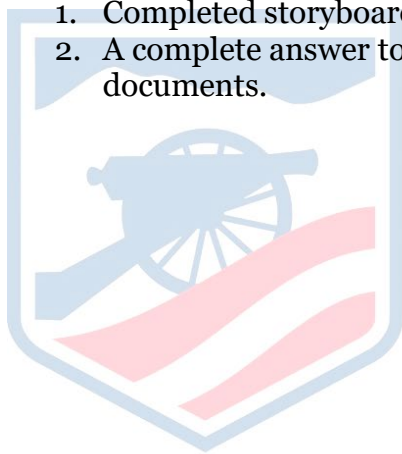
2. Students will complete the storyboard as they move through the Power Point and documents.
 - a. Students should provide citations to documents as they complete the storyboard, this will act as an organizer/outline for their final essay.

Conclusion:

Students will answer the inquiry question either orally or in essay form (Essay is provided). They should use evidence from their primary and secondary sources. They can use the documents, their notes, the storyboard, and their answered questions. Students can do additional research to bolster their argument.

Assessment in this Lesson:

1. Completed storyboard.
2. A complete answer to the inquiry question with citations from the provided documents.



AMERICAN
BATTLEFIELD
TRUST ★ ★ ★

PRESERVE. EDUCATE. INSPIRE.



Name: _____

Date: _____

Reconstruction Primary Sources

- The following documents may have been excerpted, if so, you can find the full texts using the citation below the document.
- Certain parts have been bolded and highlighted to draw attention to words or parts of the text, this has been done for our purposes, and are not in the original document.

Use the following methods for your research

- Circle look-up, and define the words you need to know in order to understand the document.
- Underline names of people mentioned that you find significant, if necessary you can do a quick search, and write down a very brief note about them on the document.
- Double underline places that are mentioned that you find significant and find them on a map. Note their location. Do a search on battlefields.org to see if there was a battle at this location on or around the dates that are given.
- When doing research, you do not need to write in full sentences or paragraphs, brief notes and bullet points can be enough.
- Questions have been provided after some of the documents, these questions can help guide your research.

US Constitutional Amendment

Summary provided in italics.

ARTICLE XIII.

Passed by Congress on January 31, 1865, the 13th Amendment to the Constitution abolished slavery and was ratified on December 6, 1865

SECTION 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

SECTION 2. Congress shall have power to enforce this article by appropriate legislation.

U.S. Constitution, amend. 13, sec. 1-2.

Lincoln's Last Public Address

April 11, 1865

EXCERPT

We meet this evening, not in sorrow, but in gladness of heart. The evacuation of Petersburg and Richmond, and the surrender of the principal insurgent army, give hope of a righteous and speedy peace whose joyous expression can not be restrained. In the midst of this, however, He from whom all blessings flow, must not be forgotten. A call for a national thanksgiving is being prepared, and will be duly promulgated. Nor must those whose harder part gives us the cause of rejoicing, be overlooked. Their honors must not be parcelled out with others. I myself was near the front, and had the high pleasure of transmitting much of the good news to you; but no part of the honor, for plan or execution, is mine. To Gen. Grant, his skilful officers, and brave men, all belongs. The gallant Navy stood ready, but was not in reach to take active part.

By these recent successes the re-inauguration of the national authority -- reconstruction -- which has had a large share of thought from the first, is pressed much more closely upon our attention. It is fraught with great difficulty. Unlike a case of a war between independent nations, there is no authorized organ for us to treat with. No one man has authority to give up the rebellion for any other man. We simply must begin with, and mould from, disorganized and discordant elements. Nor is it a small additional embarrassment that we, the loyal people, differ among ourselves as to the mode, manner, and means of reconstruction.

As a general rule, I abstain from reading the reports of attacks upon myself, wishing not to be provoked by that to which I can not properly offer an answer. In spite of this precaution, however, it comes to my knowledge that I am much censured for some supposed agency in setting up, and seeking to sustain, the new State government of Louisiana. In this I have done just so much as, and no more than, the public knows. In the Annual Message of Dec. 1863 and accompanying Proclamation, I presented a plan of re-construction (as the phrase goes) which, I promised, if adopted by any State, should be acceptable to, and sustained by, the Executive government of the nation. I distinctly stated that this was not the only plan which might possibly be acceptable; and I also distinctly protested that the Executive claimed no right to say when, or whether members should be admitted to seats in Congress from such States. This plan was, in advance, submitted to the then Cabinet, and distinctly approved by every member of it. One of them suggested that I should then, and in that connection, apply the Emancipation Proclamation to the theretofore excepted parts of Virginia and Louisiana; that I should drop the suggestion about apprenticeship for freed-people, and that I should omit the protest against my own power, in regard to the admission of members to Congress; but even he approved every part and parcel of the plan which has since been employed or touched by the action of Louisiana. The new constitution of Louisiana, declaring emancipation for the whole State, practically applies the Proclamation to the part previously excepted. It does not adopt apprenticeship for freed-people; and it is silent, as it could not well be otherwise, about the admission of members to Congress. So that, as it applies to Louisiana, every member of the Cabinet fully approved the plan. The message went to Congress, and I received many

commendations of the plan, written and verbal; and not a single objection to it, from any professed emancipationist, came to my knowledge, until after the news reached Washington that the people of Louisiana had begun to move in accordance with it. From about July 1862, I had corresponded with different persons, supposed to be interested, seeking a reconstruction of a State government for Louisiana. When the message of 1863, with the plan before mentioned, reached New-Orleans, Gen. Banks wrote me that he was confident the people, with his military co-operation, would reconstruct, substantially on that plan. I wrote him, and some of them to try it; they tried it, and the result is known. Such only has been my agency in getting up the Louisiana government. As to sustaining it, my promise is out, as before stated. But, as bad promises are better broken than kept, I shall treat this as a bad promise, and break it, whenever I shall be convinced that keeping it is adverse to the public interest. But I have not yet been so convinced.

I have been shown a letter on this subject, supposed to be an able one, in which the writer expresses regret that my mind has not seemed to be definitely fixed on the question whether the seceding States, so called, are in the Union or out of it. It would perhaps, add astonishment to his regret, were he to learn that since I have found professed Union men endeavoring to make that question, I have *purposely* forborne any public expression upon it. As appears to me that question has not been, nor yet is, a practically material one, and that any discussion of it, while it thus remains practically immaterial, could have no effect other than the mischievous one of dividing our friends. As yet, whatever it may hereafter become, that question is bad, as the basis of a controversy, and good for nothing at all--a merely pernicious abstraction.

We all agree that the seceded States, so called, are out of their proper relation with the Union; and that the sole object of the government, civil and military, in regard to those States is to again get them into that proper practical relation. I believe it is not only possible, but in fact, easier to do this, without deciding, or even considering, whether these States have ever been out of the Union, than with it. Finding themselves safely at home, it would be utterly immaterial whether they had ever been abroad. Let us all join in doing the acts necessary to restoring the proper practical relations between these States and the Union; and each forever after, innocently indulge his own opinion whether, in doing the acts, he brought the States from without, into the Union, or only gave them proper assistance, they never having been out of it.

The amount of constituency, so to speak, on which the new Louisiana government rests, would be more satisfactory to all, if it contained fifty, thirty, or even twenty thousand, instead of only about twelve thousand, as it does. It is also unsatisfactory to some that the elective franchise is not given to the colored man. I would myself prefer that it were now conferred on the very intelligent, and on those who serve our cause as soldiers. Still the question is not whether the Louisiana government, as it stands, is quite all that is desirable. The question is, "Will it be wiser to take it as it is, and help to improve it; or to reject, and disperse it?" "Can Louisiana be brought into proper practical relation with the Union *sooner* by *sustaining*, or by *discarding* her new State government?"

Some twelve thousand voters in the heretofore slave-state of Louisiana have sworn allegiance to the Union, assumed to be the rightful political power of the State, held elections, organized a State government, adopted a free-state constitution, giving the benefit of public schools equally to black and white, and empowering the Legislature to confer the elective franchise upon the colored man. Their Legislature has already voted to ratify the constitutional amendment recently passed by Congress, abolishing slavery throughout the nation. These twelve thousand persons are thus fully committed to the Union, and to perpetual freedom in the state--committed to the very things, and nearly all the things the nation wants--and they ask the nations recognition and it's assistance to make good their committal. Now, if we reject, and spurn them, we do our utmost to disorganize and disperse them. We in effect say to the white men "You are worthless, or worse--we will neither help you, nor be helped by you." To the blacks we say "This cup of liberty which these, your old masters, hold to your lips, we will dash from you, and leave you to the chances of gathering the spilled and scattered contents in some vague and undefined when, where, and how." If this course, discouraging and paralyzing both white and black, has any tendency to bring Louisiana into proper practical relations with the Union, I have, so far, been unable to perceive it. If, on the contrary, we recognize, and sustain the new government of Louisiana the converse of all this is made true. We encourage the hearts, and nerve the arms of the twelve thousand to adhere to their work, and argue for it, and proselyte for it, and fight for it, and feed it, and grow it, and ripen it to a complete success. The colored man too, in seeing all united for him, is inspired with vigilance, and energy, and daring, to the same end. Grant that he desires the elective franchise, will he not attain it sooner by saving the already advanced steps toward it, than by running backward over them? Concede that the new government of Louisiana is only to what it should be as the egg is to the fowl, we shall sooner have the fowl by hatching the egg than by smashing it? Again, if we reject Louisiana, we also reject one vote in favor of the proposed amendment to the national Constitution. To meet this proposition, it has been argued that no more than three fourths of those States which have not attempted secession are necessary to validly ratify the amendment. I do not commit myself against this, further than to say that such a ratification would be questionable, and sure to be persistently questioned; while a ratification by three-fourths of all the States would be unquestioned and unquestionable.

I repeat the question, "Can Louisiana be brought into proper practical relation with the Union *sooner* by *sustaining* or by *discarding* her new State Government?"

What has been said of Louisiana will apply generally to other States. And yet so great peculiarities pertain to each state, and such important and sudden changes occur in the same state; and withal, so new and unprecedented is the whole case, that no exclusive, and inflexible plan can be safely prescribed as to details and colaterals [sic]. Such exclusive, and inflexible plan, would surely become a new entanglement. Important principles may, and must, be inflexible.

In the present "*situation*" as the phrase goes, it may be my duty to make some new announcement to the people of the South. I am considering, and shall not fail to act, when satisfied that action will be proper.

Lincoln, Abraham. "Lincoln's Last Public Address." In *Collected Works of Abraham Lincoln*, Vol. 8, edited by Roy P. Basler et al. Ann Arbor Michigan: University of Michigan Digital Library Production Services, 2001.
<https://quod.lib.umich.edu/l/lincoln/lincoln8/1:850.1?rgn=div2;view=fulltext>

NOTES:

Lincoln explains why reconstruction is so very difficult. In your own words, list the three reasons Lincoln provides.



Note: Othello is a play by William Shakespeare in which a man, Othello, who is black and a soldier, is manipulated by Iago and other white men of power. To find more context on this cartoon follow the link in the citation.

Nast, Thomas. "Andrew Johnson's Reconstruction and How it Works." *HarpWeek* (1866): <http://www.harpweek.com/09cartoon/BrowseByDateCartoon.asp?Month=September&Date=1>.

What is this cartoon displaying about Johnson's reconstruction policies?

When was this cartoon printed?

What is HarpWeek and did the newspaper where this was originally printed have a political leaning?

How are they comparing 1862 to 1868? What does this show about the artists concerns for the future?

Ordinance by the Board of Police of Opelousas, Louisiana, as Printed in a New Orleans Newspaper

[New Orleans, La., July 15, 1865]

Ordinance

[RELATIV]E TO THE POLICE OF RECENTLY [EM]ANCIPATED NEGROES OR FREED[M]EN, WITHIN THE CORPORATE LIMITS OF THE TOWN OF OPELOUSAS.

Whereas the relations formerly subsis[ti]ng between master and slave have b[e]come changed by the action of the controlling authorities; and whereas it i[s] necessary to provide for the proper police and government of the recently emancipated negroes or freedmen, in their new relations to the municipal authorities;

Sect. 1. Be it therefore ordained by [t]he Board of Police of the Town of Ope[l]ousas: That no *negro or freedman* shall be *allowed to come within the limits of the Town of Opelousas, without special permission from his employer, specifying the object of his visit, and the time necessary for the accomplishment of the same.* Whoever shall violate this provision, shall *suffer imprisonment and two days work on the public streets, or shall pay a fine of two dollars and fifty cents.*

Sect. 2. Be it further ordained that *every negro or freedman* who shall be found on the streets of Opelousas, after *10 o'clock* at night, without a written pass or permit from his employer, shall *be imprisoned* and compelled to work five days on the public streets, or pay a fine of *five dollars.*

Sect. 3. *No negro or freedman shall be permitted to rent or keep a house within the limits of the town under any circumstances, and any one thus offending, shall be ejected and compelled to find an employer, or leave the town within twenty-four hours. The lessor or furnisher of the house leased or kept as above, shall pay a fine of ten dollars for each offense.*

Sect. 4. *No negro or freedman shall reside within the limits of the Town of Opelousas, who is not in the regular service of some white person or former owner, who shall be held responsible for the conduct of said freedman. But said employer or former owner may permit said freedman to hire his time, by special permission in writing, which permission shall not extend over twenty-four hours at any one time. Any one violating the provisions of this section, shall be imprisoned and forced to work for two days on the public streets.*

Sect. 5. *No public meetings or congregations of negroes or freedmen, shall be allowed within the limits of the Town of Opelousas, under any circumstances or for any purpose, without the*

permission of the Mayor or President of the Board. This prohibition is not intended, however, to prevent freedmen from attending the usual Church services conducted by established ministers of religion. Every freedman violating this law shall be imprisoned and made to work five days on the public streets.

Sect. 6. No negro or freedman shall be permitted to preach, exhort or otherwise declaim, to congregations of colored people, without a special permission from the Mayor or President of the Board of Police, under the penalty of a fine of ten dollars or twenty days work on the public streets.

Sect. 7. No freedman, who is not in the military service, shall be allowed to carry fire-arms or any kind of weapons, within the limits of the Town of Opelousas, without the special permission of his employer in writing, and approved by the Mayor or President of the Board of Police. Any one thus offending shall forfeit his weapons and shall be imprisoned and made to work five days on the public streets, or pay a fine of five dollars in lieu of said work.

Sect. 8. No freedman shall sell, barter or exchange any articles of merchandise or traffic, within the limits of Opelousas, without permission in writing from his employer or the Mayor or President of the Board, under the penalty of the forfeiture of said articles, and imprisonment and one day's labor, or a fine of one dollar in lieu of said work.

Sect. 9. Any freedman found drunk within the limits of the town shall be imprisoned and made to labor five days on the public streets, or pay five dollars in lieu of said labor.

Sect. 10. Any freedman not residing in Opelousas, who shall be found within its corporate limits after the hour of 3 o'clock P.M. on Sunday, without a special written permission from his employer or the Mayor, shall be arrested and imprisoned and made to work two days on the public streets, or pay two dollars in lieu of said work.

Sect. 11. *All the foregoing provisions apply to freed men and freed women, or both sexes.*

Sect. 12. It shall be the special duty of the Mayor or President of the Board, to see that all the provisions of this ordinance are faithfully executed.

Sect. 13. Be it further ordained, Th[at] this ordinance to take effect from [and] after its first publication.

Ordained the 3d day of July, 186[5.],

E. D. Estillette
President of the Board of Police

JOS. D. RICHARD, Clerk.

Newspaper clippings of an ordinance by the board of police of Opelousas, Louisiana [*New Orleans Tribune*, 15 July 1865], attached to Colonel S. M. Quincy to Lieut Col. J. M. Wilson, [27 July 1865], Q-4 1865, Letters Received, series 1757, Department of LA & TX, U.S. Army Continental Commands, Record Group 393 Pt. 1, National Archives. The ordinance is in the form of newspaper clippings affixed to the reverse of the first four pages of the letter that is printed in Land and Labor, 1865, pp. 240–43; passages in the clippings that were underlined by hand are printed in italics. <http://www.freedmen.umd.edu/Opelousas.html>

NOTES:

How does this relate to Johnson's reconstruction policy?

How does the Louisiana policy impact the freed population?

Why does the town feel they need to create this ordinance?

Reconstruction Act February 1867

39th Congress
2D Session

H.R. 1143.

In the Senate of the United States
February 16, 1867
Ordered to be printed

AMENDMENT

To be proposed by Mr. Sherman to the bill H.R. 1143

Whereas no legal State governments or adequate protection for life or property now exist in the rebel States of Virginia, North Carolina, South Carolina, Georgia, Mississippi, Alabama, Louisiana, Florida, Texas, and Arkansas; and whereas it is necessary that peace and good order should be enforced in said States until loyal and republican State governments can be legally established: Therefore,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That said rebel States shall be divided into military districts and made subject to the military authority of the United States, as hereinafter prescribed....

Sec. 2. *And be it further enacted,* That it shall be the duty of the President to assign to the command of each of said districts an officer of the army, not below the rank of brigadier general, and to detail a sufficient military force to enable such officer to perform his duties and enforce his authority within the district to which he is assigned.

Sec. 3. *And be it further enacted,* That it shall be the duty of each officer assigned as aforesaid to protect all persons in their rights of person and property, to suppress insurrection, disorder, and violence, and to punish, or cause to be punished, all disturbers of the public peace and criminals and to this end he may allow local civil tribunals to take jurisdiction of and to try offenders, or, when in his judgement it may be necessary for the trial of offenders, he shall have power to organize military commission or tribunals for that purpose; and all interference under color of State authority with the exercise of military authority under this act shall be null and void.

Sec. 4. *And be it further enacted,* That all persons put under military arrest by virtue of this act shall be tried without unnecessary delay, and no cruel or unusual punishment shall be inflicted; and no sentence of any military commission or tribunal hereby authorized, affecting the life or liberty of any person, shall be executed until it is approved by the officer in command of the

district, and the laws and regulations for the government of the army shall not be affected by this act, except in so far as they conflict with its provisions.

Sec. 5. And be it further enacted, That when the people of any one of said rebel States shall have formed a constitution of government in conformity with the Constitution of the United States in all respects, framed by a convention of delegates elected by the persons who may vote upon the ratification or rejection thereof as hereinafter provided, and when said constitution so framed shall have been ratified by a majority of the male citizens of said State twenty-one years old and upward, of whatever race, color, or previous condition of servitude, who have been resident in said State for one year previous to the day of voting on the question of ratifying such constitution, except such as may be disfranchised for participation in the rebellion or for felony at common law, and when such constitution shall provide that the elective franchise shall be enjoyed by all such persons as have the qualifications herein stated, and shall have been submitted to Congress for examination and approval, and Congress shall have approved the same, and when said State, by a vote of its legislature elected under said constitution, shall have adopted the amendment to the Constitution of the United States, proposed by the thirty-ninth Congress, and known as article fourteen, and when said article shall have become a part of the Constitution of the United States, said State shall be declared entitled to representation in Congress, and senators and representatives shall be admitted therefrom on their taking the oath prescribed by law, and then and thereafter the preceding sections of this bill shall be inoperative in said State.

U.S. Congress. House. *Reconstruction Act of 1867*. HR 1143. 39th Cong., 2nd sess. A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774-1875. Library of Congress. <http://memory.loc.gov/cgi-bin/ampage?collId=llhb&fileName=039/llhb039.db&recNum=5870>

NOTES:

In what year is this Act passed?

What do you think happened to Andrew Johnson's plans for Reconstruction?

How will this impact the former confederate states?

How will this impact the freed population?

US Constitutional Amendment

Summary provided in italics.

ARTICLE XIV.

The 14th Amendment to the Constitution was ratified on July 9, 1868, and granted citizenship to "all persons born or naturalized in the United States," which included former slaves recently freed. In addition, it forbids states from denying any person "life, liberty or property, without due process of law" or to "deny to any person within its jurisdiction the equal protection of the laws."

SECTION 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

SECTION 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

SECTION 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two thirds of each House, remove such disability.

SECTION 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

SECTION 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

U.S. Constitution, amend. 14, sec. 1-5.

NOTES:

What does this amendment do for the formerly enslaved people? What does it do for all citizens in the United States?

Autobiography By Frederick Douglass

EXCERPT
Page 815

Though slavery was abolished, the wrongs of my people were not ended. Though they were not slaves, they were not yet quite free. No man can be truly free whose liberty is dependent upon the thought, feeling, and action of others, and who has himself no means in his own hands for guarding, protecting, defending, and maintaining that liberty. Yet the Negro, after his emancipation, was precisely in this state of destitution. The law on the side of freedom is of great advantage only where there is power to make that law respected. I know no class of my fellow-men, however just, enlightened, and humane, which can be wisely and safely trusted absolutely with the liberties of any other class. Protestants are excellent people, but it would not be wise for Catholics to depend entirely upon them to look after their rights and interests. Catholics are a pretty good sort of people (though there is a soul shuddering history behind them), yet no enlightened Protestants would commit their liberty to their care and keeping. And yet the government had left the freedmen in a worse condition than either of these. It felt that it had done enough for him. It had made him free, and henceforth he must make his own way in the world. Yet he had none of the conditions for self-preservation or self-protection. He was free from the individual master, but the slave of society. He had neither money, property, nor friends. He was free from the old plantation, but he had nothing but the dusty road under his feet. He was free from the old quarter that once gave him shelter, but a slave to the rains of summer and to the frosts of winter. He was, in a word, literally turned loose, naked, hungry, and destitute, to the open sky. The first feeling toward him by the old master classes was full of bitterness and wrath. They resented his emancipation as an act of hostility toward them, and, since they could not punish the emancipator, they felt like punishing the object which that act had emancipated.

Douglass, Frederick, *Life and Times of Frederick Douglass*. Hartford: Park Publishing Co., 1882.
<https://docsouth.unc.edu/neh/doug192/doug192.html>

NOTES:

What is Frederick Douglass saying happened to the enslaved people once they were set free?
What is their condition?

What is Frederick Douglass saying needs to happen now? What can help the African American be a master of their own fate in the United States?

US Constitutional Amendment

Summary provided in italics.

ARTICLE XV.

The 15th Amendment to the Constitution granted African American men the right to vote and was ratified on February 3, 1870.

SECTION 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

SECTION 2. The Congress shall have power to enforce this article by appropriate legislation.

U.S. Constitution, amend. 15, sec. 1-2.

Enforcement Act of 1870

Forty-First Congress. Sess. II. Ch. 114, 115. 1870

May 31, 1870

CHAP. CXIV. – An Act to enforce the Rights of Citizens of the United States to vote in the several States of this Union, and for other Purposes.

EXCERPT

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That all citizens of the United States who are or shall be otherwise qualified by law to vote at any election by the people in any State, Territory, district, county, city,... shall be entitled and allowed to vote at all such elections, without distinction of race, color, or previous condition of servitude; any constitution, law, custom, usage, or regulation of any State or Territory, or by or under its authority, to the contrary notwithstanding.

An Act to Enforce the Rights of Citizens of the United States to vote in the Several States of this Union, and for other Purposes, U.S. Statues at Large 16 (1870): 140-146.

https://www.senate.gov/artandhistory/history/resources/pdf/EnforcementAct_1870.pdf

Third Force Act

Forty-Second Congress. Sess. I Ch. 22. 1871

April 20, 1871

CHAP. XXII. – An Act to enforce the Provisions of the Fourteenth Amendment to the Constitution of the United States, and for other Purposes.

EXCERPT

Sec. 3. That in all cases where insurrection, domestic violence, unlawful combinations, or conspiracies in any State shall so obstruct or hinder the execution of the laws thereof, and of the United States, as to deprive any portion or class of the people of such State of any of the rights, privileges, or immunities, or protection, named in the Constitution and secured by this act, and the constituted authorities of such State shall either be unable to protect, or shall, from any cause, fail in or refuse protection of the people in such rights, such facts shall be deemed a denial by such State of the equal protection of the laws to which they are entitled under the Constitution of the United States; and in all such cases, or whenever any such insurrection, violence, unlawful combination, or conspiracy shall oppose or obstruct the laws of the United States or the due execution thereof, or impede or obstruct the due course of justice under the same, it shall be lawful for the President, and it shall be his duty to take such measures, by the employment of the militia to the land and naval forces of the United States, or of either, or by other means, as he may deem necessary for the suppression of such insurrection, domestic violences, or combinations; and any person who shall be arrested under the provisions of this and the preceding section shall be delivered to the marshal of the proper district, to be dealt with according to law.

An Act to enforce the Provisions of the Fourteenth Amendment to the Constitution of the United States, and for other Purposes, Public Law 42-22. U.S. Statues at Large 17 (1871): 13-15.

https://www.senate.gov/artandhistory/history/resources/pdf/EnforcementAct_Apr1871.pdf

NOTES:

What do the enforcement acts do?

Why do you think it was deemed necessary to create the enforcement acts?

Reminiscences of My Life in Camp with the 33rd U.S. Colored Troops, Late 1st S.C. Volunteers By Susie King Taylor

Excerpt, Chapter XIII

LIVING here in Boston where the black man is given equal justice, I must say a word on the general treatment of my race, both in the North and South, in this twentieth century. I wonder if our white fellow men realize the true sense or meaning of brotherhood? For two hundred years we had toiled for them; the war of 1861 came and was ended, and we thought our race was forever freed from bondage, and that the two races could live in unity with each other, but when we read almost every day of what is being done to my race by some whites in the South, I sometimes ask, "Was the war in vain? Has it brought freedom, in the full sense of the word, or has it not made our condition more hopeless?"

In this "land of the free" we are burned, tortured, and denied a fair trial, murdered for any imaginary wrong conceived in the brain of the negro-hating white man. There is no redress for us from a government which promised to protect all under its flag. It seems a mystery to me. They say, "One flag, one nation, one country indivisible." Is this true? Can we say this truthfully, when one race is allowed to burn, hang, and inflict the most horrible torture weekly, monthly, on another? No, we cannot sing "My country, 'tis of thee, Sweet land of Liberty"! It is hollow mockery. The Southland laws are all on the side of the white, and they do just as they like to the Negro, whether in the right or not.

Taylor, Susie King. "Thoughts on Present Conditions." In *Reminiscences of My Life in Camp with the 33rd U.S. Colored Troops, Late 1st S.C. Volunteers*. Boston: Self Published, 1902. <http://docsouth.unc.edu/neh/taylorstu/taylorstu.html>

NOTES:

What information about the treatment of African Americans in the South can you gather from Susie King Taylor's description?

Can comparisons be drawn with events today? Are there still people who echo Taylor's words?

Civil Rights Act March 1, 1875

EXCERPT

Whereas it is essential to just government we recognize the equality of all men before the law, and hold that it is the duty of government in its dealings with the people to mete out equal and exact justice to all, of whatever nativity, race, color, or persuasion, religious or political; and it being the appropriate object of legislation to enact great fundamental principles into law: Therefore,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That all persons within the jurisdiction of the United States shall be entitled to the full and equal enjoyment of the accommodations, advantages, facilities, and privileges of inns, public conveyances on land or water, theaters, and other places of public amusement; subject only to the conditions and limitations established by law, and applicable alike to citizens of every race and color, regardless of any previous condition of servitude.

- Note: This act was later ruled unconstitutional by the US Supreme Court.

An Act to Protect all Citizens in their civil and legal rights, U.S. Statues at Large 18 (1875): 335-337.
<http://legisworks.org/sal/18/stats/STATUTE-18-Pg335a.pdf>.

NOTES:

What does the creation of this Act, this new policy, tell you about what was taking place at the time?

This is the last major civil rights act until 1957, what can you hypothesize about the civil rights of African Americans between 1875 and 1957?



Reconstruction Secondary Sources

Video: The Politics of Reconstruction By Eric Foner

Watch Eric Foner explain Lincoln's ideas on reconstruction

<http://www.oa.gilderlehrman.org/content/politics-reconstruction>

- Watch minutes 4:27-6:44
- Watch minutes 11:31-14:12
- Watch minutes 21:22-23:09

Eric Foner. "The Politics of Reconstruction." Produced by Gilder Lehrman Institute of American History. Podcast. accessed June 14, 2018. <http://www.oa.gilderlehrman.org/content/politics-reconstruction>.

NOTES:

Who is Eric Foner? Would you consider him a reliable secondary source? Why or why not?

Foner explains that Emancipation immediately leads into thoughts on Reconstruction because it forces these questions –

What is Lincoln's plan for Reconstruction?

Andrew Johnson Biography

EXCERPT

As the new President, Johnson wanted to quickly bring the seceded Southern states back into the Union. He pardoned former Confederates that took an oath of allegiance, but required Confederate leaders and other people of high status to earn a Presidential pardon. Johnson also allowed former Confederate states to elect new governments. These governments quickly created black codes to oppress and control the newly freed people. When Congress reconvened in December 1865, it refused to let the new Southern members in. Many, especially the Radical Republicans, felt that Johnson was being too lenient in his Reconstruction policies.

In 1866, Johnson vetoed the Freedmen's Bureau bill and the Civil Rights bill and even encouraged Southern states not to ratify the 14th Amendment. He started a speaking tour during the congressional elections of 1866 to gain support of his Reconstruction policies, but it was a failure and Republicans won the majority in both the House and Senate. As tensions continued to rise, the House of Representatives finally voted for the impeachment of Johnson in 1868. The President was accused on eleven charges, including the violation of the Tenure of Office Act when Johnson dismissed Secretary of War Edwin Stanton, who disagreed with Johnson's Reconstruction policies. However, Johnson was acquitted by one vote in May of 1868.

"Andrew Johnson Biography." Accessed November 9, 2018.
<https://www.battlefields.org/learn/biographies/andrew-johnson>.

Reconstruction In4

This video is broken into three parts through the PowerPoint presentation.

<https://www.battlefields.org/learn/videos/reconstruction-after-civil-war>

Verboon, Caitlin. "Reconstruction In4." American Battlefield Trust. Accessed November 14, 2018.
<https://www.battlefields.org/learn/videos/reconstruction-after-civil-war>.

Freedmen's Bureau Acts of 1865 and 1866

EXCERPT

1865

On March 3, 1865, Congress passed "[An Act to establish a Bureau for the Relief of Freedmen and Refugees](#)" to provide food, shelter, clothing, medical services, and land to displaced Southerners, including newly freed African Americans. The Freedmen's Bureau was to operate "during the present war of rebellion, and for one year thereafter," and also established schools, supervised contracts between freedmen and employers, and managed confiscated or abandoned lands.

The battle to establish the Freedmen's Bureau, and then to extend the legislation one year later, was a major factor in the struggle between President Andrew Johnson and Radical Republicans in Congress over Reconstruction and the role of the federal government in integrating four million newly emancipated African Americans into the political life of the nation.

When was this passed? Before or after the war ends?

What is the role of the Freedmen's Bureau?

Why does Congress establish a Bureau for freedmen and refugees at this point in time?

...

1866

While the Act creating the Freedmen's Bureau was a considerable legislative accomplishment, it limited the agency's operation to just one year after the end of the Civil War. On January 5, 1866, Illinois senator Lyman Trumbull introduced a bill to extend the provisions of the Freedmen's Bureau Act by removing an expiration date and encompassing freedmen and refugees everywhere in the United States—not just in the ex-Confederate states. His bill also expanded the power of military governors to enforce provisions to protect African Americans and defined the organization of interim governments in the South under conditions prescribed by Congress. For nearly three weeks the Senate debated the bill and on January 25, approved it by a vote of 37 to 10. After House approval, the bill went to the president's desk on February 13. Supporters of the legislation, including Lyman Trumbull, believed President Andrew Johnson would sign the bill, so they were shocked when he sent the bill back to the Senate on February 19 with a veto message. Johnson's stated reasons for opposing the legislation were similar to the arguments made by the measure's opponents in the House and Senate—it was unnecessary

to extend the original legislation, it infringed on states' rights, it gave the federal government an unprecedented role in providing aid to a specific group of people at the exclusion of others, and it was expensive. Johnson had resisted all congressionally driven reconstruction programs and denounced those who stood "opposed to the restoration of the Union." He viewed the Southern states as fully restored and thus "entitled to enjoy their constitutional rights as members of the Union." Democrats and moderate Republicans supported the president's position, and a vote to override the veto the next day failed to gain the necessary two-thirds vote.

The issue floundered until May, when a more moderate House bill to extend the Freedmen's Bureau was proposed. This final bill gained approval by both the House and the Senate and went to the president on July 3. Again, President Johnson vetoed the bill. This time, however, both the Senate and the House mustered the two-thirds majorities necessary to override the veto. The Freedmen's Bureau Act of 1866 became law on July 16, extending the work of the agency for two more years.

"Freedmen's Bureau Acts of 1865 and 1866." United States Senate. Accessed June 12, 2018.
<https://www.senate.gov/artandhistory/history/common/generic/FreedmensBureau.htm>.

NOTES:

Why did Johnson veto the Freedmen's Bureau Act extension?

Why might providing the services of the freemen's bureau to the newly freed population and refugees be considered unfair?

Reconstruction: America's Unfinished Revolution By Eric Foner

In the immediate aftermath of defeat, a considerable number had been prepared to acquiesce in whatever directives emerged from Washington. Northern correspondent Whiteclaw Reid probed the white South's mood in May and concluded that any conditions for reunion specified by the President, even black suffrage, would be "promptly accepted." By June, as Johnson's policy unfolded, Reid discerned a change in the Southern spirit. Now, relief at the mildness of Johnson's terms for reunion mingled with defiant talk of state rights and resistance to black suffrage. By midsummer, prominent whites realized that Johnson, once despised as 'a renegade, demagogue, and drunkard,' had left the Southern states in "the undisputed management of their own internal affairs." "Every political right which the State possessed under the Federal Constitution," declared Alabama Governor Parsons in July, "is hers today, with the single exception to slavery." White Southerners appreciated that Johnson's Reconstruction empowered them to shape the transition from slavery to freedom and define blacks' civil status without Northern interference.

Foner, Eric. *Reconstruction: America's Unfinished Revolution*. New York: Harper & Row, 1988. 189.

NOTES:

How did Johnson's actions shape the mood and shape political policy in the south?

How did Johnson treat former Confederates? How does this impact the newly freed population?

The Joint Committee on Reconstruction December 04, 1865

On this date, Representative Thaddeus Stevens of Pennsylvania opened the 39th Congress (1865–1867) by introducing **a resolution to create a Joint Committee on Reconstruction. His proposal empowered nine House Members and six Senators to investigate political and social conditions in the former Confederate states before considering their readmission to the Union.** A brilliant political strategist, Stevens was the *de facto* floor leader for the Radical Republicans. He was the driving force in Congress in the waning days of the Civil War, aggressively asserting congressional leadership to implement equal civil and political rights for the newly freed slaves. The Radical Republicans challenged President Andrew Johnson, who believed in limited federal intervention in the South. “[The former Confederates] have torn their constitutional states into atoms and built on their foundations fabrics of a totally different character,” Stevens declared on the House Floor. “Dead states cannot restore their own existence. . . [Congress] is the only power that can act in that matter.” In approving the resolution within minutes after it was introduced, 133 to 36, the House fired the first shot in a battle it would wage with President Johnson throughout the 39th Congress over postwar Reconstruction.

“The Joint Committee on Reconstruction.” United States House of Representatives. Accessed June 12, 2018. <http://history.house.gov/Historical-Highlights/1851-1900/The-Joint-Committee-on-Reconstruction/>.

Notes:

What source is providing this information? Do you deem it reliable? Why or why not?

Who had been in charge of the Reconstruction process until this point? Who would be taking it over now? Why did they feel they needed to take over the Reconstruction process?

The Civil Rights Bill of 1866

April 9, 1866

Sections of text are in bold for educational purposes, this is not in the original document.

On this date, the House overrode President Andrew Johnson's veto of the Civil Rights Bill of 1866 with near unanimous Republican support, 122 to 41, marking the first time Congress legislated upon civil rights. First introduced by Senate Judiciary Chairman Lyman Trumbull of Illinois, **the bill mandated that "all persons born in the United States," with the exception of American Indians, were "hereby declared to be citizens of the United States."** **The legislation granted all citizens the "full and equal benefit of all laws and proceedings for the security of person and property."** To Radical Republicans, who believed the federal government had a role in shaping a multiracial society in the postwar South, **the measure seemed the next logical step after the ratification of the 13th Amendment on December 18, 1865 (which abolished slavery).** Representative Henry Raymond of New York noted that the legislation was "one of the most important bills ever presented to this House for its action." **President Johnson disagreed with the level of federal intervention implied by the legislation, calling it "another step, or rather a stride, toward centralization and the concentration of all legislative power in the national Government"** in his veto message. The Civil Rights Bill of 1866 proved to be the opening salvo of the showdown between the 39th Congress (1865–1867) and the President over the future of the former Confederacy and African-American civil rights.

"The Civil Rights Bill of 1866." United States House of Representatives. Accessed June 12, 2018. <http://history.house.gov/Historical-Highlights/1851-1900/The-Civil-Rights-Bill-of-1866/>.

Video: Reconstruction and Citizenship Eric Foner

Watch from 44:35-50:27

<http://www.oa.gilderlehrman.org/content/reconstruction-and-citizenship>

Eric Foner. "Reconstruction and Citizenship." Produced by Gilder Lehrman Institute of American History. Podcast. accessed June 14, 2018. <http://www.oa.gilderlehrman.org/content/reconstruction-and-citizenship>.

NOTES:

The 14TH amendment does what for the African American population?

Voting is considered a ____ right, not a civil right.

Why was this amendment to the Constitution necessary? Legally and culturally?

Ulysses S. Grant: Domestic Affairs By Joan Waugh

Read the section on Reconstruction.

<https://millercenter.org/president/grant/domestic-affairs>

Waugh, Joan. "Ulysses S. Grant: Domestic Affairs." UVA Miller Center. Accessed June 12, 2018.
<https://millercenter.org/president/grant/domestic-affairs>.

What policy did Grant put into place to protect African-American voting rights?

What did Grant want to achieve in reconstruction? Why did it fail?

Rutherford B. Hayes: Domestic Affairs By Ari Hoogenboom

Read the first two paragraphs of the End of Reconstruction section.

<https://millercenter.org/president/hayes/domestic-affairs>

Hoogenboom, Ari. "Rutherford B. Hayes: Domestic Affairs." UVA Miller Center. Accessed June 12, 2018.

<https://millercenter.org/president/hayes/domestic-affairs>.

What promise did Louisiana and South Carolina make in order for Hayes to remove the federal troops?

What are two reasons why policy creation for reconstruction ends?

NAME:

Fill-in parts of the historical narrative in the boxes below. Reference primary and secondary source materials within the appropriate boxes, cite your source with the document title in parenthesis. REMEMBER YOUR INQUIRY QUESTION – YOU ARE LOOKING FOR OUTCOMES.

Setting: 1863-1865

Lincoln tries a few ideas of reconstruction, during the war, but has no official plan for reconstruction.

13th Amendment - Neither slavery nor involuntary servitude...shall exist within the United States

Civil War Ends with Union Victory.

Lincoln Assassinated

Reconstruction Begins

April 1865 – December 1865

December 1865-1868

1868-1872

1873-1877

Outcome

Reconstruction ends in 1877 with President Rutherford B. Hayes's removal of federal troops in former Confederate states. Once troops are removed violence and restrictive voting laws keep African Americans from voting and maintaining civil and human rights.

The Democratic party takes over state government and increases representation in federal government.

Name:

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Lincoln Assassinated

Reconstruction Begins

April 1865 – December 1865

Lincoln's VP, Andrew Johnson, inaugurated.

While Congress is in recess, Johnson begins his reconstruction plan which allows quick forgiveness for former Confederates and returns them to power.

In the South, black codes and the terrorist group, the Ku Klux Klan, emerge.

December 1865-1868

Congress returns from holiday, creates Joint Committee on Reconstruction

1866 Civil Rights Act

Reconstruction Bill - rebel States shall be divided into military districts and made subject to the military authority of the United States

Johnson impeached

14th Amendment Ratified

1868-1872

Union General and war hero, Ulysses S. Grant is elected President.

Grant creates the Enforcement Acts (AKA the Ku Klux Klan Acts) to enforce the 14th and 15th Amendments.

1873, country enters economic depression that will last until 1879.

Grants serves two terms but his administration is struggling with corruption and he does not run again.

1873-1877

Federal troops still defend Republican held state and local governments and the voting rights of African Americans in Louisiana and South Carolina.

The nation has grown weary of Reconstruction efforts and is focused on repairing the economy.

The election of 1876 is wild with Democrats and Republicans trying to influence and disregard votes. Rutherford B. Hayes is ultimately elected president.

Outcome

Reconstruction ends in 1877 with President Rutherford B. Hayes's removal of federal troops in former Confederate states. Once troops are removed violence and restrictive voting laws keep African Americans from voting and maintaining civil and human rights.

The Democratic party takes over state government and increases representation in federal government.



Name: _____

Date: _____

Essay

What are some of the outcomes of the period known as Reconstruction?

Be sure to:

- Introduce precise, knowledgeable claim(s),
- Establish the significance of the claim(s) with evidence – using quotes from primary and secondary source material
- Create an organization that logically sequences the claim(s)
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, and between reasons and evidence.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.