

# The Reconstruction Era



## Chapter 23: The Reconstruction Era

To what extent did Reconstruction bring African Americans to full citizenship?

Students will be able to:

- cite purposes and examples of black codes.
- identify the effects of the Freedmen's Bureau.
- examine the Thirteenth, Fourteenth, and Fifteenth Amendments and their role in Reconstruction.
- trace the relationship between President Johnson and Congress.
- illustrate the effects of Reconstruction on African Americans' pursuit of full citizenship.
- identify the factors that caused African Americans to leave the South.

## DBQ: Who Killed Reconstruction?

Who, North or South, was most responsible for the end of Reconstruction?

Students will be able to

- analyze primary source documents.
- write a well thought out Claim-Evidence-Reasoning paragraph answering the DBQ question.

Name \_\_\_\_\_ Teacher \_\_\_\_\_



# Vocabulary

<b>Ch. 23 Reconstruction Era</b> Definition	Illustration
Reconstruction (333)	
freedmen (324)	
<i>black codes</i> (325)	
civil rights (326)	
scalawags (328)	
carpetbaggers (328)	
Jim Crow laws (333)	
Thirteenth Amendment	
Fourteenth Amendment	
Fifteenth Amendment	

# The Reconstruction Era

***To what extent did Reconstruction bring African Americans closer to full citizenship?***

**P R E V I E W**

Suppose that you are an emancipated slave in the South at the end of the Civil War. What changes do you hope for your new life? *On a separate sheet of paper*, write about three ways you imagine your life will change now that you have your freedom.

**R E A D I N G N O T E S**

**Key Content Terms**

As you complete the Reading Notes, use these terms in your answers.

- |                      |                      |                     |
|----------------------|----------------------|---------------------|
| Reconstruction       | black codes          | Fifteenth Amendment |
| Thirteenth Amendment | civil rights         | Jim Crow laws       |
| Freedmen’s Bureau    | Fourteenth Amendment |                     |

**Section 2**

1. What were President Johnson’s two major aims for Reconstruction? Circle the aim that was achieved by the Thirteenth Amendment.

1.

2.

2. Who established the Freedmen’s Bureau, and what was its purpose? List three activities of the bureau that helped it carry out its purpose.

*Who:*

*Purpose:*

*Activities*

1.

2.

3.

3. Complete the chart to show how new Southern state governments limited African Americans in the South.

**Black Codes Enacted During Presidential Reconstruction**

Purpose	Example

**Section 3**

1. How did the Radical Republicans' aim for Reconstruction differ from President Johnson's?  
 What two new laws passed by Congress helped them achieve this aim?

Radical Republican's Aim:

Law 1:

Law 2:

2. Place an adjective on the line below to describe the relationship between Congress and President Johnson during presidential Reconstruction. In each oval, give an example of this relationship.

Congress and President Johnson  
 had a/an \_\_\_\_\_ relationship.

3. Why did the House of Representatives impeach President Johnson? What was the outcome of the impeachment trial?

*Why?*

*Outcome?*

4. Why did many sharecroppers end up in poverty and debt?

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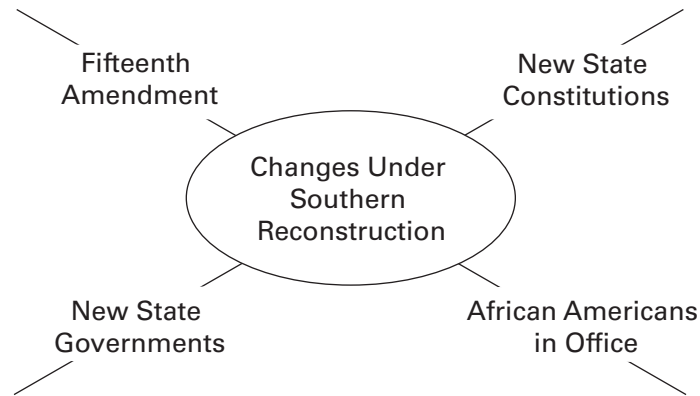
**Section 4**

1. Who was banned by Congress from voting, and who were the three groups of new voters in the South? Write each answer on top of the appropriate symbol.



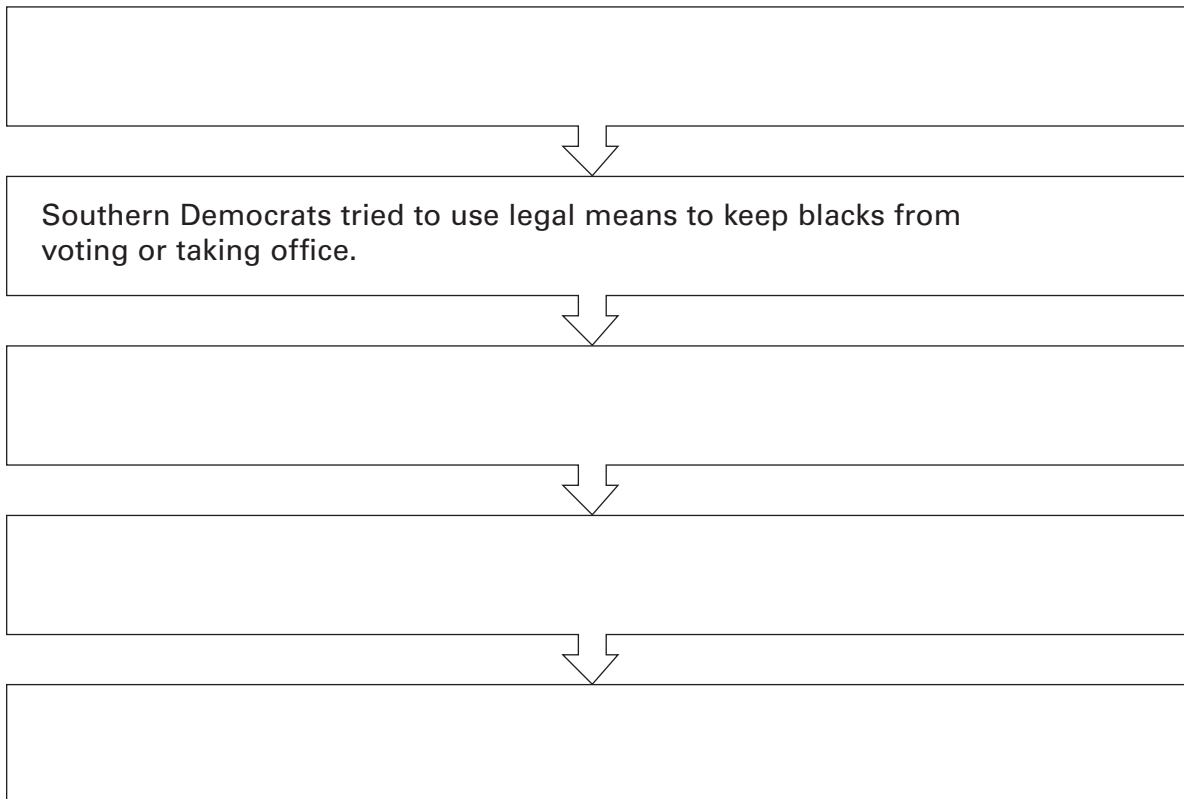
2. What important lesson did Republicans learn in the 1868 presidential election of Ulysses S. Grant?

3. On the spoke diagram, write a one-sentence summary of each change during Southern Reconstruction.



**Section 5**

1. Complete the flowchart to show the development and effects of violence against African Americans in the South.



2. What was the dispute in the presidential election of 1876? How was it resolved?

*Dispute:*

*Resolved:*

3. How did the 1876 election affect African Americans in the South?

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**Section 6**

1. How did Southern Democrats reverse gains made during Reconstruction in each of these areas?

*Education:*

*Voting rights:*

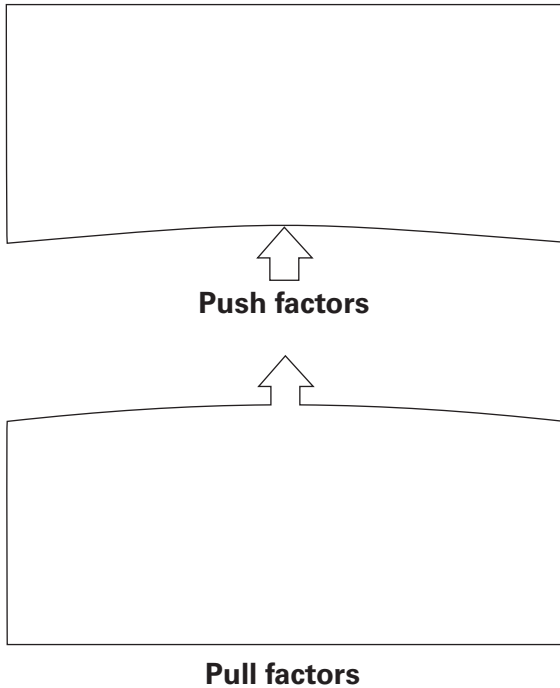
*Segregation:*

2. Make a sketch to illustrate the results of *Plessy v. Ferguson*. Include a caption that explains the Supreme Court's decision in the case and the consequences of that decision.



**Section 7**

1. List two factors that pushed African Americans out of the South after Reconstruction and two factors that pulled them toward the North.



2. Write one sentence to describe the experience of African Americans in each region at the end of the 1800s.

*The North:*

*The West:*

*The South:*

**P R O C E S S I N G**

*On a separate sheet of paper, create an illustration of a road that shows the important events of Reconstruction and their impact on African Americans' journey toward full citizenship. Your road should*

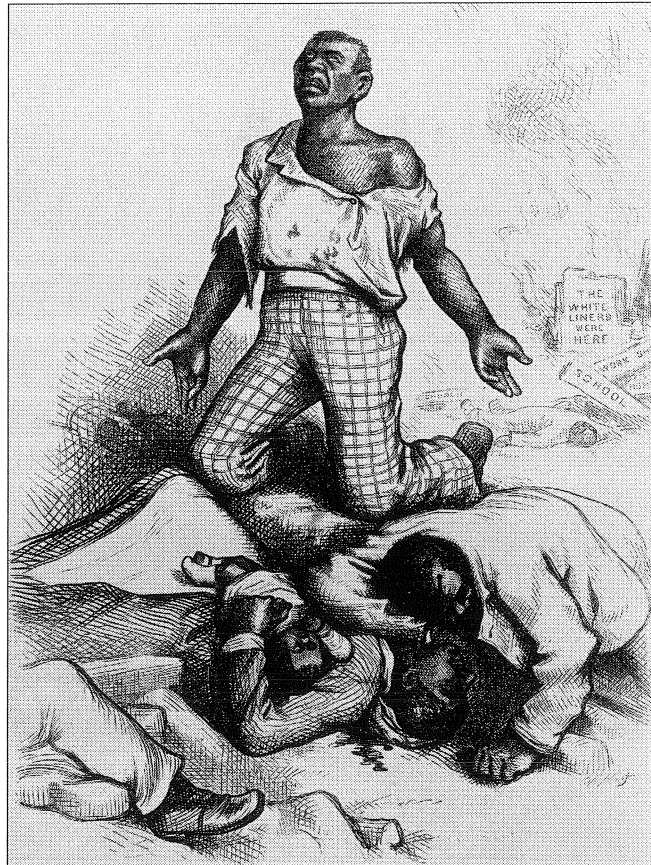
- show the progress and setbacks that African Americans experienced in their struggle for full citizenship during Reconstruction. For example, hills, twists, and turns away from full citizenship might show setbacks, while straight paths and bridges might show progress.
- include symbols, pictures, and labels for at least two events from each phase of Reconstruction. Stop signs, potholes, and roadblocks might show events that prevented progress toward full citizenship. High-speed-limit signs or freeway signs might show events that helped African Americans to achieve their goals.
- include at least six Key Content Terms.
- have a caption summarizing to what extent Reconstruction brought African Americans closer to full citizenship.
- be colorful and free of spelling errors.



# North or South: Who Killed Reconstruction?

EV

"Is *This* A Republican  
Form of Government?  
Is *This* Protecting Life,  
Liberty, or Property?"



*Harper's Weekly*,  
September 2, 1876

**Overview:** The twelve years after the Civil War proved to be a difficult time for America. Called *Reconstruction* by historians, this era saw an increase of freedom for former slaves. However, there was also great resistance to change. In 1877 attempts to reconstruct the South officially ended, leaving white-only governments in power. This Mini-Q asks you to decide who, North or South, was most responsible for the end of Reconstruction.

## The Documents:

- Document A: Terrorizing “Carpetbaggers” and “Scalawags”
- Document B: Targeting African-American Voters and Government Officials
- Document C: Problems and Scandals in the North
- Document D: Popular Opinion and Racism in the North

## Hook Exercise: Reconstruction

**Directions:** Below are several groups that played a key role in the Reconstruction period. With a partner, read the descriptions of each group, and then read the headlines at the bottom of the page. Under each headline, note how happy or sad each group would be about the news. Use a scale of 1-10 with 1 being least happy and 10 being the happiest. Be prepared to defend your answers.

**Freedmen (F):**

African-Americans who were freed from slavery during and after the Civil War

**Carpetbaggers (CB):**

Northerners who went south after the Civil War to help Freedmen and Reconstruction

**Scalawags (S):**

Southern whites who supported Carpetbaggers and Freedmen

**Radical Republicans (RR):**

Northern Republican Congressmen who supported African-American citizenship and punishment for former Confederates

**Ku Klux Klan (KKK):**

A white supremacist group that opposed Reconstruction and rights for Freedmen

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**Headline A:** “Congress Passes Enforcement Acts — Troops Sent South to Put Down the KKK”

**F:** \_\_\_\_\_

**CB:** \_\_\_\_\_

**S:** \_\_\_\_\_

**RR:** \_\_\_\_\_

**KKK:** \_\_\_\_\_

**Headline C:** “Financial Panic of 1873 to Cause Severe Depression and Loss of 3 Million Jobs”

**F:** \_\_\_\_\_

**CB:** \_\_\_\_\_

**S:** \_\_\_\_\_

**RR:** \_\_\_\_\_

**KKK:** \_\_\_\_\_

**Headline B:** “Hiram Revels Elected Senator From Mississippi in 1870 — First Black Man to Enter Congress”

**F:** \_\_\_\_\_

**CB:** \_\_\_\_\_

**S:** \_\_\_\_\_

**RR:** \_\_\_\_\_

**KKK:** \_\_\_\_\_

**Headline D:** “Rutherford B. Hayes Elected President in 1876 — Agrees to Move Federal Soldiers out of Louisiana and South Carolina”

**F:** \_\_\_\_\_

**CB:** \_\_\_\_\_

**S:** \_\_\_\_\_

**RR:** \_\_\_\_\_

**KKK:** \_\_\_\_\_

## North or South: Who Killed Reconstruction?

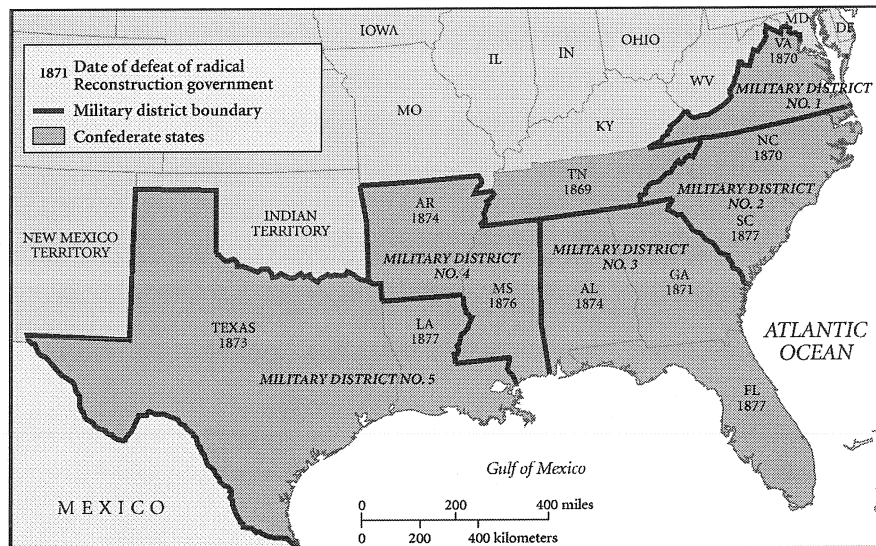
...the slave went free; stood a brief moment  
in the sun; then moved back again toward  
slavery. W.E.B. Dubois

1876 was an exciting year for America. It was the 100th anniversary of The Declaration of Independence and America was on the move. Homesteaders and ranchers were filling up the land west of the Mississippi River. Railroads were being built at an astounding rate. It seemed the United States was creating enough opportunity that all Americans and millions of immigrants could pursue their hopes for happiness just as Thomas Jefferson had envisioned 100 years earlier.

So it is a great **irony** of history that the election of 1876 officially crushed the American dream for millions of black Americans. This election saw Rutherford B. Hayes, the Republican candidate and eventual winner, square off against Samuel J. Tilden, the Democratic nominee. Although Tilden won the popular vote by a wide margin, election results in Florida, South Carolina, and Louisiana were so close that a winner could not be determined. If these three states went for Hayes, he would win the Electoral College vote and become President.

Talk of a new Civil War was in the air as the opponents in the disputed states submitted separate sets of electoral ballots. An informal agreement, now called The Compromise of 1877, avoided the crisis by granting Hayes the Presidency. In return, Hayes promised to remove the last Federal soldiers from the South, almost guaranteeing that all-white governments would rise to power. The dream of Reconstruction was officially dead.

For a while, however, it had seemed that the dream of Reconstruction might be realized. The **13th Amendment** ended slavery. The **14th Amendment** gave black Americans citizenship and civil rights. A Military Reconstruction Act was passed to make sure African-Americans' new rights were protected. Black churches were founded. Public schools were built for black children, and universities like Howard, Fisk, Morehouse, and Hampton were founded for black students seeking higher education. Sixteen African-Americans were elected to Congress and numerous others served at state and local levels. Finally, the **15th Amendment** was ratified making it illegal to deny someone the right to vote based on race. Indeed, real progress was made.



However, in the early 1870s, the tide shifted. Southern states began to elect governments dedicated to whites-only rule. Between 1870 and 1876 all but three Southern states turned back Reconstruction efforts. When Rutherford B. Hayes agreed to remove federal soldiers, he was simply putting an end to an already dying effort. But dying or dead, what had gone wrong? Your job is to read the documents that follow and answer the question: *North or South: Who killed Reconstruction?*

## Background Essay Questions

1. Why was 1876 an important year for America?
2. Who ran for President in 1876? What were their political parties?
3. An “irony” is something you don’t expect, something that doesn’t seem to fit. What was the irony of history that occurred in 1876?
4. What was the Compromise of 1877? Who got what?
5. Describe each of the following Amendments to the Constitution.
  - a. 13th Amendment:
  - b. 14th Amendment:
  - c. 15th Amendment:
6. After reading the essay, reread W.E.B. Dubois’ quote at the top. Restate his famous summary of Reconstruction in your own words.

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**1865** – Civil War ends

**1867** – South placed under military rule

**1869** – First college football game between Princeton and Rutgers

**1870** – Hiram Revels elected first black Senator

**1877** – Last federal troops leave South

**1877** – First Easter egg hunt on White House lawn

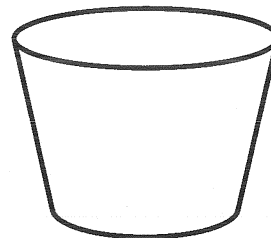
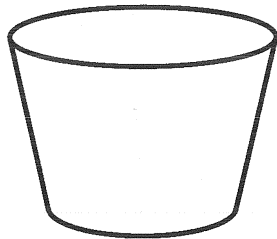
## Understanding the Question and Pre-Bucketing

1. What is the analytical question asked by this Mini-Q?
2. What terms in the question need to be defined?
3. Rewrite the question in your own words.

EV

### Pre-Bucketing

**Directions:** After reading the Background Essay and looking at the document titles on the cover page, can you predict how you might organize a paper answering the above Mini-Q question? In other words, what are the possible buckets?



## Document A

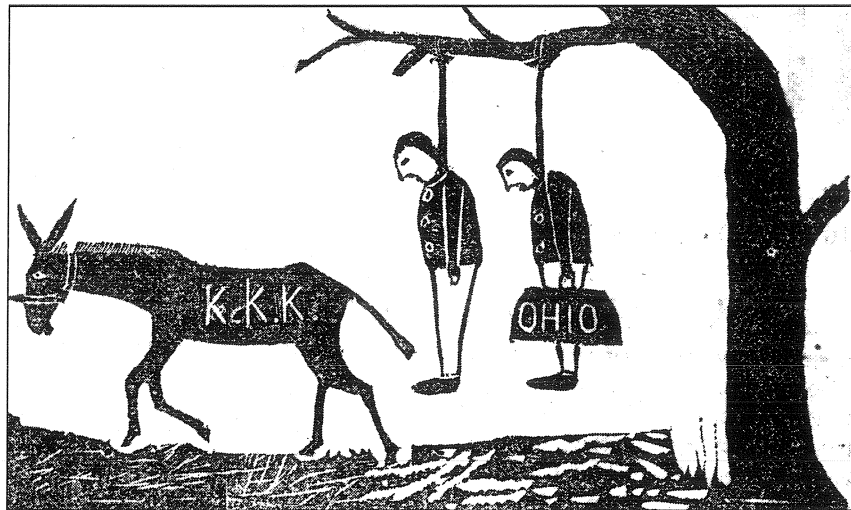
**Source:** Albion Tourgee, Letter on Ku Klux Klan Activities. *New York Tribune*, May 1870.

**Note:** Tourgee was a white, Northern soldier who settled in North Carolina after the War. He served as a judge during Reconstruction and wrote this letter to the North Carolina Republican Senator, Joseph Carter Abbott.

It is my mournful duty to inform you that our friend John W. Stephens, State Senator from Caswell, is dead. He was foully murdered by the Ku-Klux in the Grand Jury room of the Court House on Saturday.... He was stabbed five or six times, and then hanged on a hook in the Grand Jury room.... Another brave, honest Republican citizen has met his fate at the hands of these fiends....

... I have very little doubt that I shall be one of the next victims. My steps have been dogged for months, and only a good opportunity has been wanting to secure to me the fate which Stephens has just met.... I say to you plainly that any member of Congress who, especially from the South, does not support, advocate, and urge immediate active and thorough measures to put an end to these outrages ... is a coward, a traitor, or a fool.

**Source:** *Independent Monitor*, September 1, 1868. Alabama Department of Archives and History, Montgomery, Alabama.



### Document Analysis

1. In the image above, what group or groups is the KKK threatening?
2. According to Tourgee, what types of people are being attacked by the KKK? Why would the KKK attack these people?
3. How does the way that John Stephens was killed support the idea the Ku Klux Klan was a terrorist organization?
4. How does this document help answer the DBQ question?



## Document B

**Source:** Abram Colby, testimony to a joint House and Senate Committee in 1872.

**Note:** Colby was a former slave who was elected to the Georgia State Legislature during Reconstruction.

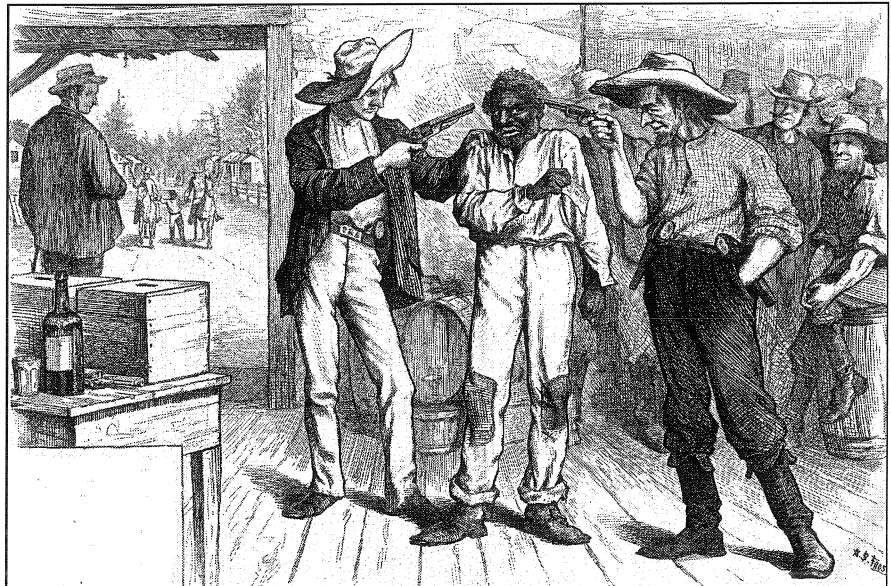
**Colby:** On the 29th of October 1869, [the Klansmen] broke my door open, took me out of bed, took me to the woods and whipped me three hours or more and left me for dead. They said to me, "Do you think you will ever vote another damned Radical ticket?" I said, "If there was an election tomorrow, I would vote the Radical ticket." They set in and whipped me a thousand licks more, with sticks and straps that had buckles on the ends of them.

**Question:** What is the character of those men who were engaged in whipping you?

**Colby:** Some are first-class men in our town. One is a lawyer, one a doctor, and some are farmers.... They said I had voted for Grant and had carried the Negroes against them. About two days before they whipped me they offered me \$5,000 to go with them and said they would pay me \$2,500 in cash if I would let another man go to the legislature in my place. I told them that I would not do it if they would give me all the county was worth.... No man can make a free speech in my county. I do not believe it can be done anywhere in Georgia.

EV

**Source:** *Harper's Weekly*,  
October 21, 1876.



Caption: "Of Course he wants to vote the Democratic ticket"

### Document Analysis

1. Why did the KKK attack Abram Colby?
2. According to Colby, what types of people make up the KKK?
3. What seems to be the ultimate goal of the KKK?
4. What is the main idea of the cartoon?

## Document C

Source: Gerald Danzer et al., *The Americans*, McDougal Littell, 1998.

“...in the 1870s, Northern voters grew indifferent to events in the South. Weary of the ‘Negro Question’ and ‘sick of carpet-bag’ government, many Northern voters shifted their attention to such national concerns as the Panic of 1873 and corruption in Grant’s administration.... Although political violence continued in the South ... the tide of public opinion in the North began to turn against Reconstruction policies.”

EV

Source: *Harper's Weekly*, 1876



Caption: “U.S. ‘In For It.’ I hope I shall get to the bottom soon.”

Note: U.S. are initials of President Ulysses S. Grant.

### Document Analysis

1. Explain the phrases “weary of the ‘Negro Question’” and “‘sick of carpet-bag’ government.”
2. What is President Grant trying to find in the barrel?
3. If President Grant was busy with scandals, what is likely to happen to his focus on Reconstruction efforts in the South?
4. Why might increased anger about corruption in government lead to less interest in government attempts to reconstruct the South?

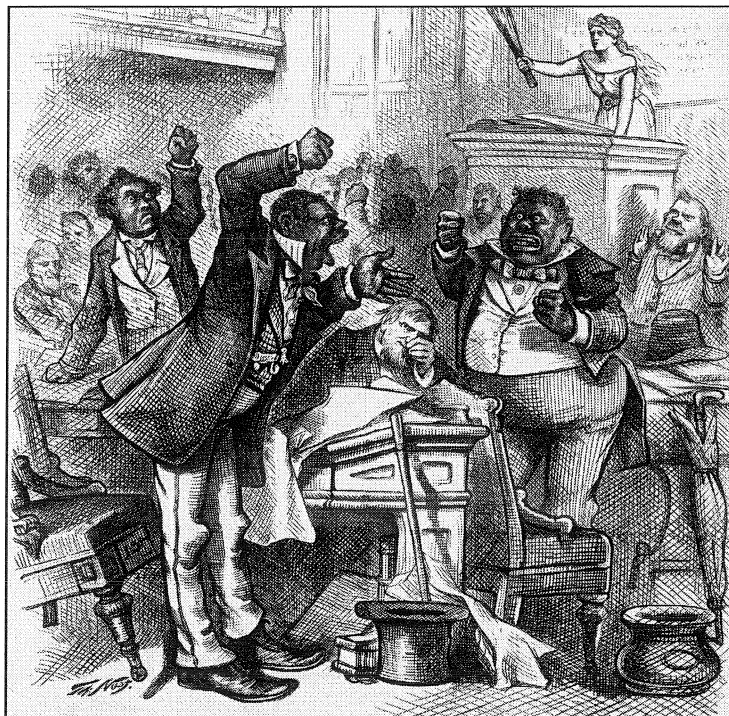
## Document D

**Source:** Heather Cox Richardson, *The Death of Reconstruction: Race, Labor and Politics in the Post-Civil War North, 1865-1901*. Harvard University Press, Cambridge, Massachusetts, 2001.

In the fall of 1873, even the staunchly (firmly) pro-Grant and pro-freedman *Boston Evening Transcript* ran a letter ... arguing that “the blacks, as a people, are unfitted for the proper exercise of political duties.... The rising generation of ... blacks needed a period of probation and instruction; a period ... long enough for the black to have forgotten something of his condition as a slave and learned much of the true method of gaining honorable subsistence and of performing the duties of any position to which he might aspire.”

EV

Northern artist's portrayal of the South Carolina State Legislature during Reconstruction.



**Source:** The cover of *Harper's Weekly*, March 14, 1874

## Document Analysis

1. According to the letter from the *Boston Evening Transcript*, why did some people believe blacks were unfit to be government officials?
2. How does the letter from the *Boston Evening Transcript* show that racism existed in the North?
3. How do this cartoon and letter help explain why Northerners lost interest in Reconstruction?
4. How does the image above depict black politicians in the South?

Scoring Rubric:

Evidence of Learning	4	3	2	1	0
SS: Claim	Provides a strong & convincing claim that is based on sources, facts, and details.	Provides an adequate claim that is based on sources, facts, and details.	Provides a claim that is not clearly stated or is loosely based on sources, facts, and details.	The claim (if stated) includes little or no use of sources, facts, and details.	Missing
SS: Evidence	Historically accurate, clearly credited, evidence is smoothly integrated, comprehensive, relevant & logical.	Historically accurate evidence is credited and integrated, though it may be general	Evidence from sources may not be credited, is loosely integrated, vague, uneven, or extraneous	Use of evidence from sources is minimal, unrelated, repetitive, or irrelevant.	Missing.
SS: Reasoning	Clearly and effectively elaborates by using precise words/language, purposeful connections, and specific details.	Adequately elaborates by using general words/language, and connections.	Elaboration is not specific, is weak, or is inconsistent.	Elaboration interferes with the meaning of the text or uses poor/inappropriate word choice.	Missing.
CER Score:					/12
Conventions: CUPS	Capitalization/punctuation, no errors. Effective grammar. Spelling errors on uncommon words.	Capitalization/punctuation, few errors.; Few grammar errors.	Spelling errors in common words/ common punctuation.	Capitalization;/punctuation errors distract from meaning. Spelling errors are frequent.	Not proofread.
Conventions:: In-text Citations	In addition to a 3, No errors in MLA In-text Citation formatting.	Complete in-text citation and accurate source information and no more than one minor error in citation formatting.	Complete in-text citation but with some inaccurate source information. 2 or more errors in citation formatting.	Significant in-text citation & formatting errors.	No citation given.
Conventions score:					/8











## President Notes

# \_\_\_\_\_

<b><i>Details:</i></b>
<b><i>Successes:</i></b>
<b><i>Failures:</i></b>
<b><i>Interesting Facts:</i></b>
<b><i>Remembered For:</i></b>

\*It's your choice where you put the information from the videos...this chart is simply to help you organize. Sometimes, it's difficult to determine if an action is a success or failure. Make your best "guess".

## President Notes

# \_\_\_\_\_

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24 Sometimes, it's difficult to determine if an action is a success or failure. Make your best "guess".

## President Notes

# \_\_\_\_\_

***Details:***

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# C-Ev-R Responses

CER = Claim + Evidence + Reasoning

Answer like an expert by providing your claim, evidence and reasoning.



Claim

Your answer drawn from your observation.



Evidence

Information from a reliable source/text



Reasoning

Your explanation of how evidence supports claim

## How to Use CER like a Social Scientist

### I: Claim

**State a direct response to the question/prompt.**

Helpful Hints:

Use key words and ideas provided in the question or prompt as you write your claim.

The claim stands alone without reading the question.

Avoid using openings such as "I think" or "I believe".

### II: Evidence

**Provide reliable information that supports the claim.**

Helpful Hints:

Take the evidence word for word.  
Remember to cite your source!

Suggested sentence starters:

One detail from the (text/article/map/chart/caption/image)...  
According to this (primary/secondary) source...  
One expert, (name an expert), states...

### III: Reasoning

**Explain how the evidence supports the claim.**

Helpful Hints:

This portion must offer new insight, analysis, acknowledgement of connections between ideas, etc.

Suggested sentence starter:

Based on this evidence, one must conclude (rephrase your claim) because (your analysis).

## More Sentence Starters for Your Reasoning

- |         |  |  |
|---------|--|--|
| Level 1 | This is significant because (explain why in a way that directly relates to the claim).   | All of this proves that (rephrase your claim) because (your analysis).   |
| Level 2 | The fact that (rephrase your evidence) illustrates that (rephrase your claim) because (your analysis).                         | These facts, (rephrase your evidence), work to build a case for (rephrase claim) because (your analysis).  |
| Level 3 | The most logical conclusion to draw from this evidence is that (rephrase your claim) because (your analysis).                  | This (illustration/graph/statistic/etc.) is irrefutable evidence that (rephrase claim) because (your analysis).  |
| Level 4 | (Rephrase your evidence) matters because (give your reason). Thus, (rephrase your claim) must be true because (your analysis). | Considered together, the fact that (rephrase one piece of evidence from source #1) and that (rephrase more evidence from a source #2), clearly demonstrate that (rephrase your claim) because (your analysis). |