

Reconstruction

1865 - 1877

Use the boxes below to write notes to aid in your review of content standards for SOL testing.

Key Vocabulary

Key Individuals

STANDARD USII.3a

The student will demonstrate knowledge of the effects of Reconstruction on American life by

a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>The 13th, 14th, and 15th Amendments to the Constitution of the United States of America address the issues of slavery and guarantee equal protection under the law for all citizens.</p> | <p>What are the basic provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States?</p> | <p>Basic provisions of the Amendments</p> <ul style="list-style-type: none"> • The 13th Amendment bans slavery in the United States and all of its territories. • The 14th Amendment grants citizenship to all persons born in the United States and guarantees them equal protection under the law. • The 15th Amendment ensures all citizens the right to vote regardless of race, color, or previous condition of servitude. <p>These three amendments guarantee equal protection under the law for all citizens.</p> | <p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Make connections between the past and the present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p> |

STANDARD USII.3b

The student will demonstrate knowledge of the effects of Reconstruction on American life by
 b) describing the impact of Reconstruction policies on the South and North.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|---|
| <p>The Reconstruction policies were harsh and created problems in the South.</p> <p>Reconstruction attempted to give meaning to the freedom that former enslaved African Americans had achieved.</p> | <p>What were the Reconstruction policies for the South?</p> | <p>Reconstruction policies and problems</p> <ul style="list-style-type: none"> • Southern military leaders could not hold office. • African Americans could hold public office. • African Americans gained equal rights as a result of the Civil Rights Act of 1866, which also authorized the use of federal troops for its enforcement. • Northern soldiers supervised the South. • The Freedmen’s Bureau was established to aid former enslaved African Americans in the South. • Southerners resented Northern “carpetbaggers,” who took advantage of the South during Reconstruction. • Southern states adopted Black Codes to limit the economic and physical freedom of former slaves. <p>End of Reconstruction</p> <ul style="list-style-type: none"> • Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876. • Federal troops were removed from the South. • Rights that African Americans had gained were lost through “Jim Crow” laws. | <p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p> |

STANDARD USII.3c

The student will demonstrate knowledge of the effects of Reconstruction on American life by
 c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|------------------|
| <p>The actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass created lasting impacts.</p> | <p>What were the lasting impacts of the actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass?</p> | <p>Abraham Lincoln</p> <ul style="list-style-type: none"> • Reconstruction plan calling for reconciliation • Preservation of the Union was more important than punishing the South <p>Robert E. Lee</p> <ul style="list-style-type: none"> • Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight • Became president of Washington College, which is now known as Washington and Lee University <p>Frederick Douglass</p> <ul style="list-style-type: none"> • Fought for adoption of constitutional amendments that guaranteed voting rights • Was a powerful voice for human rights and civil liberties for all | |

Thirteenth Amendment

The U.S. House of Representatives passed the 13th Amendment to the Constitution, abolishing slavery in the United States. It read, "Neither slavery nor involuntary servitude ...shall exist within the United States, or any place subject to their jurisdiction."

When the Civil War began in 1861, President Lincoln's professed goal was the restoration of the Union. But early in the war, the Union began keeping escaped slaves rather than returning them to their owners, so slavery essentially ended wherever the Union army was victorious. In September 1862, Lincoln issued the Emancipation Proclamation, freeing all slaves in areas that were still in rebellion against the Union. This measure opened the issue of what to do about slavery in border states that had not seceded or in areas that had been captured by the Union before the proclamation.

In 1864, an amendment abolishing slavery passed the Senate but died in the House of Representatives as Democrats, typically from confederate southern state, rallied in the name of states' rights. Lincoln won a second Presidential term in the election of 1864, which also brought Republican majorities in both houses, so it appeared the amendment was headed back to Congress for passage when the new Republican lead Congress convened in March 1865.

Lincoln preferred that the amendment receive bipartisan support--some Democrats indicated support for the measure, but many still resisted. The amendment passed 119 to 56, seven votes above the necessary two-thirds majority. Several Democrats abstained from voting, but the 13th Amendment was sent to the states for ratification, which came in December 1865. With the passage of the amendment, the institution that had indelibly shaped American history and had started the Civil War was finally eradicated.

- Developing a Deeper Understanding -

1. In what year was the Thirteenth Amendment to the Constitution ratified? _____

2. According to the article, what shall not exist within the United States, or any place subject to US jurisdiction?

3. Outline President Lincoln's goal for the United States? _____

4. Describe the purpose of the Emancipation Proclamation: _____

5. What enabled the Thirteenth Amendment to be ratified? _____

6. **Critical Thinking:** *What do you think America would be like today if the Democrats had won the 1864 election?*

Fourteenth Amendment

The Fourteenth amendment (1868) to the Constitution of the United States granted citizenship and equal civil and legal rights to African Americans and slaves who had been emancipated after the American Civil War. These newly freed persons were to be included under the umbrella phrase “all persons born or naturalized in the United States.”

This so-called Reconstruction Amendment prohibited the states from depriving any person of “life, liberty, or property, without due process of law” and from denying anyone within a state's jurisdiction equal protection under the law.

The amendment also prohibited former civil and military office holders who had supported the Confederacy from again holding any state or federal office. Moreover, the amendment upheld the national debt while exempting the federal government and state governments from any responsibility for the debts incurred by the rebellious Confederate States of America. Finally, the last section, mirroring the approach of the Thirteenth Amendment, provided for enforcement of the new law by federal troops.



- Developing a Deeper Understanding -

1. In what year was the Fourteenth Amendment to the Constitution ratified? _____

2. According to the article, what was the main purpose of the Fourteenth Amendment?

3. What was the Fourteenth Amendment's nickname? _____

4. *Complete the following statement:*
The Fourteenth Amendment “prohibited the states from depriving any person of _____”

5. In addition to granting citizenship, what other right/s did the Fourteenth Amendment grant?

6. **Critical Thinking:** *Explain your support or opposition to the statement that all persons born in the United States are entitled to citizenship?*

Fifteenth Amendment

The Fifteenth Amendment to the Constitution of the United States was ratified on February 03, 1870. The Amendment guaranteed that the right to vote could not be denied based on “race, color, or previous condition of servitude.”

The amendment supported and followed the passage of the Thirteenth and Fourteenth amendments, which abolished slavery and guaranteed citizenship, respectively, to African Americans.

The passage of the amendment and its subsequent ratification meant that African American men were legally able to vote in government elections. American Women, on the other hand, regardless of color, were still denied the right to vote. Women would not receive that right until the ratification of the Nineteenth Amendment, Women’s Suffrage, in 1920.



- Developing a Deeper Understanding -

1. In what year was the Fifteenth Amendment to the Constitution ratified? _____

2. According to the article, the Fifteenth Amendment guaranteed that the right to vote could not be denied based on what conditions?

3. Who were not granted the right to vote under the Fifteenth Amendment? _____

4. Even after the passage of the Fifteenth Amendment, what still hindered many African American men from voting?

5. **Critical Thinking:** *Explain your position – Since it is now legal for all American citizens to vote in government elections, do you support or oppose the theory that says:*

“It is your American duty to vote”

Abraham Lincoln



Abraham Lincoln was the 16th president of the United States from 1861 until his shocking assassination in 1865. The colorful stories

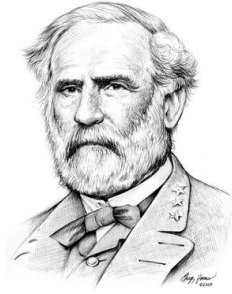
about Lincoln's life really are true: He was born in a log cabin and grew up on the American frontier, educated himself by reading borrowed books, and worked splitting fence rails and clerking in a general store, and then as a country lawyer, long before he became president.

Yes, that's Lincoln on the U.S. penny *and* the five dollar bill. Lincoln was also the first president to be born outside the original thirteen states and he was the first president to wear a beard while in office

President Lincoln is probably best remembered as the nation's first Republican President as well as for leading the Union through the Civil War and freeing Confederate slaves with the 1863 Emancipation Proclamation; for delivering the Gettysburg Address (1863) and for his tragic assassination by John Wilkes Booth at Ford's Theater in Washington, D.C.

Upon Lincoln's death, Andrew Johnson assumed the presidency. The Lincoln Memorial, with its famous statue of Lincoln by Daniel Chester French, was dedicated in Washington, D.C. in 1922.

Robert E. Lee



Robert Edward Lee was born on January 19, 1807 in Virginia. In 1829 Lee graduated 2nd in his class at West Point, NY. Lee very quickly rose to military command in the US Cavalry.

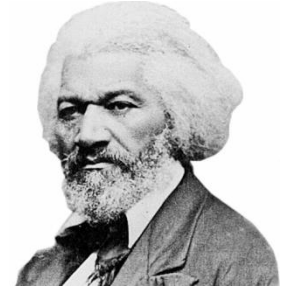
In 1861, the south seceded from the Union and Virginia soon followed. Lee was offered a command in the Union Army but declined it even though Lee was not a supporter of slavery.

It was a difficult decision for Lee to give up his career and his country, but his personal allegiance was to his family and his roots that were in Virginia.

Despite his best efforts during the Civil War, Lee knew that the end was at hand when his surviving forces were blocked near Appomattox Court House, Virginia on April 9, 1865. Dressed in his finest Confederate gray uniform, General Lee met with General Grant to sign the terms of surrender to save the lives of his last 7,500 remaining soldiers. Lee left Appomattox and his army forever and returned to Richmond.

In the autumn of 1865, Lee accepted a position as president of Washington College (today called Washington and Lee University) in Lexington, Virginia. Lee brought the school up to a high standard of education. He also set an example for the south, working to rebind the wounds of a divided nation by obedience to civil authority. He quietly encouraged his veterans to return to their homes and rebuild their lives as Americans.

Fredrick Douglass



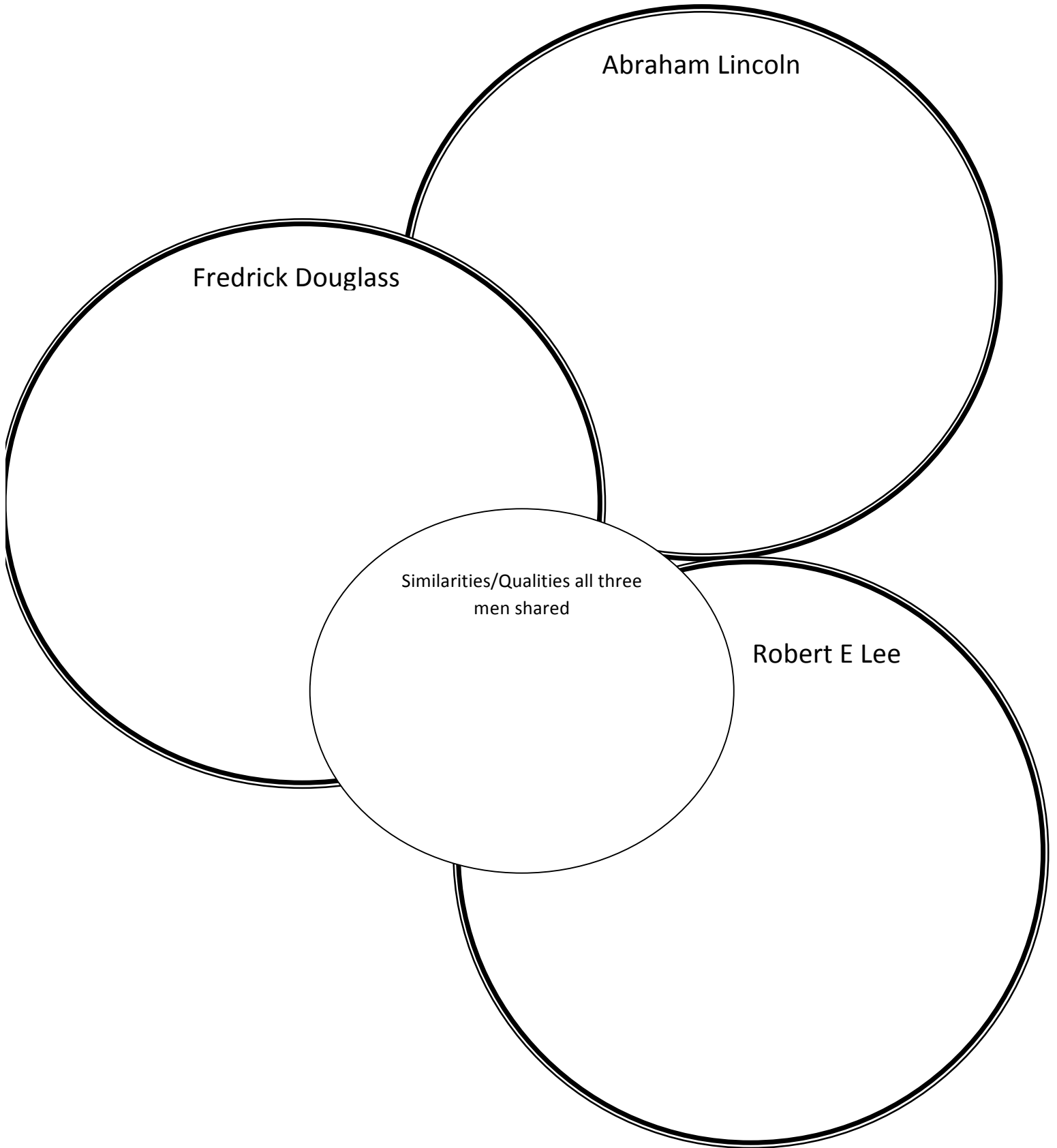
The son of a slave woman and an unknown white man, "Frederick Augustus Washington Bailey" was born in February of 1818 on Maryland's eastern shore.

During this time he was exposed to the degradations of slavery, witnessing firsthand brutal whippings and spending much time cold and hungry. When he was eight he was sent to Baltimore to live with a ship carpenter named Hugh Auld. There he learned to read and first heard the words "abolition" and "abolitionists".

Douglass eventually fled from slavery on September 3, 1838. Travelling by trains and steamboat, he arrived in New York City the following day. Several weeks later he had settled in Massachusetts, with his newlywed bride whom he married under his new name, Frederick Douglass. Always striving to educate himself, Douglass continued his reading. Despite apprehensions that the information might endanger his freedom, Douglass published his autobiography, *Narrative of the Life of Frederick Douglass, an American Slave, Written By Himself*. The year was 1845.

Frederick Douglass would continue his active involvement to better the lives of African Americans. He conferred with Abraham Lincoln during the Civil War and recruited northern blacks for the Union Army. After the War he fought for the rights of women and African Americans alike.

Directions: Use the Venn Diagram below to list 5 details each about the lives of Lincoln, Lee and Douglass (15 details total). In the middle circle, list 3 things that these men all had in common.



The Civil Rights Act of 1866

The Civil Rights Act (1866) was passed by Congress on 9th April 1866 over the veto of President Andrew Johnson. The act declared that all persons born in the United States were now citizens, without regard to race, color, or previous condition. As citizens they could make and enforce contracts, sue and be sued, give evidence in court, and inherit, purchase, lease, sell, hold, and convey real and personal property. Persons who denied these rights to former slaves were guilty of a misdemeanor and upon conviction faced a fine not exceeding \$1,000, or imprisonment not exceeding one year, or both. The activities of organizations such as the Ku Klux Klan undermined the workings of this act and it failed to guarantee the civil rights of African Americans.

The Freedmen's Bureau

On March 3, 1865, Congress established the Bureau of Refugees, Freedmen, and Abandoned Lands, which was more commonly known as the Freedmen's Bureau. The bureau's main focus was to provide food and medical care, to help the freedmen to resettle, to ensure justice for the freedmen, to manage abandoned or confiscated property, to regulate labor, and to establish schools. In many cases, it also provided aid for destitute whites.

The bureau opened 4000 free schools, including several colleges, and educated 250,000 African Americans. By 1870, 21% of African-American population could read.

Even though there were many problems, the Freedmen's Bureau did help the newly freed African-Americans to get the rights that they had been denied. These included the right to an education, the right to due process, the right to the practice of religion, and the right to sign a contract (land, etc...).

Black Codes

Black Codes was a name given to laws passed by southern governments established during the presidency of Andrew Johnson. These laws imposed severe restrictions on freed slaves such as prohibiting their right to vote, forbidding them to sit on juries, limiting their right to testify against white men, carrying weapons in public places and working in certain occupations.

Carpetbaggers

Carpetbagger was a term used in the South after the Civil War to describe Northerners who went to the South during Reconstruction to make money. Although regarded as transients because of the carpetbags in which they carried their possessions (hence the name *carpetbaggers*), most intended to settle in the South and take advantage of speculative and commercial opportunities there. With the support of the black vote the carpetbaggers played an important role in the Republican state governments. The corrupt activities of some made the term *carpetbagger* synonymous with any outsider who meddles in an area's political affairs for his own benefit.

Jim Crow Laws



The name Jim Crow is often used to describe the segregation laws, rules, and customs which arose after Reconstruction ended in 1877 and continued until the mid-1960s.

"Jim Crow" was a fictitious character in minstrel shows, along with counterparts Jim Dandy and Zip Coon. White audiences were receptive to the portrayals of Blacks as singing, dancing, grinning fools.

By 1838, the term "Jim Crow" was being used as a collective racial nickname for Blacks. Obviously, the popularity of minstrel shows aided the spread of Jim Crow as a racial slur. This use of the term did not last past a half century. By the end of the 19th Century, the words Jim Crow were less likely to be used to derisively describe Blacks; instead, the phrase Jim Crow was being used to describe laws and customs which oppressed Blacks.

Jim Crow laws were more prevalent throughout the southeast. These laws discriminated against African Americans with concern to attendance in public schools and the use of facilities such as restaurants, theaters, hotels, cinemas and public baths. Trains and buses were also segregated and in many states marriage between whites and African American people were prohibited.

In 1964, President, Lyndon Baines Johnson, managed to persuade Congress to pass the Civil Rights Act. This made racial discrimination in public places, such as theaters, restaurants and hotels, illegal. It also required employers to provide equal employment opportunities. Projects involving federal funds could now be cut off if there was evidence of discriminated based on color, race or national origin.

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1. Who was Jim Crow? _____
 2. Describe the time period that allowed for such an act to become popular:

 3. What was the purpose of Jim Crow Laws? (Include at least 3 examples of Jim Crow laws)

 4. Eventually, Jim Crow laws were eradicated (ended). Describe what ended the Jim Crow laws.

USH.3c “Jim Crow” Laws

Discrimination against African Americans continued after Reconstruction (rebuilding after the Civil War)

Racial Segregation:

*based upon race

*directed primarily against African Americans but other groups also were kept segregated

“Jim Crow” laws were passed to discriminate against African Americans and institutionalized a system of legal segregation. These laws were enforced all across the nation, but were more prominent in the Southeast region of the United States.

“Jim Crow” laws:

*made discrimination practices legal in many communities and states

*were characterized by unequal opportunities in housing, work, education, and government

African Americans differed in their responses to discrimination and “Jim Crow”

African American responses:

***Booker T. Washington** believed equality could be achieved through vocational education and accepted **social separation**

VS

***W.E.B. DuBois** believed in full political, civil, and social rights for African Americans

Directions: Use notes from this packet to fill in the blanks:

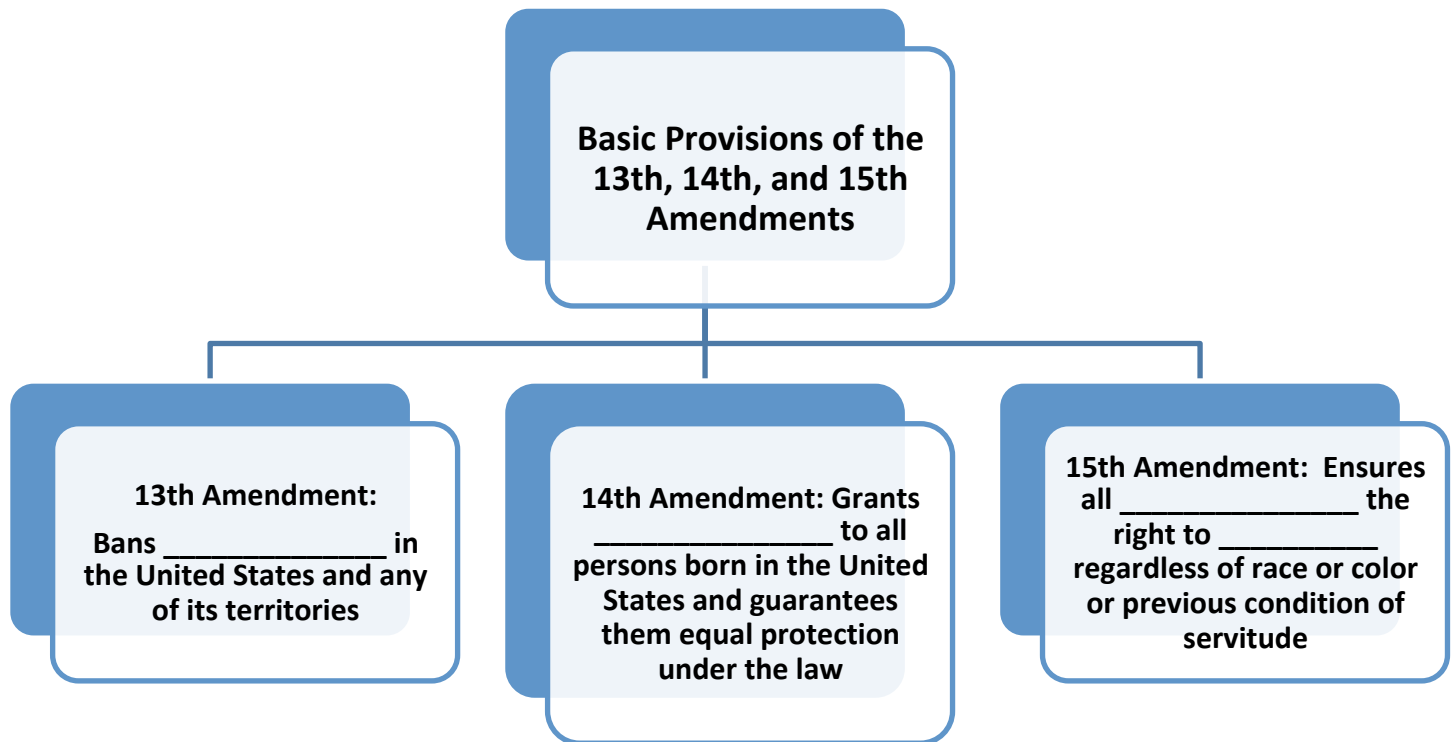
Following the (1)_____ War, African Americans were free and given the same rights as all citizens in the United States. Unfortunately in the (2)_____ region, “Jim Crow” laws were established to make it legal to (3)_____ against African Americans. This racial segregation was based on (4)_____ and mainly directed against (5)_____.

“Jim Crow” laws were characterized by (6)_____ opportunities in (7)_____, (8)_____, (9)_____ and (10)_____.

Two great leaders emerged on the scene during this time. The first was (11)_____. He believed that vocational education was the means through which equality could be achieved for African Americans. The other great leader was (12)_____. He believed that African Americans should demand full political, civil, and social rights for African Americans. He was also a founder of the (13)_____. This organization was formed to fight against discrimination of African Americans. Even though Booker T. Washington and W.E.B Dubois had opposing views, they set the ground work for the Civil Rights movement of the 1950’s.

USI.10.a: Effects of Reconstruction on American Life:

The 13th, 14th, and 15th Amendments to the U.S. Constitution of the United States of America address the issues of slavery and guarantee equal protection under the law for all citizens.



These three amendments guarantee equal protection under the law for all citizens.

Complete the following questions:

1. When did Reconstruction occur?
2. What three amendments were passed during Reconstruction?
3. What did these three amendments guarantee?


USI.10b: Effects of Reconstruction on American Life: The Impact of Reconstruction Policies on the South and North

Reconstruction policies were harsh and created problems in the South. Reconstruction attempted to give meaning to the freedom that the enslaved African Americans had not achieved.

Reconstruction policies and problems for the South included:

1. Southern military leaders could not hold _____




2.  African Americans could hold _____

3. African Americans gained equal rights as a result of the _____ of 1866, which authorized the use of federal troops for its enforcement.



4.  _____ supervised the South.

5. _____ was established to aid former enslaved African Americans in the South.

6.  Southerners resented northern “_____” who took advantage of the South during Reconstruction.



- Reconstruction ended with the presidential election in 1876, of _____.
- Federal troops were removed
- Rights that African American gained were lost through _____.

Complete the following questions:

1. How did Reconstruction policies affect the South?

2. What did Reconstruction attempt to do?

3. How did Reconstruction end?