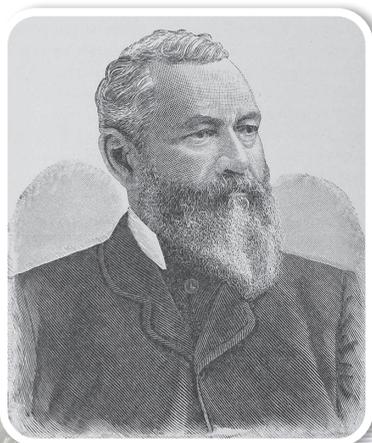


Reconstructing the Nation

Teacher Guide

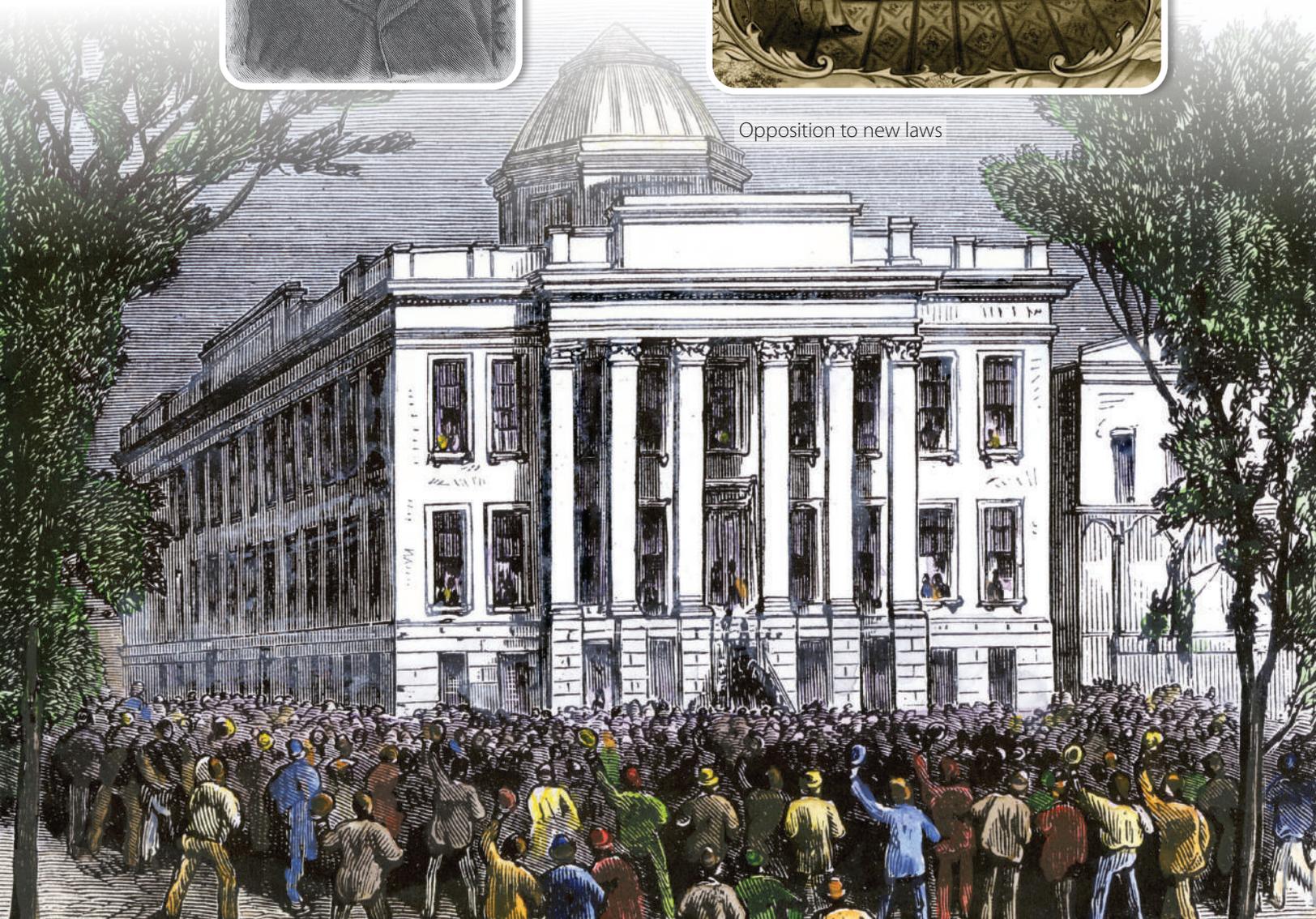
P. B. S. Pinchback



Fifteenth Amendment



Opposition to new laws



Reconstructing the Nation

Teacher Guide



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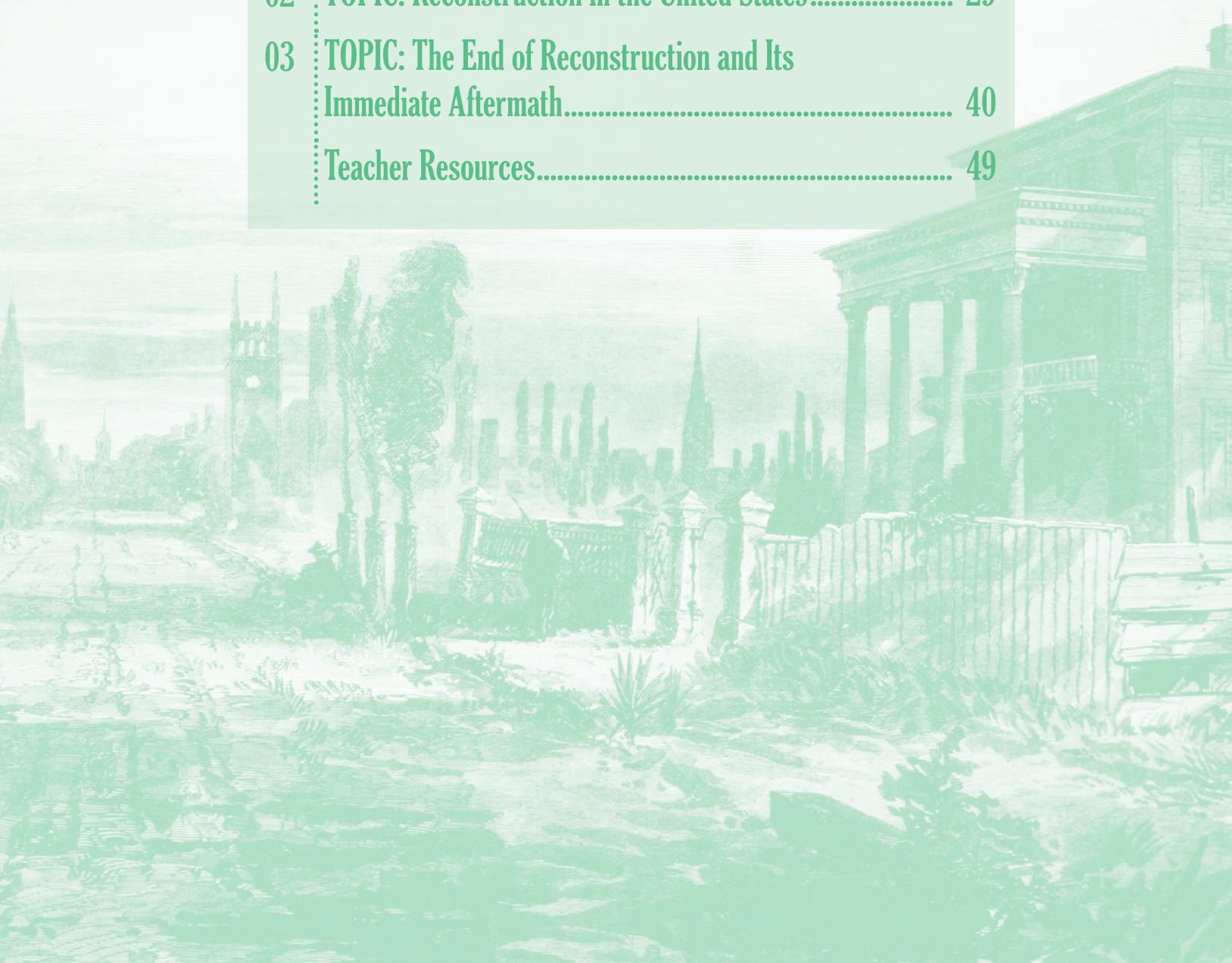


RECONSTRUCTING THE NATION



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Reconstructing the Nation
Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 7

Introduction

ABOUT THIS UNIT

The Big Idea

After the Civil War ended, national leaders worked to reunite the North and South, repair the physical damage of the war, and protect and expand the rights of African Americans.

Northern politicians put forth several plans for how to bring the Southern states back into the Union. The so-called Radical Republicans in Congress were ultimately able to put their vision of Reconstruction into action. They worked to ensure the civil rights of formerly enslaved people and protect them from the violence, intimidation, and voter suppression of resentful white Southerners who were upset that the conclusion of their failed secession attempt had ushered in a new era of what they perceived as radical changes to the political and social status quo. Congress also attempted to help the South rebuild its farms, roads, and political and social structures. Though African Americans made some gains in government and education, many white Southerners tried to limit their rights and replicate the social conditions that had existed prior to emancipation. Over time, the Democratic Party steadily regained control of Southern governments and passed laws that sharply restricted the freedoms and voting rights of African Americans.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- unanimous election of George Washington as the first president of the United States in 1789
- precedents set by Washington’s presidency
- formation of the nation’s first political parties
- establishment of judicial circuits
- Whiskey Rebellion
- new capital city of Washington, D.C.
- events of XYZ Affair
- significance of the Alien and Sedition Acts
- events and effects of the election of 1800
- causes and effects of the Louisiana Purchase
- *Marbury v. Madison’s* establishment of the Supreme Court’s power of judicial review
- Daniel Boone’s construction of the Wilderness Road
- exploration of the northern Louisiana Territory by the Lewis and Clark expedition
- exploration of the southern Louisiana Territory by the Dunbar-Hunter and Red River expeditions
- border disputes between the United States and Spain
- Louisiana’s path to statehood
- causes, events, and consequences of the War of 1812
- Henry Clay’s American System
- Monroe Doctrine
- *McCulloch v. Maryland* and *Gibbons v. Ogden* Supreme Court decisions and their implications
- growth and development of the United States from the early to mid-1800s
- growth of industry and the development of transportation networks
- ideas and motivations that contributed to westward expansion, including Manifest Destiny, and its political, social, and economic effects
- causes and effects of Indian Removal policies of the early to mid-1800s
- issues surrounding territorial disputes with Mexico and Britain and their resolutions
- development of distinct regional identities within the United States

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1863 to 1877.

1863	Abraham Lincoln proposes his Reconstruction plan.
1864	Congress passes the Wade-Davis Bill.
1865	The Freedmen’s Bureau is established.
1865	Lincoln is assassinated.
1865	Most Southern states satisfy Andrew Johnson’s Reconstruction plan.
1866	The Civil Rights Act of 1866 is passed.
1867	Congressional, or Radical, Reconstruction commences.
1867	The Reconstruction Act of 1867 divides the South into five military districts.
1868	The Fourteenth Amendment is ratified.
1868	President Johnson is impeached.
1868	Louisiana creates a new constitution.
1868 and 1873	Reconstruction-era massacres take place in the Louisiana towns of Opelousas (1868) and Colfax (1873).
late 1860s–early 1870s	The federal government sends troops into the South to stop violence against African Americans.
1870	The Fifteenth Amendment is ratified.
1872	P. B. S. Pinchback becomes the first African American governor of Louisiana.

1876	Irregularities in the presidential election ultimately end Reconstruction in the South.
late 1870s	Jim Crow laws legalize segregation throughout the South.

- experiences of immigrants to the United States, including reasons for immigrating and experiences with nativism
- the fight for women’s suffrage by Elizabeth Cady Stanton, Susan B. Anthony, Sojourner Truth, and others
- Horace Mann’s push for education reform, emphasizing universal schooling
- Dorothea Dix’s efforts to reform mental health care and conditions for incarcerated people
- what life was like as an enslaved person, including the formation of community, resistance to slavery, and escape from slavery via the Underground Railroad
- how the issue of slavery divided the nation, including debates around statehood for new territories, attempts to mitigate tensions through compromise, “Bleeding Kansas,” the *Dred Scott* decision, the Lincoln-Douglas debates, and John Brown’s raid on Harpers Ferry
- significance of the election of 1860, including the role of slavery and sectionalism and the outcome of the election
- causes and effects of secession, including formation of the Confederate States of America
- major events of the Civil War, including:
 - Battle of Fort Sumter
 - Battle of Manassas
 - Battle of Shiloh
 - capture of New Orleans and importance of the Mississippi River
 - institution of the draft
 - prison camps
 - Battle of Antietam
 - Emancipation Proclamation
 - Battle of Gettysburg and Gettysburg Address
 - Battle of Vicksburg
 - siege of Port Hudson
 - Sherman’s March to the Sea
 - surrender at Appomattox Court House
- Union leaders: Abraham Lincoln, Ulysses S. Grant, George B. McClellan, George Meade, Nathaniel Banks, William Tecumseh Sherman
- Confederate leaders: Jefferson Davis, Joseph E. Johnston, P. G. T. Beauregard, Robert E. Lee, Thomas J. “Stonewall” Jackson, George Pickett
- roles of African Americans in the Civil War, including the Massachusetts Fifty-Fourth Regiment and Robert Smalls
- roles of women in the Civil War, including Clara Barton

What Students Need to Learn

- significance of Lincoln's assassination
- similarities and differences of various Reconstruction plans
- development and effects of tenant farming and sharecropping in the postwar South
- impact of federal action on individual rights and freedoms during the Reconstruction era, including voting rights
- rise of violence and intimidation tactics against African Americans and the impact of repressive Black Codes and Jim Crow laws
- impact of the presidential election of 1876 and the Compromise of 1877 on Reconstruction's legacy

AT A GLANCE

The most important ideas in Unit 6 are the following:

- Various plans for Reconstruction emerged as the Civil War neared its end.
- After Abraham Lincoln's assassination, Andrew Johnson inherited the presidency.
- Radical Republicans in Congress favored strict terms for the readmission of Southern states to the Union.
- The Freedmen's Bureau sought to help Southerners—both African American and white—who needed food, clothing, and other supplies after the war ended. The bureau also established schools throughout the South.
- Sharecropping and tenant farming became widespread in the South after the end of slavery.
- African American men gained the right to vote. Many African Americans were elected to political office throughout the South during the Congressional Reconstruction era.
- Many white Southerners opposed Congressional Reconstruction and the gains made by formerly enslaved people. They gradually regained control over Southern governments, particularly through violence and intimidation, as well as by passing laws to stop African Americans from voting.
- The controversial presidential election of 1876 ultimately resulted in a political deal that ended Reconstruction.
- By the late 1870s, Southern governments had passed Jim Crow laws that stripped African Americans of nearly every right they had won during Reconstruction.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

Reconstructing the Nation Student Volume—three chapters

The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers' Corner** boxes present students with extended writing tasks, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter's conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

Teacher Components

Reconstructing the Nation Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of the *Reconstructing the Nation* Student Volume, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 49.

- The Chapter Assessments test knowledge of each chapter's content using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

Reconstructing the Nation Timeline Card Slide Deck—seventeen individual images depicting significant events and individuals related to Reconstruction. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1863



Chapter 1

1864



Chapter 1

1865



Chapter 2

1865



Chapter 1

1865



Chapter 1

1866



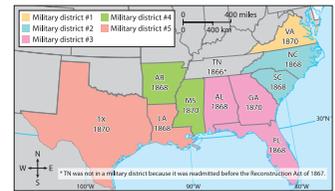
Chapter 1

1867

Reconstruction Plan	Ten Percent Plan	Presidential Reconstruction	Congressional Reconstruction
Who proposed it?	Abraham Lincoln	Andrew Johnson, based on Lincoln's proposal	Radical Republicans in Congress
Who had the authority to direct the plan?	President	Congress	Congress
What did states have to do?	Free up lands to the Union, accept emancipation	Free up lands to the Union, accept emancipation	Accept emancipation, ratify the Fourteenth Amendment, elect a new government under a new constitution that conformed to the U.S. Constitution
Who could vote?	White adult male citizens, excluding former Confederate military officers and government officials	White adult male citizens, including former Confederate military officers, government officials, and wealthy freedmen who supported Johnson	All adult males born in the United States, including formerly rebel men, but excluding anyone who had supported the rebel war
What proportion of a state's voters had to approve the plan?	10 percent	majority	majority
What was the result?	Never fully implemented	Black Codes and new Confederates in office	Black American citizenship and a temporary empowerment of African American voters

Chapter 1

1867



Chapter 2

1868



Chapter 1

1868



Chapter 1

1868



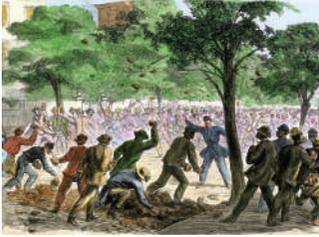
Chapter 2

1868 and 1873



Chapter 3

late 1860s–early 1870s



Chapter 3

1870



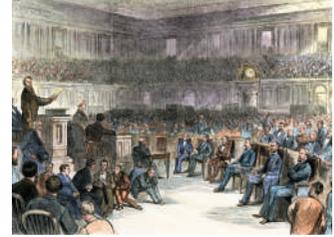
Chapter 2

1872



Chapter 2

1876



Chapter 3

late 1870s



Chapter 3

The Timeline in Relation to Content in the Student Volume

The events highlighted in the Unit 6 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Volume is organized thematically, not chronologically. Each chapter discusses a different aspect of Reconstruction. Many of these developed simultaneously, which is reflected in the timeline.

Understanding References to Time in the *Reconstructing the Nation* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, during the late 1860s and early 1870s, violence against African Americans increased. Conversely, the assassination of President Lincoln occurred in a specific year: 1865.

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?

7. What is the difference between a specific date and a time period?
8. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Reconstructing the Nation* unit is one of six history and geography units in the Grade 7 Bayou Bridges Louisiana Social Studies Curriculum. A total of twenty days has been allocated to the *Reconstructing the Nation* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 7 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that, even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Learning Lab

Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts

For more about research activities, download the Bayou Bridges Online Resource “About Developing Student Research Skills”:

<https://www.coreknowledge.org/bayou-bridges-online-resources>

Turn and Talk

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Talk It Over

Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

For more about classroom discussions and debates, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 7 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson’s Check for Understanding.

It will be especially important for the teacher to review all students’ written responses to any Independent Reading Lesson prior to the next day’s lesson to ascertain

whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Primary Sources

Most chapters include a Student Volume feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Volume chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	Framing Question
1	What issues did Congress face in its plans to reunify the nation after the Civil War?
2	What were the major accomplishments and setbacks during Reconstruction in the South?
3	How did Reconstruction fail to provide equality for African Americans?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Volume are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	reconcile, secret agent, malice, legislature, amendment, Black Code, radical, civil right, veto, ratify, underdog, impeach
2	lieutenant governor, parish
3	poll tax, paramilitary, coup d'état

Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 68–72. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–3—Primary Source Analysis (AP 1.2)
- Chapter 1—Claims and Evidence (AP 1.3)
- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.4)
- Chapter 3—Domain Vocabulary: Chapters 2–3 (AP 3.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” readily distinguished by an icon of the American flag.

The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

Books

Cline-Ransome, Lesa. *Freedom's School*. Boston: Little, Brown Books for Young Readers, 2015.

Gill, Joel Christian. *Robert Smalls*. Tales of the Talented Tenth. Chicago: Chicago Review Press/Fulcrum, 2021.

Haynes, Clarence A. *The Legacy of Jim Crow*. True History. New York: Penguin Young Readers/Penguin Workshop, 2022.

Hirschfeld, Tom, and Leila Hirschfeld. *It's Up to You, Abe Lincoln*. New York: Random House Children's Books/Crown Books for Young Readers, 2018.

Hudson, Wade. *Defiant: Growing Up in the Jim Crow South*. New York: Random House Children's Books/Crown Books for Young Readers, 2021.

Schroeder, Alan. *Abe Lincoln: His Wit and Wisdom from A–Z*. New York: Holiday House, 2015.

RECONSTRUCTING THE NATION SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SV—Student Volume; AP—Activity Page;
NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Reconstructing the Nation

<p>"Plans for Reconstruction" Core Lesson (TG & SV, Chapter 1)</p>	<p>"Plans for Reconstruction" Core Lesson (TG & SV, Chapter 1)</p> <p>"Domain Vocabulary: Chapter 1" (TG, Chapter 1 Additional Activities, AP 1.4)</p>	<p>"Primary Source: The Rail Splitter Repairing the Union (1865)" (TG & SV, Chapter 1, AP 1.2)</p> <p>and</p> <p>"Primary Source: President Andrew Johnson's Proclamation Granting Amnesty to Participants in the Rebellion" (TG & SV, Chapter 1, AP 1.2)</p>	<p>Chapter 1 Learning Lab</p>	<p>"TALK IT OVER: Andrew Johnson's Impeachment" (TG, Chapter 1 Additional Activities, NFE 1, AP 1.3)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Reconstructing the Nation

<p>"TALK IT OVER: Andrew Johnson's Impeachment" (TG, Chapter 1 Additional Activities, NFE 1, AP 1.3)</p>	<p>Chapter 1 Assessment</p>	<p>"Reconstruction in the United States" Core Lesson" (TG & SV, Chapter 2)</p>	<p>"Reconstruction in the United States" Core Lesson" (TG & SV, Chapter 2)</p>	<p>"Primary Source: Reconstructed Constitution of the State of Louisiana" (TG & SV, Chapter 2, AP 1.2)</p> <p>and</p> <p>"Primary Source: Excerpts from the Democratic Party Platform of 1868" (TG & SV, Chapter 2, AP 1.2)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Reconstructing the Nation

<p>Chapter 2 Learning Lab</p>	<p>"PRIMARY SOURCE ACTIVITY: Emancipation" (TG, Chapter 2 Additional Activities, AP 1.2)</p>	<p>"PRIMARY SOURCE ACTIVITY: The Reconstruction Amendments" (TG, Chapter 2 Additional Activities, AP 1.2)</p>	<p>"The End of Reconstruction and Its Immediate Aftermath" Core Lesson" (TG & SV, Chapter 3)</p> <p>"Domain Vocabulary: Chapters 2–3" (TG, Chapter 3 Additional Activities, AP 3.1)</p>	<p>"Primary Source: Excerpt from <i>United States v. Cruikshank</i> (1876)" and</p> <p>"Primary Source: Excerpt from Frederick Douglass's Decoration Day Speech (1878)" (TG & SV, Chapter 2, AP 1.2)</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Reconstructing the Nation

Chapter 3 Learning Lab	"PRIMARY SOURCE ACTIVITY: The Election of 1876" (TG, Chapter 3 Additional Activities, NFE 1, AP 1.2)	Chapter 3 Assessment	Unit 6 Performance Task Assessment	Unit 6 Performance Task Assessment
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RECONSTRUCTING THE NATION PACING GUIDE

_____ 's class

(A total of twenty days has been allocated to the *Reconstructing the Nation* unit in order to complete all Grade 7 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Reconstructing the Nation

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Reconstructing the Nation

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Reconstructing the Nation

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Reconstructing the Nation

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TOPIC: Plans for Reconstruction

The Framing Question: What issues did Congress face in its plans to reunify the nation after the Civil War?

Primary Focus Objectives

- ✓ Analyze the causes, course, and consequences of the Civil War. (7.13)
- ✓ Describe the significance of Lincoln’s assassination and how it affected the nation and Reconstruction. (7.13.j)
- ✓ Analyze the major events, key people, and effects of Reconstruction. (7.14)
- ✓ Compare and contrast the various plans for Reconstruction. (7.14.a)
- ✓ Understand the meaning of the following domain-specific vocabulary: *reconcile, secret agent, malice, legislature, amendment, Black Code, radical, civil right, veto, ratify, underdog, and impeach.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Plans for Reconstruction.”

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- individual student copies of National Archives Cartoon Analysis worksheet

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the worksheet may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

reconcile, n. to return to a friendly relationship after a conflict (4)

Example: My sister and I were able to reconcile after our argument.

Variations: reconciles, reconciling, reconciled, reconciliation (n.)

secret agent, n. a spy; a person who collects and reports secret information about other governments or countries (6)

Example: The secret agent was arrested for spying and gathering intelligence for another country.

Variations: secret agents

malice, n. a desire to hurt another person (8)

Example: My brother showed malice toward me when he threatened to punch me.

Variations: malicious (adj.)

legislature, n. the part of the government responsible for making laws (8)

Example: In the U.S. federal government, the Senate and the House of Representatives make up the legislature.

Variations: legislatures, legislate (v.), legislative (adj.), legislator (n.)

amendment, n. an official change or addition (10)

Example: The politicians approved a new amendment to the state constitution that changed the voting age to eighteen.

Variations: amendments, amend (v.)

Black Code, n. any of the laws enacted in 1865 and 1866 in former Confederate states that preserved white supremacy (10)

Example: The state legislature passed a Black Code that made it illegal for African Americans to testify in court.

Variations: Black Codes

radical, adj. favoring large or widespread changes (12)

Example: The candidate's radical ideas are popular with some voters who want big changes.

Variations: radical (n.), radicalize (v.)

civil right, n. any of the liberties and freedoms citizens are supposed to have according to the Constitution and its amendments (12)

Example: It is a civil right in the United States for citizens to be allowed to criticize their government.

Variations: civil rights

veto, v. to reject or refuse to approve a law (12)

Example: Even though the bill passed the legislature, the governor decided to veto it, so it did not become law.

Variations: vetoes, vetoing, vetoed, veto (n.)

ratify, v. to approve (13)

Example: Both countries agreed to ratify the treaty by the end of this month, which would officially make it legal.

Variations: ratifies, ratifying, ratified, ratification (n.)

underdog, n. a person or group that is not likely to win (13)

Example: The winless football team is the underdog in its game against the state champion.

Variations: underdogs

impeach, v. to charge a government official with doing something wrong or improper (15)

Example: Some people called on the legislature to impeach the governor for lying under oath.

Variations: impeaches, impeaching, impeached, impeachment (n.)

Introduce *Reconstructing the Nation* Student Volume

5 MIN

Distribute copies of the *Reconstructing the Nation* Student Volume. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the illustrations of historical figures and events, the chart comparing various Reconstruction plans, and the violence and discrimination faced by African Americans in the postwar South.

Introduce “Plans for Reconstruction”

5 MIN

Review what students read in Unit 5, *A Nation at War*, about how tensions between the North and the South over slavery resulted in the four-year Civil War, which ended with the surrender of Southern forces in April 1865. In this chapter, students will read about the different plans for reuniting the country after the war ended.

Call students’ attention to the Framing Question. Tell students to look for details and information that help explain the various plans for Reconstruction.

Guided Reading Supports for “Plans for Reconstruction”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“New Points of Conflict,” pages 2–4

Scaffold understanding as follows:

Read the section on pages 2–4 aloud.

CORE VOCABULARY—Point out the vocabulary term *reconcile*, and explain its meaning.

 **SUPPORT**—Explain to students that *amnesty* is an official pardon for people who have been convicted of wrongdoing. *Pardon* means forgiveness or mercy. A government pardon would mean freedom from the guilt or charge of a crime.

After reading the text, ask the following questions:

LITERAL—What was Reconstruction? Who issued the Proclamation of Amnesty and Reconstruction? (7.1, 7.13, 7.14)

- » Reconstruction was the period of rebuilding both society and physical infrastructure after the Civil War. President Abraham Lincoln issued the Proclamation of Amnesty and Reconstruction.

EVALUATIVE—Did President Lincoln want to punish the South for rebelling against the Union? How do you know? (7.7, 7.13, 7.14, 7.14.a)

- » President Lincoln did not want to punish the South. His Proclamation of Amnesty and Reconstruction offered pardon, or forgiveness, to the rebels. Lincoln argued that the South had not officially left the Union when it seceded and the nation should be reconciled as quickly as possible.

EVALUATIVE—Why did some people disagree with Lincoln’s Proclamation of Amnesty and Reconstruction? (7.7, 7.13, 7.14, 7.14.a)

- » Many people had been hurt or had family members hurt or killed in the war and felt bitter toward the South. These people were not eager to reconcile with those they believed had hurt them.

“Early Proposals” and “Border States,” pages 4–6

Scaffold understanding as follows:

Invite volunteers to read the section “Early Proposals” on pages 4–6 aloud.

SUPPORT—Explain to students that the word *lenient* means merciful or tolerant.

SUPPORT—The Wade-Davis Bill was sponsored by Senator Benjamin F. Wade of Ohio and Representative Henry Winter Davis of Maryland. Point out to students that Maryland was a border state, and slavery was legal there during the war. Davis was instrumental in keeping Maryland in the Union. In addition to opposing the Proclamation of Amnesty and Reconstruction, both Davis and Wade were outspoken critics of Abraham Lincoln’s handling of the war effort and what they perceived as his lenient approach to Reconstruction.

Have students read the sidebar “Border States” on page 5 independently.

After students read the text, ask the following questions:

LITERAL—Who proposed the Ten Percent Plan, and why did it get that name? (7.13, 7.14.a)

- » President Lincoln proposed the Ten Percent Plan, which got that name because a Southern state would be allowed to set up a new state government if just 10 percent of the state’s voters took a loyalty pledge to the Union and agreed to accept emancipation.

EVALUATIVE—How were the terms of the Ten Percent Plan different from the terms of the Wade-Davis Bill? (7.7.b, 7.13, 7.14.a)

- » Lincoln’s proposal required only 10 percent of a Southern state’s voters to take a loyalty pledge to the Union. By contrast, the Wade-Davis Bill required a majority of a state’s voters to take a loyalty pledge, and former Confederates were limited in their political participation. In addition, the bill did not just ban slavery, it stated that African Americans were to receive equal rights under the law.

INFERENTIAL—Why do you think President Lincoln opposed the Wade-Davis Bill? (7.2, 7.7.a, 7.7.b, 7.14.a)

- » Lincoln thought the plan was too harsh. He wanted new Southern state governments to be established quickly in order to reconcile the North with the South. After all, the preservation of the Union was Lincoln’s chief aim, and a more lenient Reconstruction policy would result in a quicker reunification. Reunification would have proceeded much more slowly under the Wade-Davis Bill.

LITERAL—Why was the state of West Virginia created out of the state of Virginia? (7.1, 7.2, 7.13)

- » After Virginia seceded from the Union in 1861, people in the state’s northwestern region disagreed and organized to begin the process of forming their own state. These thirty-nine Virginia counties remained loyal to the Union and became the state of West Virginia.

“The Death of President Lincoln,” pages 6–8

Scaffold understanding as follows:

Have students read the section on pages 6–8 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *secret agent* and *malice*, and explain their meanings.

SUPPORT—John Wilkes Booth (1838–65) grew up in Maryland. The Booth family was among the most renowned acting families of the nineteenth century. Booth’s father, Junius, and his brother Edwin were well-known and highly popular stage actors. In the early 1850s, Booth quit school to become an actor himself. By 1860, he had begun to make a name for himself due to his good looks and strong stage performances. Notably, Booth once stated that of all Shakespeare’s characters, he most enjoyed playing the role of Brutus, who assassinates the tyrant Julius Caesar.

Note: Students may recall reading the excerpt from Lincoln’s second inaugural address in the Unit 5, *A Nation at War*, Chapter 2 Primary Source Feature.

After students read the text, ask the following questions:

EVALUATIVE—Why did John Wilkes Booth assassinate Abraham Lincoln? (7.1, 7.13)

- » Booth believed that Lincoln was mostly responsible for the South’s defeat in the Civil War and deserved to be punished. The South’s defeat also represented increased rights for African Americans, furthering Booth’s malice toward Lincoln, as Booth held racist beliefs.

EVALUATIVE—How did Lincoln’s assassination impact Reconstruction? (7.13.j)

- » Lincoln’s Reconstruction plan offered tolerance and mercy. His plan had the best hope for a quick peace between North and South without bitterness and revenge. With his leadership, the course of Reconstruction might have proceeded very differently. Lincoln’s successor, Johnson, prompted Radical Republicans to pursue a starkly different course of federal action for Reconstruction in the South.

“Who’s in Charge?” pages 8–10

Scaffold understanding as follows:

Read the section on pages 8–10 aloud.

CORE VOCABULARY—Point out the vocabulary term *legislature*, and explain its meaning.



SUPPORT—Prompt students to identify the national legislature of the United States (*Congress, made up of the Senate and the House of Representatives*) and Louisiana’s state legislature (*also made up of a Senate and House of Representatives*).

SUPPORT—Although Andrew Johnson supported abolition, he was far from a champion of civil rights. He strongly opposed equal rights for African Americans and their participation in government, stating that “white men alone must manage the South.”

After reading the text, ask the following questions:

EVALUATIVE—Who was Andrew Johnson? What made him different from other Southern senators at the beginning of the Civil War? (7.13, 7.13.j)

- » Johnson was Abraham Lincoln’s vice president. He became president of the United States after Lincoln’s assassination. Before that, he was the only Southern senator from a Confederate state to support the Union and remain in the U.S. Senate.

EVALUATIVE—How did Andrew Johnson’s Presidential Reconstruction plan differ from Abraham Lincoln’s Ten Percent Plan? (7.7.b, 7.13, 7.13.j, 7.14.a)

- » Lincoln’s plan would have restored voting rights to white adult males apart from former Confederate military officers and government officials, while Johnson’s plan would also exclude wealthy landowners from voting. Johnson’s plan would also give Southern white landowners the right to reclaim property lost during the war, except for enslaved people, as they were no longer considered to be property.

INFERENTIAL—Do you think supporters of the Wade-Davis Bill approved of Johnson’s Presidential Reconstruction plan? Explain. (7.7.b, 7.13.j, 7.14, 7.14.a)

- » Like Lincoln, Johnson believed that the Union should be restored quickly. Unlike supporters of the Wade-Davis Bill, he was not interested in “punishing” the South, and he also did not support civil rights for African Americans. For these reasons, supporters of the Wade-Davis Bill likely found Presidential Reconstruction far too lenient.

“Congress and Radical Reconstruction,” pages 10–13

Scaffold understanding as follows:

Invite volunteers to read the first four paragraphs of the section on pages 10–11 aloud.

CORE VOCABULARY—Point out the vocabulary terms *amendment* and *Black Code*, and explain their meanings.

SUPPORT—Reiterate to students that Black Codes were intended to ensure that white Southerners would maintain control of people who were formerly enslaved. Black Codes made it easier for white employers to take advantage of African American workers. Black Codes existed to replicate the lack of rights that had existed under enslavement for the recently freed population. In addition to the examples given in the Student Volume, Black Codes in many Southern states forbade African Americans from carrying firearms or testifying in court. Interracial marriage was generally prohibited. Passage of Black Codes throughout the South generated strong protest in the North and strengthened support for Radical Reconstruction.

Invite volunteers to read the remainder of the section on pages 11–13 aloud.

CORE VOCABULARY—Point out the vocabulary terms *radical*, *civil right*, *veto*, and *ratify*, and explain their meanings.

SUPPORT—The Civil Rights Act of 1866 was America’s first civil rights law. It gave the federal government the power to become involved in state affairs if necessary to protect the rights of African Americans. It also granted citizenship to all African Americans born in the United States.

 **SUPPORT**—Explain that in addition to granting citizenship to formerly enslaved people, the Fourteenth Amendment also includes an “equal protection clause” that has been and continues to be used by various groups in the United States in their fights for equal rights. The amendment also says that anyone who has committed insurrection or rebellion against the U.S. government cannot hold government office.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why did Congress disagree with Presidential Reconstruction? (7.7.b, 7.14.a)

- » Many legislators believed that Congress, not the president, had the right to decide on a path for Reconstruction. They also thought Presidential Reconstruction was far too lenient and catered to the political wants of Southerners and former Confederates. Finally, they believed that Presidential Reconstruction did not sufficiently protect the rights of African Americans.

LITERAL—What were Black Codes? What kinds of activities were forbidden under the Black Codes? (7.13, 7.14, 7.14.h)

- » Black Codes were laws passed by Southern states to limit the new freedom of African Americans. They included restrictions on the rights to own and lease property, conduct business, bear arms, and travel freely.

EVALUATIVE—What was the purpose of the Civil Rights Act of 1866? Why do you think President Johnson vetoed it? (7.13, 7.14, 7.14.c, 7.14.h)

- » The purpose of the act was to protect the rights of African Americans against the Black Codes. Johnson vetoed it because he did not support civil rights for African Americans.

EVALUATIVE—In what way was the Fourteenth Amendment a reaction to Black Codes? (7.2, 7.13, 7.14, 7.14.c, 7.14.h)

- » Black Codes sought to restrict the rights of African Americans. The Fourteenth Amendment prevented states from passing such laws. It required states to treat all people equally under the law.

EVALUATIVE—How did the election of 1866 strengthen the hand of the Radical Republicans in Congress? (7.1, 7.2, 7.14)

- » Voters gave the Radical Republicans a solid majority in Congress and rejected President Johnson’s campaign against them.

“Congressional Reconstruction,” pages 13–15

Scaffold understanding as follows:

Have students read the section on pages 13–15 independently.

CORE VOCABULARY—Point out the vocabulary term *underdog*, and explain its meaning.

SUPPORT—Because they objected to the terms of Congressional Reconstruction, many white Southerners refused to participate in constitutional conventions and new state governments. This gave newly registered African American voters a considerable amount of political power. African Americans favored Radical Republican policies; therefore,

Republicans took control of Southern state governments. Tell students they will learn more about this development in Chapter 2.

SUPPORT—Call attention to the chart comparing reunification plans on page 15. **Ask:** Was the Presidential Reconstruction plan more like the Ten Percent Plan or the Congressional Reconstruction plan? (*the Ten Percent Plan*) Which plan or plans allowed African American men to vote? (*Congressional Reconstruction*) Which plan or plans required Southern states to accept emancipation? (*all of them*) (7.1, 7.2, 7.3, 7.4, 7.13, 7.14.a)

After students read the text, ask the following questions:

LITERAL—Who was Thaddeus Stevens, and what was one of his main goals in life? (7.14)

- » Thaddeus Stevens was an influential Northern leader of the Radical Republicans. His main goal in life was to secure civil rights for African Americans.

LITERAL—What happened as a result of the Reconstruction Act of 1867? (7.2, 7.14, 7.14.c)

- » The Reconstruction Act of 1867 did away with Presidential Reconstruction and instituted the Congressional Reconstruction plan instead.

LITERAL—What were the terms of Congressional Reconstruction? (7.13, 7.14.a)

- » Under Congressional Reconstruction, the United States military was put in charge of the South until the Southern states were allowed to reenter the Union. Before the states could reenter, they had to write new state constitutions with input from African Americans (but not from former Confederates). Southern states had to elect new state governments, and African Americans (unlike former Confederates) had to be allowed to vote and hold office. African Americans had to enjoy the same rights as white people, as they would be American citizens under the Congressional Reconstruction plan. Southern state governments also had to ratify the Fourteenth Amendment.

EVALUATIVE—Why did President Johnson tell Southern states that they could ignore the requirement to ratify the Fourteenth Amendment? (7.14, 7.14.a, 7.14.c)

- » Johnson personally opposed the amendment because he did not favor civil rights for African Americans. He thought he would eventually regain control of Reconstruction from Congress, which would allow him to get rid of that requirement.

“The Impeachment of President Johnson,” pages 15–17

Scaffold understanding as follows:

Read the section on pages 15–17 aloud.

CORE VOCABULARY—Point out the vocabulary term *impeach*, and explain its meaning.



SUPPORT—Explain that impeachment means that the U.S. House of Representatives believes there is enough evidence of wrongdoing to go to trial. The Senate then decides whether to proceed with a trial. Andrew Johnson was the first president who was impeached and tried. Since Johnson, there have been three other impeachments—President Bill Clinton (1998) and President Donald Trump (2019 and 2021). The Senate tried Clinton but did not have enough votes to convict him. The Senate also failed to convict Trump after each of his two impeachments.

SUPPORT—One of the laws passed by Congress that Johnson opposed was the Tenure of Office Act, which stated that the president could not remove government officials—even members of his own cabinet—without Senate approval. In particular, Radical Republicans wanted to protect Secretary of War Edwin Stanton, who was in charge of the military and supported Congressional Reconstruction.

After reading the text, ask the following questions:

INFERENTIAL—Why do you think Radical Republicans in Congress distrusted President Johnson? (7.2, 7.7.b, 7.14, 7.14.a)

- » Johnson’s vision of Reconstruction was much more lenient than that of Radical Republicans. Johnson had vetoed the Civil Rights Act of 1866 and disapproved of the Fourteenth Amendment. Radical Republicans likely feared that Johnson would try to undermine Congressional Reconstruction because he disagreed with most of its terms.

EVALUATIVE—Why did the House of Representatives impeach Andrew Johnson? (7.14, 7.14.a)

- » Johnson ignored some laws Congress had passed that he considered unconstitutional.

LITERAL—Was Andrew Johnson removed from office? Why or why not? (7.14, 7.14.a)

- » Johnson was not removed from office. To remove him from office, it would have taken a two-thirds majority of senators (or thirty-six) to vote guilty. However, only thirty-five senators cast a guilty vote, one short of the necessary number.

Primary Source Feature: “The Rail Splitter Repairing the Union (1865),” page 18

Scaffold understanding as follows:

 **Background for Teachers:** This 1865 political cartoon was created by Joseph E. Baker, who drew many cartoons about the Civil War. Baker is well-known for his iconic 1860 portrait of Abraham Lincoln.

Direct students to the Primary Source Feature on page 18.

Introduce the source to students by reviewing President Lincoln’s Ten Percent Plan. Explain to students that this is an editorial cartoon—a comic that expresses an opinion—about Lincoln’s plan for Reconstruction.

Have students study the image.

SUPPORT—Tell students that “Rail Splitter” was a nickname given to Abraham Lincoln at the Illinois State Republican Convention in May 1860. Among other occupations, Lincoln had worked as a rail splitter—a person who splits logs for building fences—in his youth. The nickname played into the image of Lincoln as a humble, hardworking man.

SUPPORT—Explain to students that the man sitting atop the large globe is Lincoln’s vice president, Andrew Johnson. The needle and thread on the bottom left of the cartoon indicate that Johnson and Lincoln are “sewing together” the torn Union, depicted as a map on the globe where Johnson sits. Lincoln uses a split fence rail to stabilize the globe as Johnson works. (Like Lincoln, Johnson also had a nickname—the Tennessee Tailor—that alluded to the work he did as a young man.)



Have students work with a partner to complete a National Archives Cartoon Analysis worksheet.

Distribute copies of Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently. Have them use their Cartoon Analysis worksheets to help them in this task.

After students have completed the Activity Page, ask the following questions:

LITERAL—What is the title of this cartoon? Who are the characters? (7.6, 7.6.a, 7.6.b, 7.13, 7.14)

- » The title of the cartoon is “The Rail Splitter Repairing the Union.” The characters are Abraham Lincoln and Andrew Johnson.

EVALUATIVE—Which of the visuals in this cartoon are symbols? What do they stand for? (7.6, 7.6.a)

- » The tear in the globe symbolizes the division between the North and the South. The thread and needle used by Lincoln and Johnson symbolize plans for Reconstruction or reunification of the Union. Lincoln’s wooden plank is indicative of the weight of the issue at hand.

EVALUATIVE—What is the message of this cartoon? (7.6, 7.6.b, 7.7, 7.13, 7.14)

- » Possible answer: The message of the cartoon is that Lincoln and Johnson are working together to reunify the nation after the Civil War and seem to be getting close to their goal.

INFERENTIAL—Do you think the cartoonist was a supporter of Congressional Reconstruction? Why or why not? (7.6, 7.6.b, 7.7, 7.13, 7.14)

- » Possible answer: The cartoonist was probably not a supporter of Congressional Reconstruction. The cartoonist seems to think that together, Lincoln and Johnson can quickly and successfully reunify the nation. Quick reunification was not a goal of the Radical Republicans.

Primary Source Feature: “President Andrew Johnson’s Proclamation Granting Amnesty to Participants in the Rebellion,” page 19

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 19.

Review what students have read about President Andrew Johnson’s plan for Reconstruction.

Invite volunteers to read the text aloud.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

amnesty, n. the act of officially pardoning a large group of people and not enacting a penalty

confiscation, n. the act of an authority taking property away from an individual

“abide by” (phrase) to accept or follow

clemency, n. an act of mercy or the moderation of severe punishment

SUPPORT—Point out the phrase “person belonging to the excepted classes” in the third paragraph of the excerpt, and explain that this means people who were excluded from receiving amnesty.

SUPPORT—Fourteen different groups of people were excluded from the amnesty proclamation. These included former Confederate civil, diplomatic, and military officers, as well as people who left federally controlled territory to aid the Confederacy, people who treated Union prisoners of war poorly, people who were governors of Confederate states, people who participated in piracy activities against the United States, people who were in civil or military custody of the United States, and wealthy property owners who supported the Confederacy.

TURN AND TALK—Ask students to work with a partner to paraphrase the proclamation.

Activity Page



AP 1.2

Distribute copies of Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What action did this proclamation require of all people who wanted amnesty under Johnson’s plan? (7.6, 7.6.a, 7.14.a)

- » All people who wanted amnesty were required to take the oath of support for the Union laid out in the proclamation.

LITERAL—How did Johnson account for people who may not qualify for amnesty? What did they have to do to be granted amnesty? (7.6, 7.6.a, 7.14.a)

- » Anyone who didn’t qualify would have to ask the president for a special pardon.

EVALUATIVE—What is the significance of President Johnson including language specific to the emancipation of enslaved persons in his amnesty proclamation? (7.1, 7.2, 7.6, 7.6.a, 7.14.a)

- » President Johnson and the U.S. government wanted to reinforce the importance of emancipation to former Confederate supporters before the country had ratified the Thirteenth, Fourteenth, and Fifteenth Amendments.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (7.1)
- Review and discuss the Framing Question: “What issues did Congress face in its plans to reunify the nation after the Civil War?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What issues did Congress face in its plans to reunify the nation after the Civil War?”
 - » Key points students should cite include: disagreements among government leaders about whether reunification should be quick and easy or difficult and punitive; the assassination of Abraham Lincoln; conflicts between President Johnson and Radical Republicans; the passage of Black Codes in the South; the impeachment of President Johnson.
- Choose two of the Core Vocabulary terms (*reconcile, secret agent, malice, legislature, amendment, Black Code, radical, civil right, veto, ratify, underdog, or impeach*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Activity Page

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

TOPIC: Reconstruction in the United States

The Framing Question: What were the major accomplishments and setbacks during Reconstruction in the South?

Primary Focus Objectives

- ✓ Analyze the major events, key people, and effects of Reconstruction. (7.14)
- ✓ Analyze the development and effects of tenant farming and the sharecropping system in the postwar South. (7.14.b)
- ✓ Explain how federal action affected individual rights and freedoms during the Reconstruction era and the political gains of African Americans in the South. (7.14.c, 7.14.f)
- ✓ Examine and explain Black Codes and the rise of violence and intimidation of African Americans by terror groups. (7.14.d, 7.14.h)
- ✓ Describe the role and motivations of carpetbaggers and scalawags during Reconstruction. (7.14.e)
- ✓ Analyze how national events and constitutional amendments influenced Louisiana in the postwar period. (7.14.i)
- ✓ Understand the meaning of the following domain-specific vocabulary: *lieutenant governor* and *parish*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Reconstruction in the United States”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- individual student copies of National Archives Cartoon Analysis worksheet (optional)
- individual student copies of National Archives Poster Analysis worksheet
- PBS LearningMedia video “Forty Acres and a Mule”

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the video and worksheets may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

lieutenant governor, n. an official in state government who ranks second to the governor (26)

Example: As second-in-command, the lieutenant governor assumed the governor’s duties when the governor was temporarily ill.

Variations: lieutenant governors

parish, n. a civil division in Louisiana, comparable to a county in other states (34)

Example: The city of Monroe is in Ouachita Parish in northern Louisiana.

Variations: parishes

THE CORE LESSON 35 MIN

Introduce “Reconstruction in the United States”

5 MIN

Review what students read in Chapter 1 about the death of President Lincoln, the new president Andrew Johnson, Radical Republicans, and the various plans proposed for Reconstruction. Then explain that in this chapter, students will read about the implementation of Reconstruction and how it affected different groups of people in the South.

Call students’ attention to the Framing Question. Tell students to watch for examples of accomplishments and setbacks during Reconstruction in the South.

Guided Reading Supports for “Reconstruction in the United States”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The South in Ruins,” pages 20–23

Scaffold understanding as follows:

Invite volunteers to read the section on pages 20–23 aloud.

SUPPORT—Though exact figures vary depending on the source, it is estimated that Confederate casualties numbered almost five hundred thousand, including nearly one hundred thousand killed in battle and close to two hundred thousand wounded in action. Discuss the impact this loss of life would have on society.

SUPPORT—Call attention to the illustration of the newly freed people on page 22. Remind students about the Exodusters—formerly enslaved people who migrated from the South to the Great Plains—who they read about in Unit 3, *The Developing and Expanding Nation*.

SUPPORT—Point out the phrase “fruits of their labor” in the last paragraph of the section. Explain to students that the idiom means the profits or gains achieved as a result of hard work.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why were so many Southerners living in poverty at the end of the Civil War? (7.1, 7.2, 7.13)

- » By the end of the war, much of the South had been devastated. Land once used for farming was covered in weeds, and small farms were destroyed. Railroad tracks were torn up. Most of the few Southern factories had been destroyed as well.

LITERAL—About what proportion of Confederate soldiers died during the war? (7.1, 7.13)

- » About one-third of the soldiers who fought for the Confederacy died during the war.

EVALUATIVE—Why did some newly freed African Americans decide to leave the South? Why did others stay? (7.1, 7.2, 7.13)

- » Some newly freed African Americans left the South simply to experience their newfound freedom. Others left in search of family members who had been sold and separated from them. Most stayed in the South because they needed a way to make a living—mainly as hired laborers, sometimes on the same land they had worked during their enslavement.

“The Freedmen’s Bureau,” pages 23–24

Scaffold understanding as follows:

Read the section on pages 23–24 aloud.

Note: Students may be offended or upset by the use of the word *masters* in this section. Explain to students that in this case, the word is used in a direct quote from a formerly enslaved person, who was using the terminology of the day. The term *slaveholders* or *enslavers* is now typically preferred.

SUPPORT—Note the promise made by General Sherman mentioned in the last paragraph of the section. Explain that the phrase “forty acres and a mule” has come to symbolize the failure of the U.S. government to adequately provide for newly freed African Americans in the South. The original idea for such widespread land distribution resulted from a meeting between Union general William T. Sherman and twenty African American pastors in Savannah, Georgia, which took place in January 1865. In the meeting, Sherman simply asked the African American leaders what they wanted for their people. The pastors replied that they wanted land, which would allow them to be self-sufficient and live away from their former enslavers. Four days later, Sherman signed Field Order 15, which reserved four hundred thousand acres (162,000 hectares) of Confederate land—consisting of former plantations—for newly freed people, which worked out to roughly forty acres for each family. After Abraham Lincoln’s assassination that April, however, President Andrew Johnson canceled the order and returned the land to its Confederate owners.

Note: You may wish to explore this idea further by showing the PBS LearningMedia video “Forty Acres and a Mule” (04:07) and using the Discussion Questions (in the sidebar under “Support Materials for Use with Students”) to guide a class discussion.

After reading the text, ask the following questions:

LITERAL—What was the Freedmen’s Bureau? (7.14, 7.14.c)

- » The Freedmen’s Bureau was a government agency that provided food, clothing, fuel, and medical supplies to needy Southerners, both Black and white. The bureau also set up more than four thousand schools where formerly enslaved people could learn to read and write.

EVALUATIVE—Why did so many formerly enslaved people want their own land? (7.14.b)

- » They wanted to be able to provide for themselves. Without their own land, they would not be truly independent and would be forced to work for their former enslavers.

“Sharecropping,” pages 24–25

Scaffold understanding as follows:

Have students read the section on pages 24–25 independently.

SUPPORT—Point out the word *mules* in the second paragraph of the section. Explain to students that a mule is a pack animal, a cross between a donkey and a horse. Mules were commonly used on farms to pull carts and plows.

SUPPORT—Draw attention to the photo of sharecroppers on page 25. Have students study the image, then ask: Does sharecropping look like easy or difficult work? Explain. (*It looks difficult. Workers are carrying heavy sacks on their backs and working by hand.*) (7.14.b)

SUPPORT—Make sure students understand the difference between tenant farming and sharecropping. With tenant farming, the farmer pays cash to rent land from a landowner. Tenant farmers often owned their own livestock, equipment, and supplies. By contrast, sharecroppers did not pay cash to rent land. They paid rent by giving landowners a share of the crops they raised—often an unfairly large percentage. Debt was common among sharecroppers. Landowners also typically provided sharecroppers with seed and supplies. While some sharecroppers were successful, for many, sharecropping was indistinguishable from slavery.

After students read the text, ask the following questions:

EVALUATIVE—After the Civil War, few Southerners had money. How did this fact lead to the development of the sharecropping system? (7.2, 7.14.b)

- » Landowners had no money to pay wages to people working their land, and newly freed people had no money to pay rent. Under sharecropping, farmers did not need to pay cash to rent land—they paid with a share of the crops they grew. In this way, landowners did not have to pay cash to farmers.

LITERAL—What proportion of formerly enslaved families became Southern sharecroppers? (7.14.b)

- » Nine out of ten formerly enslaved families in the South became sharecroppers. Many poor white families did as well.

“New Governments,” pages 25–26

Scaffold understanding as follows:

Read the section on pages 25–26 aloud.

CORE VOCABULARY—Point out the vocabulary term *lieutenant governor*, and explain its meaning.

 **SUPPORT**—Have students identify the current governor and lieutenant governor of Louisiana.

SUPPORT—At the national level, sixteen African Americans served in the U.S. Congress during the Reconstruction era, including two senators. Point out that this was a radical change considering the country had just fought a war that determined the outcome of slavery in the United States.

After reading the text, ask the following questions:

 **LITERAL**—When did the Fourteenth Amendment become part of the U.S. Constitution? (7.14.c)

» The Fourteenth Amendment became part of the U.S. Constitution in 1868.

INFERENTIAL—Which former Confederate states elected African Americans to their state legislatures? What does this fact tell you about the number of formerly enslaved people who voted in the South during Reconstruction? Explain. (7.2, 7.7, 7.7.a, 7.14.f)

» All of the former Confederate states elected African Americans to their state legislatures. This indicates that African Americans voted in large numbers in the South during Reconstruction. Given the history of the South and the continuing hostility toward formerly enslaved people after the war, it seems unlikely that large numbers of white people would have voted for African American candidates. Many formerly enslaved people would have needed to vote to elect African Americans into office.

“African American Officeholders,” pages 26–30

Scaffold understanding as follows:

Invite volunteers to read the section on pages 26–30 aloud.

SUPPORT—Pinckney Benton Stewart Pinchback, also known as P. B. S. Pinchback, served as Louisiana’s governor for thirty-four days following the impeachment of Governor Henry C. Warmoth in 1872—the remainder of Warmoth’s term. The first popularly elected African American state governor was Douglas Wilder, who became Virginia’s governor in 1990.

SUPPORT—Direct students’ attention to the graph on page 30. Ask: How many African Americans did Louisiana elect to the U.S. Congress during Reconstruction? (*one*) How many African Americans were elected lieutenant governor in the South during Reconstruction? How many of those were in Louisiana? (*six in the South; three in Louisiana*) Of state offices shown on the chart, to which were the greatest number of African Americans elected during Reconstruction? (*secretary of state*) (7.14.f)

After the volunteers read the text, ask the following questions:

LITERAL—Who was Louisiana’s first African American lieutenant governor? (7.14.f)

- » Oscar James Dunn was Louisiana’s first African American lieutenant governor.

LITERAL—Which Louisiana state offices did Pinckney Benton Stewart (P. B. S.) Pinchback hold? (7.14.f)

- » Pinchback served as governor of Louisiana, a delegate to the state’s constitutional convention, a state senator, and lieutenant governor.

EVALUATIVE—Why did Democrats insist that Hiram Rhodes Revels was not eligible to become a U.S. senator? (7.14.c, 7.14.f)

- » Democrats argued that Revels had been a U.S. citizen only since the passage of the Fourteenth Amendment in 1868. The Constitution says that senators must have been citizens for at least nine years, and Democrats claimed that Revels did not meet that requirement. Republicans argued that Revels was not a “new” citizen—he had been a citizen all his life, and the new amendment simply recognized this fact.

“Carpetbaggers and Scalawags” and “President Ulysses S. Grant,” pages 31–33

Scaffold understanding as follows:

Have students read the section “Carpetbaggers and Scalawags” on pages 31–33 with a partner.

SUPPORT—*Carpetbagger* and *scalawag* are terms that have been applied by traditional Dunning School historians to account for Reconstruction. Make sure students understand that although both groups existed, not every Republican or reformer was either a carpetbagger or a scalawag.

SUPPORT—Ask students to examine the cartoon on page 31. Tell students that this 1872 cartoon by Thomas Nast appeared in *Harper’s Weekly* and depicts liberal Republican Carl Schurz of Wisconsin, who strongly supported civil rights for African Americans, as a carpetbagger. Ask: Is Schurz shown in a positive or negative way? Explain. (*He is portrayed in a negative way. He looks angry and menacing.*) What does the cartoon tell you about Southern attitudes toward carpetbaggers? (*As outsiders, carpetbaggers were disliked and distrusted by Southerners.*) You may wish to have students complete a National Archives Cartoon Analysis worksheet about the image. (7.6, 7.6.a, 7.6.b, 7.14.e)

Have students read the sidebar “President Ulysses S. Grant” on page 33 independently.

SUPPORT—Point out the image on page 32 of Grant signing the Fifteenth Amendment.

After students read the text, ask the following questions:

LITERAL—How did carpetbaggers get their nickname? (7.14.e)

- » Southerners used the derogatory term *carpetbagger* to describe white Northerners who moved to the South after the war with all their belongings in a cheap suitcase called a carpetbag, which Southerners said they hoped to fill with riches.

EVALUATIVE—Compare and contrast the roles and motivations of carpetbaggers and scalawags. (7.3, 7.14.e)

- » Carpetbaggers were white Northerners who moved to the South for various reasons: to start farms or businesses, to help formerly enslaved people, or to try to make money from the South’s troubles. By contrast, scalawags were white Southerners who supported the Republican Party and wanted the South to change some of its old ways. Scalawags included business leaders and poor farmers.

EVALUATIVE—How did carpetbaggers, scalawags, and African American leaders improve the South during Reconstruction? (7.14.c, 7.14.e, 7.14.f)

- » They rebuilt roads, railroads, and buildings that had been destroyed during the war. They helped the Southern economy slowly recover. They built hospitals and orphanages. They began the first public school systems in the South. They also helped ratify the Fifteenth Amendment.



EVALUATIVE—What did the Fifteenth Amendment guarantee? Was it immediately successful? Explain. (7.14.c)

- » The Fifteenth Amendment guaranteed African American men the right to vote. However, Southern governments found ways around the amendment to prevent African American men from voting. Along with women, they would have to wait many years for their full voting rights to be granted.

“Reunification,” pages 33–34

Scaffold understanding as follows:

Read the section on pages 33–34 aloud.



SUPPORT—Call attention to the map on page 34. Ask: Which law divided the South into the five districts shown on the map? (*the Reconstruction Act of 1867*) Which four states were the last to be readmitted to the Union? (*Virginia, Texas, Mississippi, and Georgia*) When was Louisiana readmitted to the Union? (1868) (7.5, 7.14.c)

After reading the text, ask the following questions:

LITERAL—Which amendment did the former Confederate states need to ratify in order to be readmitted to the Union? (7.14.c)

- » Former Confederate states needed to ratify the Fourteenth Amendment.

EVALUATIVE—Why wasn’t Tennessee included in the military districts created by the Reconstruction Act of 1867? (7.2, 7.14.c)

- » Tennessee had already satisfied all the requirements for readmission to the Union.

LITERAL—Under the Reconstruction Act of 1867, all male citizens over what age had to be registered to elect delegates to a state constitutional convention? (7.14.c)

- » All male citizens over the age of twenty-one had to be registered, except for officeholders during the Confederacy.

“Louisiana’s New Constitution,” pages 34–35

Scaffold understanding as follows:

Have students read the section on pages 34–35 independently.

CORE VOCABULARY—Point out the vocabulary term *parish*, and explain its meaning.

SUPPORT—The phrase “perceived loss of property” in the second paragraph refers to the emancipation of enslaved people, who were considered the “property” of slaveholders. From a slaveholder’s perspective, emancipation resulted in the loss of (human) property.

SUPPORT—Point out the word *prolong* in the second paragraph of the section. Explain that *prolong* means to lengthen or extend the duration of.

SUPPORT—Point out the word *integrated* in the fourth paragraph of the section. Explain that in this context, the word *integrated* means open to all races and ethnicities.

After students read the text, ask the following questions:



LITERAL—Which rights were granted to African Americans in Louisiana’s 1864 constitution? (7.14.i)

- » The 1864 constitution gave African Americans freedom from bondage; the right to acquire and own property; the right to make contracts; the right to testify in court; and the right for men who fought for the Union, owned property, and were literate to vote.

EVALUATIVE—Why did Louisiana have to create a new constitution after passage of the Reconstruction Act of 1867? (7.2, 7.14.c, 7.14.i)

- » Louisiana’s 1864 constitution was written before the Reconstruction Act of 1867, and it did not meet the new criteria set by the act. Therefore, another convention was held in 1868.



EVALUATIVE—How did passage of the Thirteenth Amendment impact Louisiana’s constitutional convention of 1868? (7.2, 7.14.c, 7.14.i)

- » By 1868, the Thirteenth Amendment had passed, and African American men were allowed to vote. Therefore, many African Americans served as delegates to the convention.

LITERAL—What became of the Black Codes of 1865 after Louisiana’s 1868 constitution was created? (7.14.h, 7.14.i)

- » The Black Codes were abolished by the 1868 constitution. However, their removal did not eliminate racial resentment in Louisiana.

Primary Source Feature: “Reconstructed Constitution of the State of Louisiana,” page 36

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 36.

Introduce the source by reviewing what students read about the creation of Louisiana’s 1868 constitution. Explain that this image shows portraits of Louisiana’s lieutenant governor and African American delegates to the state’s constitutional convention.

Have students study the image, then conduct a whole-class discussion using the following points:

- The title of the image refers to the “Reconstructed Constitution of the State of Louisiana.” Ask students what “Reconstructed Constitution” means.
- Point out the eagle and flags in the title artwork. Call on volunteers to explain what those might represent.
- The title artwork also includes cannons. Again, ask volunteers to speculate on what they represent.
- Direct students’ attention to the portrait in the middle, and read the caption (O. J. Dunn) aloud. Ask students to share what they read about Oliver J. Dunn.

Have students work with a partner to complete a National Archives Poster Analysis worksheet about the image.

Activity Page



AP 1.2

Distribute copies of Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner. Encourage students to refer to their completed Poster Analysis worksheets to help them.

After students have completed the Activity Page, ask the following questions:

LITERAL—Who was O. J. Dunn? (7.6, 7.14.f, 7.14.i)

- » Dunn was lieutenant governor of Louisiana.

EVALUATIVE—The text next to Dunn’s portrait says “Bill of Rights” (on the left) and “Public Education” (on the right). How were those ideas reflected in the 1868 constitution? (7.6, 7.14.f, 7.14.i)

- » Among other things, the 1868 constitution granted civil rights to African Americans, enfranchised free men, and established integrated public schools and property rights for married women.

INFERENTIAL—Why would an image like this be created? (7.6, 7.7, 7.7.a, 7.7.c, 7.14.f, 7.14.i)

- » This image might be created not only to commemorate the creation of the new constitution but also to honor the African Americans who helped create it and to show that African Americans could and should have a voice in the country’s political processes.

Primary Source Feature: “Excerpts from the Democratic Party Platform of 1868,” page 37

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 37.

Review what students have read about the Democratic Party and the election of 1868. Tell students that the election of 1868 was the first after the Civil War had ended, and therefore the first national election in which formerly enslaved people could vote.

Read the text aloud while students follow along.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

elective, adj. relating to an election

franchise, n. the right to vote

instrumentalities, n. tools or methods used to bring about a result or accomplish a purpose

despotism, n. a system of government in which the ruler uses oppressive power and has absolute authority

SUPPORT—Tell students that not all former Confederate states were allowed to vote in the 1868 presidential election, due to their Reconstruction status. Voters in Texas, Alabama, and Virginia were not able to cast votes in the election.

TURN AND TALK—Ask students to work with a partner to paraphrase the platform. As time allows, ask pairs to share their paraphrases with the class.

Activity Page



AP 1.2

Distribute copies of Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What does the statement “Instead of restoring the Union, [Congress] has, so far as in its power, dissolved it” mean? (7.1, 7.6, 7.6.a, 7.14, 7.14.c)

- » It means that the Democratic Party believed that the U.S. government under Reconstruction did not actually put the Union back together fairly.

LITERAL—What did the Democratic Party want to happen to the Freedmen’s Bureau? (7.1, 7.6, 7.6.a, 7.6.b, 7.14, 7.14.c)

- » The Democratic Party wanted the Freedmen’s Bureau to be abolished, or made to go away.

INFERENTIAL—Why did the Democratic Party want that to happen to the Freedmen’s Bureau? (7.1, 7.6, 7.6.a, 7.6.b, 7.14, 7.14.c)

- » The Democratic Party was hostile to the idea of African Americans gaining political or any other sort of power.

INFERENTIAL—What evidence from this source supports the idea that the Democratic Party platform intended to disenfranchise African American voters? (7.1, 7.6, 7.6.a, 7.6.b, 7.14, 7.14.c)

- » The phrase “regulation of the elective franchise in the States by their citizens” means that the states should be allowed to decide their own electorate. This would allow states to decide whether African American voters would be able to vote, regardless of the constitutional amendments guaranteeing voting rights.



LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (7.1)
- Review and discuss the Framing Question: “What were the major accomplishments and setbacks during Reconstruction in the South?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the major accomplishments and setbacks during Reconstruction in the South?”
 - » Key points students should cite include: establishment of public schools by the Freedmen’s Bureau and state governments; rise of the sharecropping system; the institution and subsequent removal of the Black Codes, rebuilding of the Southern economy and infrastructure; African American participation in Southern governments; expansion of civil rights for African Americans.
- Choose one of the Core Vocabulary terms (*lieutenant governor* or *parish*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

TOPIC: The End of Reconstruction and Its Immediate Aftermath

The Framing Question: How did Reconstruction fail to provide true equality for African Americans?

Primary Focus Objectives

- ✓ Analyze the major events, key people, and effects of Reconstruction. (7.14)
- ✓ Explain the impact of the presidential election of 1876 and the Compromise of 1877 on Reconstruction. (7.14.g)
- ✓ Analyze how Black Codes impacted the lives of African Americans. (7.14.h)
- ✓ Analyze how national events and constitutional amendments influenced Louisiana in the postwar period. (7.14.i)
- ✓ Understand the meaning of the following domain-specific vocabulary: *poll tax*, *paramilitary*, and *coup d'état*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The End of Reconstruction and Its Immediate Aftermath”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- individual student copies of National Archives Cartoon Analysis worksheet (optional)
- image from the Internet of the statue of Abraham Lincoln in Union Square, New York City

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the worksheet may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Volume page numbers listed below)

poll tax, n. a fee that a person has to pay before they can vote (39)

Example: Poll taxes, which many could not afford, prevented many Americans from voting.

Variations: poll taxes

paramilitary, adj. relating to a group of civilians organized in a military fashion (42)

Example: Upset with the official government response, heavily armed paramilitary groups raided several small villages.

Variations: paramilitary (n.)

coup d'état, n. a sudden and illegal takeover of government by force (45)

Example: The rebels successfully carried out a coup d'état, ousting the elected government.

Variations: coups d'état

THE CORE LESSON 35 MIN

Introduce “The End of Reconstruction and Its Immediate Aftermath”

5 MIN

Review what students read about the implementation of Reconstruction in Chapter 2. Tell students that in this chapter, they will read about how Reconstruction ended and examine the legacy that it left.

Call students' attention to the Framing Question. Tell students to look for examples and details that explain how Reconstruction failed to provide equality for African Americans.

Guided Reading Supports for “The End of Reconstruction and Its Immediate Aftermath”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Backlash and Reaction,” pages 38–41

Scaffold understanding as follows:

Invite volunteers to read the section on pages 38–41 aloud.

CORE VOCABULARY—Point out the vocabulary term *poll tax*, and explain its meaning.

 **SUPPORT**—Direct students to the map of readmission to the Union and return to conservative rule on page 40. Explain that “return to conservative rule” means a return to power of Southern Democrats. Ask: Which two states were the first to return to conservative rule? (*Virginia and Tennessee*) What year did Louisiana return to conservative rule? (1877) Which other Southern state returned to conservative rule that same year? (*Florida*) (7.5, 7.14.d)

 **SUPPORT**—Introduce the phrase “grandfathered in” to students, and explain that it refers to the grandfather clauses that were created during Reconstruction. Today, this phrase means that someone or something is not subject to current laws or regulations, and they are allowed to keep following outdated rules that don't apply to everyone.

Note: The cartoon on page 40 contains an offensive word that may upset or anger some students. Explain that the word is further evidence of discrimination against African Americans during this period and was commonplace at the time. Discuss how society has changed since the Reconstruction era. (7.1)

SUPPORT—Call attention to the cartoon on page 40, and ask students to examine it. The cartoon shows members of the White League preventing African Americans from voting while white men vote for Democratic candidates with the help of armed White League members. Ask: What is happening in this cartoon? (*Members of the White League are preventing African Americans from voting while allowing white people to vote.*) What is the man sitting at the table holding in his hand? What does this imply? (*He is holding a gun. This implies that he is willing to shoot any African American who tries to vote.*) What does the text at the bottom of the cartoon say? What can you infer from it? (*The text reads, “Every thing points to a Democratic victory this fall.—Southern papers.” This suggests that preventing African Americans from voting would most likely result in Democratic candidates being elected to office.*) You may wish to have students complete a National Archives Cartoon Analysis worksheet about the image. (7.6, 7.6.a, 7.6.b, 7.7, 7.14.d)

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why did many white Southerners oppose the new state governments created during Reconstruction? (7.14, 7.14.d)

- » Many were angry that formerly enslaved people were voting, holding office, and making laws. They also opposed paying taxes for schools to educate African American children, even though those same schools also educated their own children.



EVALUATIVE—Which constitutional amendment guarantees a person’s right to vote regardless of race or color? Name three ways Southern states got around that requirement. (7.14, 7.14.d)

- » The Fifteenth Amendment says that states cannot deny a person’s right to vote based on their race or color. To get around this requirement, Southern states required voters to pay poll taxes, to pass literacy tests, and to meet grandfather clauses.



EVALUATIVE—Which groups of people were hurt by the poll tax requirement? Explain. (7.2, 7.14, 7.14.d)

- » Poor African Americans as well as poor white people were hurt by the poll tax requirement. The poll tax often required voters to pay nearly one week’s wages in order to vote.

“Violence and Intimidation,” pages 41–42

Scaffold understanding as follows:

Read the section on pages 41–42 aloud.

CORE VOCABULARY—Point out the vocabulary term *paramilitary*, and explain its meaning.

After reading the text, ask the following questions:

LITERAL—What are some ways white Southerners used violence and threats to stop African Americans from voting? (7.14, 7.14.d)

- » They told African Americans that they would lose their jobs if they voted, or that they would be unable to buy goods on credit in the farm stores. They also placed armed guards around polling places, sending the message to African Americans that voting might cost them their lives.

LITERAL—What were three groups that used violence and intimidation against African Americans during the Reconstruction era? (7.14, 7.14.d)

- » The Ku Klux Klan, the White League, and the Red Shirts were all groups that used violence and intimidation against African Americans.

EVALUATIVE—Why did some Southern hate groups commit violence against white Republicans as well as African Americans? (7.2, 7.14, 7.14.d)

- » Radical Republicans had carried out Reconstruction civil rights policies that benefited African Americans. For example, Republicans forced Southern states to ratify the Fourteenth Amendment. Many white Southerners hated Republicans for this.

INFERENTIAL—How did hate groups begin to impact the political environment of the South? Which political party benefited from the activities of these groups? (7.2, 7.14, 7.14.d)

- » Hate groups were largely successful in stopping African Americans from voting. Soon, there were few African American voters and no African American officeholders in the South. Because African Americans tended to vote for Republicans and hate groups were loyal to the Democratic Party, Democratic candidates benefited from the activities of these groups.

“Turning Points,” pages 42–44

Scaffold understanding as follows:

Have students read the section on pages 42–44 independently.



SUPPORT—Direct students’ attention to the map of Opelousas and Colfax on page 43. Ask: Which of the two towns is closer to 93° W longitude? (*Colfax*) What is the approximate latitude of Opelousas? (31.5° N) What other city on the map is near that same line of latitude? (*Baton Rouge*) (7.5)

After students read the text, ask the following questions:

LITERAL—Which incident triggered the Opelousas riot? (7.2, 7.14, 7.14.d, 7.14.h)

- » The white editor of a Republican newspaper in Opelousas published an editorial denouncing the violent, intimidating tactics of Democrats. Days later, he was attacked at a Methodist church. White mobs destroyed the newspaper office and killed many African Americans.

EVALUATIVE—How did the Opelousas riot impact politics in St. Landry Parish? (7.2, 7.14, 7.14.d, 7.14.h)

- » The Republican presence in the parish was suppressed. In the presidential election of 1868, not a single Republican vote was cast.

INFERENTIAL—According to Republicans, how many African Americans were killed in the Opelousas riot? How many were killed according to Democrats? Why do you think these figures do not match? (7.7, 7.7.b, 7.14, 7.14.d, 7.14.h)

- » Republicans claimed that between two hundred and three hundred African Americans were killed, while Democrats put the number between twenty-five and thirty. The figure cited by Democrats is much lower because they were the ones responsible for the killings and therefore tried to claim the incident wasn’t as bad as Republicans said it was.

LITERAL—What happened in Colfax, Louisiana, on Easter Sunday 1873? (7.2, 7.14, 7.14.d, 7.14.h)

- » A mob of white men armed with rifles and a cannon surrounded the parish courthouse. African American elected officials and others who tried to defend them were either shot immediately or taken prisoner and killed later. The violence spread across town, and victims included people who had not been at the courthouse.

“The End of Reconstruction,” pages 44–46

Scaffold understanding as follows:

Have students read the section on pages 44–46 with a partner.

CORE VOCABULARY—Point out the vocabulary term *coup d'état*, and explain its meaning.

Note: The term *coup d'état* is pronounced (/koo/day*tah/). Say the term aloud, and have students repeat it after you.

SUPPORT—The nineteen disputed electoral votes in the 1876 presidential election were from Florida, South Carolina, and Louisiana. These states were still under Republican control, but Republicans there accused Democrats and groups such as the White League of intimidating and bribing African Americans to prevent them from voting. After a congressional committee awarded the disputed votes to Hayes, making him president, Congress made many promises to angry Democrats to ensure their acceptance. The primary promise was that Republicans would remove all federal troops from Southern states and would no longer interfere in local elections. Hayes also had to agree to appoint a leading Southerner to his cabinet. This so-called Compromise of 1877 led to the end of Reconstruction.

SUPPORT—“Jim Crow” was a stock character in minstrel shows of the nineteenth century. The character is believed to have been invented by a white actor named Thomas Dartmouth Rice in the 1830s. Rice performed in blackface and portrayed the Jim Crow character as clownish and ignorant—demeaning characteristics that were based on common white stereotypes of African Americans. By the end of the 1830s, the term *Jim Crow* had become a racial slur for African Americans in general. In the years that followed, *Jim Crow* evolved into the term for segregation writ large.

After students read the text, ask the following questions:

EVALUATIVE—What are some reasons why white Southerners were eventually able to regain control of their state governments? (7.2, 7.14, 7.14.d, 7.14.g)

- » People in the North were growing weary of hearing about the trouble in the South and being asked to do something about it. Strong leaders such as Thaddeus Stevens were gone. After a few years, the U.S. government gave back the vote to those who had served in the Confederate Army. At the same time, white Southerners continued to use threats and violence to keep African Americans from voting. This allowed them to replace African American officeholders and white people who believed in civil rights with white people who wanted to return to the old ways.

LITERAL—Who gained the most popular votes in the 1876 presidential election? Why did Congress have to decide the election results? (7.2, 7.14.g)

- » Democrat Samuel Tilden received the most popular votes. However, he did not have enough electoral votes to beat the Republican candidate, Rutherford B. Hayes. Nineteen electoral votes from Southern states were in dispute. This forced Congress to decide the election. Congress chose the Republican candidate, Hayes.

EVALUATIVE—How did the presidential election of 1876 and the Compromise of 1877 impact Reconstruction? (7.2, 7.14.g)

- » After Congress awarded all the disputed electoral votes to Hayes, making him president, Tilden’s supporters were furious and threatened to block Hayes’s inauguration. After further meetings, the two sides made a deal—the Compromise of 1877. The Democrats agreed to accept Hayes as president if Republicans would remove all federal troops from the Southern states and would not interfere with local politics. This ended Reconstruction.



LITERAL—What were Jim Crow laws? (7.14, 7.14.g, 7.14.h)

- » Jim Crow laws were laws that legalized segregation throughout the South. They required the separation of white people and African Americans, who could no longer use the same public facilities as white citizens.

EVALUATIVE—How did the Compromise of 1877 impact the enforcement of the Fourteenth and Fifteenth Amendments in the South? (7.14, 7.14.g, 7.14.h)

- » The compromise stated that the federal government would no longer interfere with local politics. Along with Jim Crow laws, which made it difficult for African Americans to vote, the compromise meant that the equal rights promised by the Fourteenth and Fifteenth Amendments were not enjoyed by African Americans for many years.

Primary Source Feature: “Excerpt from *United States v. Cruikshank* (1876),” page 47

Scaffold understanding as follows:



Background for Teachers: In the case of *United States v. Cruikshank* (1876), the Supreme Court ruled that the Fourteenth Amendment’s due process and equal protection clauses applied only to state action, not to violations of civil rights by individual citizens. The civil rights of African Americans hinged on the support of state legislatures and courts, which was virtually nonexistent in the South. The ruling further held that the Fourteenth Amendment did not incorporate the protections of the Bill of Rights into the states and that the federal government could not take action against people who violated the rights of other citizens within individual states.

Direct students to the Primary Source Feature on page 47.

Introduce the source by reviewing what students read about the Colfax massacre. Explain that this source is from a Supreme Court decision that resulted from that massacre.

Invite a volunteer to read the italicized introductory text aloud.

 **SUPPORT**—The due process clause in the Fourteenth Amendment states that no state can take a person’s life, liberty, or property without due process of law—that is, all legal matters must be resolved fairly through the judicial system according to established rules and principles. The equal protection clause states that the rule of law must be applied equally in all similar cases.

Invite volunteers to read the source aloud.

SUPPORT—The word *aver* means to assert or claim something as fact.

Distribute copies of Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.

After students have completed the Activity Page, ask the following questions:

LITERAL—Which 1873 event in Louisiana eventually resulted in the *United States v. Cruikshank* decision? (7.14.d, 7.14.i)

- » *United States v. Cruikshank* developed from the contested 1872 Louisiana gubernatorial election and the Colfax massacre, in which dozens of African Americans and three white people were killed.

EVALUATIVE—What was the federal government arguing in the case of *United States v. Cruikshank*? (7.14.d, 7.14.g, 7.14.i)

- » The federal government argued that white mobs used violence to prevent African Americans from enjoying their civil rights, which was a violation of the Constitution’s Fourteenth Amendment.

EVALUATIVE—According to the Supreme Court, what role did race play in the Colfax massacre? (7.6.a, 7.6.b, 7.14.d, 7.14.g, 7.14.i)

- » According to the Supreme Court, race did not appear to play a role in the massacre.

EVALUATIVE—According to the Supreme Court, why does the Fourteenth Amendment not apply to this case? (7.6.a, 7.6.b, 7.14.d, 7.14.g, 7.14.i)

- » According to the Supreme Court, the Fourteenth Amendment does not apply to this case because it applies only to the actions of state government. It does not apply to the actions of individuals.

Primary Source Feature: “Excerpt from Frederick Douglass’s Decoration Day Speech (1878),” page 48

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 48.

Introduce the source by explaining that Decoration Day was a holiday in the United States that began in May 1868. It honored the fallen soldiers of the Civil War. People decorated the graves of soldiers with flowers as a way to commemorate their sacrifice. In the twentieth century, the holiday became known as Memorial Day, and it is now a U.S. federal holiday celebrated on the fourth Monday in May.

SUPPORT—Remind students that they learned about the abolitionist Frederick Douglass in Unit 4, *A New Spirit of Change*.

Activity Page



AP 1.2

Read the text aloud while students follow along.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

strife, n. conflict or a fight

candid, adj. honest or fair

executed, v. carried into effect a plan or intention

naught, n. nothing

SUPPORT—Display the image of the Abraham Lincoln statue in Union Square, New York City. Point out the phrase “the noble man whose image now looks down upon us” in the second sentence of the excerpt. It refers to a statue of Abraham Lincoln in Union Square, New York City, the real location of this speech. The title says “Madison Square,” but that is actually an error.

SUPPORT—Point out that the phrase “our greatest soldier, twice honored with the Presidency of the nation” refers to Ulysses S. Grant, who said, “Let us have peace,” in his 1868 election campaign.

TURN AND TALK—Ask students to work with a partner to paraphrase Douglass’s argument. As time allows, ask pairs to share their paraphrases with the class.

Activity Page



AP 1.2

Distribute copies of Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—What does Douglass mean by the phrase “we are still afflicted by the painful sequences both of slavery and of the late rebellion”? (7.1, 7.2, 7.6, 7.6.a)

- » Douglass is referring to the idea that the United States as a whole and African Americans in particular are still suffering from the legacy of slavery and the Confederacy.

INFERENTIAL—Why does Douglass refer to Lincoln and Grant in his speech? What point is he making about their ideals? (7.1, 7.2, 7.6, 7.6.a, 7.6.b)

- » Douglass makes references to both Lincoln and Grant as strong leaders of the nation. Douglass respects them but also thinks they did not go far enough in what they asked of the country. He says that liberty, law, and justice are necessary in order to have the charity and peace that Lincoln and Grant wanted.

LITERAL—What is Douglass saying about the implementation of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution? (7.1, 7.6, 7.6.a, 7.14, 7.14.g)

- » Douglass is saying that the new constitutional amendments are not being enforced.

LITERAL—Did Douglass think there could be peace in the United States at the time of his speech? Why or why not? (7.2, 7.6, 7.6.a, 7.6.b, 7.14, 7.14.g)

- » Douglass did not think the United States could be at peace at that time because the laws of the country that were supposed to protect people’s rights were not being upheld.

 **LEARNING LAB**—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (7.1)
- Review and discuss the Framing Question: “How did Reconstruction fail to provide equality for African Americans?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “How did Reconstruction fail to provide equality for African Americans?”
 - » Key points students should cite include: the rise of violence and intimidation against African Americans by hate groups; the use of poll taxes, literacy tests, and grandfather clauses to prevent African Americans from voting; the gradual reduction of African American officeholders; the presidential election of 1876 and the Compromise of 1877; the passage of discriminatory Jim Crow laws.
- Choose two of the Core Vocabulary terms (*poll tax*, *paramilitary*, or *coup d'état*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

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Assessment: Chapter 1—Plans for Reconstruction

A. On your own paper, write the letter(s) that provides the best answer.

- Which of the following was a provision of the Wade-Davis Bill? (7.14, 7.14.a)
 - Former Confederates would be stripped of their U.S. citizenship.
 - African Americans would receive equal rights under the law.
 - Formerly enslaved people would each receive government land to farm.
 - Ten percent of a state's voters would have to swear a loyalty oath to the Union.
- Use the image to answer the question.

War Department, Washington, April 20, 1865,
\$100,000 REWARD!
THE MURDERER
Of our late beloved President, Abraham Lincoln,
IS STILL AT LARGE.
\$50,000 REWARD
Will be paid by this Department for his apprehension, in addition to any reward offered by Municipal Authorities or State Executives.
\$25,000 REWARD
Will be paid for the apprehension of JOHN H. SURRETT, one of Booth's Accomplices.
\$25,000 REWARD
Will be paid for the apprehension of David C. Harold, another of Booth's accomplices.
LIBERAL REWARDS will be paid for any information that shall conduce to the arrest of either of the above-named criminals, or their accomplices.
All persons harboring or secreting the said persons, or either of them, or aiding or assisting their concealment or escape, will be treated as accomplices in the murder of the President and the attempted assassination of the Secretary of State, and shall be subject to trial before a Military Commission and the punishment of DEATH.
Let the stain of innocent blood be removed from the land by the arrest and punishment of the murderers.
All good citizens are exhorted to aid public justice on this occasion. Every man should consider his own conscience charged with this solemn duty, and rest neither night nor day until it be accomplished.
EDWIN M. STANTON, Secretary of War.
DESCRIPTIONS.—BOOTH is Five Feet 7 or 8 inches high, slender build, high forehead, black hair, black eyes, and wears a heavy black moustache.
JOHN H. SURRETT is about 5 feet, 9 inches. Hair rather thin and dark; eyes rather light; no beard. Would weigh 145 or 150 pounds. Complexion rather pale and clear, with color in his cheeks. Wore light clothes of fine quality. Shoulders square; cheek bones rather prominent; chin narrow; ears projecting at the top; forehead rather low and square, but broad. Part of his hair on the right side; neck rather long. His lips are firmly set. A slim man.
DAVID C. HAROLD is five feet six inches high, hair dark, eyes dark, eyebrows rather heavy, full face, nose short, hand short and fleshy, feet small, instep high, round bodied, naturally quick and active, slightly closes his eyes when looking at a person.
NOTICE.—In addition to the above, State and other authorities have offered rewards amounting to almost one hundred thousand dollars, making an aggregate of about **TWO HUNDRED THOUSAND DOLLARS.**

How did the incident described in this image impact the nation? (7.13.j)

- It showed Americans that Reconstruction was not necessary.
- It resulted in a Democrat from Tennessee becoming president.
- It made it more likely that the Ten Percent Plan would be adopted.
- It brought an end to arguments between Republicans and Democrats.

3. How did congressional Republicans react to Andrew Johnson's Presidential Reconstruction plan? (7.14, 7.14.a)
- a) They thought the plan was far too lenient on the Southern states.
 - b) They supported the idea that the Union should be restored quickly.
 - c) They believed the plan forced Southern states to make too many changes.
 - d) They were pleasantly surprised by Johnson's views on civil rights for African Americans.
4. Which of the following statements about Black Codes are accurate? Select the **two** correct answers. (7.14.h)
- a) Black Codes repealed the Thirteenth and Fourteenth Amendments throughout the South.
 - b) Black Codes were intended to keep African Americans as close to enslavement as possible.
 - c) Black Codes limited the rights of African Americans to own property, conduct business, and travel freely.
 - d) Black Codes were an attempt by Republicans to increase the political participation of formerly enslaved people.
 - e) Under Congressional Reconstruction, Southern states had to pass Black Codes in order to be readmitted to the Union.
5. What did the Fourteenth Amendment do? (7.14.c)
- a) It banned private ownership of enslaved individuals.
 - b) It granted voting rights to African Americans over the age of eighteen.
 - c) It made all formerly enslaved people citizens of the United States.
 - d) It required all employers to pay employees equal pay for equal work.

Use the chart to answer questions 6 and 7.

Comparison of Reunification Plans

Reconstruction Plan	Ten Percent Plan	Presidential Reconstruction	Congressional Reconstruction
Who proposed it?	Abraham Lincoln	Andrew Johnson, based on Lincoln's proposal	Radical Republicans in Congress
Who had the authority to direct the plan?	President	President	Congress
What did states have to do?	Pledge loyalty to the Union; accept emancipation		Accept emancipation; ratify the Fourteenth Amendment; elect a new government; write a new constitution that conformed to the U.S. Constitution
Who could vote?	White adult male citizens, excluding former Confederate military officers and government officials	White adult male citizens, excluding former Confederate military officers, government officials, and wealthy landowners unless pardoned individually by Johnson	
What proportion of a state's voters had to pledge loyalty to the Union?	10 percent	10 percent	Majority
What was the result?	Never fully implemented	Black Codes and ex-Confederates in office	African American citizenship and a temporary empowerment of African American voters

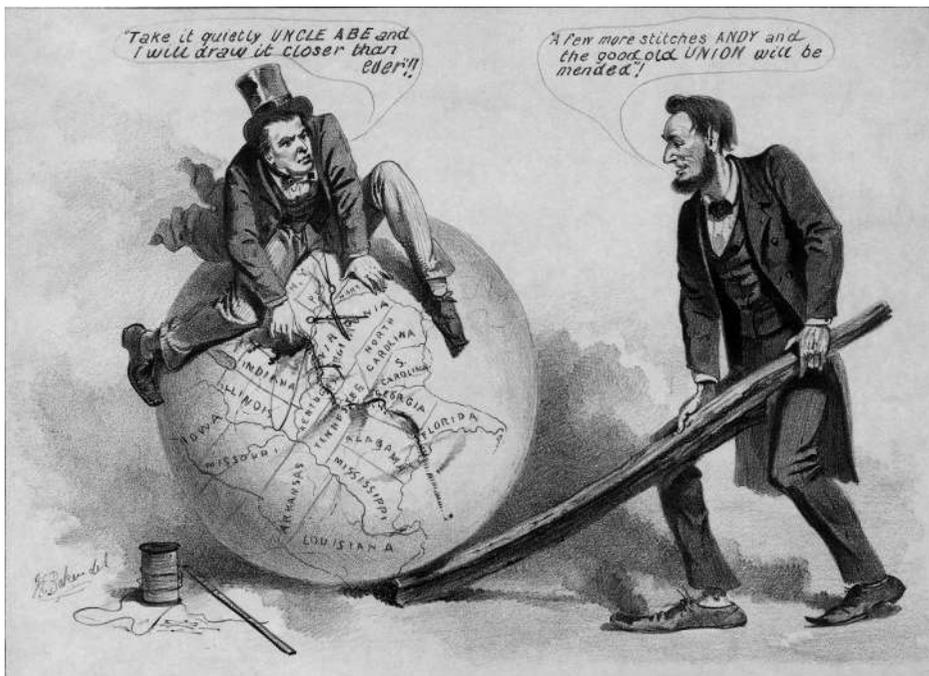
6. Which of the following details correctly completes the Presidential Reconstruction column? (7.14, 7.14.a)
- elect a new government; accept emancipation
 - pledge loyalty to the Union; accept emancipation
 - accept emancipation; ratify the Fourteenth Amendment
 - pledge loyalty to the Union; ratify the Fourteenth Amendment
7. Which of the following correctly completes the Congressional Reconstruction column? (7.14, 7.14.a)
- all adult landowners, including formerly enslaved men
 - all white adult male citizens, excluding former enslavers
 - all adult males born in the United States, including formerly enslaved men
 - all adult U.S. citizens, including formerly enslaved men and women
8. Which Reconstruction plan put the U.S. Army in charge of the South until Southern states were allowed to reenter the Union? (7.14, 7.14.a)
- the Proclamation of Amnesty and Reconstruction
 - Congressional Reconstruction
 - Presidential Reconstruction
 - the Ten Percent Plan

9. Use the image to answer the question.



What caused the event referenced in this image? (7.14)

- a) Congressional Republicans were angry with President Johnson for vetoing the Civil Rights Act of 1866.
 - b) President Johnson told Southern states that they did not need to ratify the Thirteenth Amendment.
 - c) President Johnson forced Southern states to abolish Black Codes without congressional approval.
 - d) Congress said President Johnson had ignored laws that were passed to limit his power.
10. Use the image to answer the question.



What was the context for the publication of this cartoon? (7.6, 7.6.a, 7.13, 7.14)

- a) Southern states were threatening to leave the Union over the issue of slavery.
- b) The Civil War was coming to an end, and the North and South needed to be reunited.
- c) The South had passed a series of laws known as Black Codes, which were unconstitutional.
- d) Lincoln decided to pick a Southern Democrat as running mate for the 1864 presidential election.

11. Use the excerpt to answer the question.

“I, — —, do solemnly swear, (or affirm) in presence of Almighty God, that I will henceforth faithfully support and defend the Constitution of the United States and the Union of the States thereunder, and that I will, in like manner, abide by and faithfully support all laws and proclamations which have been made during the existing rebellion with reference to the emancipation of slaves. So help me God.”

—Andrew Johnson’s Proclamation Granting Amnesty to Participants in the Rebellion

Which describes the situation when a person might take this oath? (7.6, 7.7, 7.14.a)

- a) a former Confederate soldier wishing to be pardoned
- b) a formerly enslaved person wishing to run for office
- c) a former Union officer wishing to join the rebellion
- d) a formerly enslaved person wishing to vote

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Which plan was the best way to reunite the North and South: Presidential Reconstruction or Congressional Reconstruction? Use evidence from the chapter to support your claim. (7.7, 7.7.a, 7.7.b, 7.7.d, 7.14, 7.14.a)

Assessment: Chapter 2—Reconstruction in the United States

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the quotations to answer the question.

“The trail of war is visible . . . in burnt-up [cotton] gin-houses, ruined bridges, mills, and factories.”

—A visitor to Tennessee shortly after the end of the Civil War

“The barns were all burned, chimneys standing without houses and houses standing without roofs, or doors, or windows.”

—A visitor to Virginia shortly after the end of the Civil War

Which conclusion is supported by these quotations? (7.6, 7.6.a, 7.6.c, 7.7, 7.13, 7.14)

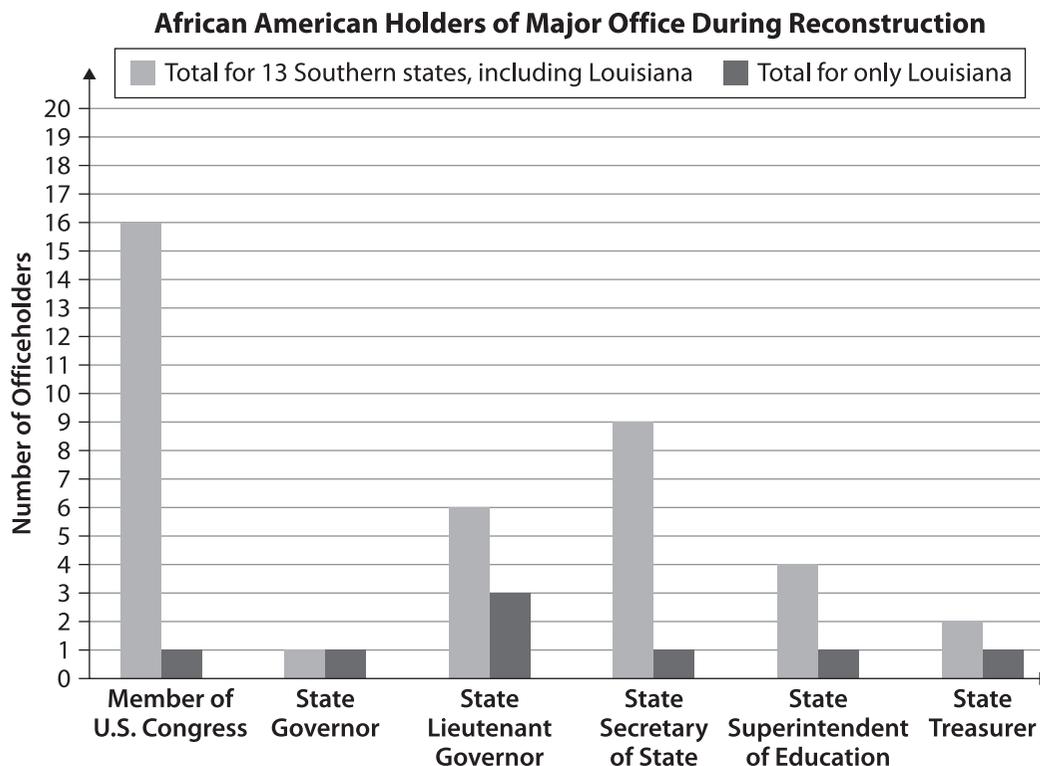
- a) At the end of the Civil War, economic disaster ensued only for wealthy plantation owners.
 - b) After the Civil War ended, large numbers of newly freed African Americans left the South in search of a better future.
 - c) The Civil War impacted the lives of white Southerners much more directly than it impacted the lives of Southern African Americans.
 - d) At the end of the Civil War, many Southerners of all races and economic statuses were without food, clothing, or any way to make a living.
2. Use the image to answer the question.



The scene shown in the image is most closely associated with _____. (7.14, 7.14.c)

- a) Louisiana’s constitution of 1864
- b) the Freedmen’s Bureau
- c) the Ten Percent Plan
- d) sharecropping

3. Because of the sharecropping system, most African Americans in the South _____. (7.14, 7.14.b)
 - a) lived their lives in poverty
 - b) became independent landowners
 - c) were able to achieve financial security
 - d) moved from the South to the Great Plains
4. Who was the first African American governor of Louisiana? (7.14, 7.14.f, 7.14.i)
 - a) P. B. S. Pinchback
 - b) Joseph Hayne Rainey
 - c) Oscar James Dunn
 - d) Thaddeus Stevens
5. Jonathan Jasper Wright is known for being the first African American to _____. (7.14, 7.14.f)
 - a) serve as lieutenant governor of a Southern state
 - b) be elected to the U.S. House of Representatives
 - c) serve on a state supreme court
 - d) be elected to the U.S. Senate
6. Use the graph to answer the question.



- Which conclusion is supported by the graph? (7.4, 7.14, 7.14.f, 7.14.i)
- a) African Americans voted in Louisiana in much smaller numbers than they voted in the other Southern states.
 - b) Across all major offices, at least one African American elected official during Reconstruction came from Louisiana.
 - c) African Americans were elected to state offices during Reconstruction, but none were elected to a major national office.
 - d) Violence against African American voters and officeholders was widespread during the early years of Reconstruction.

7. Use the image to answer the question.



How would a white Southerner likely have described the individual depicted in the illustration? (7.14, 7.14.e)

- a) He is a Southerner who sympathized with the goals of Reconstruction.
- b) He is a member of a hate group who tried to stop African Americans from voting.
- c) He is a former Confederate who wanted the South to remain largely unchanged.
- d) He is a Northerner who came south after the war to make money from the South's troubles.

8. Use the table to answer the question.

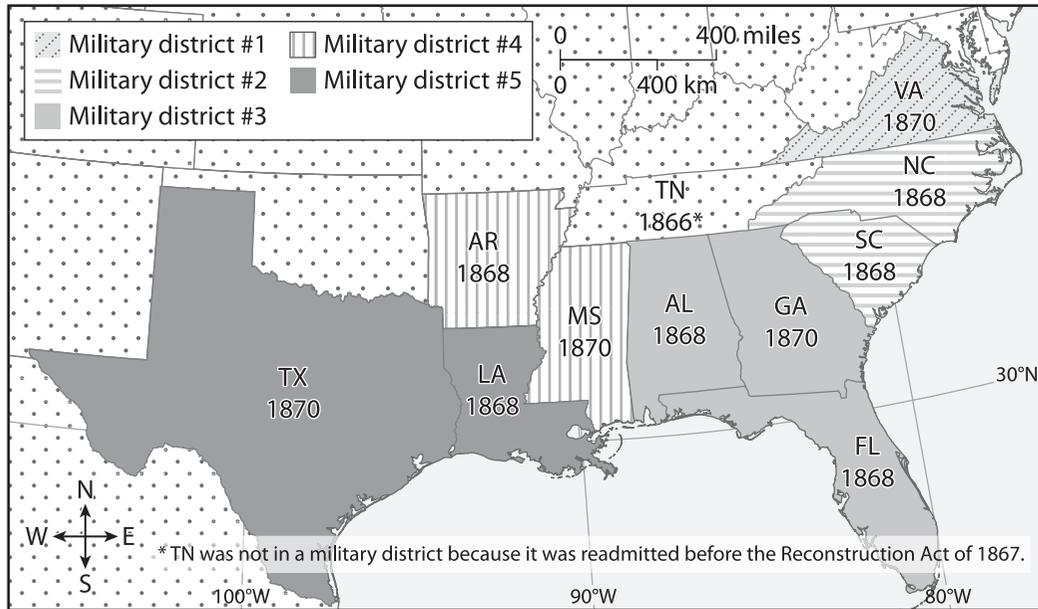
Reconstruction Act of 1867
Divide the South into five military districts and required former Confederate states to:
• register all male citizens over age twenty-one to elect delegates to a state constitutional convention
• guarantee voting rights to all eligible citizens
• hold a constitutional convention of elected delegates to draft a state constitution
•
•

Which details correctly complete the chart? Select the **two** correct answers. (7.14, 7.14.c)

- a) ratify the Fourteenth Amendment
- b) establish a free public school system
- c) write and ratify a new state constitution
- d) create Black Codes to protect civil rights
- e) distribute land equally to formerly enslaved people

9. Use the map to answer the question.

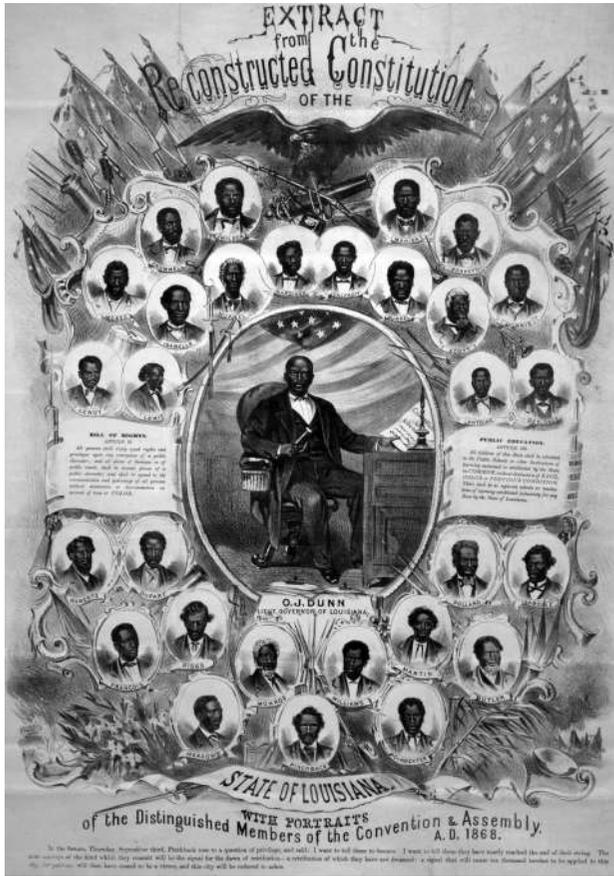
Readmission to the Union During Reconstruction



Based on the map, in which year were most Southern states readmitted to the Union? (7.5, 7.14, 7.14.c)

- a) 1866
- b) 1868
- c) 1870
- d) 1874

10. Use the image to answer the question.



Which statement is supported by the image? (7.6, 7.6.a, 7.7, 7.7.a, 7.14, 7.14.f, 7.14.i)

- a) African Americans dominated Southern legislatures during Reconstruction.
- b) Louisiana was the only Southern state to allow African American men to vote.
- c) During Reconstruction, African Americans gained political power in the South.
- d) White leaders did not participate in the creation of Louisiana’s reconstructed constitution.

11. Use the excerpt to answer the question.

“The Democratic party . . . do, with the return of peace, demand: . . .

“Economy in the administration of the Government; the reduction of the standing Army and Navy; the abolition of the Freedmen’s Bureau and all political instrumentalities designed to secure [African American] supremacy.”

—Democratic Party Platform of 1868

Which claim is supported by the excerpt? (7.6, 7.6.a, 7.6.b, 7.14.c, 7.14.d)

- a) The Democratic Party wanted the army to support its cause.
- b) The Democratic Party wanted to abolish the Freedmen’s Bureau.
- c) The Democratic Party wanted justice for African American people.
- d) The Democratic Party wanted to expand political instrumentalities.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

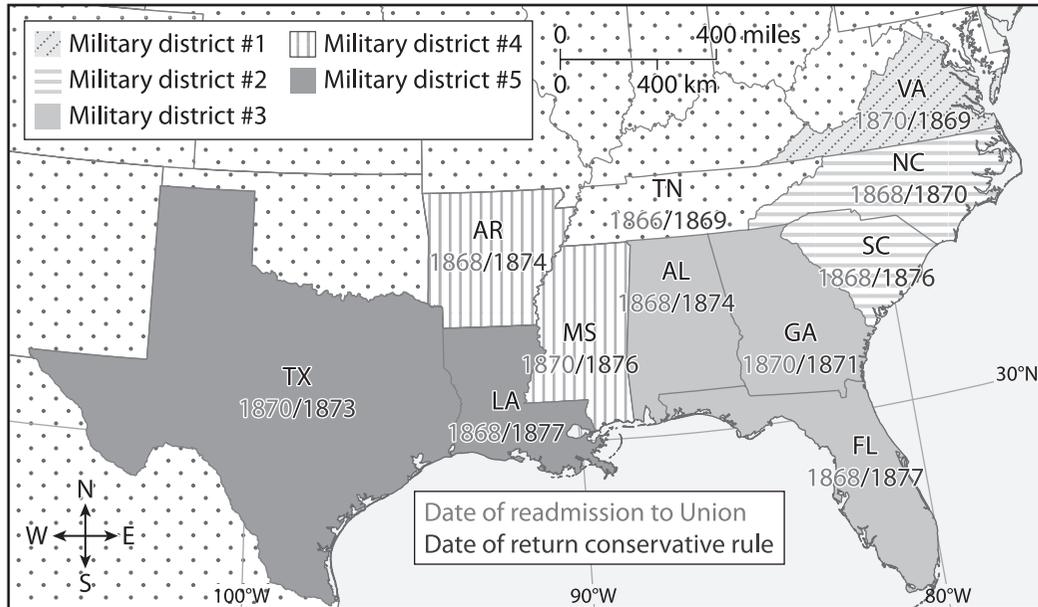
Did the lives of formerly enslaved people improve during the Congressional Reconstruction era? Use evidence from the chapter to support your claim. (7.7, 7.7.a, 7.7.b, 7.7.d, 7.14, 7.14.b, 7.14.c, 7.14.f)

Assessment: Chapter 3—The End of Reconstruction and Its Immediate Aftermath

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the map to answer the question.

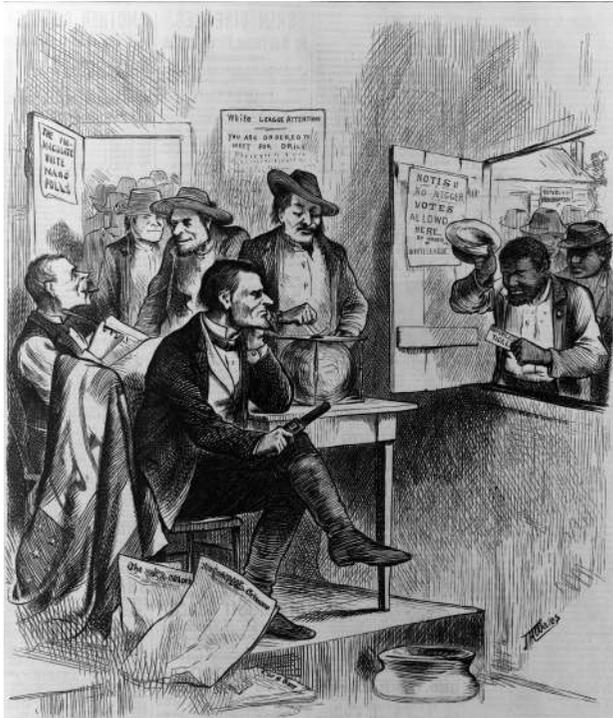
Dates of Readmission to the Union and Return to Conservative Rule



The map reflects the influence of which of the following? Select the **two** correct answers. (7.5, 7.14, 7.14.d, 7.14.g)

- a) the Compromise of 1877
 - b) the work of the Freedmen's Bureau
 - c) passage of the Civil Rights Act of 1866
 - d) the rise of groups like the White League
 - e) passage of the Fifteenth Amendment
2. Poll taxes, grandfather clauses, and literacy tests were ways Southern states got around the _____ Amendment. (7.14, 7.14.d, 7.14.g)
- a) First
 - b) Thirteenth
 - c) Fourteenth
 - d) Fifteenth

3. Use the image to answer the question.



Which statement is supported by the cartoon? (7.14, 7.14.d, 7.14.g)

- a) Reconstruction governments in the South were widely supported by poor white Southerners.
- b) By the 1870s, African Americans who wanted to vote faced the threat of violence.
- c) Reconstruction radically changed white Southerners' views about African Americans.
- d) Republicans reclaimed Southern governments by preventing African Americans from voting.

4. Use the table to answer the question.

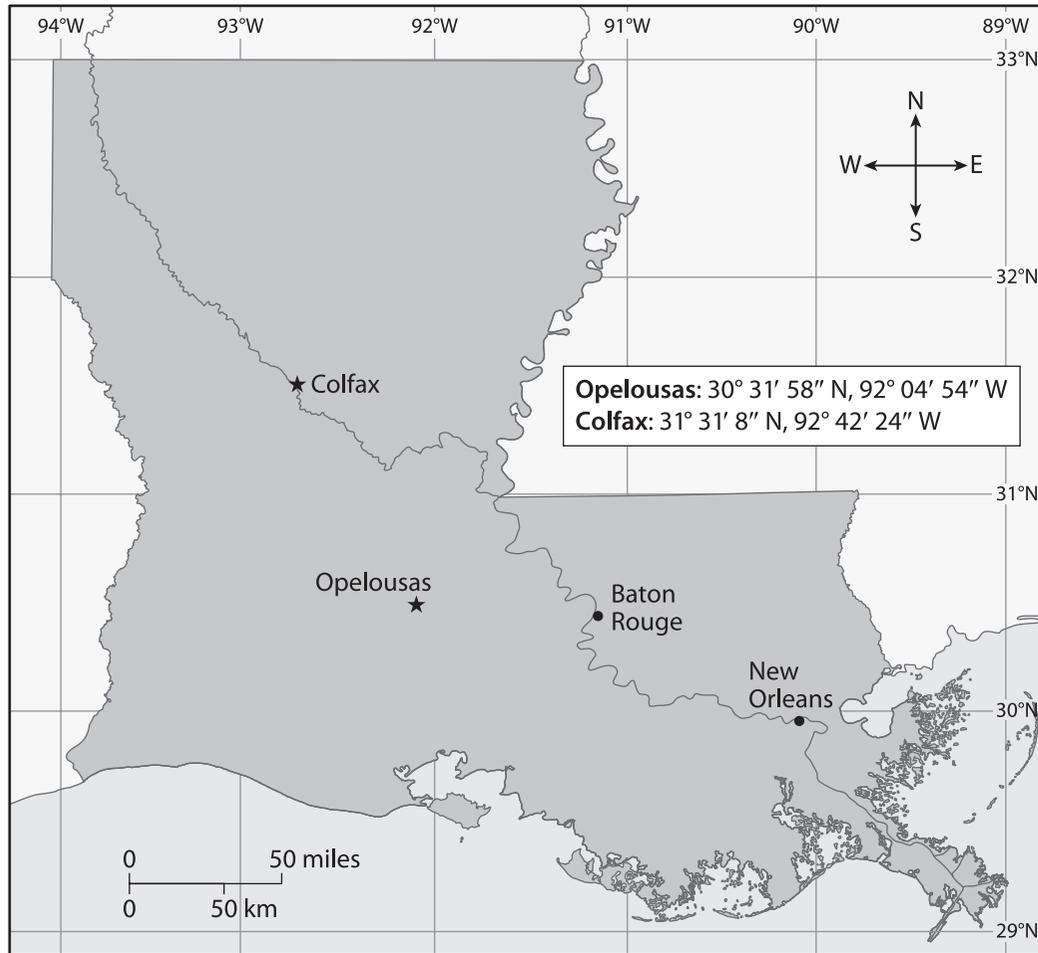
A	B	C
Secret society whose members wore white sheets and hoods and terrorized African Americans in the South	Formed in Louisiana as a political club; became a paramilitary group responsible for widespread violence against Republicans	Heavily armed, loosely organized groups that claimed to be social clubs but used violence and intimidation to support Democrats

Which of the following correctly identifies the groups described in the table? (7.14, 7.14.d)

- a) A: Ku Klux Klan; B: White League; C: Red Shirts
- b) A: Red Shirts; B: White League; C: Ku Klux Klan
- c) A: White League; B: Ku Klux Klan; C: Red Shirts
- d) A: Red Shirts; B: Ku Klux Klan; C: White League

Use the map to answer questions 5 and 6.

Opelousas and Colfax, Louisiana



5. What happened at the places identified by stars on the map? (7.5, 7.14, 7.14.d)
 - a) Formerly enslaved African Americans were elected mayors of both communities.
 - b) Violent rallies were held to protest the election of Democrats to state and national offices.
 - c) White paramilitary groups carried out massacres against African Americans and their supporters.
 - d) Civil rights leaders from both communities helped create the reconstructed constitution of Louisiana.
6. How did events at these places impact the political culture of the South? (7.2, 7.14, 7.14.d, 7.14.g)
 - a) Republicans gained firm control over politics in the South.
 - b) Fewer African Americans were elected to office in the South.
 - c) The Democratic Party became a refuge for African Americans.
 - d) White Southerners slowly began to share power with African Americans.
7. Why did Congress need to decide the outcome of the presidential election of 1876? (7.14, 7.14.g)
 - a) Several electoral votes from Southern states were in dispute.
 - b) Neither candidate gained more than 50 percent of the popular vote.
 - c) Neither candidate supported the Fourteenth or Fifteenth Amendment.
 - d) The Democratic Party did not nominate a candidate for the presidency that year.

8. Which of the following led to the removal of federal troops from Southern states? (7.2, 7.14, 7.14.g)
- a) the Civil Rights Act of 1866
 - b) the Reconstruction Act of 1867
 - c) the formation of the White League in 1874
 - d) the Compromise of 1877

9. Jim Crow laws legalized _____ throughout the South. (7.14, 7.14.h)
- a) emancipation
 - b) segregation
 - c) tenant farming
 - d) voting rights

10. Use the excerpt to answer the question.

“The fourteenth amendment prohibits a State from denying to any person within its jurisdiction the equal protection of the laws; but this provision does not . . . add any thing to the rights which one citizen has under the Constitution against another. The equality of the rights of citizens is a principle of republicanism. Every republican government is in duty bound to protect all its citizens in the enjoyment of this principle, if within its power. That duty was originally assumed by the States; and it still remains there.”

—from *United States v. Cruikshank* (1876)

Which of the following is the best summary of this excerpt from *United States v. Cruikshank* (1876)? (7.6, 7.6.a, 7.6.b, 7.14, 7.14.d, 7.14.g, 7.14.i)

- a) The Fourteenth Amendment is unconstitutional and should be repealed immediately.
 - b) The Fourteenth Amendment applies only to state actions, not to actions of individuals.
 - c) The Fourteenth Amendment does not apply to the national government, only to the states.
 - d) The Fourteenth Amendment does not apply to Southern states because they have not ratified it.
11. Use the excerpt to answer the question.

“Yes, let us have peace, but let us have liberty, law and justice first. Let us have the Constitution, with its thirteenth, fourteenth, and fifteenth amendments, fairly interpreted, faithfully executed, and cheerfully obeyed in the fullness of their spirit and the completeness of their letter.”

—Frederick Douglass

Which claim is supported by the excerpt? (7.6, 7.6.a, 7.6.b, 7.14.g)

- a) The Thirteenth, Fourteenth, and Fifteenth Amendments protected the rights of formerly enslaved people.
 - b) The Thirteenth, Fourteenth, and Fifteenth Amendments were part of the Bill of Rights of the Constitution.
 - c) The Thirteenth, Fourteenth, and Fifteenth Amendments allowed all people to vote.
 - d) The Thirteenth, Fourteenth, and Fifteenth Amendments were not being enforced.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**
- How were Southern Democrats able to reclaim state governments during and shortly after Reconstruction? Use evidence from the chapter to support your claim. (7.7, 7.7.a, 7.7.b, 7.7.d, 7.14, 7.14.d, 7.14.g, 7.14.h)

Performance Task: *Reconstructing the Nation*

Teacher Directions: The Reconstruction era was a time of rebuilding and reunification following the Civil War, as national leaders tried to repair the physical damage caused during the war and secure the rights of formerly enslaved people.

Activity Page



AP 1.3

Ask students to give a presentation in response to the following prompt. Encourage students to use information from their Student Volume and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their presentations.

Prompt:

To what degree was Reconstruction a success or a failure?

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	Reconstruction was mostly a failure.
Reason:	At the end of the Reconstruction period, the lives of African Americans in the South were not all that different from how they were before the Civil War began.
Evidence:	<p>By the late 1870s, African Americans were subjected to discriminatory Jim Crow laws that violated their civil rights. Courts ruled against African Americans when they tried to claim those rights.</p> <p>Violence against African Americans was common.</p> <p>Most African Americans in the South resorted to sharecropping, which in practical terms was little better than working on antebellum plantations.</p> <p>African Americans had little to no political power in the South by the end of Reconstruction.</p>
Counterclaim and Answer:	<p>Reconstruction was not a failure because formerly enslaved people were able to work for themselves and were not forced to work for others. Educational opportunities opened up for them as well. Two new constitutional amendments protected the rights of African Americans. Many African Americans voted for the first time, and hundreds were elected to public office. In addition, the infrastructure and economy of the South were strengthened during Reconstruction, and public schools were established throughout the South for the first time. Perhaps most importantly, the Union was restored during Reconstruction.</p> <p>Answer: The gains African Americans enjoyed in the early years of Reconstruction did not last long. Most white Southerners resented the attempts of Radical Republicans to promote civil rights for formerly enslaved people. Using violence and intimidation as well as discriminatory laws, it did not take long for white Southerners to regain control of Southern governments—and thereby regain control of the region’s African American population.</p>

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentations using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their responses.

<p>3</p>	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated and focused and demonstrates strong understanding of Reconstruction; a few minor errors may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• Congressional Reconstruction was eventually put into practice, rather than the more lenient plans offered by Abraham Lincoln and Andrew Johnson. Congressional Reconstruction was seen as harsh and punitive by many.• The Freedmen’s Bureau provided necessities to poor African American and white Southerners and set up thousands of schools across the region.• Most formerly enslaved people were forced into sharecropping because they did not have the money to buy or rent land, and the federal government did not provide them with their own land.• African American citizens began to vote in large numbers during the early years of Reconstruction and had a large role in creating new state constitutions and new state governments. Many were elected to public office.• Roads, railroads, and buildings that had been destroyed during the war were rebuilt. Hospitals and orphanages were established. A public school system was finally established in the South.• White anger over Reconstruction policies eventually resulted in violence and intimidation against African Americans and Radical Republicans. Southern Democrat-led legislatures passed laws limiting the voting rights of African Americans. These laws, combined with tactics of hate groups like the Ku Klux Klan, allowed Democrats to regain control of Southern governments. African American political participation practically disappeared.• Racially motivated rioting occurred throughout the South. The federal government seemed powerless to stop it.• The Compromise of 1877 removed federal troops from the South, ending Reconstruction and allowing Southern legislatures to pass so-called <i>Jim Crow</i> laws legalizing segregation.
<p>2</p>	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of Reconstruction, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and focused, but some minor errors may be present.</p>

1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of Reconstruction, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of Reconstruction. The presentation may exhibit major issues with organization and/or focus.

Activity Page 1.1

Use with Chapter 1

Letter to Family

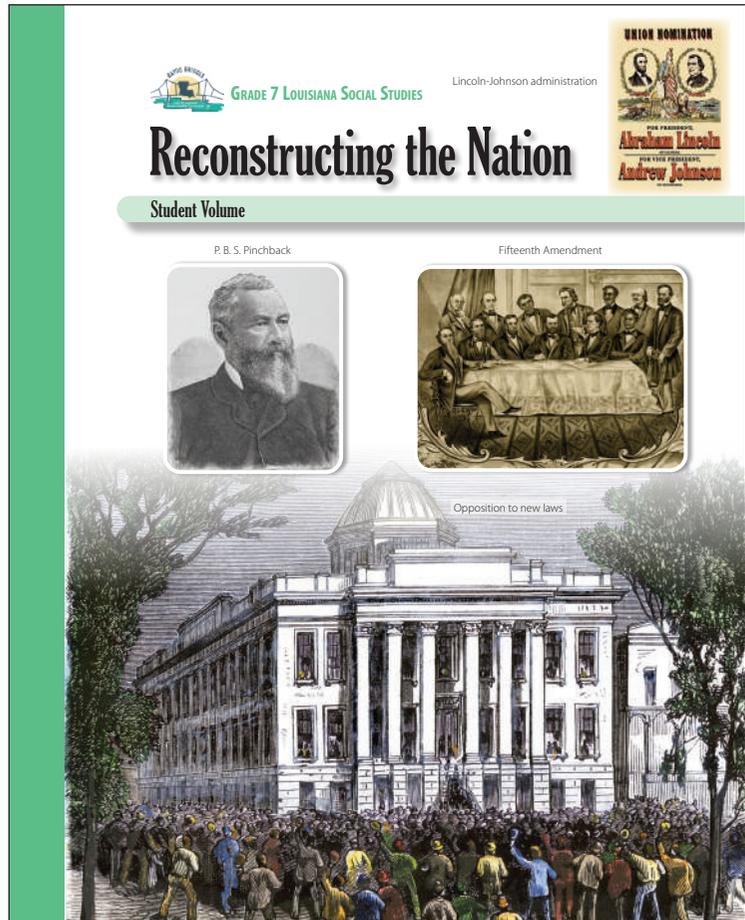
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about Reconstruction. They will learn about why Reconstruction was necessary and examine various plans for Reconstruction. They will learn about the implementation of Reconstruction, as well as how the passage of the Fourteenth and Fifteenth Amendments impacted the civil rights of formerly enslaved people. They will also learn about the beliefs and tactics of Reconstruction opponents.

In this unit, students will examine three different plans for Reconstruction and understand how a final plan was chosen and put into place; analyze the causes and effects of the sharecropping system; recognize the importance of the Fourteenth and Fifteenth Amendments; learn about the political gains of African Americans, as well as their subsequent losses; examine the rise of white supremacist hate groups such as the White League; and understand how and why the Reconstruction era came to an end. Finally, students will form opinions about the successes and failures of Reconstruction.

As part of their exploration, students will also learn a little bit about discriminatory Black Codes and Jim Crow laws as well as the activities of groups such as the Ku Klux Klan. This information is presented in a factual, age-appropriate way. The goal is to foster an accurate understanding of historical events and their consequences.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

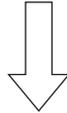
Use with Chapters 1–3

Primary Source Analysis

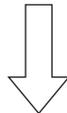
SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Claims and Evidence

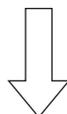
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have?
What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____

Date _____

Activity Page 1.4

Use with Chapter 1

Domain Vocabulary: Chapter 1

Using your own paper, write the letter that matches the definition of each term.

- | | |
|-----------------|---|
| 1. reconcile | a) an official change or addition |
| 2. secret agent | b) to return to a friendly relationship after a conflict |
| 3. malice | c) any of the liberties and freedoms citizens are supposed to have according to the Constitution and its amendments |
| 4. legislature | d) a person or group that is not likely to win |
| 5. amendment | e) the part of the government responsible for making laws |
| 6. Black Code | f) to reject or refuse to approve a law |
| 7. radical | g) a spy; a person who collects and reports secret information about other governments or countries |
| 8. civil right | h) to charge a government official with doing something wrong or improper |
| 9. veto | i) favoring large or widespread changes |
| 10. ratify | j) a desire to hurt another person |
| 11. underdog | k) to approve |
| 12. impeach | l) any of the laws enacted in 1865 and 1866 in former Confederate states that preserved white supremacy |

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 2–3

On your own paper, write the term from the Word Bank that correctly completes each sentence.

coup d'état	lieutenant governor	paramilitary
	parish	poll tax

1. Violence and intimidation during Reconstruction were often committed by _____ forces.
2. After the army staged a _____, the king had to go into hiding.
3. In some Southern states, voters had to pay a _____ before they could cast a ballot.
4. The _____ of Louisiana attended the basketball game at Louisiana State University yesterday.
5. Which _____ contains the town of Opelousas?

- 7.1** Explain ideas, events, and developments in the history of the United States of America from 1791 to 1877 and how they progressed, changed, or remained the same over time.
- 7.2** Analyze connections between ideas, events, and developments in U.S. history within their global context from 1791 to 1877.
- 7.3** Compare and contrast events and developments in U.S. history from 1791 to 1877.
- 7.4** Use geographic representations and historical data to analyze events and developments in U.S. history from 1791 to 1877, including environmental, cultural, economic, and political characteristics and changes.
- 7.5** Use maps to identify absolute location (latitude and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.
- 7.6** Use a variety of primary and secondary sources to:
- Analyze social studies content.
 - Evaluate claims, counterclaims, and evidence.
 - Compare and contrast multiple sources and accounts.
 - Explain how the availability of sources affects historical interpretations.
- 7.7** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:
- Demonstrate an understanding of social studies content.
 - Compare and contrast content and viewpoints.
 - Analyze causes and effects.
 - Evaluate counterclaims.
- 7.8** Analyze the influence of key events, ideas, and people on the economic, political, and social development of the United States from 1791–1850s.
- Explain the causes and events of the Whiskey Rebellion, including the response from the Washington administration and its relationship to enforcement of the government’s right to tax.
 - Explain the influence of precedents set by the presidency of George Washington, and analyze the advice in and effects of his Farewell Address.
 - Analyze key events of the presidency of John Adams including the Alien and Sedition Act and the XYZ affair.
 - Explain the significance of the election of 1800.
 - Explain how the disagreements between Thomas Jefferson and Alexander Hamilton resulted in the emergence of the Federalist and Democratic-Republican political parties, including views on foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt.
 - Describe the role of the Electoral College in presidential elections, including how it aims to ensure representation of less populated states.
 - Explain how the U.S. government addressed foreign and domestic challenges during the late 1700s to the mid-1800s and how related policies and legislation influenced the development of the United States.

- h) Analyze the major events of Thomas Jefferson's presidency, including the Louisiana Purchase, Lewis and Clark expeditions, Dunbar-Hunter Expedition of Ouachita River, Red River Expedition, and Twelfth Amendment.

7.9 Analyze the causes, course of, and consequences of the War of 1812.

- a) Explain the events leading to the War of 1812, including Britain's war with Napoleonic France, impressment, and blockades, and analyze the political and economic effects on the United States.
- b) Explain key events, turning points and outcomes of the War of 1812, including blockades, Battle of Lake Erie (1813), Burning of Washington (1814), Battle of New Orleans (1814), Battles of Baltimore and Lake Champlain (1814), penning of the Star Spangled Banner, and the Treaty of Ghent (1814).
- c) Analyze the interests and motivations of Native American groups aligned with the United States and with Britain during the War of 1812, including Chief Tecumseh.
- d) Explain the importance and effects of the Battle of New Orleans to Louisiana, and describe the roles played by General Andrew Jackson and Jean Lafitte.
- e) Explain the events leading to and surrounding Louisiana statehood, including the Neutral Strip, the West Florida controversy, and the capture of the Spanish Fort at Baton Rouge, as well as key figures including Julien de Lallande Poydras.

7.10 Analyze the growth and development of the United States from the early to mid-1800s.

- a) Describe the Era of Good Feelings (1815–1825), including Henry Clay's American System, Treaty of 1818, Adams-Onis Treaty of 1819, and the development of transportation networks.
- b) Analyze the purpose of the Monroe Doctrine (1823), with emphasis on its policies of both isolationism and protection of American interests in the Western Hemisphere, and how it influenced U.S. foreign policy and interactions with other nations.
- c) Analyze the effects of *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *Gibbons v. Ogden* (1824), and *Worcester v. Georgia* (1832).
- d) Analyze the ideas and motivations that contributed to westward expansion, including Manifest Destiny, and its political, social, and economic effects.
- e) Analyze the causes and effects of Indian Removal policies of the early to mid-1800s, including the Indian Removal Act of 1830, Trail of Tears, and Seminole Wars, and explain the role of key figures, including Andrew Jackson, Chief John Ross, and Chief Osceola.
- f) Analyze key events and developments that contributed to westward expansion, including the Oregon Treaty (1846), annexation of Texas (1845), Treaty of Guadalupe Hidalgo (1848), Gadsden Purchase (1853), the Pony Express (1860), Pacific Railway Act (1862), and Homestead Act (1862).
- g) Explain the motivation and means of migration West, the experiences of the settlers, and resulting changes in the West, including the Gold Rush (1848–1855), trails (Oregon Trail, Mormon Trail, and Santa Fe Trail), first transcontinental telegraph, and the transcontinental railroad.
- h) Describe the causes, course, and consequences of the Mexican-American War, including the Battle of the Alamo, Battle of San Jacinto, annexation of Texas, the Mexican Cession and Zachary Taylor's role in the war and subsequent election to the presidency.
- i) Explain the causes and effects of the first Industrial Revolution in the United States, including advancements in technology, increased manufacturing, changing labor conditions, growing transportation systems, and urbanization.
- j) Analyze the development of the agrarian economy in the South, including Louisiana, and explain how advancements in technology, such as the cotton gin and multiple-effect evaporator for sugar, contributed to an increase in enslaved labor.
- k) Explain how steamboats influenced Louisiana's economic growth and the significance of Captain Henry Miller Shreve in steamboat navigation.
- l) Compare and contrast the economies of the North and the South during the early to mid-1800s.

- m) Describe push and pull factors for immigration to the United States in the early to mid-1800s, and explain how migration within and to the United States affected rural and urban areas.

7.11 Analyze role and importance of social and political reform movements of the nineteenth century.

- a) Analyze the key people, ideas, and events of the women's rights movement and woman's suffrage movement of the early to mid-1800s, including the Seneca Falls Convention, National Women's Rights Conventions, Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, Sojourner Truth, Mary Church Terrell, and Margaret Fuller.
- b) Explain the development of education and prison reform movements, including those led by Horace Mann and Dorothea Lynde Dix.
- c) Explain the effects of abolition efforts by key individuals and groups, including Sojourner Truth, William Lloyd Garrison, and the Quakers.
- d) Analyze the historical works and ideas of influential abolitionists, including Frederick Douglass' speech "The Constitution of the United States: Is It Pro-Slavery or Anti-Slavery?" and Harriet Beecher Stowe's *Uncle Tom's Cabin*.
- e) Describe the purpose, challenges, routes, and successes of the Underground Railroad and the key role played by Harriet Tubman.
- f) Explain restrictions placed on the trade of enslaved people prior to the Civil War, including the Northwest Ordinance of 1787 and the Act Prohibiting Importation of Slaves of 1807.

7.12 Explain the ideas, key people, and events related to the growth of sectionalism and rising tension prior to the Civil War.

- a) Analyze major events, legislation, and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, *North Carolina v. Mann* (1830), the Nullification Crisis (1831–1833), the Compromise of 1850, the Fugitive Slave Acts (1793, 1850), the Kansas-Nebraska Act (1854), and the Dred Scott decision (1857).
- b) Describe the reasons for the formation of the Republican Party in 1854 and its founding platform.
- c) Compare and contrast various arguments on the issue of slavery and state's rights, including those expressed in the Lincoln-Douglas debates and during the 1860 presidential campaign.
- d) Explain the causes of and reactions to rebellions and raids, including the German Coast Uprising, Nat Turner's Rebellion, and John Brown's Raid on Harpers Ferry and subsequent trial.
- e) Analyze Lincoln's First Inaugural Address, and explain how the ideas expressed affected the cause and course of the Civil War.

7.13 Analyze the causes, course, and consequences of the Civil War.

- a) Explain why the Confederate states seceded from the Union.
- b) Explain Louisiana's decision to secede from the Union and its effects, including the state seizure of federal properties in Louisiana (the United States Arsenal and Barracks at Baton Rouge; United States Branch Mint).
- c) Describe the events leading to, significance of, and reaction to the Battle of Fort Sumter, including Lincoln's call for 75,000 volunteers.
- d) Describe the importance and outcomes of the major military engagements of the Civil War, including Manassas, Shiloh, Capture of New Orleans, Antietam, Gettysburg, Vicksburg, Siege of Port Hudson, Sherman's March to the Sea, and the surrender at Appomattox Court House.
- e) Describe the roles and experiences of soldiers, women, enslaved people, and freed people during the Civil War.
- f) Analyze the role of Louisiana in the Civil War and how the conflict affected Louisiana and its people, including the importance of its ports and the occupation of New Orleans.
- g) Analyze the purpose, significance, and consequences of the Emancipation Proclamation.

- h)** Describe the roles and contributions of key individuals in the Civil War, including Jefferson Davis, Robert E. Lee, Thomas Stonewall Jackson, PGT Beauregard, Mary Walker, Clara Barton, Ulysses S. Grant, William Tecumseh Sherman, Robert Smalls, and the Louisiana Tigers.
- i)** Analyze Lincoln's Gettysburg Address and Second Inaugural Address, and explain how the ideas expressed affected the course of the war and show how ideas about equality changed over time.
- j)** Describe the significance of Lincoln's assassination, and how it affected the nation.

7.14 Analyze the major events, key people, and effects of Reconstruction.

- a)** Compare and contrast plans for Reconstruction, including Lincoln's Ten Percent Plan, President Johnson's Plan, and the Radical Republican Plan for Reconstruction.
- b)** Analyze the development and effects of tenant farming and the sharecropping system in the postwar South.
- c)** Explain how federal action affected individual rights and freedoms during the Reconstruction era, including through the Thirteenth Amendment, Freedmen's Bureau, Civil Rights Bill of 1866, Reconstruction Act of 1867, Fourteenth Amendment, Fifteenth Amendment, and analyze the challenges, achievements, and effectiveness of each.
- d)** Explain the rise of violence and intimidation of Black Americans by groups, including the Ku Klux Klan, White League and Red Shirts and describe the significance of the Opelousas and Colfax Massacres.
- e)** Describe the role and motivations of carpetbaggers and scalawags during Reconstruction.
- f)** Explain the roles of Black politicians in Southern states during Reconstruction, including Oscar Dunn and P.B.S. Pinchback.
- g)** Explain how the presidential election of 1876 and the Compromise of 1877 led to the end of Reconstruction, and analyze short-term effects of the collapse of Reconstruction, including the decline of Black Americans in elected offices and loss of enforcement of the Fourteenth and Fifteenth Amendments.
- h)** Analyze how Black Codes affected the lives of Black Americans, including the restriction rights to own and lease property, conduct business, bear arms, and move freely through public spaces.
- i)** Analyze how national events and amendments to the U.S. Constitution influenced Louisiana from the 1860s to 1877, including changes to the Louisiana Constitution.

Answer Key: *Reconstructing the Nation*

Student Volume Questions

Chapter 1

p. 4 Think Twice Answers will vary but should include an assertion about how the South should be treated and evidence to support it.

p. 5 Think Twice Answers will vary but should include details such as pardoning Confederates and wanting states to set up governments quickly.

p. 9 Think Twice Johnson agreed with Lincoln on major points: the importance of restoring the Union quickly, sympathy for the common people, opposition to slavery, and the general outline of Lincoln's Ten Percent Plan.

p. 14 Think Twice President Johnson had a much more lenient view toward the South than the Radical Republicans. The list of requirements given by the Radical Republicans for Confederate states to reenter the Union was not only longer but also harsher than President Johnson's.

p. 17 Think Twice President Johnson had ignored laws that were passed to limit his power.

Chapter 2

p. 24 Think Twice Possible answers may include self-sufficiency and the ability to create stability and wealth for future generations.

p. 24 Think Twice Sharecroppers: grow on landowner's land/pay debt; input and equipment supplied by landowners; less profit/benefit for sharecropper (no control over crop produced); dependent on landowners. Tenant farmers: grow on rented land/pay rent; input and equipment mostly purchased by farmer; more profit/benefit for farmer (full control over crop produced); less dependent on landowners.

Chapter 3

p. 41 Think Twice Possible answers may include racism or a fear of what may come if African American men voted for change.

p. 44 Think Twice Voters learned they could—and likely would—be killed for voting Republican. This gave Democrats firm control over politics in the South to do whatever they wanted.

p. 44 Think Twice Southerners were opposed to carpetbaggers and scalawags in the government because both groups opposed the old ways. Carpetbaggers were Northerners who came to the South seeking riches, and scalawags were Southerners who supported the new policies and wanted to get rid of the old ways.

p. 46 Think Twice Answers will vary but might consider success as the full United States coming back together as one country or failure as the continuation of violent and racist practices against African American people.

Chapter Assessments

Chapter 1

A. 1. b 2. b 3. a 4. b, c 5. c 6. b 7. c 8. b 9. d 10. b 11. a

B. Students should clearly state an accurate claim and support it with relevant evidence, such as details and goals of Presidential Reconstruction, details and goals of Congressional Reconstruction, the attitude of certain white Southerners toward formerly enslaved people after the war, and the status and treatment of formerly enslaved people after the war. Answers should include explanations of how the evidence supports the claim.

Chapter 2

A. 1. d 2. b 3. a 4. a 5. c 6. b 7. d 8. a, c 9. b 10. c 11. b

B. Students should clearly state an accurate claim and support it with relevant evidence, such as the state of the Southern economy at the end of the Civil War, the work of the Freedmen's Bureau, the rise of tenant farming and sharecropping, passage of the Fourteenth and Fifteenth Amendments, and African American participation in the political life of the postwar South. Answers should include explanations of how the evidence supports the claim.

Chapter 3

A. 1. a, d 2. d 3. b 4. a 5. c 6. b 7. a 8. d 9. b 10. b 11. d

B. Students should clearly state an accurate claim and support it with relevant evidence, such as passage of laws such as poll taxes and literacy tests, violence and intimidation against African Americans and Republicans, growing Northern indifference to Southern affairs, and the Compromise of 1877. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 1

Source: The Rail Splitter Repairing the Union

Content: A political cartoon showing Lincoln and Johnson sewing the nation together

Creation: The cartoon was drawn by Joseph E. Baker in 1865.

Communication: The intended audience was the American public.

Context: The Civil War was ending, and the North and South needed to be reunited.

Connection: The cartoon comments on the need to reunite the two parts of the country.

Consideration: The cartoon seems to be from the point of view of someone who thinks Lincoln and Johnson can succeed in repairing the Union.

Conclusion: The cartoon shows me that people in 1865 knew the nation needed to be rebuilt and that many people trusted Lincoln to do the job.

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 2

Source: President Andrew Johnson's Proclamation Granting Amnesty to Participants in the Rebellion

Content: A proclamation by President Andrew Johnson laying out the terms of amnesty for those who aided the Confederacy

Creation: The proclamation was given by President Johnson in 1865.

Communication: The intended audience was the American public.

Context: The Civil War had ended, President Lincoln had been assassinated, and the new president was making a plan to reunite the country.

Connection: The proclamation explains what people who had aided the Confederacy needed to do in order to rejoin the United States.

Consideration: The president desired for the Union to be restored quickly and included a provision for many people who didn't officially qualify for amnesty to come to Washington and ask for it. He did not want Reconstruction to be difficult, and that is reflected in this source.

Conclusion: The proclamation shows me that President Johnson understood that there would be many issues in the path to reconstructing the nation and sought to simplify it.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature 1

Source: Reconstructed Constitution of the State of Louisiana

Content: An illustration that shows the African American delegates to Louisiana's constitutional convention of 1868, with Lieutenant Governor Dunn pictured in the center

Creation: The source was probably created soon after the convention in 1868.

Communication: The purpose is to show that African Americans helped make Louisiana's 1868 constitution. The people of Louisiana, especially African Americans, were probably the intended audience.

Context: African American men had recently won the right to vote and participate in politics. Southern states had to ratify new constitutions to be readmitted to the Union.

Connection: The source shows that Louisiana made a new constitution and that many African Americans helped write it.

Consideration: The illustration seems to show pride that so many African Americans were able to participate in making the constitution.

Conclusion: Increased African American participation in government was a major success of Reconstruction—at least for a time.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature 2

Source: Excerpts from the Democratic Party Platform of 1868

Content: A list of demands from the Democratic Party for the United States government

Creation: The platform was created by the Democratic Party in 1868.

Communication: The intended audience was the American public.

Context: It was the first presidential election after the Civil War, when African American people were enfranchised for the first time, but some Southern states had yet to satisfy the demands of Reconstruction and so could not vote yet.

Connection: The platform comments on the fact that not all states could vote, that the U.S. military was a huge presence in the South, that the Freedmen's Bureau provided African American people with opportunities, and that Southern states wanted to have more self-determination instead of the Northern government being in charge.

Consideration: The platform expresses the point of view of Southerners who were highly critical of African American citizens gaining power. They wanted to keep power structures as they used to be before the Civil War. It is quite biased against African American people.

Conclusion: The platform shows me that while the Republican Party may have felt that it accomplished its goals in Reconstruction, such as enfranchising African American people through constitutional amendments, the Democratic Party may have seen these same changes as setbacks.

Primary Source Analysis (AP 1.2): Chapter 3 Primary Source Feature 1

Source: Excerpt from *United States v. Cruikshank* (1876)

Content: Part of a Supreme Court ruling stating that the Fourteenth Amendment's due process and equal protection clauses applied only to state actions, not actions of individuals

Creation: The Supreme Court of the United States created the document in 1876.

Communication: The purpose is to state whether or not African Americans' civil rights were violated by violent white mobs in the Colfax massacre of 1873. The people of the United States were the intended audience.

Context: At the time, Reconstruction was beginning to die out in the South, and violent mobs of white people were stopping African Americans from voting and enjoying other civil rights.

Connection: The source makes a legal argument about whether or not violence against African Americans violates their civil rights.

Consideration: The point of view of people opposed to civil rights for African Americans seems to be presented here. The court says race does not appear to have been a factor in the massacre, but it clearly was the main factor.

Conclusion: The source shows me that passing laws and amending the Constitution was not enough to guarantee civil rights to African Americans. White people opposed to civil rights remained in power after Reconstruction, and they used their power to deny rights to minorities.

Primary Source Analysis (AP 1.2): Chapter 3 Primary Source Feature 2

Source: Excerpt from Frederick Douglass's Decoration Day Speech (1878)

Content: A speech by Frederick Douglass calling for enforcement of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution as the path to justice and peace in the United States

Creation: The speech was given by Frederick Douglass in 1878.

Communication: The intended audience was the public in New York City.

Context: By 1878, Reconstruction was over, and federal troops had left the South. Episodes of racial violence occurred with frequency, and African American people in the South had lost nearly every right they gained during Reconstruction.

Connection: The speech asks for justice and peace through enforcement of the amendments that were supposed to protect people's rights.

Consideration: Douglass was a formerly enslaved African American man who became a prominent abolitionist. He was well respected on the topic of civil rights and personally affected by the topic of violence against African American people.

Conclusion: The speech shows me that Reconstruction failed to provide equality for African Americans through each of Douglass's examples and entreaties.

Domain Vocabulary: Chapter 1 (AP 1.4)

- | | |
|------|-------|
| 1. b | 7. i |
| 2. g | 8. c |
| 3. j | 9. f |
| 4. e | 10. k |
| 5. a | 11. d |
| 6. l | 12. h |

Domain Vocabulary: Chapters 2–3 (AP 3.1)

1. paramilitary
2. coup d'état
3. poll tax
4. lieutenant governor
5. parish



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The History Collection / Alamy Stock Photo: 57

The Misses Cooke's schoolroom, Freedman's Bureau, Richmond, Va., from 'Frank Leslie's Illustrated Newspaper', November 17th 1866 (engraving) (b&w photo), American School, (19th century) / Private Collection / Bridgeman Images: 6c, 55

The Protected Art Archive / Alamy Stock Photo: Cover C, 7b, 68c

Ticket for the Impeachment of President Andrew Johnson (1808–75) 1868 (litho) / American School, (19th century) / American / Private Collection / Peter Newark American Pictures / Bridgeman Images: 6j, 53a

Universal Images Group/SuperStock: 6e

USA: Abraham Lincoln (1809–1865), Anthony Berger, 1864 / Pictures from History/Anthony Berger / Bridgeman Images: 6a

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