

Reconstructing the Nation

Student Workbook

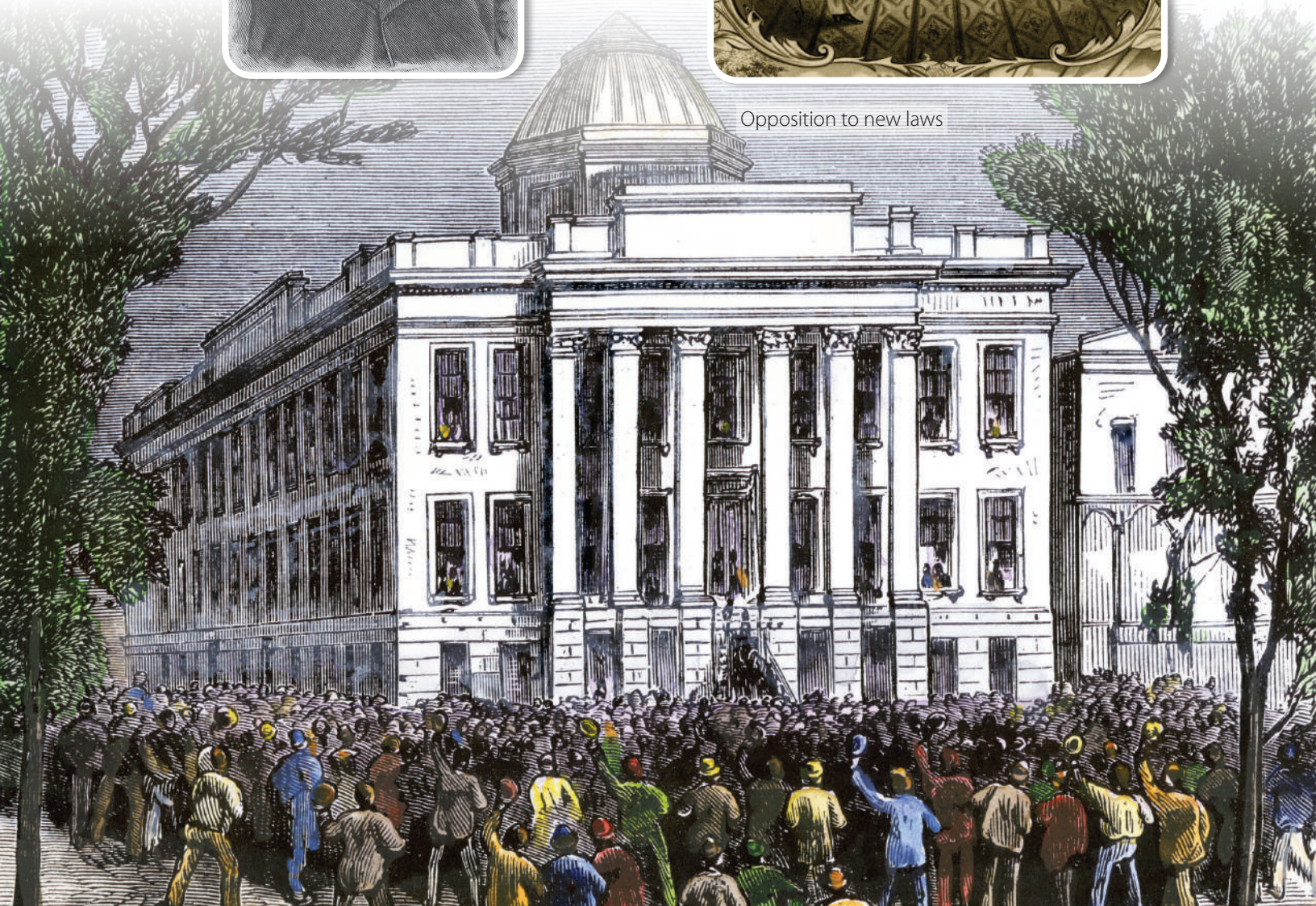
P. B. S. Pinchback



Fifteenth Amendment

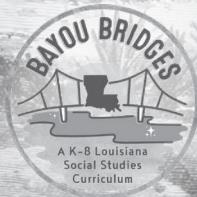


Opposition to new laws



Reconstructing the Nation

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Reconstructing the Nation

Chapter 1: Plans for Reconstruction

Student Reading Notes 1

Primary Sources

- Primary Source A: The Rail Splitter Repairing the Union (1865) 4
- Primary Source Analysis (AP 1.2) 5
- Primary Source B: President Andrew Johnson's Proclamation Granting Amnesty to Participants in the Rebellion 6
- Primary Source Analysis (AP 1.2) 7

Check for Understanding 8

Activities

- Domain Vocabulary: Chapter 1 (AP 1.4) 9

Chapter 2: Reconstruction in the United States

Student Reading Notes 10

Primary Sources

- Primary Source C: Reconstructed Constitution of the State of Louisiana 13
- Primary Source Analysis (AP 1.2) 14
- Primary Source D: Excerpts from the Democratic Party Platform of 1868 15
- Primary Source Analysis (AP 1.2) 16

Check for Understanding 17

Chapter 3: The End of Reconstruction and Its Immediate Aftermath

Student Reading Notes 18

Primary Sources

- Primary Source E: Excerpt from *United States v. Cruikshank* (1876) 20
- Primary Source Analysis (AP 1.2) 21

• Primary Source F: Excerpt from Frederick Douglass’s Decoration Day Speech (1878)	22
• Primary Source Analysis (AP 1.2)	23
Check for Understanding	24
Activities	
• Domain Vocabulary: Chapters 2–3 (AP 3.1)	25
Performance Task	
• Performance Task Activity	26
• Claims and Evidence (AP 1.3)	27

Chapter 1: Plans for Reconstruction

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
New Points of Conflict	
Early Proposals	

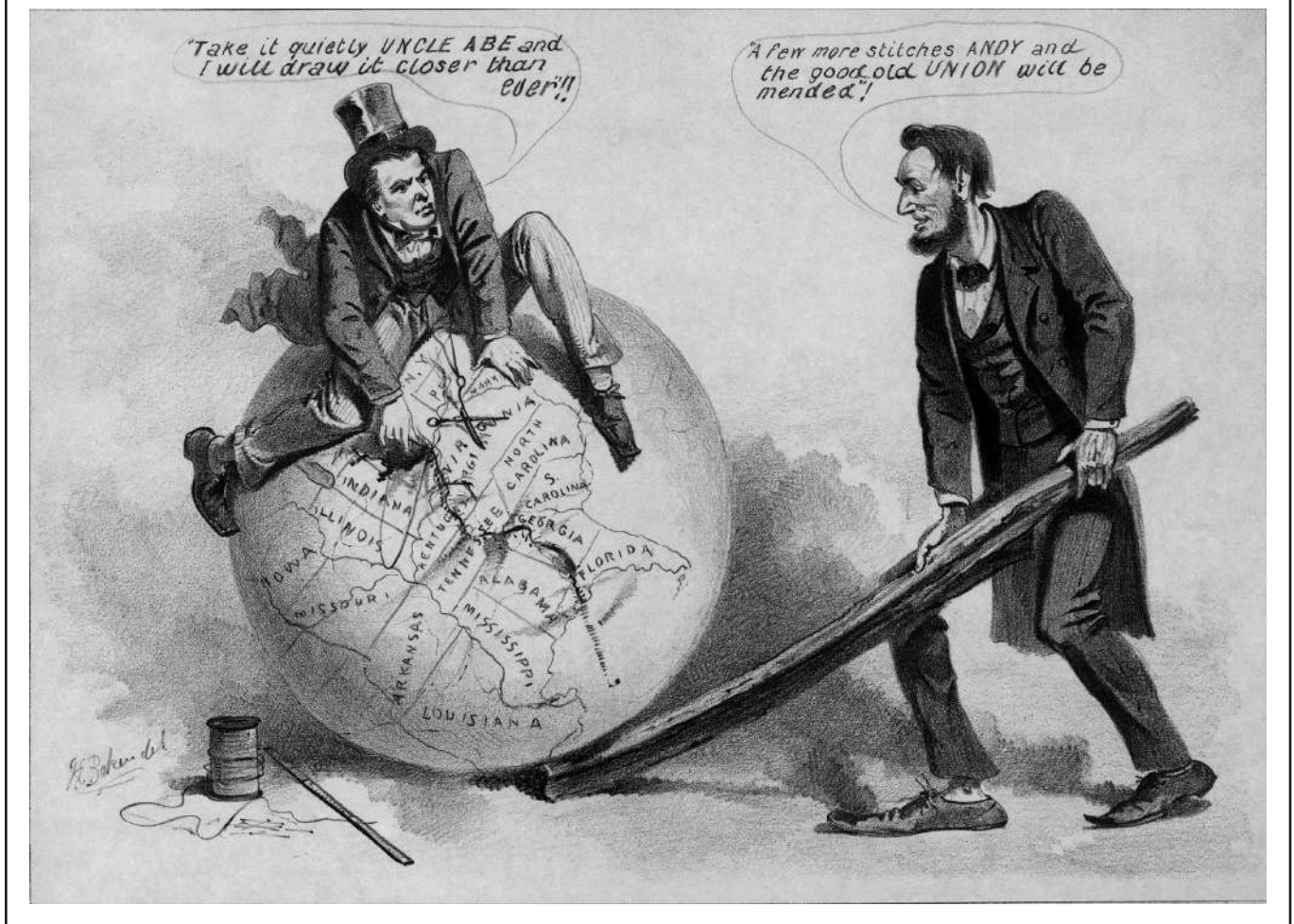
**The Death of President
Lincoln**

Who's in Charge?

**Congress and Radical
Reconstruction**

Congressional Reconstruction	
The Impeachment of President Johnson	

PRIMARY SOURCE A: THE RAIL SPLITTER REPAIRING THE UNION (1865)



NOTE: Go to page 18 of the Student Reader to see this source in full color.

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?	

Primary Sources

PRIMARY SOURCE B: PRESIDENT ANDREW JOHNSON'S PROCLAMATION GRANTING AMNESTY TO PARTICIPANTS IN THE REBELLION

To the end, therefore, that the authority of the Government of the United States may be restored, and that peace, order and freedom may be established, I, Andrew Johnson, President of the United States, do proclaim and declare, that I hereby grant to all persons who have directly or indirectly participated in the existing rebellion, except as hereinafter excepted, amnesty and pardon, with restoration of all rights of property, except as to slaves, and except in cases where legal proceedings, under the laws of the United States providing for the confiscation of property of persons engaged in rebellion, have been instituted, but on the condition, nevertheless, that every such person shall take and subscribe to the following oath. . . .

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. . . .

Provided, That special application may be made to the President for pardon by any person belonging to the excepted classes, and such clemency will be liberally extended as may be consistent with the facts of the case, and the peace and dignity of the United States.

Source: Johnson, Andrew. "Prest. Johnson's Amnesty Proclamation," 1865. Printed Ephemera Collection, Library of Congress.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

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[illegible]

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 |

Chapter 2: Reconstruction in the United States

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

Student Reading Notes

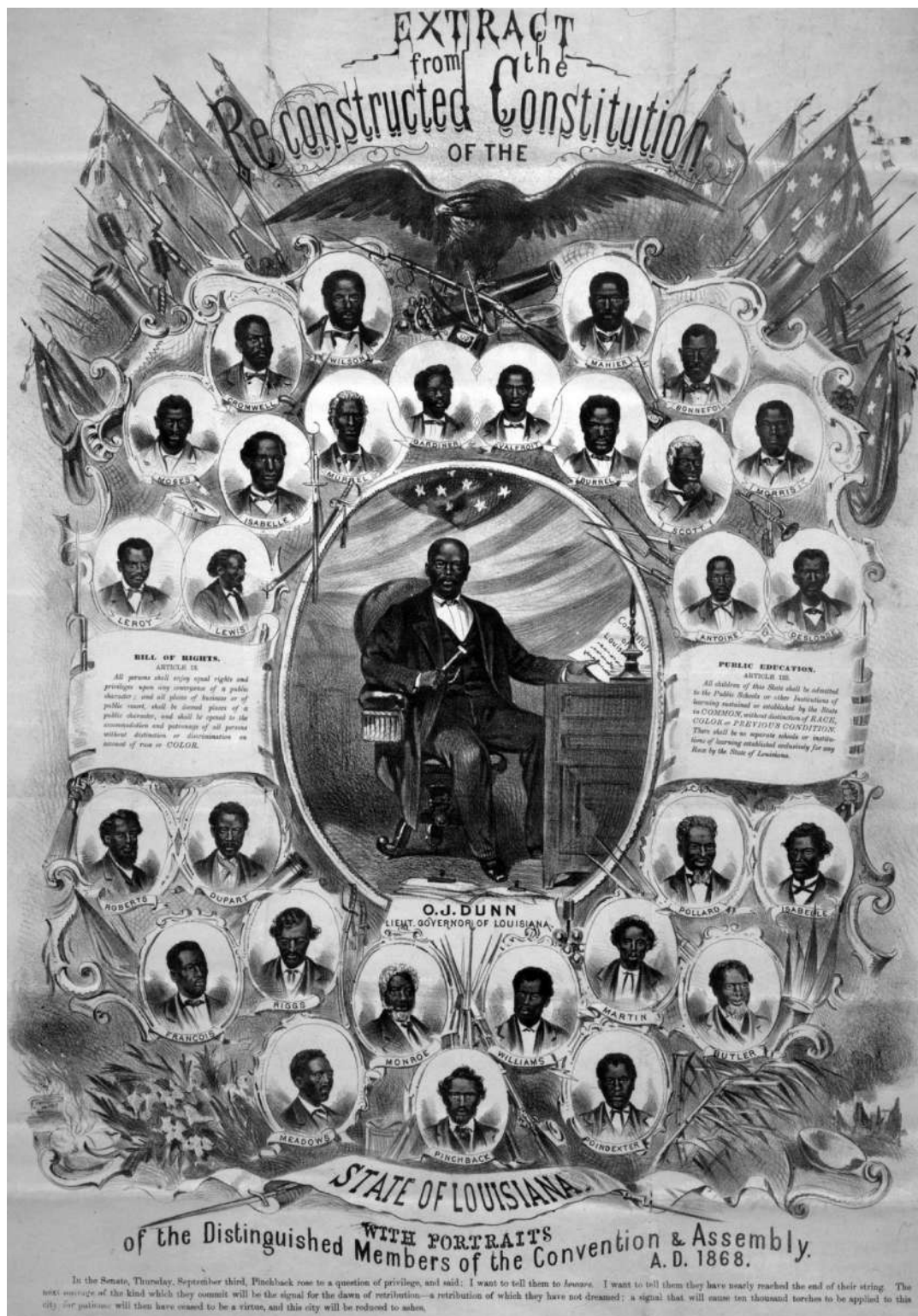
Use the information in your Student Reader to fill in the chart.

Section	Notes
The South in Ruins	
The Freedmen’s Bureau	

Sharecropping	
New Governments	
African American Officeholders	

Carpetbaggers and Scalawags	
Reunification	
Louisiana's New Constitution	

PRIMARY SOURCE C: RECONSTRUCTED CONSTITUTION OF THE STATE OF LOUISIANA



NOTE: Go to page 36 of the Student Reader to see this source in full color.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

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CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Primary Sources

PRIMARY SOURCE D: EXCERPTS FROM THE DEMOCRATIC PARTY PLATFORM OF 1868

The Democratic party, in National Convention assembled, . . . recognizing the questions of slavery and secession as having been settled, for all time to come, by the war or the voluntary action of the Southern States in constitutional conventions assembled, and never to be renewed or reagitated, do, with the return of peace, demand:

1. Immediate restoration of all the States to their rights in the Union under the Constitution, and of civil government to the American people.
2. Amnesty for all past political offences, and the regulation of the elective franchise in the States by their citizens. . . .
6. Economy in the administration of the Government; the reduction of the standing Army and Navy; the abolition of the Freedman's Bureau and all political instrumentalities designed to secure [African American] supremacy. . . .

. . . Instead of restoring the Union, [Congress] has, so far as in its power, dissolved it, and subjected ten States, in time of profound peace, to military despotism and [African American] supremacy. . . .

Source: *The National Platforms of the Republican and Democratic Parties from 1856 to 1880 Inclusive*. 1880, pp. 13–14.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

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[illegible]

Chapter 3: The End of Reconstruction and Its Immediate Aftermath

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
Backlash and Reaction	
Violence and Intimidation	

Turning Points	
The End of Reconstruction	

Primary Sources

PRIMARY SOURCE E: EXCERPT FROM *UNITED STATES v. CRUIKSHANK* (1876)

Following the Colfax massacre in 1873, William J. Cruikshank and sixteen other members of the white mob were tried for violating the 1870 Enforcement Act, under which it was a felony to deprive anyone of their civil rights. However, the U.S. Supreme Court ruled that the Fourteenth Amendment's due process and equal protection clauses applied only to state actions, not to actions of individuals. This created a precedent that in effect gave white Southerners permission to continue their violent suppression of African Americans.

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. The only obligation resting upon the United States is to see that the States do not deny the right. This the amendment guarantees, but no more. The power of the national government is limited to the enforcement of this guaranty.

No question arises under the Civil Rights Act of April 9, 1866 (14 Stat. 27), which is intended for the protection of citizens of the United States in the enjoyment of certain rights, without discrimination on account of race, color, or previous condition of servitude, because, as has already been stated, it is nowhere alleged in these counts that the wrong contemplated against the rights of these citizens was on account of their race or color. . . .

Inasmuch, therefore, as it does not appear in these counts that the intent of the defendants was to prevent these parties from exercising their right to vote on account of their race, &c., it does not appear that it was their intent to interfere with any right granted or secured by the constitution or laws of the United States. We may suspect that race was the cause of the hostility; but it is not so averred.

Source: *United States v. Cruikshank et al.*, 92 U.S. 542, 554–556 (1876).

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

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CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Primary Sources

PRIMARY SOURCE F: EXCERPT FROM FREDERICK DOUGLASS'S DECORATION DAY SPEECH (1878)

I am not here to revive old issues, or to stir up strife between races; but no candid man, looking at the political situation of the hour, can fail to see that we are still afflicted by the painful sequences both of slavery and of the late rebellion. In the spirit of the noble man whose image now looks down upon us, we should have "charity toward all, and malice toward none." In the language of our greatest soldier, twice honored with the Presidency of the nation, "Let us have peace." Yes, let us have peace, but let us have liberty, law and justice first. Let us have the Constitution, with it[s] thirteenth, fourteenth, and fifteenth amendments, fairly interpreted, faithfully executed, and cheerfully obeyed in the fullness of their spirit and the completeness of their letter. Men can do many things in this world, some easily and some with difficulty; but there are some things men cannot do or be. When they are here they cannot be there. When the supreme law of the land is systematically set at naught; when humanity is insulted and the rights of the weak are trampled in the dust by a lawless power; when society is divided into two classes, as oppressed and oppressor, there is no power, and there can be no power, while the instincts of manhood remain as they are, which can provide solid peace.

Source: Douglass, Frederick. Speech delivered in Madison Square, New York, NY, Decoration Day, 1878. Frederick Douglass Papers: Speech, Article, and Book File, 1846–1894; Speeches and Articles by Douglass, 1846–1894. Manuscript Division, Library of Congress.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

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Chapter 3 Check for Understanding: How did Reconstruction fail to provide equality for African Americans?

[illegible]

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?

Name _____

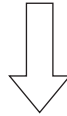
Date _____

Activity Page 1.3

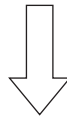
Use with Chapter 1

Claims and Evidence

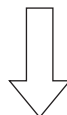
STATE THE CLAIM *What opinion or position are you defending?*



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?*

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Portion of Charleston, South Carolina in Ruins as a Result of Gunfire from Federal Fleet, Illustration, Harper's Weekly, 1863 / Private Collection / J. T. Vintage / Bridgeman Images: i

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A New Spirit of Change
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Reconstructing the Nation

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