

**Unit Title: Reconstruction – The Road to
Citizenship_____**

Subject/Topic Area: Reconstruction Era

Grade Level(s): 7/8

**Designed By: Lisa A. Nothstein – Maurice J. Moyer Academy
Frank Singles – Tower Hill School**

Time Frame: 6-7 days

Date:

Brief Summary of Unit: This unit is a comprehensive study of the long road to citizenship faced by freed African Americans at the end of the Civil War. The unit tracks the advances and setbacks faced by African Americans that were freed, but had no immediate opportunities. The many facets of Reconstruction are addressed and explored and the eventual impact of each event on potential citizenship. Events include: Thirteenth Amendment, Johnson’s Reconstruction, Freedman’s Bureau, black codes, Civil Rights Act of 1866, Fourteenth Amendment, Military Reconstruction Act, Johnson’s impeachment, sharecropping, Fifteenth Amendment, new state constitutions, African American office-holders, Ku Klux Klan, Enforcement Acts, Amnesty Act of 1872, Compromise of 1877, poll tax, literacy test, Jim Crow laws, and *Plessy v. Ferguson*.

Stage 1: Desired Results

(Determine What Students Will Know, Do and Understand)

Delaware History Content Standard: History Standard One: Students will employ chronological concepts in analyzing historical phenomena (Chronology) Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

Big Idea (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

The Civil War had a significant amount of political, social and economic results which led to the tremendous change in the lives of African Americans that were enslaved during the Civil War. The idea of Reconstruction and the events associated with the era posed a variety of opportunities as well as problems and in turn led to a restructuring of society, the effects of which continue in our contemporary society.

Unit Enduring Understandings (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: All sources contain some level of bias.)

Students will understand that the freedom of four million African Americans did not grant them immediate citizenship or privileges. The lives of freed people continued to change throughout the era.

Students will understand that to obtain basic rights and citizenship, African Americans experienced advances and setbacks on this road.

Unit Essential Question(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

- 1. Did the legislation process improve the lives of former slaves?**
- 2. How did the aspects of Reconstruction legislation affect the condition of former slaves?**
- 3. How might the lives of freed people have changed over time as a result of Reconstruction events?**
- 4. What role did the 13th, 14th and 15th amendments play in the path to citizenship for freed African Americans?**
- 5. What obstacles did freed slaves face during the Reconstruction Era that proved to be road blocks on the way to citizenship?**

Knowledge & Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources.)

It should also include what students will eventually be able to do as a result of such knowledge and skill
Ex: analyze a primary source document, .)

Students will know how to explain the cause and effect of various pieces of legislation passed during the Reconstruction period.

Students will be able to determine the extent of success achieved by the Reconstruction process and its relationship to contemporary times.

Students will summarize the overall changes that were experienced by freedmen in the form of advances and setbacks on the path to citizenship.

Students will compare and contrast the intended results with the actual results of Reconstruction events.

Students will be able to describe the nature of discrimination in Delaware.

Stage 2: Assessment Evidence (Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

Suggested Performance Task(s) (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

- 1. Formal Assessment Test**
- 2. Student Journal**
- 3. Legislation and Reconstruction Graphic Organizer (also serves as timeline)**
- 4. Quality of Foldable**

Rubrics for Performance Task (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

Journal Entries

- *Event accurately described.
- *Opinion stated whether or not the event moved the freedmen toward full citizenship.
- *Opinion supported by example.

Graphic Organizer – Legislation and Reconstruction Chart

- *Descriptions and provisions accurate.
- *Proper use of --/+ system.

Foldable

- *Information accurately recorded.
- *Neat, free of spelling errors.

Other Evidence (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

Homework – Biography of Hiram Revels, review and critical thinking questions.

Foldable – used as study guide and/or a test aid for learning disabled students.

Graphic Organizer – Legislation and Reconstruction Chart

Student Self-Assessment and Reflection (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

Students will track the progress of a fictitious freed African American through each event. Students will complete a Legislation and Reconstruction Graphic Organizer as well as journal entry with their perspective and opinion of each event throughout the unit.

Stage 3: Learning Plan
(Design Learning Activities To Align with Goals and Assessments)

Key learning events needed to achieve unit goals

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2).

Lesson # 1

Title: Presidential Reconstruction

Author(s)

Lisa A. Nothstein
Frank Singles

Lesson Description: Students will complete a vocabulary activity as well as an anticipation guide to begin the unit. Students will also begin to complete road to citizenship chart after reading about the Thirteenth Amendment, Johnson’s Reconstruction, and the efforts of the Freedmen’s Bureau and the effects of the black codes, the Wade-Davis Bill (1864), and the Freedmen’s Bureau Bill (1866).

Time Required: This lesson will take two class periods.

Essential Question Addressed:

1. What role did the 13th amendment play in the path to citizenship for freed African Americans?
2. What obstacles did freed slaves face during the Reconstruction Era that proved to be road blocks on the way to citizenship?

Enduring Understanding: Students will understand that the freedom of four million African Americans did not grant them immediate citizenship or privileges. The lives of freed people continued to change throughout the era.

Materials:

1. Vocabulary Words (*Handout 1 – Reconstruction Vocabulary*)
2. Anticipation Guide / True or False (*Handout 2- Thirteenth Amendment: Are Freedmen Really Free?*)
3. Road to Citizenship Graphic Organizer/Legislation and Reconstruction Chart (*Handout 3*)
4. Road to Citizenship Journal (*Student notebook with labeled sections for each event*)
5. Reading – The Reconstruction Era (*middle school U.S. history text reading that covers the Thirteenth Amendment, Johnson’s Reconstruction, the Freedmen’s Bureau and the black codes*)
6. Room Road Chart/Cut-Out (*large road with cut-out of freedman*)

Procedures:

1. Students will define the vocabulary words before beginning the unit. (*Handout 1 – Reconstruction Vocabulary*)
2. Students should complete Anticipation Guide/True or False to determine any misconceptions regarding the freedom of African Americans. (*Handout 2 – Thirteenth Amendment: Are Freedmen Really Free?*)
3. Students will read the Thirteenth Amendment, Johnson’s Plan for Reconstruction, the goal of the Freedmen’s Bureau and the Black Codes. (*middle school U.S. History text*)
4. Students will chart each item of federal legislation to determine if it moved the freed African-Americans toward full citizenship or away from full citizenship. Students will also use a plus and/or minus system to evaluate the impact of the legislation. (*Handout 3 – Legislation and Reconstruction Graphic Organizer*)
5. Students will write a brief journal entry for each event forming their own opinion regarding the progress or lack of progress of the freedmen toward citizenship. Students should be encouraged to make relevant connections to other groups seeking freedom, citizenship or basic rights. (*student notebook*)
6. Students will move classroom cut-out forward or backward based on the reading and events.

Debrief:

1. Ask students to share journal entries.
2. Encourage students to make predictions about future events.

Formative Assessment (“Check for Understanding”):

1. Were student journal entries relevant, was each entry supported with an example or explanation?
2. Did students place the event on the appropriate part of the chart?

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

Resources & Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**
Teachers’ Curriculum Institute – History Alive! The United States
Holt, Rinehart and Winston 2003 – Call to Freedom 1865 - Present
- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

Students may have difficulty understanding that various Reconstruction plans, amendments and legislation and that government actions do not always translate to intended results.

Differentiation (This should include a list or description of ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations/accommodations that are needed to meet the needs of **ALL** students, including students with disabilities. Ex: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at readiness levels of students, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.)

1. Vocabulary list
2. Reading can be silent, partner, small group or class based of level of students.
3. Charts and journals will be used to accommodate learning styles.
4. **Room road chart/cut-out – large visual aid/chart displayed throughout unit for continual re-enforcement.**

<p>Technology Integration</p> <p>www.digitalhistory.uh.edu America's Reconstruction</p>
<p>Content Connections</p> <p>This unit directly connects to the Civil War and U.S. Constitution units.</p>

<p style="text-align: center;">Stage 3: Learning Plan (Design Learning Activities To Align with Goals and Assessments)</p>
<p>Key learning events needed to achieve unit goals (You might consider this the "Procedures" section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2).)</p>
<p style="text-align: center;">Lesson # 2 Title: Congressional Reconstruction</p> <p style="text-align: center;">Author(s) Lisa A. Nothstein Frank Singles</p> <p>Lesson Description: Students explain how government legislation pushed freed African-American's toward citizenship. Students will continue to complete the Road to Citizenship Graphic Organizer/Legislation and Reconstruction Chart, make journal entries and move classroom cut-out on road to citizenship. Events and legislation include: Civil Rights Act of 1866, Fourteenth Amendment, Military Reconstruction Act, Johnson's Impeachment and sharecropping.</p>

Time Required: This lesson will take one class period.

Essential Question Addressed:

1. Did the legislation process improve the lives of former slaves?
2. What role did the 14th Amendment play in the path to citizenship for freed African-Americans?
3. How might the lives of freed people have changed over time as a result of Reconstruction events?

Enduring Understanding: Students will understand that the freedom of four million African-Americans did not grant them immediate citizenship or privileges. The lives of freed people continued to change throughout the era.

Materials:

1. Road to Citizenship Graphic Organizer/Legislation and Reconstruction Chart (*Handout 3*)
2. Road to Citizenship Journal – (*Student notebook*)
3. Reading (*Middle School U.S. History text that includes the Civil Rights Act of 1866, the Fourteenth Amendment, Military Reconstruction Act, Johnson’s Impeachment and sharecropping*).
4. Room Road Chart / Cut-Out

Procedures:

1. Students will read from middle school U.S. History text (*Civil Rights Act of 1866, the Fourteenth Amendment, Military Reconstruction Act, Johnson’s Impeachment and sharecropping*)
2. Students will complete Road to Citizenship Graphic Organizer – Legislation and Reconstruction Chart (*Civil Rights Act of 1866, the Fourteenth Amendment, and Military Reconstruction Act*).
3. Students will make journal entries for each event as they did in Lesson One.
4. Students will complete classroom road chart.

Debrief:

1. Ask students to share journal entries.
2. Encourage students to make predictions about future events.
3. Did the freedman make the progress that was anticipated?

Formative Assessment (“Check for Understanding”):

1. Were student’s journal entries relevant, was each journal entry supported with an example and an explanation?
2. Did students analyze the effect of the legislation correctly?

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/ 21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

Resources & Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**

See lesson one

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues.**

See lesson one

Differentiation (This should include a list or description of ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations/accommodations that are needed to meet the needs of **ALL** students, including students with disabilities. Ex: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at readiness levels of students, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.)

See lesson one

Stage 3: Learning Plan

(Design Learning Activities To Align with Goals and Assessments)

Key learning events needed to achieve unit goals

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2).

Lesson # 3
Title: Southern Reconstruction

Author(s)
Lisa A. Nothstein
Frank Singles

Lesson Description: Students will explain how government legislation pushed freed African-Americans toward citizenship. Students will continue to complete the Road to Citizenship Graphic Organizer/Legislation and Reconstruction Chart, make journal entries and move classroom cut-out on road to citizenship. Events and legislation include: Fifteenth Amendment, new state constitutions and African-American office holders.

Time Required: This lesson will take one class period.

Essential Question Addressed:

1. Did the legislation process improve the lives of former slaves?
2. How did the aspects of reconstruction legislation affect the condition of former slaves?
3. What role did the Fifteenth Amendment play in the path to citizenship for freed African-Americans/

Enduring Understanding:

Students will understand that the freedom of four million African Americans did not grant them immediate citizenship or privileges. The lives of freed people continued to change throughout the era.

Materials:

1. Reading (*Middle School U.S. History text that includes the Fifteenth Amendment, new state constitutions and African-American office holders*).
2. Road to Citizenship Graphic Organizer – Legislation and Reconstruction Chart (*Handout 3*).
3. Road to Citizenship Journal – (*student notebook*)
4. Room Road Chart/Cut-Out
5. Suggested Biography – Hiram Revels – First African American Elected to Congress

Procedures:

1. Students will read from a middle school U.S. History text (*Fifteenth Amendment, new state constitutions and African American office holders*).
2. Students will complete Graphic Organizer – Legislation and Reconstruction Chart (*Fifteenth Amendment*).
3. Students will make journal entries for each event as they did in lessons one and two.
4. Students will complete classroom road chart.

Debrief:

1. Students should be encouraged to share journal entries.
2. Encourage students to make predictions about future events.
3. Did the freedmen make the progress that was anticipated?

Formative Assessment (“Check for Understanding”):

1. Were student journal entries relevant, was each journal entry supported with an example or explanation?
2. Did students analyze the effect of the legislation correctly?

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

Resources & Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**

See lesson one

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

See lesson one

Differentiation (This should include a list or description of ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations/accommodations that are needed to meet the needs of **ALL** students, including students with disabilities. Ex: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at readiness levels of students, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.)

See lesson one

Stage 3: Learning Plan

(Design Learning Activities To Align with Goals and Assessments)

Key learning events needed to achieve unit goals

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2).

Lesson # 4

Title: The End of Reconstruction

Author(s)

Lisa A. Nothstein

Frank Singles

Lesson Description: Students will explain how government legislation pushed freed African-Americans toward citizenship. Students will continue to complete the Road to Citizenship Graphic Organizer – Legislation and Reconstruction Chart, make journal entries and move classroom cut-out on road to citizenship. Events and legislation include the Ku Klux Klan, Enforcement Acts, Amnesty Act of 1872 and Compromise of 1877.

Time Required: This lesson will take one class period.

Essential Question Addressed:

1. Did the legislation process improve the lives of former slaves?
2. How might the lives of freed people have changed over time as a result of Reconstruction events?

Enduring Understanding: Students will understand that the freedom of four million African-Americans did not grant them immediate citizenship or privileges. The lives of freed people continued to change throughout the era.

Materials:

1. Reading (*Middle School U.S. History text that includes the Ku Klux Klan, Enforcement Acts, Amnesty Act of 1872 and Compromise of 1877*).
2. Road to Citizenship Graphic Organizer- Legislation and Reconstruction Chart (*Handout 3*).
3. Road to Citizenship Journal (*student notebook*).
4. Road Room Chart/Cut-Out

Procedures:

1. Students will read from middle school U.S. History text (*Ku Klux Klan, Enforcement Acts, Amnesty Act of 1872 and Compromise of 1877*).

2. Complete Road to Citizenship Graphic Organizer – Legislation and Reconstruction Chart (*Amnesty Act of 1877*).
3. Students will make journal entries for each event as they did in previous lessons.
4. Students will complete classroom road chart.

Debrief:

1. Ask students to share journal entries.
2. Encourage students to make predictions about future events.
3. Are freedmen making expected progress?

Formative Assessment (“Check for Understanding”):

1. Were student journal entries relevant, was each journal entry supported with an example and an explanation?
2. Did the students analyze the effect of the legislation correctly?

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/ 21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

Resources & Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**

See lesson one

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

The freedmen are now meeting significant roadblocks, how can students make connections to their own roadblocks that they must overcome.

Differentiation (This should include a list or description of ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations/accommodations that are needed to meet the needs of **ALL** students, including students with disabilities. Ex: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at readiness levels of students, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.)

See lesson one

Stage 3: Learning Plan

(Design Learning Activities To Align with Goals and Assessments)

Key learning events needed to achieve unit goals

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2).

Lesson # 5

Title: Reconstruction Roadblocks

Author(s)

Lisa A. Nothstein

Frank Singles

Lesson Description: Students will explain how government legislation changed the road to full citizenship for African Americans. Students will also use a Delaware primary source to make a connection to local discrimination. Students will continue to complete the Road to Citizenship Graphic Organizer – Legislation and Reconstruction Chart, make journal entries and move classroom cut-out on road to citizenship. Events and legislation include: poll tax, literacy tests, Jim Crow laws, *Plessy v. Ferguson*, Civil Rights Act of 1875, and Delaware Innkeeper Act of 1875.

Time Required: This lesson will take two class periods.

Essential Question Addressed:

1. Did the legislation process improve the lives of former slaves?
2. How might the lives of freed people have changed over time as a result of Reconstruction events?

Enduring Understanding:

Students will understand that the freedom of four million African-Americans did not grant them immediate citizenship or privileges. The lives of freed people continued to change throughout the era.

Materials:

1. Reading (*Middle School U.S. History text that includes the poll tax, literacy tests, Jim Crow laws, Plessy v. Ferguson, and the Civil Rights Act of 1875*).
2. Primary Source - Delaware Innkeeper Act of 1875 (*Document A*).
3. Road to Citizenship Graphic Organizer – Legislation and Reconstruction Chart (*Handout 3*).
4. Road to Citizenship Journal – (*student notebook*).
5. Room road Chart/ Cut-Out

6. Construction paper.
7. Formal Assessment Test (*Handout 4 – 4 pages*)

Procedures:

1. Students will read about the poll tax, literacy tests, Jim Crow laws, *Plessy v. Ferguson*, the Civil Rights Act of 1875 (*middle school U.S. History text*).
2. Students will read Delaware Innkeeper Act of 1875 (*Document A*).
3. Students will complete Road to Citizenship Graphic Organizer – Legislation and Reconstruction Chart.
4. Students will make journal entries for each event as completed in previous lessons.
5. Students will make a foldable to be used as a study guide.
6. Students will complete classroom road chart.

Debrief:

1. Did the legislation process improve the lives of former slaves?
2. How did the lives of freed people change throughout the era?
3. Where is cut-out on the road to full citizenship?

Formative Assessment (“Check for Understanding”):

1. Were student journal entries relevant, was each journal entry supported with an example and an explanation?
2. Did students analyze the effect of legislation correctly?
3. Formal Assessment Test

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness / 21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

Resources & Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**

See lesson one

- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**

1. **Teacher sample of foldable and suggestions for information.**

- 2. Reading can be done silently, partners, small group or as a class depending on class size and ability.**
- 3. Graphic Organizer should be checked during each lesson for accuracy.**

Differentiation (This should include a list or description of ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations/accommodations that are needed to meet the needs of **ALL** students, including students with disabilities. Ex: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at readiness levels of students, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.)

Reading – silently, partners, small groups, as a class depending on ability.

Writing – journal entries should reflect opinions, but should be supported with examples and explanations.

Graphic Organizer – charts legislation, also serves as a timeline.

Classroom Road Chart – constant visual aid.

Foldable – hands-on student created study guide.

Reconstruction Era - Vocabulary

Directions: *Define the following words or terms.*

1. Reconstruction
2. Freedmen
3. Civil Rights
4. Scalawags
5. Carpetbaggers
6. Sharecropping
7. Jim Crow laws
8. Emancipation Proclamation
9. Thirteenth Amendment
10. Impeachment

(Handout 1 - Reconstruction Era - Vocabulary)

Reconstruction Era - Anticipation Guide
Are Freedmen Really Free?

Directions: *Use your knowledge of history to answer each question True or False.*

- _____ 1. The Emancipation Proclamation freed all slaves.
- _____ 2. The Thirteenth Amendment is abolished slavery.
- _____ 3. The black codes gave freed African Americans the right to vote.
- _____ 4. During Reconstruction, former slaves were given the right to marry and live with family members.
- _____ 5. Sharecropping provided freedmen the opportunity to farm their own property.
- _____ 6. The Fifteenth Amendment granted women the right to vote.
- _____ 7. *Plessy v. Ferguson* was a Supreme Court case that ruled that segregation laws were legal.
- _____ 8. Freed African Americans were forced to take a literacy test in order to vote.
- _____ 9. Ku Klux Klan members were determined to reestablish white Democratic rule in the South.
- _____ 10. Reconstruction was the first stage in a long difficult struggle for equal rights.

(Handout 2 - Reconstruction Era - Are Freedmen Really Free?)

GRAPHIC ORGANIZER ACTIVITY
LEGISLATION AND RECONSTRUCTION

Complete this organizer by writing the major provisions of each piece of legislation. Then give each a --/+ for its effect on newly freed African-Americans

LEGISLATION	--/+	PROVISIONS OF LEGISLATION
Wade-Davis Bill 1864		
Thirteenth Amendment 1865		
Freedman's Bureau Act 1866		
Civil Rights Act 1866		
Fourteenth Amendment 1866		
Reconstruction Acts 1867		
Fifteenth Amendment 1869		
General Amnesty Act 1872		
Civil Rights Act 1875		
Delaware Innkeeper Act 1875		

GRAPHIC ORGANIZER: POSSIBLE SOLUTION

LEGISLATION AND RECONSTRUCTION

Complete this organizer by writing the major provisions of each piece of legislation. Then give each a -/+ for its effect on newly freed African-Americans

LEGISLATION	-/+	PROVISIONS OF LEGISLATION
Wade-Davis Bill 1864		<i>called for former confederate states to ban slavery and for each state's white males to take a loyalty oath: only southerners who swore they never supported the Confederacy could vote or hold office</i>
Thirteenth Amendment 1865		<i>made slavery illegal throughout the United States</i>
Freedman's Bureau Act 1866		<i>would allow the Freedman's Bureau to use military courts to try individuals accused of violating the rights of African Americans</i>
Civil Rights Act 1866		<i>provided African Americans with the same legal rights as white Americans</i>
Fourteenth Amendment 1866		<i>guaranteed citizenship and equal protection under the law to all people born or naturalized within the United States except American Indians</i>
Reconstruction Acts 1867		<i>divided the South into five military districts; required southern states to create new state constitutions supporting the Fourteenth Amendment; required states to give African American men the right to vote</i>
Fifteenth Amendment 1869		<i>gave African American men the right to vote</i>
General Amnesty Act 1872		<i>allowed former Confederates, except those who held high ranks, to hold public office</i>
Civil Rights Act 1875		<i>guaranteed African Americans equal rights in public places and public transportation</i>
Delaware Innkeeper Act 1875		<i>no owner of an inn, tavern, hotel, theater, carrier of passengers or restaurant be obliged by law to serve those whose reception would be offensive to the majority of customers;</i>

MISCELLANEOUS.

CHAPTER 194.

AN ACT in relation to certain classes of persons exercising a public employment.

Keepers of inns, &c., not obliged to entertain certain persons.

SECTION 1. *Be it enacted by the Senate and House of Representatives of the State of Delaware in General Assembly met,* That no keeper of an inn, tavern, hotel, or restaurant, or other place of public entertainment or refreshment of travelers, guests, or customers, shall be obliged, by law, to furnish entertainment or refreshment to persons whose reception or entertainment by him, would be offensive to the major part of his customers, and would injure his business. The term customers, shall be taken to include all who have occasion for entertainment or refreshment.

Meaning of term "customers."

Proprietors of theatres, &c., not obliged to admit certain persons.

SECTION 2. *And be it further enacted,* That the proprietor of a theatre, or other public place of amusement, shall not be obliged to receive into his show, or admit into the place where he is pursuing his occupation, any person whose presence there would be offensive to the major part of his spectators or patrons, and thereby injure his business.

Carriers of passengers may assign a particular place in their cars, etc., to certain persons.

Proviso.

SECTION 3. *And be it further enacted,* That carriers of passengers may make such arrangements in their business, as will, if necessary, assign a particular place in their cars, carriages or boats, to such of their customers as they may choose to place there, and whose presence elsewhere would be offensive to the major part of the traveling public, where their business is conducted, *Provided,* however, that the quality of the accommodation shall be equal for all, if the same price for carriage is required from all.

Passed at Dover, March 25, 1875.

Questions on the Delaware Innkeeper Law

1. Summarize the major provisions of this law.
2. Does this law actually take away the rights of African Americans?
3. Why might leaving the decision to allow or not allow someone into an establishment up to the owner be a bad idea? Explain

(Document A- Reconstruction Era- Delaware Innkeeper Law)

Test Reconstruction Era

Name _____

Section _____

Date _____

I. Multiple Choice. Write the number of the correct choice in the space. 5 pts/ea.

A. _____ Based on the quotation below, which statement best explains Abraham Lincoln's approach to the South at the end of the Civil War?

"With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in."

- 1). Southern states should be left alone to reconstruct themselves.
- 2). The South should be severely punished for its part in the war.
- 3). Southern states should be required to ratify the Fourteenth Amendment.
- 4). The South should be treated with kindness and justice.

B. _____ Who led the South under President Johnson's Reconstruction plan?

- 1). wealthy white planters
- 2). federal troops
- 3). carpetbaggers and scalawags
- 4). black Republicans

C. The Fourteenth Amendment guarantees to all Americans, regardless of race,

- 1). separate but equal public facilities.
- 2). the right to vote.
- 3). equal protection under the law.
- 4). 40 acres and a mule.

D. Under Congressional Reconstruction, political power in the South shifted to

- 1). white southern Democrats.
- 2). former slaves and whites who had been loyal to the United States.
- 3). former Confederate leaders.
- 4). the Ku Klux Klan.

E. During Southern Reconstruction, blacks and whites in the South

- 1). were guaranteed equal rights
- 2). were segregated in public places.
- 3). had to pay for children's schooling.
- 4). were taxed into poverty

F. The Ku Klux Klan and similar groups were formed in the South to

- 1). clean up corruption and incompetence in government.
- 2). protect white southerners from ruthless carpetbaggers.
- 3). return white Democrats to power in every southern state.
- 4). protect the rights of black voters and officials.

G. Which of the following led to the end of Reconstruction?

- 1). Delaware Innkeeper Law of 1875
- 2). Civil Rights Act of 1875
- 3). General Amnesty Act of 1872
- 4). Fifteenth Amendment

H. The purpose of Jim Crow laws passed by southern Democrats was to

- 1). draw a line between blacks and whites in public life.
- 2). make sure that blacks and whites had separate but equal facilities.
- 3). keep unqualified blacks from voting.
- 4). encourage blacks to migrate out of the South.

Read the passage below. Then read each question and choose the best answer based on the passage.

Finally the war closed, and...we were told that we were all free, and could go when and where we pleased... For some minutes there was great rejoicing, and thanksgiving, and wild scenes of ecstasy. But there was no feeling of bitterness. In fact, there was pity among the slaves for our former owners. The wild rejoicing on the part of the emancipated colored people lasted but for a brief period, for I noticed that by the time they returned to their cabins there was a change in their feelings. The great responsibility of being free, of having charge of themselves, of having to think and plan for themselves and their children, seemed to take possession of them...

To some it seemed that, now that they were in actual possession of it, freedom was a more serious thing that they had expected to find it. Some of the slaves were seventy or eighty years old... To this class the problem seemed especially hard. Besides, deep down in their hearts there was a strange and peculiar attachment to "old Marster" and "old Missus" and to their children, which they found hard to think of breaking off... Gradually, one by one, stealthily at first, the older slaves began to wander from the slave quarters back to the "big house" to have whispered conversations with their former owners as to the future.

From Booker T. Washington's autobiography, Up from Slavery

I. _____ The passage above best describes the

- 1). bitterness of slaves toward their masters.
- 2). first reaction of slaves to freedom.
- 3). desire of former slaves to start new lives.
- 4). problems faced by newly freed slaves.

J. After learning of their freedom, what did the slaves do first?

- 1). visited the "big house"
- 2). began to think about the future
- 3). expressed bitterness
- 4). rejoiced at being free

K. This passage from *Up from Slavery* is an example of

- 1). an opinion piece written to express the author's views.
- 2). a secondary source written by a historian about an event.
- 3). a primary source written by an eyewitness to an event.
- 4). a piece of fiction written about an event that never happened.

II. Essay. Answer TWO of the following in sentences

12.5 pts./ea.

A. Describe the movement of African Americans toward full citizenship during this time. What are two events we studied that explain what happened to them.

B. In the 1896 Supreme Court case Plessy vs Ferguson, the majority opinion upheld the law regarding reserving a section of a train for whites only. Why might this decision make it hard to establish racial equality?

C. How did Republicans try to protect the civil rights of African Americans during the Reconstruction Era?