

**Unit Title:** Reconstruction Unit (HLP2)

**Subject/Topic Area:** United States History **Grade Level(s):** Secondary (9-12)

**Designed By:**

Elizabeth Cole, John Dunn, Brent Freccia, Dennis Leizear, and Nicole Perry

**District(s):**

Capital SD, Ferris School, Christina SD, Padua Academy, and Red Clay SD

**Time Frame:** Reconstruction (1865 to 1877) **Date:** 3/20/2009

**Brief Summary of Unit**

Students will cover the events surrounding the end of the Civil War and examine in detail the major challenges of the Reconstruction Era (1865 to 1877) in American History. Particular focus points are on Political, Social and Economic issues facing the entire country during that time period (including how the purposes of Reconstruction evolved over time).

**Stage 1: Desired Results**

**(Determine What Students Will Know, Do and Understand)**

**Delaware History Content Standard**

**History Standard One 9-12a:** Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

**Big Idea**

Compare historical Reconstruction of the South after the Civil War to the rebuilding of other societies after similar conflicts (such as Iraq or Afghanistan currently or Germany after WWII). What issues, problems, and solutions are similar and different across those time periods? What are the patterns of continuity and change that occur in all societies under pressure(s)?

**Unit Enduring Understandings**

*Students will understand that...*

- History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw

conclusions from those sources which are available at the time.

- The questions a historian chooses to guide historical research that creates accurate chronologies will affect which events will go into the chronology and which will be left out. Competing chronologies can both be accurate, yet may not be equally relevant to the specific topic at hand.
- Historical materials reveal patterns of continuity and change that might be used to inform present-day decisions.

### Unit Essential Question(s)

- Were contemporary issues also problematic for past societies?
- Why are those issues difficult?
- Is there a pattern of continuity or change?
- To what extent can we learn from studying historical responses to societal problems?

### Knowledge & Skills

*Students will know....*

- The reasons for Reconstruction (why it was necessary)
- How different demographic groups felt about the Reconstruction plans (how resistance and compromise shaped the era)
- The civil rights amendments to the Constitution (13, 14, and 15)
- The purpose and actual workings of the Freedman's Bureau
- The rise and fall of the (first version) of the Ku Klux Klan
- Creation and implementation of Black Codes (and Northern reaction to)
- Reasons behind the Impeachment of Andrew Johnson
- Why Reconstruction ended before the stated goals were realized (Compromise of 1877)

*Students will be able to...*

- Discuss the positives and negatives of the Reconstruction Plans
- Examine primary source documents to reveal bias and change over time
- Relate how contemporary issues were problematic in the past (i.e. race, occupation, etc)
- Discuss how Reconstruction transitioned from a noble policy to a failed policy

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

### Suggested Performance Task(s)

(See document "Reconstruction: Iraq" as a model of a transfer task)

### Honors level questions for "Reconstruction: Iraq" worksheet:

1. How can you apply the past to the present in this situation? What things are similar about the two conflicts? What things are different about the two conflicts?
2. Should defeated parties (people who have experience governing) have the opportunity to help

rebuild their country? What are some advantages and disadvantages of allowing them to do so?

3. How do you prevent the disenfranchised demographic groups from enacting revenge on their former “task masters”? Should they have the right to revenge? Why or why not?
4. Given your knowledge about Reconstruction, what lessons would you suggest to prevent the same problems and issues in modern times? What programs were successful and how can they be adapted to this situation?

### **College Prep level questions for “Reconstruction: Iraq” worksheet:**

1. What were five similarities and five differences between these two periods? Use a graphic organizer or chart to outline your response.
2. How was the Baath Party similar to the Confederate States of America? Given their policies, do they have a right to take part in the government? Why or why not?
3. How do you prevent the Shi’a and former slaves from enacting revenge on their former “task masters”? Should they have the right to revenge? Why or why not?
4. If you were to advise President Obama on what path he should take in dealing with Iraq, what would you recommend? How would you attempt to solve the four challenges listed on the front side of this worksheet?

### **Rubrics for Performance Task**

**Each question should be scored using these scoring criteria.**

0 – Students utilize little to no information (or give inaccurate information) from the unit and the provided worksheet in order to answer the questions at hand.

1 – Students utilize some accurate information from unit and the provided worksheet to give realistic answers to the question at hand.

2 – Students will give in-depth examples from the unit that demonstrate higher level thinking skills and mastery of the topic.

### **Other Evidence**

See individual lessons for more assessments and student work samples.

### **Student Self-Assessment and Reflection**

Students will keep a reflection journal based on the character-type provided in Lesson 1 throughout all five lessons. How did the events described in those lessons impact their character? Are they better off in 1877 or worse off in 1877 than they were at the conclusion of the Civil War?

-- or --

From the “Performance Task” listed above, have students discuss their answers in a small group setting to clarify what other possible answers were available in answering the questions. Have the groups then share-out to expose students to all the possible discussions.

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

**Key learning events needed to achieve unit goals**

- Students will learn about the two plans of Reconstruction.
- Students understand the problems that exist in trying to “win the hearts and minds” of the people of a conquered area.
- Students understand the reasons and goals of various groups in the North and South and what opportunities they seek to get out of Reconstruction.

**Lesson # 1**

**Problem Based Learning Exercise on Reconstruction**

Brent J. Freccia (modified from existing lesson by Rob Gouthro and Fran O'Malley)

**Lesson Description:** Students will be introduced to the two major plans of Reconstruction (the Wade-Davis Plan and the Executive Plan) and then placed into one of seven roles who will seek to negotiate the best way forward following the Civil War.

**Time Required:** Four 45-minute class periods (or two 90-minute blocks)

**Essential Question Addressed:** How did various groups in the North and South react to the different plans for Reconstruction?

**Enduring Understanding:** That the reconstruction of the South was a complicated process with various groups differing on what its ultimate goal should have been – restore order, protect African-Americans, or reunify the country.

**Materials:**

- Handout 1: PBL – Reconstruction (Page 16 – Statement of the Problem)
- Handout 2: Reconstruction Plans (Page 17-21 – Text of Reconstruction Plans)
- Handout 3: Reconstruction Plans (Page 15 – Overview of Plans)
- Handouts 4-10: PBL – Reconstruction (Pages 22-28 – Character Roles)
- Handout 11: Chart – Plans for Reconstruction (Pages 1-3 of Landscape Document)

**Procedures:**

Day 1: Introduce lesson by distributing Handout 1, which states the problem that students will examine over the coming periods. Use the handout as an opportunity to refresh the student's memories regarding the causes of the Civil War.

After about 10 minutes, divide students up into seven groups (roughly five people per group). Make an attempt to place various ability levels in each grouping. Then distribute to each group a particular part of the Wade-Davis Plan (or Lincoln's veto response), which they will be tasked to summarize and present to the class. The breakdown should go as follows:

- |                           |                             |
|---------------------------|-----------------------------|
| • Group 1: Sections 1 & 2 | Group 5: Sections 9 & 10    |
| • Group 2: Sections 3 & 4 | Group 6: Sections 11 & 12   |
| • Group 3: Sections 5 & 6 | Group 7: Lincoln's Response |
| • Group 4: Sections 7 & 8 |                             |

Students should read their sections, discuss what they are about and then summarize their readings according to the instructions found on their document. Have students record their summaries on the board or on poster paper prior to the end of the period. If time permits, have the groups present their summaries to the class.

Day 2: Allow the groups to finish presenting their summaries to the class before passing out Handout 3, which contains a brief summary of which each plan was calling for so that every student has a copy (and so most of the period isn't taken up by students copying the summaries from the other groups). Then explain how the Problem Based Assignment will work:

- Each group will be assigned one "stakeholder" and be given a dossier explaining their viewpoints
- Each group will then discuss how they plan to negotiate – what they are willing to give-up in order to get what they want.
- Make sure you explain to the students that they will be negotiating for their group *alone* next class period – so make sure everyone knows what is going on.

For homework, students are to write a 500-word biography of their person using historical events from the pre-Civil War and Civil War era. It should not be a real person, but it can be based on one. This persona will be adopted by the students during negotiations next class period.

Day 3: After the students turn in their biographies, place them in new groups featuring the other six stakeholders. Their assignment will be to negotiate a compromise that all sides will agree to (note: not everyone will be happy, but that is the goal of the assignment). At the end of the period, collect the compromises from each group.

Day 4: Before going over the results of the previous class period, distribute to each student a copy of Handout 11. Have the students spend the first 20 minutes filling out the handout based on what they remembered from the previous day's discussion (and if you want, allow the students to talk to each other). Then go over the chart as a class and spend time focusing on the primary goal of each group (help freedman, unify the country, return to the status quo) and why they felt the way they did. Finally, if time allows discuss how the students' compromises were similar or different from each other. If not, spend time at the beginning of the next class period (but DON'T COMPARE it to the actual plan – see the Debrief below).

**Debrief:** As a possible closing assignment for the unit (or as a homework assignment), ask students to explain why their plan(s) for Reconstruction were different from what actually happened. What were the events or reasons where there behind the change?

**Formative Assessment ("Check for Understanding"):** Students will keep a reflection journal based on the character-type provided in Lesson 1 throughout all five lessons. How did the events described in those lessons impact their character? Are they better off in 1877 or worse off in 1877 than they were at the conclusion of the Civil War?

## Lesson # 2 Three Plans for Reconstruction

Dennis Leizear

**Lesson Description:** Students will explore the three different plans for Reconstruction. They will use various documents to explore the similarities and differences between the three plans.

**Time Required:** Two 45-minute class periods (or one 90-minute blocks)

**Essential Question Addressed:** In what ways are the three plans for Reconstruction similar to one another, how are they different, and how did they change over the course of Reconstruction?

**Enduring Understanding:** How the three plans of Reconstruction changed over the course of Reconstruction.

**Materials:**

- Handout 12: Three Plans of Reconstruction Chart (Page 4 of Landscape Document)
- Handout 13: Plan of Restoration of States in Rebellion
  - [http://www.memory.loc.gov/cgi-bin/ampage?collId=lprbscsm&fileName=scsm0581/lprbscsm0581.db&recNum=0&itemLink=D?scsbib:10:./temp/~ammem\\_qB1A](http://www.memory.loc.gov/cgi-bin/ampage?collId=lprbscsm&fileName=scsm0581/lprbscsm0581.db&recNum=0&itemLink=D?scsbib:10:./temp/~ammem_qB1A)
- Handout 14: President Johnson's Pardon of 1865
  - [http://www.digitalhistory.uh.edu/reconstruction/section4/section4\\_pardon1b.html](http://www.digitalhistory.uh.edu/reconstruction/section4/section4_pardon1b.html)
- Handout 15: First Reconstruction Act of 1867
  - [http://www.digitalhistory.uh.edu/reconstruction/section4/section4\\_reconact1867\\_1.html](http://www.digitalhistory.uh.edu/reconstruction/section4/section4_reconact1867_1.html)
- Handouts 16: Reconstruction: Congress vs. Johnson
  - <http://15thamendment.harpweek.com/HubPages/CommentaryPage.asp?Commentary=05SectOne>
- Handout 17: Presidents vs. Congress: Reconstruction
  - <http://www.icsd.k12.ny.us/legacy/highschool/pjordan/ushonors/Regents%20Review/Manifest%20Destiny%20to%20Reconstruct/reconstruction.html>

**Procedures:**

Day 1:

1. Briefly explain that there were three different plans for Reconstruction and that they were developed over the course of Reconstruction.
2. Distribute Handout 12: Three Plans for Reconstruction and explain to students that they will be using their textbook and websites (or printed copies of Handouts 13-16) to identify the main components of each plan.
3. Students should read the documents and fill in the appropriate blanks on Handout 1.

Day 2

1. Begin the class by having students share with the class one component of each plan by writing it on the board. Continue this until students have filled in the major components of the plans.
2. Distribute Handout 17: Instruct students to compare their completed chart with this handout.
3. Have students brainstorm, in pairs, the reasons why there were three different plans of Reconstruction and why they are vastly different.
4. Have each pair share reasons why they feel the plans changed over the course of Reconstruction.

**Debrief:** Explain the differences of the three plans briefly and why they changed over the course of Reconstruction.

**Formative Assessment (“Check for Understanding”):** Students should be able to answer the following essay question: Using specific examples, briefly explain the three plans for Reconstruction and discuss two reasons why the plans changed over the course of Reconstruction.

**Lesson # 3**

## Reconstruction Legislation

Nicole M. Perry

**Lesson Description:** Students should have a concrete understanding of the three Reconstruction plans from the instruction provided and information learned during lesson #2 of this unit. Furthermore, students will briefly repeat and show added understanding of the three plans in addition to exploring other accounts of Reconstruction legislation.

**Time Required:** Two 45 minute class periods (or one 90 minute block)

**Essential Question Addressed:** What is the importance of Reconstruction legislation?

**Enduring Understanding:** Which piece/pieces of Reconstruction legislation, if any, was the most important?

### Materials:

- Handout 12 (from previous lesson): Three Plans of Reconstruction Chart (completed)
- Handout 18: Reconstruction Legislation 5 W's Flip Chart
- Handout 19: Reconstruction Legislation 5 W's Flip Chart Rubric
- Note Cards
- Poster Board
- Art Materials

### Procedures:

#### Day 1:

1. Be sure to have an appointment scheduled with the librarian to either visit or sign out a laptop cart for this assignment.
2. Instruct students to work with their groups of roughly five members from Lesson #1, Day 1, and delegate research tasks.
3. Distribute Handout 18: Reconstruction Legislation 5 W's Flip Chart. Have students conduct internet searches (via the UD Lib Website) on the 5 W's (Who, What, When, Where & Why) on the following Reconstruction Legislation ( 1) Presidential Restoration- Lincoln & Johnson, 2) Radical Republicans, 3) Wade-Davis Bill, 4) Four Reconstruction Acts, 5) 13<sup>th</sup> Amendment, 6) 14<sup>th</sup> Amendment, and 7) 15<sup>th</sup> Amendment.) Remember, they can reference Handout 12: Three Plans of Reconstruction Chart as well.

#### Day 2:

1. Begin the class by having students in groups share one piece of Reconstruction legislation accompanied by their Five W's.
2. Have each group complete a Five W's Flip Chart Poster (Each poster should have 7 flips- One flip for each topic of Reconstruction Legislation- Each flip should have the 5 W's neatly represented underneath its flap.) Use Handout 12 and Handout 18 for reference.
3. Have each group hang flip chart poster on the board or walls of the classroom.
4. Encourage groups to take a walk around to view/critique the other groups' posters.

### Debrief: (Exit Card)

Hand each student a note card with one piece of Reconstruction Legislation printed boldly. Instruct students to answer the following on the back of the note card:

1. Provide a definition for this piece of Reconstruction Legislation

2. Explain its importance and who it affects the most.

**Formative Assessment (“Check for Understanding”):**

1. Appoint a weighted grade (possible quiz grade) to the exit note card.
2. Handout 19: Reconstruction Legislation 5 W’s Flip Chart Rubric. Using this rubric, grade each group’s poster and check for understanding.

**Lesson # 4**  
**Black Codes Lesson**

Elizabeth Cole

**Lesson Description:** Students will determine the causes for and effects of the Black Codes on the South following the Civil War.

**Time Required:** Two 45-minute class periods (or one 90-minute blocks)

**Essential Question Addressed:** How would the various groups in the North and South have reacted to the Black Codes?

**Enduring Understanding:** That the reconstruction of the South was a complicated process with various groups differing on what its ultimate goal should have been – restore order, protect African-Americans, or reunify the country.

**Materials:**

- Handouts 4-10 (from previous lesson): PBL – Reconstruction (Pages 22-28 – Character Roles)
- Handout 19: Chart – Black Codes Chart (Page 29)
- Article: Excerpt from “**Americans of African Ancestry**”
  - [http://history-world.org/black\\_codes.htm](http://history-world.org/black_codes.htm)
- US History Textbook

**Procedures:**

Day 1:

Present the following question as a five-minute warm-up question:

“African Americans gained freedom from slavery following the Civil War, but what problems do you foresee coming along with this newfound freedom?”

Introduce lesson by distributing the excerpt from, “Americans of African Ancestry,” which briefly summarizes the effects of the Black Codes on African Americans in the South during Reconstruction. They should take approximately 10 minutes to read the article to themselves

Students will then join their break out groups to discuss their feelings about the article and to fill out the “Black Codes Chart” from the viewpoint of the group that they were previously assigned.

Students will accurately and thoroughly fill out each box in the chart, using details and examples to back up their findings. Students may use their American History textbooks to supplement the information presented in the article.

### Day 2:

To begin the class, each group will take three minutes to present their findings to the rest of the class. Students should stick to the three-minute time allotment so that the whole class period is not taken up by presentations. Students may want to jot down brief notes about the other groups' findings. This activity should take approximately 20 minutes to complete.

The following 20 minutes should be devoted to the formative assessment for this lesson. (Please see "Formative Assessment" below) Students should break back out from their groups and work on this assignment individually. If the 20-minute allotment is not enough time to finish the one page writing assignment, then it can be finished for homework.

The final five minutes of the class will be devoted to answering two questions of a brief exit quiz (See "Debrief" below). Students will complete the two questions and hand them in before they leave class.

### **Debrief (Exit Quiz):**

Students will answer the following two questions before leaving class:

1. Explain the reason for the development of the Black Codes in Southern States during Reconstruction
2. Briefly evaluate the consequences of the Black codes from the point of view of 3 of the seven groups presented.

### **Formative Assessment ("Check for Understanding"):**

On a separate sheet of paper, individually evaluate the effectiveness of the black codes from the viewpoint of your assigned group. How would your group have contributed to the development of the codes? Why would they have supported or opposed them? How would they be beneficial or detrimental to your needs?

Then choose a group who takes an opposite view of yours and evaluate the black codes in the same manner as you evaluated your own.

This assignment should be one page, typed in length or two pages hand-written for students without access to a computer.

## **Lesson # 5** **The End of Reconstruction: The 1876 Election**

John Dunn

**Lesson Description:** Students will examine the controversial presidential election of 1876 using editorial cartoons as a different approach to interpreting historical events.

**Time Required:** Approximately three to five days

**Essential Question Addressed:** How did the 1876 presidential election lead to the end of Reconstruction? Did this reflect a pattern of continuity or change from previous events during Reconstruction?

**Enduring Understanding:** Students will understand that historical materials reveal patterns of continuity and change that might be used to inform present-day decisions.

**Materials:**

- Handout 20: The Election of 1876
- Handout 21: Interpreting Editorial Cartoons/Interpreting a Historical Cartoon
- Handout 22: Cartoon Analysis Worksheet
  - [http://www.archives.gov/education/lessons/worksheets/cartoon\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf)
- Handout 23: Editorial Cartoon "The Brains"
- Handout 24: The Election of 1876: Editorial Cartoons
- Handout 25: Editorial Cartoons (multiple pages) – links are found on Page 30
  - Editorial cartoons (#4, 6) are available via website links listed under “Resources”
- Handout 26: How It Was Resolved
- Handout 27: Your Task

Specific websites of assistance listed under "Resources"

**Procedures:**Day 1:

Spend the first few minutes of class briefly summing up what has been covered so far in the unit and refresh some memories.

Ask students what they know about the 2000 presidential election. They should come up with Bush v. Gore, Florida, Supreme Court became involved, someone may have cheated, etc. Explain that this was not the first controversial presidential election in American history in which the Democrat received more votes nationwide but lost the electoral vote due to Florida.

Have students read Handout 20-*The Election of 1876* looking for how this would affect Reconstruction and how they think the election would be resolved. Ask students for their responses, putting them on the board for later use. [You can utilize a map of the election on an overhead to help

Use a recent editorial cartoon about a current event students would be knowledgeable about [an alternative would be to use one from the 2000 election]. Ask students how they know what it is about even though it doesn't have all the background knowledge necessary. Hand out 21-*Interpreting Editorial Cartoons* and have students identify which techniques the cartoonist used. Explain that older historical cartoons can be harder to interpret since they require background knowledge that not everyone may be familiar with. Demonstrate (via overhead) how the 22-*Cartoon Analysis Worksheet* is to be used and review the questions with the entire class.

Proceed to 23-*Interpreting a Historical Cartoon*. Use the Thomas Nast cartoon "*The Brains*" as handouts or via overhead projector. Have the students answer the accompanying questions for homework.

Day 2:

Check and discuss the answers from the previous night's homework. Look for any common problems interpreting the cartoon.

Divide the class up into 5 groups. Provide each group with two editorial cartoons from the 1876 election [25- *Editorial Cartoons*] and a copy of the 22-*Cartoon Analysis Worksheet*. Have students focus on two key questions:

- What symbols are in the cartoons?
- What are the messages of the cartoons?

When students are finished, utilize 24-*The Election of 1876: Editorial Cartoons* (can provide to

groups, use as overhead, or put info on board) to answer the big picture. Students should see how issues and events from the election were portrayed and how the messages/themes of the cartoons changed as the controversy unfolded. Based on the responses, ask the class how the controversy seems to have been resolved based on the cartoons.

Rather than keep them in suspense, proceed with 26-*How it was resolved*. Did the student's suggestions from the day before match up? For the students who had the later cartoons, do they now make more sense when the background knowledge behind the cartoons is revealed?

For homework, students are to complete their role on the 27-*Your Task*.

### Day 3:

Check and discuss the homework. [You can break back into the original groups from the first lesson of the unit or elicit responses as a class.] For each of the eight groups (put responses on the board), discuss the two questions: Who was pleased/who was displeased? Is there a pattern? Most likely, student responses will show that not everyone was happy. Explain that in a compromise, you have to give up something you want in order to get something you want. Remind students, why was it called the Compromise of 1877. What did the Northern Republicans gain the most? (the presidency) What did Southern Democrats gain the most? (local political control) Who was the clear loser? (freed slaves who lost political rights and federal protection) Long term, the Republicans were willing to leave the South alone to concentrate on its own progress. The Southern Democrats were willing to cede national affairs to gain local control.

You can revisit the 2000 election from day 1 of this lesson. What were similarities? (the Democrats won the popular vote but lost; disputed returns; Florida involved) The differences? (Congress settled it not the Supreme Court; a longer "lame duck" period allowed it to drag out longer)

For the remainder of class, introduce the "Reconstruction: Iraq" assignment, which is the unit assessment.

**Debrief:** How did the 1876 presidential election lead to the end of Reconstruction? Revisit earlier lessons in the unit; what were the stated goals? Ask students was everything resolved? Why or why not? Why did the two sides end Reconstruction before it was finished? (Compromise of 1877) Were the problems the country was facing in 1865 still an issue? Did this reflect a pattern of continuity or change? Based on the 2000 election, do we still have problems today with the voting process?

### **Formative Assessment ("Check for Understanding"):**

Students will complete the "Your Task" in which they assume their roles that they were assigned in the first lesson of the unit. They will write down the reaction of their role as well as the reaction of the other six roles to the 1876 election and the ending of Reconstruction. They will also be asked who was pleased/displeased with the way things turned out. Students will also complete their final reflection journal entry based on whether they were better or worse off in 1877 than in 1865.

### **Resources & Teaching Tips**

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

Resources for Lesson 1:

- See Handouts found following this unit plan (Pages 14-28 / 1-3 of Landscape Doc)

Resources for Lesson 2:

- Websites listed in lesson plan
- See Handout found following this unit plan (Page 4 of Landscape Doc)

Resources for Lesson 3:

Resources for Lesson 4:

- Website listed in lesson plan
- See Handout found following this unit plan (page 29)

Resources for Lesson 5:

The editorial cartoons utilized are available at the following two sites. The Harpweek site provides complete analysis of each of the cartoons.

<http://elections.harpweek.com/09Ver2Controversy/cartoons-list.asp?year=1876>

<http://www.rbhayes.org/hayes/president/gallery.asp?gid=12>

More information about the 1876 election:

<http://elections.harpweek.com/controversy.htm>

<http://www.rbhayes.org/hayes/president/display.asp?id=511&subj=president>

Detailed maps and statistical data about the election:

<http://uselectionatlas.org>

More information about Thomas Nast:

<http://www.thomasnast.com>

Media: *The American Experience: Reconstruction---The Second Civil War (PBS-2004)*.

Three-hours long, can use excerpts with each of the units' lessons.

- **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?**

**Lessons 1, 3, and 4:** In lower level classes, assign the groups yourself (instead of having the students to choose for themselves) so that lower achieving students are placed with higher achieving ones so cooperative learning can take place. Given that these groups will be across multiple lessons, try to make the groups cohesive.

**Lesson 2:** Students may have trouble with the amount of time given to find the information. If this is the case you may want to use partners to complete the sheet.

**Lesson 5:** Interpreting editorial cartoons might be a problem if this is the first time they have been covered in the classroom. You could use Nast cartoons about Reconstruction in other lessons in the units.

Trying to cover a lot of material in three days. Can expand the time or cut the content as necessary. As this is the final lesson of the unit, you may be pressed for time.

## Differentiation

### All lessons:

- See activities and assessments for in-depth examination of differentiation taking place.

### Lesson 1-4:

- Have students in higher-level classes delve into more of the history behind Reconstruction using outside readings (mentioned in lessons) or readings from their textbooks.

### Lesson 5:

- Use graphic organizers to help outline/break down information in the lesson [time line, event map, escalator graph, sequence chain, problem solution chart].
- For lower readers, a vocabulary list/word bank or new and unfamiliar words/phrases would be helpful, particularly with the “Reconstruction: Iraq” unit assessment. Can also break down larger readings (such as *Election of 1876*) into smaller passages.
- You may need more time if you break it down more for lower level readers. Also, if you expand it more for a bigger comparison with the 2000 election.
- You can have advanced students do a deeper election analysis via the [uselectionatlas](http://uselectionatlas.com) site. Several of the states had closer results than the three Southern states. Why were their results not as controversial?
- If you have gone in-depth with editorial cartoons already, you could examine History 3 (historical interpretation) with this lesson. You can start with C. Vann Woodward and progress forward and backward about whether historians believe there really was a secret deal to settle the election.

# Reconstruction



## A Problem-Based Approach

Developed by Rob Gouthro & Fran O'Malley  
Delaware Social Studies Education Project  
**Modified by Brent J. Freccia**  
**Historical Literacy Project 2 - 2009**

## Teacher's Briefing

This problem-based learning scenario engages students in an analysis of the problems facing the nation in the aftermath of the Civil War. Students will assume different roles and attempt to hash out a single plan for Reconstruction. This scenario is strategically set in December 1865. By late 1865, the outlines of the Reconstruction debate have unfolded and three separate plans have been put forth. The Wade-Davis bill has been “pocket” vetoed by President Lincoln. Conversely, the Southern representatives elected under the Lincoln and Johnson Plans have just arrived in Washington but have been denied permission to take their seats. A Joint Reconstruction Committee has been appointed under the leadership of Senator Feldman to look into the issues and devise a plan for Reconstruction.

At this point Reconstruction is still a relatively unsettled problem and a variety of outcomes are still possible. In the coming months, however, positions became increasingly polarized, due largely to the developments described in the timeline below:

- Late 1865 – Black Codes are enacted across the South.
- December 1865- Representatives from the states reconstructed under the Lincoln and Johnson plans are denied seats in Congress.
- April 1866 - President Johnson breaks with Congress over the issues of the Freedman’s Bureau and black civil rights, causing the first Congressional override of a major presidential veto. Johnson and Congress become increasingly hostile.
- June 1866 - Moderates and Radicals in both houses unite to support the passage of the 14<sup>th</sup> Amendment.
- May-July 1866 - Race riots erupt in Memphis and New Orleans and undermine southern claims of tolerance. Moderates to move further into the radical camp.
- May 1866 – Former Confederates organize the Ku Klux Klan.
- November 1866 – Radical Republicans win sweeping electoral victories in Congressional and State Elections.
- March 1867 - A Radical Congress passes the first of four major Reconstruction Acts, imposing military rule and radical reconstruction on a defiant South.
- May 1868 - President Johnson, a former Democrat, faces impeachment for hindering reconstruction efforts (the overt cause being his attempted dismissal of pro-reconstruction Secretary of War Stanton which the House cites as a violation of the Tenure of Office act).
- 1869 – First “Redeemer” Government are elected in the south.

**Vocabulary:** aristocracy, unrepentant, Reconstruction, disenfranchise, revoke, repudiate, moderate, radical, lenient, suffrage.

## Statement of the Problem

The year is 1865. The Civil War is over. The Confederate Army is defeated and large parts of the South lay in ruins. Twenty percent of its adult male population died in the war and thousands of others are returning home sick or wounded. Additionally, nearly 4 million former slaves are now free men and women. Most are without property, have nowhere to go, and find themselves unsafe in a society that resents them.

Leaders from across the United States now have to figure out how to put a deeply divided nation back together and “readmit” the former *Confederate* states – a process commonly referred to as “Reconstruction.”

As early as 1863, President Lincoln recognized the need to develop a plan to “readmit” Confederate states into the Union. He believed that a lenient Reconstruction plan “with malice toward none” would encourage southern states to end their rebellion, reduce sectional hatred and lead moderate Southerners to support his Republican Party. However, most northerners find themselves in no mood to be lenient after considering the costs of a long war – one that cost 620,000 lives, \$20 billion dollars, and incalculable suffering. Attitudes toward the South hardened further when an obsessed Confederate sympathizer assassinated President Lincoln in April of 1865.

The new president, Andrew Johnson, has submitted a relatively lenient plan for “Restoration” but different groups in Congress and American society have challenged his plan for a variety of reasons.

In this lesson you will be asked to play a role and work with others to design a single plan for Reconstruction. Some will share your views, others will not. The question that you are asked to address is, **under what conditions should the former Confederate states be “readmitted” into the Union?**

The critical issues surrounding plans for Reconstruction are outlined below:

### Issues:

- *Readmission to the Union* – Under what conditions should the former Confederate states be admitted to the union?
- *War guilt* – Should the civil and military leaders of the Confederacy stand trial or be otherwise punished for their actions?
- *Disenfranchisement* – Should large numbers of southern whites be stripped of the right to vote?
- *Land Redistribution* - Should the land of wealthy plantation owners be redistributed to former slaves? If so, should planters be compensated for this land, and how?
- *Black citizenship* – Should former slaves be granted full citizenship with the associated right to vote?
- *Federal protection* – What measures should the federal government take to protect the legal and economic rights it grants to blacks from reactionary southern governments?

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

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### Reconstructing the South – Interpreting History Assignment

At the end of the Civil War, people in all levels of society were conflicted about the course of reconciliation between the North and South. Two plans developed amongst those in government concerning the “reconstruction” of the South. They were the **Lincoln/Johnson Executive Plan** and the **Wade-Davis/Radical Congressional Plan**. Here are the outlines of those plans...

- Lincoln/Johnson Executive Plan
    - Federal governments responsibility to rebuild the South thru reconciliation
    - 10% policy – a government for a former Confederate state could form after 10 percent of its voters swore an oath of loyalty to the United States.
    - That government had to abolish slavery (ratify the 13<sup>th</sup> amendment)
    - All but the highest level members of the Confederacy are pardoned
    - Former soldiers and politicians who served the Confederacy in any way could run for, and hold, office on a local or national level
    - States determined civil rights issues, not the federal government (reject the 14<sup>th</sup> amendment) – former slaves were NOT guaranteed the “right to vote”, testify against whites, handle weapons, or serve on juries.
    - Amendments to original state constitutions required giving former slaves their freedom, but not the right to vote.
    - “the sooner the nation was reunited, the faster the South would be able to rebuild” – reconciliation over retaliation and retribution.
  
  - Wade-Davis/Radical Congressional Plan
    - Federal government’s responsibility to rebuild the South thru subjugation
    - 50% policy – a government for a former Confederate state could form after 50 percent of its voters swore an oath of loyalty to the United States.
    - That government had to abolish slavery (ratify the 13<sup>th</sup> amendment)
    - Former soldiers and politicians who served the Confederacy in any way could NOT run for, vote in, or hold any office on a local or national level.
    - Federal government determined civil rights issues, not the state governments (accept the 14<sup>th</sup> amendment to rejoin the Union) – former slaves ARE guaranteed “right to vote”
    - New state constitutions guaranteeing equal rights for all men must be passed for re-admission to USA.
    - “this bill sets out by laying its hand on the rebel governments and taking the very life out of them” – failure to accept the 13<sup>th</sup> and 14<sup>th</sup> amendment would lead to occupation of the South by Union troops
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## **Breaking it Down: Wade-Davis Bill (1864)**

**Instructions:** Below is the actual transcript of the Wade-Davis Bill, which set the stage for Radical Reconstruction, and (then) President Lincoln's response (following his veto of the bill). Your assignment is to summarize (or paraphrase) each section of the bill on a separate sheet of paper. Each "translation" should not be any less than two sentences.

### **A BILL TO GUARANTEE TO CERTAIN STATES WHOSE GOVERNMENTS HAVE BEEN USURPED OR OVERTHROWN A REPUBLICAN FORM OF GOVERNMENT.**

**SEC. 1.** Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in the states declared in rebellion against the United States, the President shall, by and with the advice and consent of the Senate, appoint for each a provisional governor, whose pay and emoluments shall not exceed that of a brigadier-general of volunteers, who shall be charged with the civil administration of such state until a state government therein shall be recognized as hereinafter provided.

**SEC. 2.** And be it further enacted, That so soon as the military resistance to the United States shall have been suppressed in any such state, and the people thereof shall have sufficiently returned to their obedience to the constitution and the laws of the United States, the provisional governor shall direct the marshal of the United States, as speedily as may be, to name a sufficient number of deputies, and to enroll all white male citizens of the United States, resident in the state in their respective counties, and to request each one to take the oath to support the constitution of the United States, and in his enrolment to designate those who take and those who refuse to take that oath, which rolls shall be forthwith returned to the provisional governor; and if the persons taking that oath shall amount to a majority of the persons enrolled in the state, he shall, by proclamation, invite the loyal people of the state to elect delegates to a convention charged to declare the will of the people of the state relative to the reestablishment of a state government subject to, and in conformity with, the constitution of the United States.

**SEC. 3.** And be it further enacted, That the convention shall consist of as many members as both houses of the last constitutional state legislature, apportioned by the provisional governor among the counties, parishes, or districts of the state, in proportion to the white population, returned as electors, by the marshal, in compliance with the provisions of this act. The provisional governor shall, by proclamation, declare the number of delegates to be elected by each county, parish, or election district; name a day of election not less than thirty days thereafter; designate the places of voting in each county, parish, or district, conforming as nearly as may be convenient to the places used in the state elections next preceding the rebellion; appoint one or more commissioners to hold the election at each place of voting, and provide an adequate force to keep the peace during the election.

**SEC.4.** And be it further enacted, That the delegates shall be elected by the loyal white male citizens of the United States of the age of twenty-one years, and resident at the time in the county, parish, or district in which they shall offer to vote, and enrolled as aforesaid, or absent in the military service of the United States, and who shall take and subscribe the oath of allegiance to the United States in the form contained in the act of congress of July two, eighteen hundred and sixty-two; and all such citizens of the United States who are in the military service of the United States shall vote at the head-quarters of their respective commands, under such regulations as may be prescribed by the provisional governor for the taking and return of their votes; but no person who has held or exercised any office, civil or military, state or confederate, under the rebel usurpation, or who has voluntarily borne arms against the United States, shall vote, or be eligible to be elected as delegate, at such election.

**SEC.5.** And be it further enacted, That the said commissioners, or either of them, shall hold the election in conformity with this act, and, so far as may be consistent therewith, shall proceed in the manner used in the state prior to the rebellion. The oath of allegiance shall be taken and subscribed on the poll-book by every voter in the form

above prescribed, but every person known by or proved to, the commissioners to have held or exercised any office, civil or military, state or confederate, under the rebel usurpation, or to have voluntarily borne arms against the United States, shall be excluded, though he offer to take the oath ; and in case any person who shall have borne arms against the United States shall offer to vote he shall be deemed to have borne arms voluntarily unless he shall prove the contrary by the testimony of a qualified voter. The poll-book, showing the name and oath of each voter, shall be returned to the provisional governor by the commissioners of election or the one acting, and the provisional governor shall canvass such returns, and declare the person having the highest number of votes elected.

**SEC. 6.** And be it further enacted, that the provisional governor shall, by proclamation, convene the delegates elected as aforesaid, at the capital of the state, on a day not more than three months after the election, giving at least thirty days' notice of such day. In case the said capital shall in his judgment be unfit, he shall in his proclamation appoint another place. He shall preside over the deliberations of the convention, and administer to each delegate, before taking his seat in the convention, the oath of allegiance to the United States in the form above prescribed.

**SEC. 7.** And be it further enacted, That the convention shall declare, on behalf of the people of the state, their submission to the constitution and laws of the United States, and shall adopt the following provisions, hereby prescribed by the United States in the execution of the constitutional duty to guarantee a republican form of government to every state, and incorporate them in the constitution of the state, that is to say:  
First. No person who has held or exercised any office, civil or military, except offices merely ministerial, and military offices below the grade of colonel, state or confederate, under the usurping power, shall vote for or be a member of the legislature, or governor. Second. Involuntary servitude is forever prohibited, and the freedom of all persons is guaranteed in said state. Third. No debt, state or confederate, created by or under the sanction of the usurping power, shall be recognized or paid by the state.

**SEC. 8.** And be it further enacted, That when the convention shall have adopted those provisions, it shall proceed to re-establish a republican form of government, and ordain a constitution containing those provisions, which, when adopted the convention shall by ordinance provide for submitting to the people of the state, entitled to vote under this law, at an election to be held in the manner prescribed by the act for the election of delegates; but at a time and place named by the convention, at which election the said electors, and none others, shall vote directly for or against such constitution and form of state government, and the returns of said election shall be made to the provisional governor, who shall canvass the same in the presence of the electors, and if a majority of the votes cast shall be for the constitution and form of government, he shall certify the same, with a copy thereof, to the President of the United States, who, after obtaining the assent of congress, shall, by proclamation, recognize the government so established, and none other, as the constitutional government of the state, and from the date of such recognition, and not before, Senators and Representatives, and electors for President and Vice President may be elected in such state, according to the laws of the state and of the United States.

**SEC. 9.** And be it further enacted, That if the convention shall refuse to reestablish the state government on the conditions aforesaid, the provisional governor shall declare it dissolved; but it shall be the duty of the President, whenever he shall have reason to believe that a sufficient number of the people of the state entitled to vote under this act, in number not less than a majority of those enrolled, as aforesaid, are willing to reestablish a state government on the conditions aforesaid, to direct the provisional governor to order another election of delegates to a convention for the purpose and in the manner prescribed in this act, and to proceed in all respects as hereinbefore provided, either to dissolve the convention, or to certify the state government reestablished by it to the President.

**SEC. 10.** And be it further enacted, That, until the United States shall have recognized a republican form of state government, the provisional governor in each of said states shall see that this act, and the laws of the United States, and the laws of the state in force when the state government was overthrown by the rebellion, are faithfully executed within the state; but no law or usage whereby any person was heretofore held in involuntary servitude shall be

recognized or enforced by any court or officer in such state, and the laws for the trial and punishment of white persons shall extend to all persons, and jurors shall have the qualifications of voters under this law for delegates to the convention. The President shall appoint such officers provided for by the laws of the state when its government was overthrown as he may find necessary to the civil administration of the slate, all which officers shall be entitled to receive the fees and emoluments provided by the state laws for such officers.

**SEC. 11.** And be it further enacted, That until the recognition of a state government as aforesaid, the provisional governor shall, under such regulations as he may prescribe, cause to be assessed, levied, and collected, for the year eighteen hundred and sixty-four, and every year thereafter, the taxes provided by the laws of such state to be levied during the fiscal year preceding the overthrow of the state government thereof, in the manner prescribed by the laws of the state, as nearly as may be ; and the officers appointed, as aforesaid, are vested with all powers of levying and collecting such taxes, by distress or sale, as were vested in any officers or tribunal of the state government aforesaid for those purposes. The proceeds of such taxes shall be accounted for to the provisional governor, and be by him applied to the expenses of the administration of the laws in such state, subject to the direction of the President, and the surplus shall be deposited in the treasury of the United States to the credit of such state, to be paid to the state upon an appropriation therefore, to be made when a republican form of government shall be recognized therein by the United States.

**SEC. 12.** And be it further enacted, that all persons held to involuntary servitude or labor in the states aforesaid are hereby emancipated and discharged there from, and they and their posterity shall be forever free. And if any such persons or their posterity shall be restrained of liberty, under pretence of any claim to such service or labor, the courts of the United States shall, on habeas corpus, discharge them.

**SEC. 13.** And be it further enacted, That if any person declared free by this act, or any law of the United States, or any proclamation of the President, be restrained of liberty, with intent to be held in or reduced to involuntary servitude or labor, the person convicted before a court of competent jurisdiction of such act shall be punished by fine of not less than fifteen hundred dollars, and be imprisoned not less than five nor more than twenty years.

**SEC. 14.** And be it further enacted, That every person who shall hereafter hold or exercise any office, civil or military, except offices merely ministerial, and military offices below the grade of colonel, in the rebel service, state or con- federate, is hereby declared not to be a citizen of the United States.

#### **RESPONSE BY THE PRESIDENT OF THE UNITED STATES:**

WHEREAS, at the late session, congress passed a bill to "guarantee to certain states, whose governments have been usurped or overthrown, a republican form of government, " a copy of which is hereunto annexed;

And whereas the said bill was presented to the President of the United States for his approval less than one hour before the sine die adjournment of said session, and was not signed by him;

And whereas the said bill contains, among other things, a plan for restoring the states in rebellion to their proper practical relation in the Union, which plan expresses the sense of congress upon that subject, and which plan it is now thought fit to lay before the people for their consideration ;

Now, therefore, I, ABRAHAM LINCOLN, President of the United States, do proclaim, declare, and make known, that, while I am (as I was in December last, when by proclamation I propounded a plan for restoration) unprepared by a formal approval of this bill, to be inflexibly committed to any single plan of restoration; and, while I am also unprepared to declare that the free state constitutions and governments already adopted and installed in Arkansas and Louisiana shall be set aside and held for nought, thereby repelling and discouraging the loyal citizens who have set up

the same as to further effort, or to declare a constitutional competency in congress to abolish slavery in states, but am at the same time sincerely hoping and expecting that a constitutional amendment abolishing slavery throughout the nation may be adopted, nevertheless I am truly satisfied with the system for restoration contained in the bill as one very proper plan for the loyal people of any state choosing to adopt it, and that I am, and at all times shall be, prepared to give the executive aid and assistance to any such people, so soon as the military resistance to the United States shall have been suppressed in any such state, and the people thereof shall have sufficiently returned to their obedience to the constitution and the laws of the United States, in which cases military governors will be appointed, with directions to proceed according to the bill.

In testimony whereof; I have hereunto set my hand, and caused the seal of the United States to be affixed.

A handwritten signature in cursive script, reading "Abraham Lincoln". The signature is written in black ink on a white background. The first name "Abraham" is written in a smaller, more compact cursive, while "Lincoln" is written in a larger, more flowing cursive style.

## Role 1: Radical Republican

### Role Description:

The terrible cost of the war calls for a sweeping reform of the unrepentant southern states. Slavery must be abolished, not only in name but also in fact. Former blacks must be given the rights of citizens, including to the right to get an education, the full protection of the law, and possibly even the right to vote. They must also be given economic opportunities so they are not dependent on the whim of their former masters. The aristocracy of the South does not wish to be reformed and must be destroyed: the leaders of the rebellion must not be allowed to resume their leadership positions in the south. Those common citizens who actively participated in the rebellion should also be disenfranchised so they cannot block reforms.

### Your Positions:

- Readmission to the Union – A military governor should be appointed to govern each of the former Confederate states until a majority of the population has taken a loyalty oath. Qualified voters (those who swore that they had never borne arms against the Union) will then elect delegates to a constitutional convention, which must:
  1. Repudiates the ordinances of secession.
  2. Abolish slavery.
  3. Repudiates Confederate war debt.
  4. Ratify the 13<sup>th</sup> Amendment to the Constitution.
- War guilt – The leaders of the Confederacy are guilty of crimes against the United States. At a minimum they must not be allowed to vote or hold public office. Better yet, the loss of their plantations and a few years in prison might make them more humble in the future.
- Disenfranchisement – Any common citizen who supported the rebellion should not be allowed to vote (or be elected to office) in future elections.
- Land Redistribution – Taking land away from the wealthy leaders of the Confederacy will destroy their power. Granting it to former slaves will give them the means to support themselves and free them from dependency on their former masters.
- Black suffrage – Although black suffrage is radical (even most northern states don't permit blacks to vote), the advantages are clear. Allowing blacks to vote will help them to protect themselves. Also, because most former slaves will probably join the Republican Party, allowing blacks to vote will strengthen your party's ability to win future elections (e.g. for Congress, the presidency).
- Federal protection – The South is unlikely to change willingly. You favor the use of federal force (the army) in order to enforce these reforms and provide protection to freedmen and Union supporters.

**Favored Plan:** Wade-Davis Bill

## Role 2: Moderate / Conservative Republican

## Role Description:

Victory has come at a terrible price, but little will be gained if the South is pushed too far. By granting the south a lenient settlement you hope to bring moderate southerners into the Republican Party. If the Republican Party is seen as pushing a radical or “harsh” plan of Reconstruction, the Democrats will grow in strength and threaten or reverse the reforms brought about by the war. You believe that the South must accept the abolition of slavery but, beyond this, you are reluctant to impose other radical reforms. You are willing to give the South the benefit of the doubt for now. You expect the South to accept reforms voluntarily and return to the Union peacefully. If the South shows itself to be unwilling to do this, you may change your mind and support the radicals.

## Your Positions:

- Readmission to the Union – A temporary governor should be appointed to govern each of the former Confederate states until a majority of the population has taken a loyalty oath. Qualified voters (those who swore that they had never borne arms against the Union) will then elect delegates to a constitutional convention, which must:
  1. Repudiates the ordinances of secession.
  2. Abolish slavery.
  3. Repudiates Confederate war debt.
  4. Ratify the 13<sup>th</sup> Amendment to the Constitution.
- War guilt – You do not favor punishing the Confederacy too harshly. Once a citizen takes a loyalty oath, his rights and property should be returned. The leaders of the rebellion should be required to request a pardon and take the loyalty oath, but you do not support other measures.
- Disenfranchisement – Once swearing an oath of loyalty, all citizens (even Confederate leaders who receive pardons) may participate in political life.
- Land Redistribution – You are a firm believer in the importance of property rights and do not favor seizing Confederate property so that it can be redistributed to former slaves. However, some way must be found to help the former slaves support themselves.
- Black suffrage – Many slaves fought valiantly for the Union during the war, and some are educated and well informed leaders. Exceptions should be made for these. However, the idea of granting thousands of uneducated former slaves the right to vote seems a little too radical.
- Federal protection – Although you do not support granting blacks equal rights or enforcing social equality, some of the laws (i.e. “black codes”) already being passed in the South are making you nervous. Perhaps some guarantee that blacks will receive education and be left alone could be provided?

**Favored Plan:** Wade-Davis Bill

## Role 3: Northern Democrat

### Role Description:

The war is over. It is time to move on. The “Restoration” of the south should take place as quickly as possible. Antagonizing the South further will only cause more trouble. President Johnson tried to get “restore” the Union by putting your his plan into effect while Congress was in recess. When southern representatives elected to Congress under his plan appeared in Washington, members of Congress voted to exclude them. You realize the South is behaving recklessly and you have privately warned southern leaders to take a moderate course, but you are unwilling to go much further than issue warnings. You are against the “harsh” measures proposed by the Radicals, particularly the ones that require southern states to give freedmen the right to vote and grant them civil rights. You are also willing to grant a pardon to any southern leader who asks for one.

### Your Positions:

- Readmission to the Union – A temporary governor should be elected to oversee the process of reconstruction until 10% of the population swears an oath of loyalty to the United States. At which time, you believe that qualified voters should elect delegates to a constitutional convention which:
  1. Repudiates the ordinances of secession.
  2. Abolish slavery.
  3. Repudiates Confederate war debt.
  4. Ratify the 13<sup>th</sup> Amendment to the Constitution.
- War guilt - All ordinary southerners who are willing to take a loyalty oath should be pardoned. Confederate officials should have to apply to the president in person for a pardon, as should all wealthy southerners who supported the Confederacy. You are also willing to include rich property owners in your list of people requiring a special pardon.
- Disenfranchisement – A pardon is a pardon. You do not support taking away the former Confederate leaders’ or soldiers’ rights to vote.
- Land Redistribution – You do not believe that the land owned by former slave owners should be redistributed to freedmen i.e. former slaves.
- Black suffrage – You are firmly against the idea of black suffrage i.e. granting blacks the right to vote. In your own words, “white man alone must rule the south.”
- Federal protection – You do not support any federal protection of black civil rights.

### Favored Plan: Presidential Restoration

## Role 4: Leader from a Southern State

### Role Description:

You represent the leadership of the defeated states in the former Confederacy. You know that in order for peace and prosperity to return to the region a plan must be found which the citizens of the south will tolerate. Ideally, you would like the country to go back to the way it was before the Civil War. You went to war in order to defend states' rights and local independence, and these continue to be your important goals. You are also determined to maintain white leadership of the south and will resist efforts to give-up power to former slaves. You must decide what concessions you will make, if any, in order achieve these goals.

### Positions:

- Readmission to the Union – You favor readmission to the Union under the most favorable terms possible. You
  1. Oppose military governance of the South.
  2. Would rather repeal than repudiate the ordinances of secession.
  3. Believe that the debts of the Confederacy should be honored.
- War guilt – You will ask for a pardon if you must, but you expect it to be granted.
- Disenfranchisement – You oppose any loss of civil rights for supporters of the Confederacy. The leaders of the Confederacy are heroes and are the best and brightest the South has to offer. You also believe that southerners should be able to elect whomever they want to serve as representatives in government offices.
- Land Redistribution – Property rights are the foundation of your way of life. You are willing to grant slaves their freedom, but any further loss of property is not acceptable.
- Black suffrage - You oppose allowing former slaves to vote or hold office. You believe that the idea is ridiculous and you will not tolerate it.
- Federal protection – You oppose any Federal intervention in state affairs. Also, although you are willing to grant blacks some rights (to marry, hold property, make contracts, and sue in court), you are strongly opposed to granting blacks other rights such as the right to serve on juries or testify in court. You also favor limiting what blacks should have the right to do in terms of employment (i.e. they must be farmers) and education, and you believe that vagrants (blacks without work or property) should be arrested and “hired out” to land owners.

**Favored Plan:** None

## Role 5: Former Confederate Soldier (a.k.a. – small farmer)

## **Role Description:**

You represent the common soldier who fought in the Army of Northern Virginia or in the Army of Tennessee. Not owning any slaves of your own, you went to war in order to defend your home and to restore local independence from interference by a government not working on your behalf. Newly freed slaves threaten not only your social way of life but also your economic well-being due to the increased competition for jobs and land. You fear that government assistance will rig the political and economic system in the former slaves favor, causing you to face even worse hardships than what existed previous to the Civil War. Therefore, you are also determined to maintain white leadership of the south and will resist efforts (using violence, if necessary) to give power to former slaves. You must decide what concessions you will make, if any, in order achieve these goals.

## **Your Positions:**

- Readmission to the Union – You favor readmission to the Union under the most favorable terms possible. You
  1. Oppose military governance of the South.
  2. Would rather repeal than repudiate the ordinances of secession.
  3. Believe that the debts of the Confederacy should be honored.
- War guilt – Both sides had equal guilt and therefore all people in the Confederacy should maintain the rights they had before the war.
- Disenfranchisement – You oppose any loss of civil rights for supporters of the Confederacy. The leaders of the Confederacy are heroes and are the best and brightest the South has to offer. You also believe that southerners should be able to elect whomever they want to serve as representatives in government offices.
- Land Redistribution – Property rights are the foundation of your way of life. You are willing to grant slaves their freedom, but not at the expense of your economic well-being. If land is taken from plantation owners and given away, it should be made available to all, not just to former slaves.
- Black suffrage - You oppose allowing former slaves to vote or hold office. You believe that the idea is ridiculous and you will not tolerate it.
- Federal protection – You oppose any Federal intervention in state affairs. Also, although you are willing to grant blacks some rights (to marry, hold property, make contracts, and sue in court), you are strongly opposed to granting blacks other rights such as the right to serve on juries or testify in court. You also favor limiting what blacks should have the right to do in terms of employment (i.e. they must be farmers) and education, and you believe that vagrants (blacks without work or property) should be arrested and “hired out” to land owners.

**Favored Plan:** Presidential Restoration

## **Role 6: Former Union Draftee (a.k.a. – rural/urban worker)**

## **Role Description:**

You represent the common soldier who fought in the Union Army. Whether coming from a small family farm in the Midwest or from an industrial factory in the Eastern cities, the federal government drafted you in order to restore the Union. As a soldier, you would like to see the former Confederates punished. As a draftee, you want to go home as soon as possible. A member of the lower-middle class (and either an immigrant or a “first-generation” American) you fear that too harsh of a punishment will result in more competition in the northern job market from poor southern whites and freedmen. You seek a return to the upward mobility that were striving for before the war in order to achieve the American Dream.

- Readmission to the Union – A temporary governor should be elected to oversee the process of reconstruction until 10% of the population swears an oath of loyalty to the United States. At which time, you believe that qualified voters should elect delegates to a constitutional convention which:
  1. Repudiates the ordinances of secession.
  2. Abolish slavery.
  3. Repudiates Confederate war debt.
  4. Ratify the 13<sup>th</sup> Amendment to the Constitution.
- War guilt – The leaders of the Confederacy are guilty of crimes against the United States. At a minimum they must not be allowed to vote or hold public office. Better yet, the loss of their plantations and a few years in prison might make them more humble in the future.
- Disenfranchisement – You do not support taking away the former Confederate soldiers’ rights to vote. Confederate political and military leaders’ should have to apply for pardons in order to restore their voting rights.
- Land Redistribution – You are a firm believer in the importance of property rights and do not favor seizing Confederate property so that it can be redistributed to former slaves. Such an action would prolong your stay in the South as an occupying force, leading to more violence (and more risks to yourself).
- Black suffrage – Many slaves fought valiantly for the Union during the war, and some are educated and well informed leaders. Exceptions should be made for these. However, the idea of granting thousands of uneducated former slaves the right to vote seems a little too radical.
- Federal protection – You do not support any federal protection of black civil rights for social and economic reasons.

**Favored Plan:** Presidential Restoration

## **Role 7: “Freedman” (a.k.a. – a former slave)**

## Role Description:

You represent a slave recently freed by the end of the war and the implementation of the Emancipation Proclamation. Although free, you have very few options available to you politically, socially, or economically. Due to the slave codes that were in affect in the former Confederate states, you have very little education to build on (you don't know how to read or write, for instance). With no education, you have very few options when searching for jobs or taking part in the political reconstruction efforts. Unlike immigrants, you have nothing to start from beyond your skills as a plantation laborer and have little to look forward to unless the federal government not only protects your rights but also provides assistance to help you out.

## Your Positions:

- Readmission to the Union – A military governor should be appointed to govern each of the former Confederate states until a majority of the population has taken a loyalty oath. Qualified voters (those who swore that they had never borne arms against the Union) will then elect delegates to a constitutional convention, which must:
  1. Repudiates the ordinances of secession.
  2. Abolish slavery.
  3. Repudiates Confederate war debt.
  4. Ratify the 13<sup>th</sup> Amendment to the Constitution.
- War guilt – The leaders of the Confederacy are guilty of crimes against the United States. At a minimum they must not be allowed to vote or hold public office. Better yet, the loss of their plantations and a few years in prison might make them more humble in the future.
- Disenfranchisement – Any common citizen who supported the rebellion should not be allowed to vote (or be elected to office) in future elections.
- Land Redistribution – 40 acres and a mule. Each former slave should be given land from the various plantations in the south, taking land from the owners and Confederate leaders who kept slaves. In addition, further assistance (and funding) should continue to be provided through the Freedman's Bureau in order to give them the means to support themselves and free them from dependency on their former masters.
- Black suffrage – Absolutely, in order to prevent injustices from resurfacing.
- Federal protection – The South is unlikely to change willingly. You favor the use of federal force (the army) in order to enforce these reforms and provide protection to freedmen and Union supporters.

**Favored Plan:** Wade-Davis Bill

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

**Black Codes Chart**

**Assigned Group:** \_\_\_\_\_

For what reasons would your group support the development of “black codes?” Why?

For what reasons would your group oppose the development of the “black codes” Why?

How would your group rework the codes to better suit their own purposes?

**Culminating Activity:** On a separate sheet of paper, individually evaluate the effectiveness of the black codes from the viewpoint of your assigned group. How would your group have contributed to the development of the codes? Why would they have supported or opposed them? How would they be beneficial or detrimental to your needs?

Then choose a group who takes an opposite view of yours and evaluate the black codes in the same manner as you evaluated your own. This assignment should be one page, typed.

**Editorial Cartoon Links**

## Cartoon pairs for *Handout 25*:

Harper's Weekly cartoons are available from:

<http://elections.harperweek.com>

complete explanations/analysis of the cartoons are provided for each cartoon

New York Daily Graphic cartoons:

<http://www.rbhayes.org>

### Pairs:

- 1:** "Keep Cool!' Ten Days After the Election" Harper's Weekly 12/2/1876  
"Go South, Young Man" Harper's Weekly 12/2/1876

common themes: election still undecided a month later; big headlines for newspapers; people are excited/stirred up

- 2:** "A National Game That is Played Out" Harper's Weekly 12/23/1876  
"Compromise-Indeed!" Harper's Weekly 1/27/1877

themes: election results are being treated like a game/not serious versus election results are serious enough that Tilden's side would threaten bloodshed if they lose

- 3:** The struggle for the election... N. Y. Daily Graphic 2/16/1877  
Political cartoon showing Hayes... N. Y. Daily Graphic 2/26/1877

themes: first cartoon shows Hayes and Tilden fighting over the Electoral Commission while the second shows Hayes winning it with Louisiana having a major role; commission a donkey? (Democrats); caricatures of Tilden and Hayes with extra large heads

- 4:** "A Truce-Not a Compromise..." Harper's Weekly 2/17/1877  
Untitled Harper's Weekly 3/17/1877

themes: Commission results would be a temporary truce not a lasting compromise; in the end, the country picked Hayes over Tilden (Hayes portrayed better appearing than Tilden)

- 5:** "Another such victory, and I an undone" Harper's Weekly 3/24/1877  
N. Y. Daily Graphic 6/26/1877

themes: Republicans (elephant) would be finished if they won another victory like this over Democrats (results were serious); Hayes and Tilden acted like little kids fighting over the presidency (less serious)

For use with *Handout 2*:

Thomas Nast cartoon *The "Brains"*:

[http://cartoons.osu.edu/nast/images/the\\_brains100.jpg](http://cartoons.osu.edu/nast/images/the_brains100.jpg)

## *Competing Plans for Reconstruction*

<b>ISSUE</b>	<b>Radical Republicans</b>	<b>Moderate/ Conservative Republicans</b>	<b>Northern Democrats</b>	<b>Former Confederate Leader</b>	<b>Former Confederate Soldier</b>	<b>Former Union Draft</b>
<i>Readmission to the Union</i>						
<i>War guilt</i>						
<i>Disenfranchisement</i>						
<i>Land Redistribution</i>						
<i>Black suffrage</i>						
<i>Federal protection</i>						

<b>ISSUE</b>	<b>Radical Republicans</b>	<b>Moderate- Conservative Republicans</b>	<b>Northern Democrats</b>	<b>Former Confederate Leader</b>	<b>Former Confederate Soldier</b>	<b>Former Union Draft</b>

<b><i>Readmission to the Union</i></b>	50% Loyalty Oath	50% Loyalty Oath	10%-50% Loyalty Oath	
	Repudiate Debt!	Repudiate Debt!	Repudiate Confed. debt	
	Revoke ordinances of secession!	Revoke Ordinances!	Repeal ordinances of secession	I
	Ratify 13 <sup>th</sup> Amendment!	Ratify 13 <sup>th</sup> Amendment	Ratify 13 <sup>th</sup> Amendment	
<b><i>War guilt</i></b>	Require a loyalty oath. Considered charging ex-Confederate leaders.	Require a loyalty oath before granting pardons.	Require a loyalty oath to regain property and rights High Confederate officials & those worth \$20,000 must apply for individual pardons.	oa
<b><i>Disenfranchisement</i></b>	Bar ex-Confederates from holding office! Deny the vote to Confederate supporters.	Against disenfranchising.	Disenfranchise only those not pardoned.	
<b><i>Land Redistribution</i></b>	Some wanted to take land from top 5% (“chief rebels”). Others opposed redistribution – respected property rights.	No?	No. Confiscation laws apply only to wartime.	re
<b><i>Black suffrage</i></b>	Yes, for adult black males, at least in the South.	Extend voting rights to black veterans and educated blacks.	Opposed!	
<b><i>Federal protection</i></b>	Place 10 unreconstructed states under military commanders!	Maybe	Opposed!	

\*Note: The ! symbol indicates strong feelings on the issue.

ISSUE	<b>Former Confederate Soldiers</b>	<b>Former Union Draftee</b>	<b>Former Slave (Freedmen)</b>
	10% Loyalty Oath	10% Loyalty Oath	50% Loyalty Oath!
	Honor Debt	Repudiate Debt	Repudiate Debt

<b><i>Readmission to the Union</i></b>	Repeal ordinances of secession!	Revoke Ordinances!	Revoke ordinances of secession
	Abolish Slavery	Ratify 13 <sup>th</sup> Amendment	Ratify 13 <sup>th</sup> Amendment!
<b><i>War guilt</i></b>	Opposed loyalty oaths & requirements for pardons.	Require a loyalty oath. Considered charging ex-Confederate leaders.	Require a loyalty oath. Considered charging ex-Confederate leaders.
<b><i>Disenfranchisement</i></b>	Opposed disenfranchising Southerners!	Against disenfranchising soldiers / okay with disenfranchising leadership class.	Bar ex-Confederates from holding office! Deny the vote to Confederate supporters.
<b><i>Land Redistribution</i></b>	Opposed plans to redistribute lands to freedmen unless open to them as well!	No!	Some wanted to take land from top 5% (“chief rebels”) and redistribute to former slaves!
<b><i>Black suffrage</i></b>	Opposed!	Extend voting rights to black veterans and educated blacks.	Yes, for adult black males, at least in the South!
<b><i>Federal protection</i></b>	States Rights!	Limited Occupation!	Yes and expansion of the Freedman’s Bureau!

\*Note: The ! symbol indicates strong feelings on the issue.

### Three Plans for Reconstruction

Name	Lincoln’s Plan	Johnson’s Plan	Congressional Plan
Year(s)			
Major Amendments Required			
Main Points of Plan			

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### Reconstruction Amendments

	13 <sup>th</sup> Amendment	14 <sup>th</sup> Amendment	15 <sup>th</sup> Amendment
Date Ratified			
Main Points			

## Competing Plans for Reconstruction

ISSUE	Radical Republicans	Moderate/ Conservative Republicans	Northern Democrats	Former Confederate Leader	Former Confederate Soldier	Former Union Draftee	Former Slave (Freedmen)
<i>Readmission to the Union</i>							
<i>War guilt</i>							
<i>Disenfranchis ement</i>							
<i>Land Redistribution</i>							
<i>Black suffrage</i>							
<i>Federal protection</i>							

<b>ISSUE</b>	<b>Radical Republicans</b>	<b>Moderate-Conservative Republicans</b>	<b>Northern Democrats</b>	<b>Former Confederate Leaders</b>
<b>Readmission to the Union</b>	50% Loyalty Oath	50% Loyalty Oath	10%-50% Loyalty Oath	10% Loyalty Oath
	Repudiate Debt!	Repudiate Debt!	Repudiate Confed. debt	Honor Debt!
	Revoke ordinances of secession!	Revoke Ordinances!	Repeal ordinances of secession	Repeal Ordinances
	Ratify 13 <sup>th</sup> Amendment!	Ratify 13 <sup>th</sup> Amendment	Ratify 13 <sup>th</sup> Amendment	Abolish Slavery
<b>War guilt</b>	Require a loyalty oath. Considered charging ex-Confederate leaders.	Require a loyalty oath before granting pardons.	Require a loyalty oath to regain property and rights High Confederate officials & those worth \$20,000 must apply for individual pardons.	Opposed loyalty oaths & requirements for pardons.
<b>Disenfranchisement</b>	Bar ex-Confederates from holding office! Deny the vote to Confederate supporters.	Against disenfranchising.	Disenfranchise only those not pardoned.	Opposed disenfranchising Southerners!
<b>Land Redistribution</b>	Some wanted to take land from top 5% (“chief rebels”). Others opposed redistribution – respected property rights.	No?	No. Confiscation laws apply only to wartime.	Opposed plans to redistribute lands to freedmen.
<b>Black suffrage</b>	Yes, for adult black males, at least in the South.	Extend voting rights to black veterans and educated blacks.	Opposed!	Opposed!
<b>Federal protection</b>	Place 10 unreconstructed states under military commanders!	Maybe	Opposed!	States Rights!

\*Note: The ! symbol indicates strong feelings on the issue.

ISSUE	<b>Former Confederate Soldiers</b>	<b>Former Union Draftee</b>	<b>Former Slave (Freedmen)</b>	
<b>Readmission to the Union</b>	10% Loyalty Oath	10% Loyalty Oath	50% Loyalty Oath!	
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	Repeal ordinances of secession!	Revoke Ordinances!	Revoke ordinances of secession	
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Name	Lincoln's Plan	Johnson's Plan	Congressional Plan
Year(s)			
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### Reconstruction Amendments

	13 <sup>th</sup> Amendment	14 <sup>th</sup> Amendment	15 <sup>th</sup> Amendment
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