

8th Grade

Civil War and Reconstruction

Content Module

This content module has been curated using existing Law-Related Education materials. This resource has been provided to assist educators with delivering the Texas Essential Knowledge and Skills for middle school U.S. History. This content module may be utilized as a tool to help supplement instruction. It is not intended to be a complete unit of study.

Note: Arrows have been placed throughout the module to indicate areas where students should interact with the module.



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Civil War and Reconstruction Module

This module is designed to help you identify and explain the people, events and outcomes of the Civil War. You will evaluate the Reconstruction programs and determine their impact on the United States.

➡ **Read the summary of the Civil War Unit below and highlight/underline 3 keywords that stand out and help to explain the summary. Take the highlighted/underlined keywords and create a one sentence statement summarizing the Civil War Unit.**

As sectional tension increased, the nation found itself at a crossroads with the election of Abraham Lincoln in 1860. Lincoln's beliefs about slavery made his election intolerable to several southern states resulting in seven of them seceding (leaving) from the union to form the Confederate States of America. When shots were fired at Fort Sumter, South Carolina, April 1861, four more states seceded, and the Civil War began. For four years the nation was divided as the North fought the South. The war finally ended in April of 1865 with the South's defeat and surrender. The challenge now was how to rebuild the nation.

➡ **One Sentence Summary:**

Civil War Vocabulary—Draw it Out!!

➡ **As you read the terms and their meanings in the chart below, create a picture or symbol for each word in the third column to help you remember that word as you read about the Civil War.**

Term	Definition	Draw It Out
Confederacy	Loose friendship of states where the states keep their power: Confederate States of America	
Naval Blockade	A war measure that isolates some area of importance to the enemy using ships	
Secede	To withdraw or leave	
Siege	The action of an armed force that surrounds a fortified place and isolates it while continuing to attack	

Picturing the Civil War

➔ Consider each picture in the collage illustrating the Civil War. After looking at each picture, predict what you think is happening in each visual and explain how the visual relates to the Civil War from what you have read in the summary.



Picture #1 _____

Picture #2 _____

Picture #3 _____

Picture #4 _____

Picture #5 _____

Picture #6 _____

Picture #7 _____

Picture #8 _____

Major People of the Civil War

➔ Read the paragraphs below of significant individuals. Underline or highlight each person's role in the Civil War. In the speech bubble complete the sentence I am remembered for....



I am remembered for.....

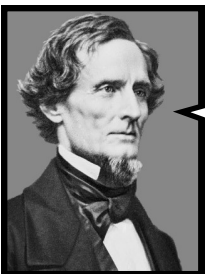
Philip Bazaar was a Chilean immigrant and a resident of Massachusetts. He was a member of the U.S. Navy during the Civil War. As a seaman on the USS Santiago de Cuba, he participated in the assault on Fort Fisher, a Confederate fort. He and five other seamen carried dispatches during the battle. He was awarded the Congressional Medal of Honor in 1865 for his bravery.

William Carney 1840-1908 was born a slave in Virginia. His father escaped from slavery with the help of the Underground Railroad and earned enough money to buy his family's freedom. William Carney enlisted in the all African American 54th Massachusetts regiment during the Civil War, which was led by Colonel Robert Gould Shaw. William Carney was quoted in the Liberator as saying "Previous to the formation of colored troops, I had a strong inclination to prepare myself for the ministry; but when the country called for all persons, I could best serve my God by serving my country and my oppressed brothers." He fought bravely at the Battle of Fort Wagner outside Charleston, South Carolina and earned a promotion to sergeant. He was shot four times and survived. He is the first African American to receive the Congressional Medal of Honor.

I am remembered for.....



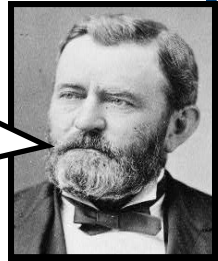
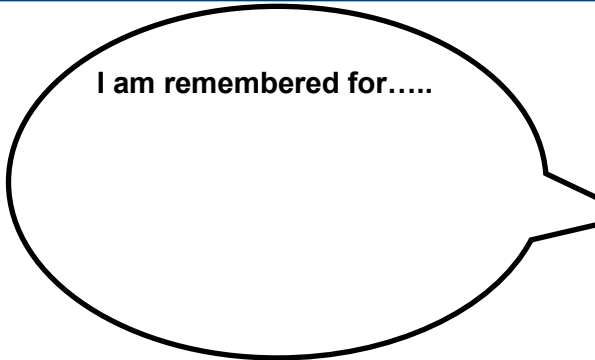
Jefferson Davis 1808-1889 was born on June 3, 1808 in Kentucky. He was a West Point graduate, fought in the Mexican American War, and was the U.S. Secretary of War under President Franklin Pierce. Davis served as a Democratic U.S. Senator from Mississippi. He had expected to be given a military command when the Confederacy was formed in 1861, but he was chosen President of the Confederacy instead, which stunned and saddened him. In his inaugural address as President of the Confederate States of America, he argued that separation from the Union was a "necessity, not a choice." After the Civil War, Jefferson Davis was imprisoned for two years awaiting trial for treason, but he was never tried. He was however stripped of his eligibility to run for public office.



I am remembered for.....

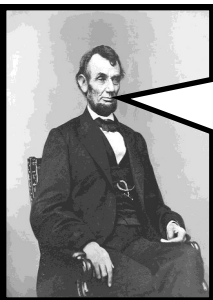
Ulysses S. Grant 1822-1885 was born in 1822. Grant was educated at West Point Academy where he graduated in the middle of his class. He fought in the Mexican War where he served under General Zachary Taylor. President Lincoln appointed him General of the Union Army during the Civil War, and he won the first major Union victories of the war. On April 9, 1865, at Appomattox Court House,

General Robert E. Lee surrendered to Grant. Grant wrote out the terms of surrender in such a way as to prevent treason trials. He became the 18th President of the United States in 1868. As President, he presided over the government similar to the way he ran the Army. He brought part of his Army staff to the White House, and his presidency was plagued by corruption.



Robert E. Lee 1807-1870 was born in Virginia in 1807. He was a Virginia planter. He graduated from West Point Academy where he ranked second in a class of forty-six, and was commissioned as a 2nd lieutenant in the engineers. He rejected Abraham

Lincoln's offer to command the Union Army at the start of the Civil War. He instead seceded with his home state of Virginia and became the commander of the Confederate Army. His surrender to Ulysses S. Grant at Appomattox ended the Civil War. After the war, Lee returned to Richmond. During the last five years of his life, he served as President of Washington College in Lexington, Virginia. Lee was indicted for treason but was never brought to trial. Lee fell ill on September 28, 1870, in Lexington and died a few weeks later on October 12. Lee has been compared to General George Washington in terms of the respect which he earned from his soldiers, his region, and the nation.



Abraham Lincoln was born on February 12, 1809, on a Kentucky farm. He married Mary Todd, and they had four boys, with only one of them living to maturity. In 1858 Lincoln ran against Stephen A. Douglas for U.S. Senator from Illinois. He lost the election, but in debating Douglas, gained a national reputation that won him the

Republican nomination for President in 1860. As President of the United States during the Civil War, he issued the Emancipation Proclamation that declared freedom for slaves within the Confederacy. He also delivered the famous Gettysburg Address dedicating the Soldier's National Cemetery in Gettysburg, Pennsylvania. On April 14, 1865, Lincoln was assassinated at Ford's Theater by an actor named John Wilkes Booth.

Lincoln vs. Jefferson Davis - Battle of the Speeches

Those who had been elected or appointed as leaders during the Civil War faced an incredible uphill battle as they tried to navigate one of the most brutal conflicts in our history. Both Abraham Lincoln, President of the United States and Jefferson Davis, President of the Confederate States, used speeches to define the key principles of **liberty, equality, union and government** in order to keep their countries together. Their speeches have become some of the most significant in American history.

➡ ***Read the summary of each speech and the key principles definitions below and highlight 3 words from each. In the chart, read through the quotes from the key speeches, paraphrase the quote, and identify which key principle the author refers to. Answer the questions that follow.***

Jefferson Davis' Inaugural Address of 1861

After the Southern states seceded from the Union, they formed the Confederate States of America and elected Jefferson Davis as President. In his Inaugural Address (statement to the country) 1861, Davis argued that **separation from the Union was a "necessity, not a choice."** He also referred to the U.S. Declaration of Independence of 1776 and the **South's belief that the states should reclaim their sovereignty (power).**

Abraham Lincoln's First Inaugural in 1861

After Abraham Lincoln was elected President, in 1861 he delivered his First Inaugural Address (statement to the country). In this speech Lincoln addressed the looming Civil War and the secession of some Southern states. He **called for preservation of the Union** and emphasized his commitment to that goal. In an attempt to avoid war, he also stated, "I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists."

Abraham Lincoln's Gettysburg Address in 1863

President Abraham Lincoln delivered the Gettysburg Address on November 19, 1863, to dedicate a cemetery in Gettysburg, Pennsylvania. In his two minute speech, Lincoln spoke to the fact that **our nation was "conceived in liberty, and dedicated to the proposition that all men are created equal."** He suggested that the **Civil War was a test of whether the nation and democracy would survive.**

Abraham Lincoln's Second Inaugural in 1865

After Abraham Lincoln's reelection as President in 1864, he delivered his Second Inaugural Address (statement to the country) in 1865. At the time of this speech, the Civil War was nearing an end, and **Lincoln addressed the future of the country.** Lincoln **called for healing and peace**, saying, "With malice toward none; with charity for all... let us strive on to finish the work we are in; to bind up the nation's wounds..."

Key Principles

Liberty—Protection from arbitrary exercise of authority by the government

Equality—Recognizing that all members of society have the same natural rights and therefore are to be protected by and from the government with regards to these rights

Government—The form of republican government with its powers separated and limited by the Constitution

Union—Preservation of the relationship between the central government and the states as established by the Constitution

Lincoln vs. Jefferson Davis - Battle of the Speeches

Quote	Speech	Paraphrase	Principle Illustrated— Government, Union, Liberty, Equality
<p>“It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that “I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so ...”</p>	<p>Lincoln— First Inaugural 1861</p>		
<p>“Again: If the United States be not a government proper, but an association of States in the nature of contract merely, can it, as a contract, be peaceable unmade by less than all the parties who made it? One party to a contract may violate it—break it, so to speak—but does it not require all to lawfully rescind it?”</p>	<p>Lincoln— First Inaugural 1861</p>		
<p>“Plainly the central idea of secession is the essence of anarchy...”</p>	<p>Lincoln— First Inaugural 1861</p>		
<p>“ ...that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom.”</p>	<p>Lincoln — Gettysburg Address, 1863</p>		
<p>“ ...government of the people, by the people, for the people, shall not perish from the earth.”</p>	<p>Lincoln — Gettysburg Address, 1863</p>		

Lincoln vs. Jefferson Davis - Battle of the Speeches

Quote	Speech	Paraphrase	Principle Illustrated— Government, Union, Liberty, Equality
<p>“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal...”</p>	<p>Lincoln — Gettysburg Address, 1863</p>		
<p>“The right solemnly proclaimed at the birth of the States, and which has been affirmed and reaffirmed in the bills of rights of States subsequently admitted into the Union of 1789, undeniably recognize in the people the power to resume the authority delegated for the purposes of government.”</p>	<p>Davis— Inaugural Address, 1861</p>		
<p>“Our present condition, achieved in a manner unprecedented in the history of nations, illustrates the American idea that governments rest upon the consent of the governed, and that it is the right of the people to alter or abolish governments whenever they become destructive of the ends for which they were established.”</p>	<p>Davis— Inaugural Address, 1861</p>		
<p>“... All knew that this interest (the institution of slavery) was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it.”</p>	<p>Lincoln— 2nd Inaugural Address, 1865</p>		
<p>“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, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations...”</p>	<p>Lincoln— 2nd Inaugural Address, 1865</p>		

Lincoln vs. Jefferson Davis - Battle of the Speeches

- ➔ *Use the charts from pages 7 and 8 to answer the questions below. You can check your answers to the chart on pages 36 and 37.*
- ➔ *How do the ideas of secession differ between Lincoln and Davis in their First Inaugural Addresses?*
- ➔ *How do the speeches show a change in Lincoln's views on slavery as the war continued?*
- ➔ *How did Lincoln plan to treat the South with his plan of Reconstruction?*
- ➔ *In all of Lincoln's speeches, which principle (union, government, equality, or liberty) was the most important to him?*

Major Battles and Events of the Civil War

➡ ***In the following activities you will read about the major battles and major events of the Civil War. Read the summaries, answer the questions and complete all of the activities.***

Firing at Fort Sumter

On April 12, 1861, Confederate forces fired the first shots of the Civil War on Fort Sumter in the harbor of Charleston, South Carolina. The Confederates bombarded the fort for thirty-four hours until Union forces were forced to surrender. This marked the beginning of the Civil War.

➡ ***Why was the firing of Fort Sumter significant?***



Analyzing an Image of Fort Sumter

Image - National Archive. The interior view of Fort Sumter on the 14th April 1861, after its evacuation by Major Robert Anderson, 1st Artillery U.S.A. Commanding. <http://www.archives.gov/education/>

➡ ***Look at the image to answer the following questions:***

➡ ***What is the condition of the fort?***

➡ ***What ideas about this time period can one learn by viewing this image?***

➡ ***What would a person from another time period learn from viewing this image?***

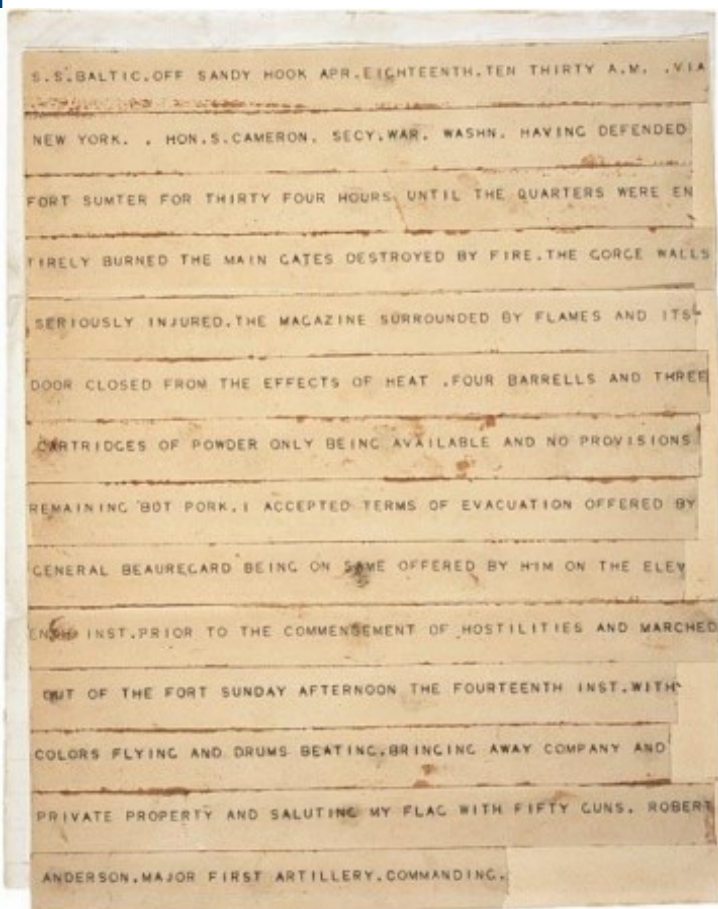
➡ ***If you were in the image, what role would you play and why?***

Analyzing a Telegram Announcing the Surrender of Fort Sumter

On April 10, 1861, Brig. General. Pierre G.T. Beauregard, in command of the provisional Confederate forces at Charleston, SC, demanded the surrender of the U.S. garrison of Fort Sumter in Charleston Harbor. Garrison commander Robert Anderson refused. On April 12, Confederate batteries opened fire on the fort, which was unable to reply effectively. At 2:30 p.m., April 13, Major Anderson surrendered Fort Sumter, evacuating the garrison on the following day. The bombardment of Fort Sumter was the opening engagement of the American Civil War. From 1863 to 1865, the Confederates at Fort Sumter withstood a 22-month siege by Union forces. During this time, most of the fort was reduced to brick rubble.

➔ **Look at the document below and complete the following task on either the original document (picture) or the transcript paragraph.**

- 1. Underline any word in the telegram that would describe violence or the conditions of the fort.**
- 2. Circle the words that would indicate reasons for the Union surrender.**
- 3. Star any words that would give evidence that the fort was captured.**



Transcript from telegram: S.S.BALTIC.OFF SANDY HOOK APR. EIGHTEENTH. TEN THIRTY A.M. VIA NEW YORK. HON. S. CAMERON. SECY. WAR. WASHN. HAVING DEFENDED FORT SUMTER FOR THIRTY FOUR HOURS UNTIL THE QUARTERS WERE ENTIRELY BURNED THE MAIN GATES DESTROYED BY FIRE. THE GORGE WALLS SERIOUSLY INJURED. THE MAGAZINE SURROUNDED BY FLAMES AND ITS DOORS CLOSED FROM THE EFFECTS OF HEAT. FOUR BARRELLS AND THREE CARTRIDGES OF POWDER ONLY BEING AVAILABLE AND NO PROVISIONS REMAINING BUT PORK. I ACCEPTED TERMS OF EVACUATION OFFERED BY GENERAL BEAUREGARD BEING THE SAME OFFERED BY HIM ON THE ELEVENTH INST. PRIOR TO THE COMMENCEMENT OF HOSTILITIES AND MARCHED OUT OF THE FORT SUNDAY AFTERNOON THE FOURTEENTH INST. WITH COLORS FLYING AND DRUMS BEATING. BRINCING AWAY COMPANY AND PRIVATE PROPERTY AND SALUTING MY FLAG WITH FIFTY GUNS. ROBERT ANDERSON. MAJOR FIRST ARTILLERY. COMMANDING

National Archives and National Parks Services - Telegram Announcing the Surrender of Fort Sumter (1861) <http://www.archives.gov/education/>

Battle of Gettysburg

The Battle of Gettysburg took place during the Civil War in 1863. This battle lasted for three days and ended in a Union victory. Some historians estimate as many as 50,000 were killed or wounded, and its outcome was considered to have been the turning point of the Civil War.

➡ ***Why was the Battle of Gettysburg significant?***

Analyzing an Image of the Battle of Gettysburg



Image - National Archive, Pennsylvania, Gettysburg: A Harvest of Death
<http://www.archives.gov/education/>

➡ ***Look at the image above to answer the questions below:***

➡ ***What do you see?***

➡ ***How many bodies do you count?***

➡ ***Why do you think the image is titled “A Harvest of Death?”***

➡ ***How does the setting help identify the time period?***

➡ ***What ideas about this time period can one learn by viewing this image?***

Analyzing the image of Lincoln at Gettysburg

In November 1863, four months after the battle, President Abraham Lincoln came to Gettysburg to dedicate the national cemetery for the Union dead. In his remarks, he paid tribute to the brave men who died there and insisted that their sacrifice would increase the will of the people to fulfill America's promise. Lincoln's Gettysburg Address, a rhetorical masterpiece delivered in less than three minutes, defined the war as necessary for the survival of the nation and its ideals.



- ➔ ***Look at the image to answer the questions below:***
- ➔ ***Describe the setting. (Hint: Lincoln is the man without the hat in the circle)***
- ➔ ***What ideas about this time period can one learn by viewing this image?***
- ➔ ***What would a person from another time period learn from viewing this image?***

Battle of Antietam

The Battle of Antietam took place during the Civil War in Maryland, 1862. This was one of the bloodiest single day battles in American history. Nearly 23,000 men were killed or wounded. Abraham Lincoln issued the Emancipation Proclamation soon after and thus expanded the goals of the war to include the abolition of slavery.

➡ *Why was the Battle of Antietam significant?*

Battle of Vicksburg

The Battle of Vicksburg took place during the Civil War in 1863. Union forces seized control of the Confederate stronghold of Vicksburg, Mississippi, thus effectively gaining control of the Mississippi River. As a result, the South was split in half, and the North was able to prevent the shipment of troops and supplies along the river.

➡ *Why was the Battle of Vicksburg significant?*

Emancipation Proclamation

Abraham Lincoln issued the Emancipation Proclamation in 1863. This executive order declared all slaves in rebelling states to be free. This event expanded the goals of the war from saving the Union to freeing the slaves. As a result of the Proclamation, many escaped slaves, former slaves, and freemen joined the Union army.

➡ *Why was the Emancipation Proclamation significant?*

➡ *What was the result of the Emancipation Proclamation?*

54th Massachusetts Regiment

The 54th Massachusetts Regiment was an all-black infantry unit led by white officers, including Colonel Robert Gould Shaw. At first, many people resisted the idea of giving blacks guns. Black soldiers faced racism and were forced to do manual labor such as clearing brush and digging latrines (outdoor toilets). At first, black soldiers were paid less than white soldiers causing the whole regiment, including the white officers to refuse to take their monthly payment. Later, Congress would issue equal pay for all. Another problem the 54th Regiment faced was the fact that the Confederacy had issued a proclamation stating that any black soldiers or white officers leading black troops would be put to death if caught by the South. Even with odds against them, the men of the 54th Regiment fought with great courage at the Battle of Fort Wagner losing half of their regiment, including Colonel Shaw.

➡ ***Why did the soldiers of the 54th Regiment face racism?***

➡ ***Why was the 54th Massachusetts Regiment significant?***

Lee's Surrender at Appomattox

On April 9, 1865, five years after the Civil War began, General Robert E. Lee, commander of the Confederate troops, surrendered to General Ulysses S. Grant, commander of the Union troops, at Appomattox Court House in Virginia. The Civil War was over. Both President Lincoln and General Grant did not want to punish the South for the war and allowed many of the soldiers to keep their horses. Grant is known to have said, "The war is over; the rebels are our countrymen again."

➡ ***Why was Appomattox significant?***

➡ ***What was both President Lincoln's and General Grant's message to the South?***

Assassination of Abraham Lincoln

On April 14, 1865, John Wilkes Booth, an actor and Southern sympathizer, shot President Lincoln in the head at Ford's Theater. Lincoln was carried across the street to a boarding house where he died of his wounds. The country mourned greatly at the passing of President Lincoln. His death was later commemorated in Walt Whitman's poem, *O Captain, My Captain*. After Lincoln's death, control over Reconstruction of the South fell to his successor, Vice President Andrew Johnson, and the Radical Republicans in Congress.

➡ ***How did President Abraham Lincoln die?***

➡ ***What was the result of President Abraham Lincoln's death?***

Analyzing Poetry – O Captain! My Captain! By Walt Whitman

➔ **Read the following poem about Lincoln’s Assassination and answer the questions below.**

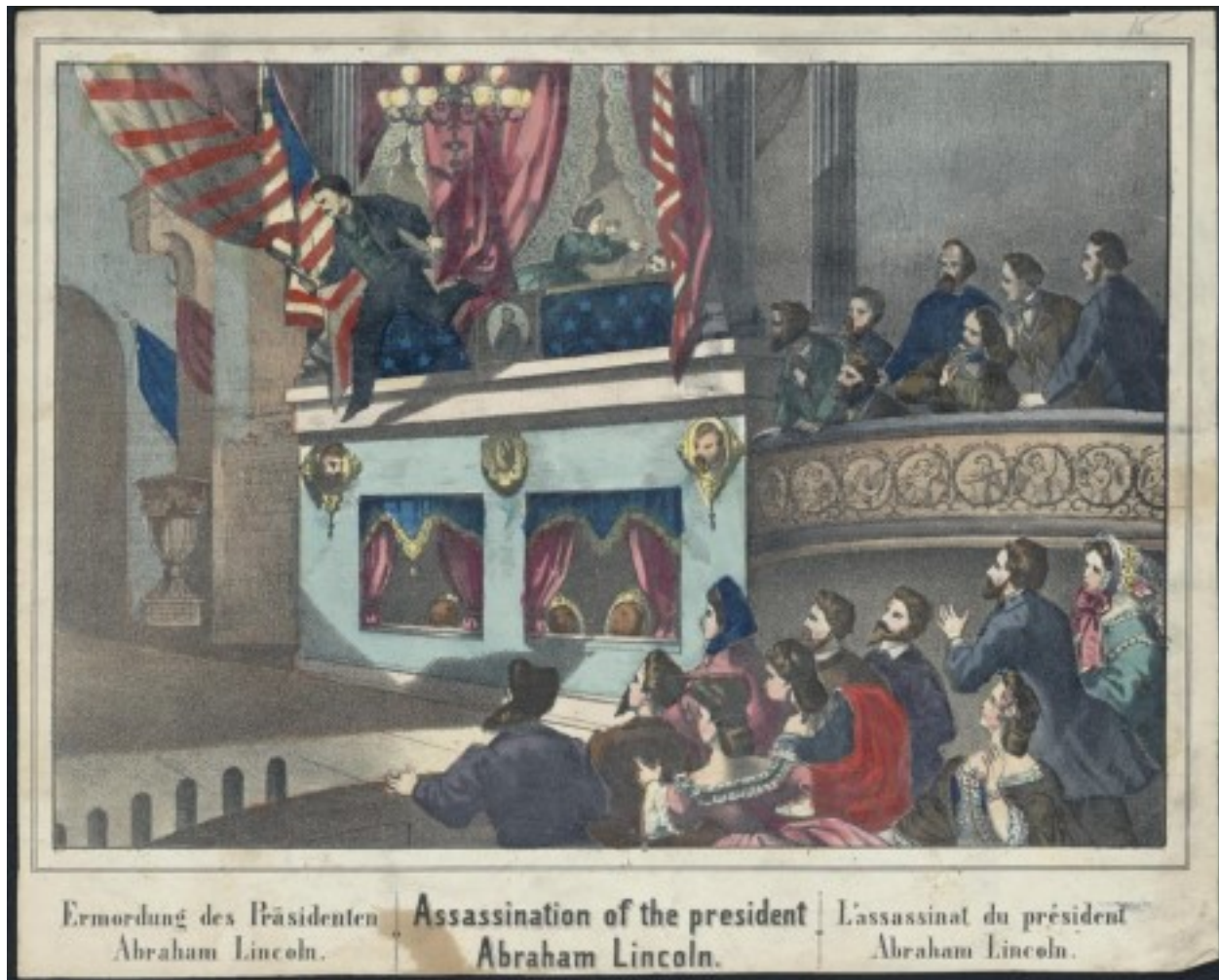
O Captain! my captain! our fearful trip is done;
The ship has weathered every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring.
But O heart! heart! heart!
O the bleeding drops of red!
Where on the deck my captain lies,
Fallen cold and dead.
O captain! my captain! rise up and hear the bells;
Rise up for you the flag is flung for you the bugle trills
For you bouquets and wreaths for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning.
O Captain! dear father!
This arm beneath your head;
It is some dream that on the deck
You’ve fallen cold and dead.
My captain does not answer, his lips are pale and still
My father does not feel my arm, he has no pulse nor will.
The ship is safe and sound, its voyage closed and done;
From fearful trip the victor ship comes in with object won!
Exult, O shores! and ring, O bells!
But I, with silent tread,
Walk the spot my captain lies
Fallen cold and dead.

Library of Congress:

http://www.loc.gov/teachers/lyrical/poems/docs/captain_trans.pdf

- ➔ **1. Circle the word “captain” in the poem. What historical figure is the poet calling “captain”?**
- ➔ **2. Underline the word “ship” in the poem. What does the ship refer to?**
- ➔ **3. What does the poet mean when he says “its voyage closed and done... with object won”?**
- ➔ **4. What has happened to the “captain”?**
- ➔ **5. What is the tone of the poem?**










Analyzing an Image of the Assassination of Abraham Lincoln

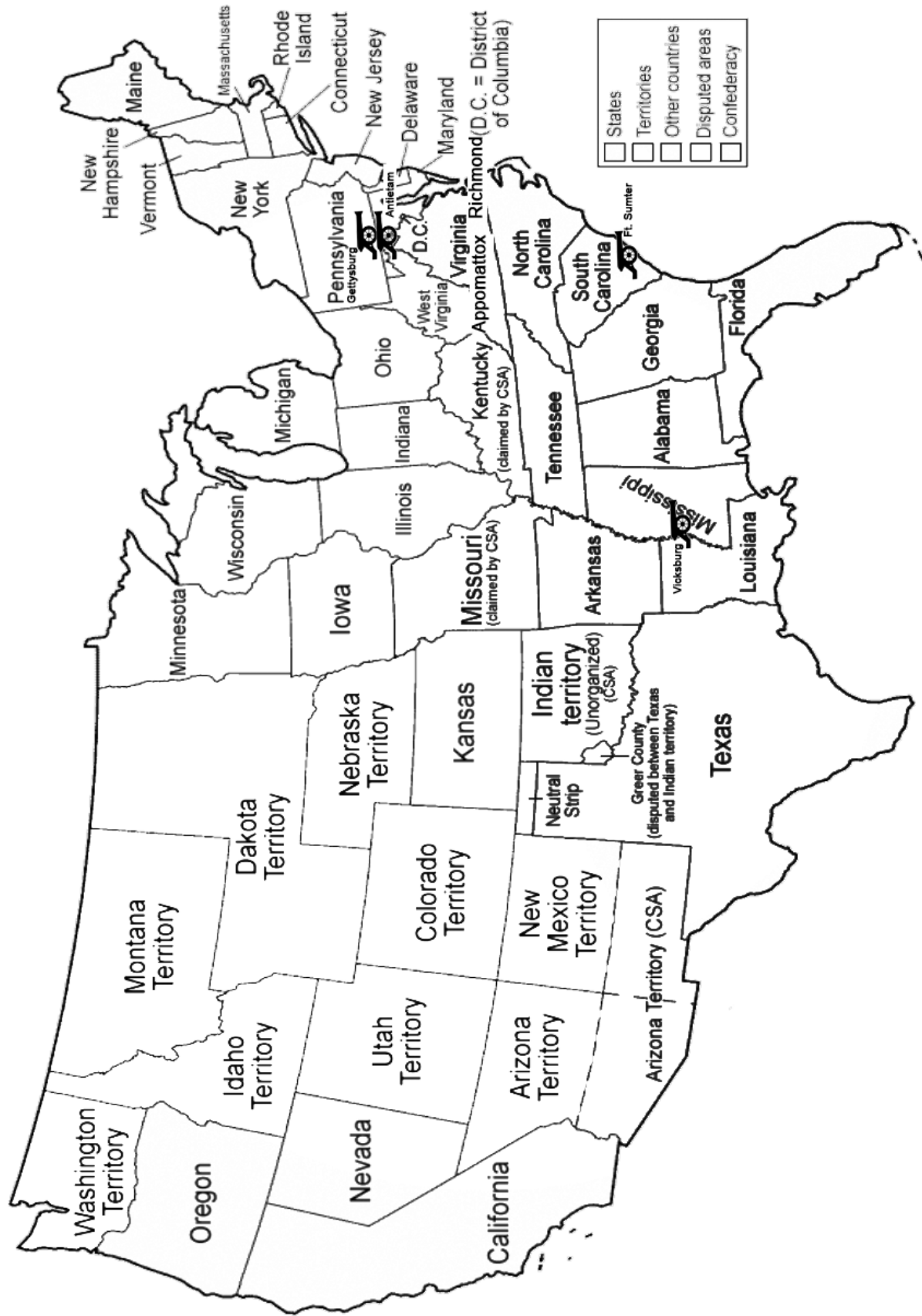


Library of Congress: <http://hdl.loc.gov/loc/rbc/lprbcsdm.scsdm0354>

- ➔ **Look at the image to answer the questions about the ideas being conveyed in the image:**
- ➔ **What is going on in the picture and what ideas about this time period can one learn by viewing this image?**
- ➔ **What would a person from another time period learn from viewing this image?**
- ➔ **If you were in the image, what role would you play and why?**

Mapping the Civil War

-  ***In order to locate places and regions directly related to major eras and turning points, complete the following tasks:***
-  ***Color or shade the states that stayed in the Union (Union States): Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New Jersey, Delaware, New York, Pennsylvania, Ohio, Michigan, Wisconsin, Minnesota, Iowa, Illinois, Indiana, Kansas, California, Nevada and Oregon***
-  ***Using a second color or shade, color or shade the states that seceded and formed the Confederacy: Virginia, North Carolina, South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana, Arkansas, Tennessee, and Texas***
-  ***Using a third color or shade, color or shade the states that were considered the border states. They had slaves, but did not secede from the Union: Delaware, Maryland, Kentucky, West Virginia and Missouri***
-  ***Draw a star by the capital cities of Washington D.C.(Union) and Richmond, Virginia (Confederacy).***
-  ***What is the potential problem with the geographic location of both capitals?***
-  ***Locate and circle the cannons that mark the major battles Gettysburg, Vicksburg, Ft. Sumter, and Antietam.***
-  ***Based on the location of each battle, why were these battles significant? (look back at the event section)***
- Antietam:***
- Ft. Sumter:***
- Gettysburg:***
- Vicksburg:***
-  ***Locate and circle Appomattox Court House, the place that Lee surrendered to Grant ending the Civil War.***

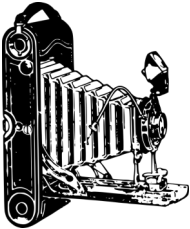

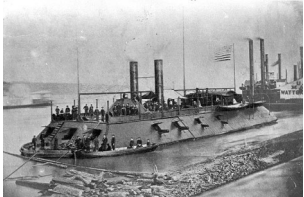


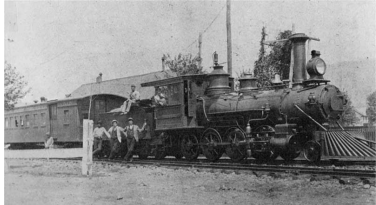


States and Territories of the United States of America
 October 31, 1864 to April 9, 1865

Scientific Discoveries and Technology Innovations During the Civil War

There were several scientific discoveries and technological innovations during the Civil War that influenced daily life in the country.

➔ **Look at the visuals below and predict its effect on life in the country for the short term (during the Civil War) and long term (beyond the Civil War).**

Technology	How did this technology affect the country?
 <p>Camera- A device that recorded images that could be printed</p>	<p>Short Term:</p> <p>Long Term:</p>
 <p>Telegraph -A device that was used to communicate across miles using wires</p>	<p>Short Term:</p> <p>Long Term:</p>
 <p>Ironclads - ships made out of iron so that bullets and cannonballs could not damage them</p>	<p>Short Term:</p> <p>Long Term:</p>
<p>Repeating Rifles and Minie Bullets - rifles that could fire more than one round at a time and smaller bullets load the rifle easier and were more accurate and deadlier</p>  	<p>Short Term:</p> <p>Long Term:</p>
 <p>Railroads - quicker mode of transportation across many miles</p>	<p>Short Term:</p> <p>Long Term:</p>

Reconstruction

➡ **Read the summary of the Reconstruction Unit below and highlight/underline 3 keywords that stand out and help to explain the summary.**

As it became more and more obvious that the North was going to be victorious over the South, President Lincoln began plans that focused on rebuilding the South and healing the nation. With the conclusion of the war, the nation had to address the economic, political, and social changes that would come with the end of slavery. With Lincoln's assassination, plans for a more radical and punitive approach to the Southern states emerged. Southern states were occupied by the U.S. military and steps were taken to assist and protect former slaves during this rebuilding phase. The controversy over who would win the presidential election of 1876 brought the Reconstruction Era to an end. Congress awarded Republican Rutherford B. Hayes the White House on the condition federal troops be withdrawn from the South. With the removal of the federal troops, many of the protections for former slaves disappeared.

➡ **One Sentence Summary: Take the highlighted/underlined keywords and create a one sentence statement summarizing the Civil War Unit.**



Photograph of Office for Freedmen in Beaufort, South Carolina; 11/1866; Records of the War Department General and Special Staffs, Record Group 165. [Online Version, <https://www.docsteach.org/documents/document/photograph-of-office-for-freedmen-in-beaufort-south-carolina>, April 23, 2021]

Political, Economic, Social

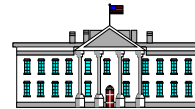


When examining history, you will sometimes be asked to identify or categorize events as political, economic, or social. Below are some hints of what you might look for.

POLITICAL - Things that relate to the government



- Types of governments
- Rules for government (constitutions)
- Voting
- Wars
- Nations declaring independence
- Court decisions
- Relationships with other nations



Economic - Things that are about money and resources



- Gold and Silver
- Paper money (Currency)
- Taxes and Tariffs
- Property
- Imports and Exports (Trade)
- Debt
- Technology
- Transportation



Social - Things that are about people



- Groups of people living in an area or affected in some way
- Education systems
- Religion
- Language
- Culture (includes clothing, food)



NOTE: Sometimes events can be in multiple categories. One example is trade with other nations. It's political (relationships with other nations) but it's also economic (trade). If choosing only one category, think about which one BEST describes the event. Be sure to be able to explain why you think it's the best fit!

Vocabulary Word Sort

➔ *Which category do you think each word fits best in?*

➔ *Sort the vocabulary words into one of the three categories below. Use the definitions from page 22 for help.*

13th Amendment
14th Amendment
15th Amendment
Black Codes

Carpetbaggers
Crop-lien system
Freedmen's Bureau
Radical Republicans

Reconstruction
Ku Klux Klan
Scalawags
Sharecropping



Political



Economic



Social

Vocabulary Word Sort






Use the vocabulary words and definitions below to help you with the word sort on the previous page.

13 th Amendment	Congress approved an amendment that abolished (banned) slavery in the United States.
14 th Amendment	Congress approved an amendment defining American citizenship. Everyone born in the U.S. and everyone naturalized was automatically a citizen (including freedmen) and entitled to all the “privileges and immunities” guaranteed by the Constitution, including equal protection of the law by both the state and national government.
15 th Amendment	Congress approved an amendment that forbade the states and the federal government from denying suffrage (right to vote) to any citizen on account of “race, color, or previous condition of servitude.”
Black Codes	1865/1866 southern state laws limiting the freedom of African Americans to return freedmen to plantation labor.
Carpetbaggers	White men from the North who moved to the South for economic opportunity (money) during Reconstruction by opening businesses.
Crop-lien system	Farmers using credit to buy goods and used their crops as collateral (security pledged for repayment) for loans.
Freedmen’s Bureau	A federal agency set up in 1865 to help former enslaved persons after the Civil War. They set up schools and hospitals for African Americans and distributed clothes, food, fuel and land throughout the South.
Radical Republicans	Congressmen from the Republican Party who, after the Civil War, favored using the government to create a new order in the South and to give African Americans full citizenship and the right to vote.
Reconstruction	The rebuilding of the South after the Civil War 1865-1877
Ku Klux Klan	Secret group formed just after the Civil War. Their goal was to control elections, destroy the Republican Party in the South, and harass African Americans (keep freedmen powerless).
Scalawags	Southern white Republicans, former Whigs (Political Party) that took over southern governments.
Sharecropping	System where farmers, including the new freedmen, rented a plot of land to farm and a share of the crop would go to the landowner. Disadvantage- got caught in a never-ending cycle of debt.

Free, Citizens, Vote

After the Civil War, the country entered into a period called Reconstruction. President Andrew Johnson and Radical Republicans in Congress differed over how to restore the Union and readmit the southern states. The Radical Republicans in Congress proposed, and the required number of states ratified, the 13th, 14th and 15th Amendments. Often referred to as the Civil War or Reconstruction Amendments, these constitutional amendments were designed to address slavery and eventually the rights of the newly freed slaves. The 13th Amendment (1865) abolished slavery. The 14th Amendment (1868) overruled the Supreme Court's decision in *Dred Scott v Sanford* by declaring that all persons born or naturalized in the U.S. are citizens of the U.S. and of the state wherein they reside. It also forbade the states to make or enforce any law which abridges the privileges or immunities of citizens of the U.S., to deprive any person of life, liberty, or property without due process of law, or to deny any person the equal protection of the laws. The 15th Amendment (1870) gave black men the right to vote.

➡ **Read the words of these Civil War/Reconstruction Amendments. Paraphrase (put in your own words) in the chart below. Answer the question below the chart.**

13th Amendment	14th Amendment	15th Amendment
		
<p>Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.</p> <p>Section 2. Congress shall have power to enforce this article by appropriate legislation.</p>	<p>Section. 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside...nor deny to any person...the equal protection of the laws.</p> <p>Section. 5. The Congress shall have power to enforce this article by appropriate legislation.</p>	<p>Section. 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.</p> <p>Section. 2. The Congress shall have power to enforce this article by appropriate legislation.</p>
Paraphrase	Paraphrase	Paraphrase

Understanding Different Perspectives of Reconstruction

Reconstruction was positive and negative depending on your point of view. The slaves were now free, but the South had lost their labor and many of their homes, farms, and communities had been destroyed. The North on the other hand would pay a heavy price monetarily in order to keep the peace and to rebuild the South.

➡ **Read the following perspectives/point of views and highlight the political, economic and social problems. Complete the chart below each perspective and finish the sentence after each chart by circling positively or negatively and explaining why.**

Freedmen's Perspective

"The newly Freedmen, were the only race that has been enslaved, set free, and returned to forced labor."

Slavery by Another Name, Douglas A. Blackmon



Freedmen wanted to maximize their freedom and gain equal rights of citizenship and respect. With the help of Radical Republicans and the passage of the **13th, 14th and 15th Amendments**, the freedmen gained their freedom, citizenship and the right to vote. The **Freedmen's Bureau**, funded by the federal government, attempted to help African Americans with medical care, find jobs, distribute land (the Freedmen's Bureau was unsuccessful with this measure), and set up public schools and universities (such as Howard and Morehouse). African Americans participated in Reconstruction governments by serving in political offices. Hiram Rhodes Revels, for example, served in the U.S. Senate as a Senator from Mississippi in 1870.

According to W.E.B. Dubois, "the slave went free, stood in the sun, and then returned to slavery." Whereas the freedmen wanted to maximize their freedom, white southerners wanted to restrict their freedom. Southerners did this through a variety of ways. Southern governments passed **Black Codes**, which kept freedmen from gaining economic power through strict labor contracts and laws. Black Codes limited former slaves to service jobs or agriculture jobs like **sharecropping or tenant farming**. **Sharecropping** was a system where farmers, including the freedmen, rented a plot of land to farm and shared the crop with the landowner. Always at a disadvantage, sharecroppers were caught in a never-ending cycle of debt. Under President Andrew Johnson's Presidential Reconstruction Policy, nearly all the southern states enacted their own Black Codes by 1865 and 1866. While the codes granted certain freedoms to African Americans—including the right to buy and own property, marry, make contracts, and testify in court in cases involving people of their own race—their primary purpose was to restrict African American's labor and activity. Some states limited the type of property that they could own.

Virtually all the former Confederate states passed strict vagrancy laws (vagrancy means to wander or have no permanent home or employment) and labor contract laws, as well as so-called "anti-enticement" measures designed to punish anyone who offered higher wages to an African American laborer already under contract. African Americans who broke labor contracts were subject to arrest, beatings, and forced labor. Apprenticeship laws forced many minors (either orphans or children whose parents were deemed unable to support them) into unpaid labor for white planters. Passed by a political system in which African Americans effectively had no voice, the Black Codes were enforced by all-white police and state militia forces (often made up of Confederate veterans of the Civil War). African American southerners steadily lost most of the rights granted to them at the start of the Reconstruction period.

In order to insure white-only governments and to terrorize African Americans, the **Ku Klux Klan (KKK)** was formed. The KKK was a secret group that worked to keep African Americans and white Republicans (scalawags) out of public office. It's goals: control elections, destroy the Republican Party in the South, and harass African Americans.

➡ *What political, economic, and social problems did Freedmen face during the period of Reconstruction?*

Political	Economic	Social

➡ *In my opinion, these problems would impact the Freedmen in general (positively or negatively) because of*

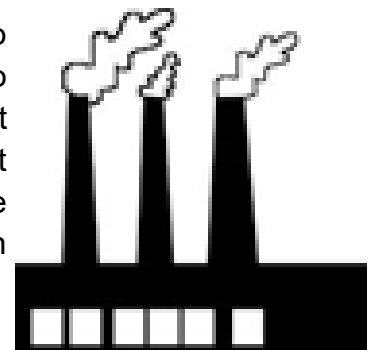
Understanding Different Perspectives of Reconstruction

Reconstruction was positive and negative depending on your point of view. The slaves were now free, but the South had lost their labor and many of their homes, farms, and communities had been destroyed. The North on the other hand would pay a heavy price monetarily in order to keep the peace and to rebuild the South.

➔ **Read the following perspectives/point of views and highlight the political, economic and social problems. Complete the chart below each perspective and finish the sentence after each chart by circling positively or negatively and explaining why.**

Northern Perspective

At the end of the Civil War, Northerners were interested in helping to reconstruct the South. They wanted a free labor system, and to secure the newly freedmen's basic rights (equal rights). They did not want ex-confederates to control state governments right away. **Carpetbaggers** were white northerners who travelled to the South during Reconstruction, opened businesses, and participated in rebuilding state governments by taking control of those governments.



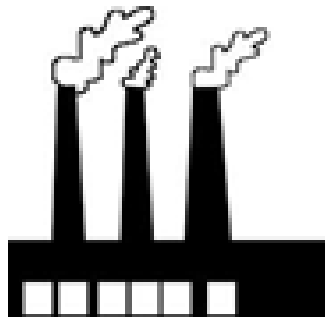
At the beginning of Reconstruction, Northerners, including Radical Republicans, were concerned with protecting the freedmen. They believed that African Americans had to be given the right to vote. The Radical Republicans worked toward reunification of the union and helped push through the **13th, 14th and 15th Amendments**. These amendments gave the freedmen freedom, citizenship, and the right to vote. Radical Republicans in Congress also passed legislation that created the **Freedmen's Bureau**, a government organization to provide education for freedmen. It also had the task of feeding and clothing war refugees in the South and helping former slaves adjust and enter into society. The Bureau was also supposed to help freedmen find jobs and distribute land. The Radical Republicans also tried to protect freedmen from violence by the **Ku Klux Klan**, a secret group formed just after the Civil War. Its goal was to control elections, destroy the Republican Party in the South, and harass African Americans. The Radical Republicans passed the Enforcement Acts to help stop KKK violence, but they were unsuccessful.

Toward the end of Reconstruction, Northerners began to lose interest in supporting Reconstruction programs. By the 1870's the country began to have economic and political problems. The **Panic of 1873** resulted in an economic depression and loss of jobs. In 1876, **Rutherford B. Hayes** was elected President of the United States and agreed to remove federal troops from the South, in what historians call the **Compromise of 1877**. Northerners began to accept the *Reconciliation Theory* (the idea that it was more important to make peace with the South than to demand rights for African Americans). With lack of funding and the decision to withdraw federal troops, the South returned to white only dominance of state governments and loss of political, economic and social freedom for African Americans.

➡ ***What political, economic, and social problems did Northerners face during the period of Reconstruction?***

Political	Economic	Social

➡ ***In my opinion, these problems would impact the Northerners in general (positively or negatively) because of***



Understanding Different Perspectives of Reconstruction

Reconstruction was positive and negative depending on your point of view. The slaves were now free, but the South had lost their labor and many of their homes, farms, and communities had been destroyed. The North on the other hand would pay a heavy price monetarily in order to keep the peace and to rebuild the South.

➔ **Read the following perspectives/point of views and highlight the political, economic and social problems. Complete the chart below each perspective and finish the sentence after each chart by circling positively or negatively and explaining why.**

Southerners' Perspective

After the Civil War the South experienced economic devastation. The southern devastation was not necessarily all caused by northern warfare. The economic devastation was also caused by loss of the labor force and money. Before the war, southerners had turned to slavery as a cheap labor solution. In the South slaves were money investments and they were as valuable as land. With the end of the war and the passage of the **13th Amendment**, the South went from a slave labor force to a free labor force. The economic problem that resulted was because free labor was expensive. Additionally, many Americans did not want to do the hard agricultural labor that southern plantations and farms required.



During Reconstruction, white southerners turned to the freedmen as their paid labor source. To insure the cheapest labor possible, southerners used **Black Codes**, including strict labor contracts, to guarantee laborers. These labor contracts were used to guide the **sharecropping** system where farmers, including freedmen, rented a plot of land to farm and shared the crop with the landowner. The **crop-lien system** was established when poor farmers used credit to buy goods while using their crops as collateral (security pledged for repayment) for repaying loans. Fortunately for the land owners, sharecroppers/poor farmers got caught in a never-ending cycle of debt. This kept the freedmen bound to work the land for very little in return.

Economically, southern whites were not only hurt during Reconstruction because of the loss of their labor force but also because of tax increases on their property to help pay for Reconstruction. White property owners were taxed more even though they had less money. Blacks did not own property, but instead were sharecroppers and therefore did not have to pay taxes.

Southerners' Perspective

Socially, in the South, African Americans were seen as inferior to whites. In the minds of white southerners, only white men deserved respect. It was seen as degrading for white men to respect African American men. White southerners did not support Reconstruction policies because if freedmen were granted freedoms, then they would be seen as equal and thus deserving of respect. Therefore, many southerners participated in the **Ku Klux Klan** to maintain white supremacy or white dominance. The KKK was a secret organization, mainly made up of former Confederate soldiers, designed to harass African Americans and keep them powerless. Politically, white southerners also believed that the new state governments were corrupt. They did not trust the scalawags and carpetbaggers who ran the state governments. **Scalawags** were white Republicans from the South who took over southern governments. **Carpetbaggers** were white northerners who moved to the South to make money during Reconstruction and to control southern governments.

➡ ***What political, economic, and social problems did Southerners face during the period of Reconstruction?***

Political	Economic	Social

➡ ***In my opinion, these problems would impact the Southerners in general (positively or negatively) because of***



Reconstruction Legislation

In order to guarantee rights to the Freedmen, the Radical Republicans passed a series of laws during the Reconstruction period.

➔ **Read through the following laws and categorize each law into political, social or economic reason(s) for passing the law by circling the symbols below. In the first column of the chart give the reason why you think it was necessary for Congress to pass that law. In the second column of the chart, fill out the impact this law had on the Freedmen.**

Freedmen’s Bureau Act of 1865 established the Freedmen’s Bureau in the War Department to provide assistance to the newly freedmen and poor whites in the South and the District of Columbia by issuing food and clothing, operating hospitals and temporary camps, settling them on abandoned or confiscated land, and establishing colleges and training schools.



Political



Economic



Social

Congress passed this law because of these	What do you think was the effect of this law on

Civil Rights Act of 1866 granted citizenship and the same rights as those of “white citizens” to all males without regard to race, color, or previous condition of slavery.



Political



Economic



Social

Congress passed this law because of these reasons:	What do you think was the effect of this law on society?

The First Reconstruction Act of 1867 - part of the Radical Republicans Reconstruction plan, divided the secessionist states into five military districts, each governed by a Union general; declared martial law and sent troops to keep the peace and protect former slaves; before readmission to the Union. It directed the states to redraft their constitutions, ratify the 14th Amendment, and provide suffrage to former slaves.



Political



Economic



Social

Congress passed this law because of these reasons:

What do you think was the effect of this law on society?

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The Enforcement Acts of 1870-1871 protected the newly freedmen's right to vote, hold office, serve on juries, receive equal protection under the law and provided that if states failed to act, the U.S. government could act.



Political



Economic



Social

Congress passed this law because of these reasons:

What do you think was the effect of this law on society?

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Amnesty Acts of 1872 removed restrictions on voting and office-holding for most former Confederates.



Political



Economic



Social

Congress passed this law because of these

What do you think was the effect of this law on

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Civil Rights Act of 1875 guaranteed freedom of access regardless of race to public accommodations such as inns, theaters, railroads, etc.



Political



Economic



Social

Congress passed this law because of these reasons:

What do you think was the effect of this law on society?

Compromise of 1877 an unwritten, informal deal agreed to by Republicans and Democrats in Congress whereby the Republican Rutherford B. Hayes' would be selected as President by the congressionally created Electoral Commission. In return, Hayes agreed to the removal of all federal troops from the South.



Political



Economic



Social

Congress passed this law because of these reasons:

What do you think was the effect of this law on society?

➡ Read the paragraphs below of a significant individual. Underline or highlight their role in Reconstruction. Then fill in the chart below. Draw a picture or a symbol in the chart to help you remember their contribution or significance.

Hiram Rhodes Revels 1827-1901 was born a free man in 1827. An ordained minister for the African Methodist Episcopal Church, he spent the years of the Civil War recruiting African Americans to fight as well as serving as a chaplain to their regiments. After the war, he moved to Mississippi where he continued to serve as a minister as well as establishing schools for freedmen. In 1868 he became involved in politics and served in the Mississippi State Senate where he made a name for himself. At that time the state legislatures selected the U.S. Senators, so in 1870, he was selected as the first African American to serve in the U.S. Congress as a Senator, replacing the former President of the Confederacy, Jefferson Davis. While in the Senate, Revels actively supported amnesty for former Confederates. With the passing of the 15th Amendment and Revels appointment, other black men were elected to serve in government.

Role played in Reconstruction	Visual or Symbol to help remember

➡ Read the following event and answer the questions that follow.

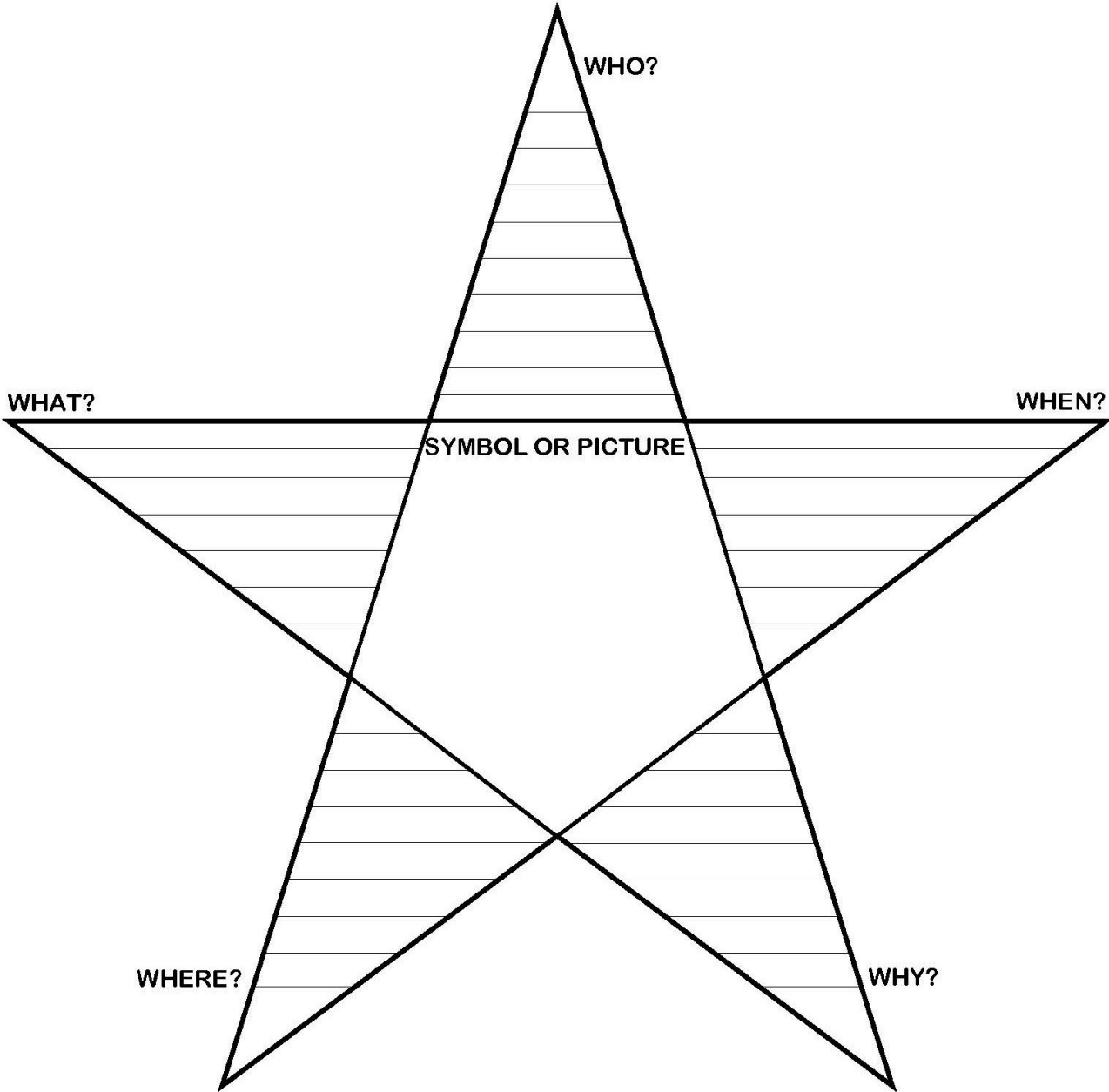
During Reconstruction, President **Andrew Johnson** and the Radical Republicans in Congress differed strongly on how to treat the South. Among other things, in opposition to President Johnson, Congress passed the Tenure of Office Act. This law required the President to consult with Congress before firing a cabinet member. When President Johnson fired his Secretary of War without consulting Congress, he violated the Tenure of Office Act. In 1868, the Radical Republicans in the House of Representatives impeached (voted charges against) President Johnson. Johnson was the first president to be impeached. In accordance with the Constitution, the Senate tried President Johnson on the charges voted by the House. The final vote in the Senate was one short of the two-thirds majority needed for conviction and removal from office, and thus, Johnson remained President.

➡ Why was President Andrew Johnson impeached?

➡ Do you think it was fair to impeach President Andrew Johnson? Why or why not?

Reconstruction Review

➔ *Arrange all the information you have gathered from the Reconstruction Unit and write the Who, What, When, Where, and Why in the five points of the star. Use a symbol or picture that represents Reconstruction in the inside of the star.*



Lincoln vs. Jefferson Davis - Battle of the Speeches

Quote	Speech	Paraphrase	Principle Illustrated— Government, Union, Liberty, Equality
<p>“It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that “I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so ...”</p>	<p>Lincoln— First Inaugural 1861</p>	<p>Lincoln states that now, just as in the past, he does not have the constitutional right to abolish slavery in the states where it legally exists.</p>	<p>Government</p>
<p>“Again: If the United States be not a government proper, but an association of States in the nature of contract merely, can it, as a contract, be peaceable unmade by less than all the parties who made it? One party to a contract may violate it—break it, so to speak—but does it not require all to lawfully rescind it?”</p>	<p>Lincoln— First Inaugural 1861</p>	<p>Lincoln agrees that the government of the United States is (was formed by) a contract that can only be broken if all of the parties (Northern and Southern states) agree to break it.</p>	<p>Government, Union</p>
<p>“Plainly the central idea of secession is the essence of anarchy...”</p>	<p>Lincoln— First Inaugural 1861</p>	<p>Lincoln says that the idea that a state can withdraw from the union will cause chaos.</p>	<p>Union</p>
<p>“...that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom.”</p>	<p>Lincoln — Gettysburg Address, 1863</p>	<p>Lincoln hopes that those who lost their lives in the bloodiest battle of the Civil War to date did not die in vain. He hopes that sacrifice will result in the new burst of freedom.</p>	<p>Liberty</p>
<p>“...government of the people, by the people, for the people, shall not perish from the earth.”</p>	<p>Lincoln — Gettysburg Address, 1863</p>	<p>Lincoln states that even he hopes the government established in our Founding period will not be destroyed forever by this Civil War</p>	<p>Union</p>

Lincoln vs. Jefferson Davis - Battle of the Speeches

Quote	Speech	Paraphrase	Principle Illustrated— Government, Liberty, Equality
<p>“Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal...”</p>	<p>Lincoln — Gettysburg Address, 1863</p>	<p>Lincoln states that when this country was created, it was done so based on the belief that all men were equal.</p>	<p>Equality</p>
<p>“The right solemnly proclaimed at the birth of the States, and which has been affirmed and reaffirmed in the bills of rights of States subsequently admitted into the Union of 1789, undeniably recognize in the people the power to resume the authority delegated for the purposes of government.”</p>	<p>Davis— Inaugural Address, 1861</p>	<p>Davis claims that from the beginning the people have had the right to determine the authority and purpose of the government.</p>	<p>Government</p>
<p>“Our present condition, achieved in a manner unprecedented in the history of nations, illustrates the American idea that governments rest upon the consent of the governed, and that it is the right of the people to alter or abolish governments whenever they become destructive of the ends for which they were established.”</p>	<p>Davis— Inaugural Address, 1861</p>	<p>Davis states that this situation has not happened before in the history of our national government. He also says that it is our right to change or do away with the government when it no longer meets the goals and needs when it was established. (idea of Declaration of</p>	<p>Government, Liberty</p>
<p>“... All knew that this interest (the institution of slavery) was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it.”</p>	<p>Lincoln— 2nd Inaugural Address, 1865</p>	<p>Lincoln states that those who wanted to increase, keep and even extend slavery were willing to do so even if it meant war. He finishes by saying the government only wanted to stop it from growing in the new territories.</p>	<p>Government, Union</p>
<p>“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, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations...”</p>	<p>Lincoln— 2nd Inaugural Address, 1865</p>	<p>Lincoln states he does not blame or hate those who have fought against the United States and that he hopes to end the bloodshed, take care of all those who have been affected so that we can have a lasting peace throughout the entire country and in the world.</p>	<p>Union</p>