

# STEP AWAY FROM THE TEXTBOOK!

## Reconstruction

*Activities, Parodies, Games, Jokes, Review Sheets,  
"3-D Templates", Cold Reading Passages,  
and much more!*

- Economic Conditions
- Key People & Events
- The "Reconstruction Amendments"
- Racial Tensions & Jim Crow Laws



# STEP AWAY FROM THE TEXTBOOK!

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*“A teacher who is attempting to teach without  
inspiring the pupil with a desire to learn is  
hammering on cold iron.”*

—**Horace Mann (1796-1859)**  
*“The Father of American Public Education”*

# Section 1



Check out some of my...  
**Personal Favorites**

Over the next few pages I will share some of my personal classroom secrets that are sure to engage and excite your students!

## Here's how it works:

The left-hand page includes the song parody, activity, poem, game, etc. for you to share with your students.

<b>Comic Strip</b> <b>Reconstruction Era</b> <small>Description: A comic strip that students can fill in with phrases and/or words to help them remember the highlights of the Reconstruction Era. Instructions: As a follow up to instruction, this can be used as a quick assessment piece and allows students to tap into their creative side. It allows them to process the information in a way that is meaningful to them.</small>			
Students: fill in the white space with their own draw- →			
The Civil War Ends!	The 13 <sup>th</sup> amendment ends slavery.		The 14 <sup>th</sup> amendment grants citizenship.
		Sharecropping replaces slavery.	
Racial tensions start to rise!		The South repairs the damage from the war.	
	The 15 <sup>th</sup> amendment gives blacks the right to vote.		Reconstruction comes to an end.
Page 6		Page 7	

**Some of My Thoughts...**

**Why I think this is a great exercise...**

Lecturing and note-taking only goes so far when it comes to retaining information. It is the processing of the information that gets it to stick in our brains. This activity taps into a variety of brain modalities that will help students process the material and get it to "stick."

**The Step-by-Step in the classroom...**

I use this as a review tool at the end of the certain units, in this case the Reconstruction Era. Obviously, this same activity can be easily adjusted to fit into other areas of the standards (i.e. any time you are trying to have your students grasp a sequence of events). You can also put it at an ELA literacy station for students to complete independently while you meet with reading groups!

**Lesson Learned:**

I have found out that assuming that all students have seen actual comic strips is a false assumption! I try to bring a few samples of comics to share with them before this assignment so they are familiar with them. It is a great way to kick it off.

The right-hand page includes my personal commentary, including the reasons I've had success with this exercise, any key directions, and other tid-bits that might be helpful.

\*\*\*The exercises on the next few pages are great to use for this topic area, but you can easily modify them to use for other topics and even subject areas. The simple format and extra notes that are provided will really help with this!

## Comic Strip

# Reconstruction Era

**Description:** A comic strip that students can fill in with pictures and/or words to help them remember the highlights of the **Reconstruction Era**

**Instructions:** As a follow up to instruction, this can be used as a quick assessment piece and allows students to tap into their creative side. It allows them to process the information in a way that is meaningful to them.

Students fill in the white space with their own drawings



<b>The Civil War Ends!</b>	The 13 <sup>th</sup> amendment ends slavery.		The 14 <sup>th</sup> amendment grants citizenship.
Racial tensions start to rise!		Sharecropping replaces slavery.	
	The 15 <sup>th</sup> amendment gives blacks the right to vote.	The South repairs the damage from the war.	Reconstruction comes to an end.

# Some of My Thoughts...

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You can also put it at an ELA literacy station for students to complete independently while you meet with groups!

## Lesson Learned:

I have found out that assuming that all students have seen actual comic strips is a false assumption! I try to bring a few samples of comics and political cartoons to share with them before this assignment so they are familiar with them. It is a great way to kick it off.

## Acrostic Poem

# "RECONSTRUCTION"

**Description:** Acrostic poem for the term "Reconstruction"

**Instructions:** Use to review the important events of the Reconstruction Era

---

**R** - Radical Republicans led the Reconstruction of the South

**E** - Emancipation Proclamation freed the slaves

**C** - Carpetbaggers attempted to gain political office or economic advantage

**O** - Opposition to blacks voting

**N** - No universal public education in the South

**S** - Sharecroppers allowed to use land for a share of their crop

**T** - Ten percent plan offered by President Lincoln

**R** - Rights granted to African Americans through the "Reconstruction Amendments"

**U** - Union was reunited after a victory in the Civil War

**C** - Confederacy was broken apart after a defeat in the Civil War

**T** - Topic of the 14<sup>th</sup> Amendment was equal protection under the law for everyone

**I** - "Ironclad Oath" required officials to swear they had never "borne arms" against U.S.

**O** - Organizing constitutional conventions at state levels to adjust to new federal laws

**N** - Northern "Carpetbaggers" moving South, and African Americans moving North



# Some of My Thoughts...

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## Why I think this is a great exercise...

This is an easy way to get into the details of the Reconstruction Era without having to resort to a "textbook" format. This immediately gives you a broad overview of the highlights, and gives you the flexibility to go into further discussion about certain topics as you review the poem.

## The Step-by-Step in the classroom...

You can use a pre-made acrostic poem (such as the one on the left-hand page, or one you make yourself), or you can have your students brainstorm and create one as a class. Either way, the objective is to highlight specific details of a certain subject. To put it another way, what do you really want them to remember 20 years from now?

## Helpful Hint:

Students love to illustrate these poems and hang them up. The more hands-on they get, the more likely they are to remember the topics listed in your acrostic poem!

## Classroom Game

# Reconstruction

**Description:** “Zip Around” game to review **the Reconstruction Era**

**Instructions:** One student asks the question on their card, and the student with the appropriate card reads the answer. That student then asks his or her question, and the “zip around” continues. Use as a review tool at end of unit and for end-of-year testing.

<p><b>I am the Reconstruction Acts.</b></p> <p><i>What is the term for Northerners who try to take advantage of the Confederate government?</i></p>	<p><b>I am carpetbaggers.</b></p> <p><i>What granted citizenship and protection of civil rights to freed slaves?</i></p>	<p><b>I am the Fourteenth Amendment.</b></p> <p><i>What pro-slavery group called themselves the “Redeemers”?</i></p>	<p><b>I am the Southern Democrats.</b></p> <p><i>What led to racial segregation in all public facilities?</i></p>	<p><b>I am the Jim Crow laws.</b></p> <p><i>Who argued with Congress during the early years of Reconstruction?</i></p>
<p><b>I am President Andrew Johnson.</b></p> <p><i>What policy outlined a simple model for bringing Southern states back to the Union?</i></p>	<p><b>I am the 10% Plan.</b></p> <p><i>What federal agency aided freed slaves with food, housing, employment, health care, and education?</i></p>	<p><b>I am the Freedmen’s Bureau.</b></p> <p><i>What officially abolished slavery in all of the United States?</i></p>	<p><b>I am the Thirteenth Amendment.</b></p> <p><i>What resulted in heavy voting fees only on blacks and immigrants?</i></p>	<p><b>I am poll taxes.</b></p> <p><i>What was the result of new technology and cheap cotton.</i></p>
<p><b>I am textile factories.</b></p> <p><i>Who promised an easy Reconstruction in order to save the Union and end the Civil War more quickly?</i></p>	<p><b>I am President Abraham Lincoln.</b></p> <p><i>What system traded the use of land for a percentage of the crops grown on that land?</i></p>	<p><b>I am sharecropping.</b></p> <p><i>What terrorist group gained power in the South during the 1860s and advocated white supremacy?</i></p>	<p><b>I am the Ku Klux Klan.</b></p> <p><i>What laws in the South limited the rights of newly freed slaves after the Civil War?</i></p>	<p><b>I am the Black Codes.</b></p> <p><i>What made it difficult for freed slaves to vote because they had to first prove they could read?</i></p>
<p><b>I am literacy tests.</b></p> <p><i>What was the nickname for Southern whites who supported the laws of Reconstruction?</i></p>	<p><b>I am scalawags.</b></p> <p><i>What granted voting rights to all male U.S. citizens, regardless of race?</i></p>	<p><b>I am the Fifteenth Amendment.</b></p> <p><i>What is a brutal form of execution that became common in the South after the Civil War?</i></p>	<p><b>I am lynching.</b></p> <p><i>What political group pushed for equal rights for freedmen, often at the expense of Southern citizens?</i></p>	<p><b>I am the Radical Republicans.</b></p> <p><i>What did Congress pass that called for military occupation of the South after the Civil War?</i></p>

# Some of My Thoughts...

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## Why I think this is a great exercise...

All students love to play games for review! This is fast-paced and helps get the blood flowing (and brain working). This review game is a quick informal assessment that's great for the end-of-unit or end-of-year. It can also be adjusted to review as much, or as little, information as you want.

## The Step-by-Step in the classroom...

Cut out the cards and give one to each student. You can probably break the class into two teams and play the game twice. Pick one student to stand up and read the QUESTION aloud on his or her card. Whoever in the class has the answer stands up and reads only the ANSWER. You tell them if they are right. If they are, they then read their question and so on.

Essentially, you will be "zipping" around the room with the questions and answers! The first time you do the game, it might take a little while, but you will be amazed how fast they get used to it!

## Helpful Hint:

I time the class to see if they can "beat their time". You will find students helping each other - which in turn helps everyone! I have had classes zip all the way around in less than a minute! I suggest bringing the same game back at the end of the year, and have the class try to beat its time from earlier in the year (it will take a while to get back up to speed).

## Original Poem

# An Introduction to Reconstruction

**Description:** A poem to review events of the Reconstruction Era

**Instructions:** Use as a read-aloud or shared reading to review the unit

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### An Introduction to Reconstruction

When Lincoln began his second term in office,  
The United States was a mess.  
The Ku Klux Klan soon formed to spread its terror,  
With violence and lynching in excess.

Lincoln hoped to save the battered country  
With equality, union, and peace.  
His Ten percent Plan made a deal with the South  
In hopes that the Confederacy would cease.

But woe was the day that Lincoln was murdered,  
And Andrew Johnson took charge.  
Radical changes began to take place  
That the South thought were far too large.

In 1865, the thirteenth amendment  
Abolished slavery for good.  
Carpetbaggers came from the North to the South  
To grab as much as they could.

The Freedmen's Bureau was established to aid  
Ex-slaves with all that they needed.  
Then the Reconstruction Acts placed military troops  
In all the states that seceded.

When the fourteenth amendment gave citizenship to blacks  
And the fifteenth made voting a right,  
The Southern Democrats cheated the new system  
With poll taxes on everyone but whites.

Jim Crow laws were made to segregate trains  
And bathrooms and restaurants and schools;  
And many more Black Codes across the South  
Made freedmen the victims of other rules.

But the Northern Republicans and Southern scalawags  
Eventually won their side  
As opportunity was created in sharecropping and textiles  
For ex-slaves and immigrants nationwide.

# Some of My Thoughts...

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## Why I think this is a great exercise...

Poems are always great tools for students to integrate social studies with ELA content. Aside from studying Reconstruction, students are learning about rhyming schemes and stanzas. From a social studies point-of-view, this is an easy way to cover a lot of the details of the Reconstruction Era and its impact on the country (something that they will most likely revisit again in the future).

## The Step-by-Step in the classroom...

My students first hear this poem when I introduce the lesson about Reconstruction, and they hear it LOTS of times afterwards. We do it again at Morning Meeting the next day and also at transition times. I used it later for review, when we put it on the overhead and took it one verse at a time. I also used it as a choral reading where girls and boys alternate verses. This makes it more fun, thus increasing the amount your students remember it.

## Lesson Learned:

Don't forget to hang up everything you do as an "anchor chart". Use the ceiling if you are running out of room! You'd be surprised how often students really do refer to these charts throughout the year. Since this poem addresses not only social studies terms but also elements of poetry for ELA, it is definitely one that should be seen!

# Section 2

## "Information Overload"

# Primary Source

## Review Sheets

*The next few pages feature a wide assortment of Primary Sources from this particular time period. These resources will help engage your students and help them understand the "story behind history".*

***Feel free to make copies of these "Primary Source" review sheets to give to your students.***

### What is a Primary Resource?

Primary resources are documents or other materials that give a researcher a firsthand account of a historical event or time period. These sources reflect the experiences, viewpoints, and observations of individuals who actually lived through certain events.

### Examples of Primary Resources

- Letters
- Diaries and Journals
- Historic Speeches
- Census Data
- Audio / Visual Recordings
- Public Records
- Firsthand News Reports
- Political Cartoons
- Original Artwork
- Physical Artifacts

*Primary resources often give a more accurate view of history than secondary resources. Secondary resources are materials that review an event after it has taken place. An example of a secondary resource is an encyclopedia, or even your textbook.*

The next few pages contain a variety of primary resources. Each document has been carefully chosen to help explore a unique part of United States history. We hope you enjoy the materials--& remember...

# Have Fun!!!



# Lincoln's



# Assassination

On April 14, 1865—less than one week after the end of the Civil War—President Abraham Lincoln was assassinated while watching a play at Ford's Theater in Washington, D.C. He was shot in the head by a Southern sympathizer named John Wilkes Booth, who then jumped onto the stage and made a daring escape. Booth ran from authorities for nearly two weeks, until he was finally shot and fatally wounded inside a burning barn. During Booth's assassination of the President, there was a failed attempt by his accomplices to assassinate Secretary of State William Seward. In the end, over seven people were sentenced for either helping Booth in his escape or for conspiring with him to assassinate Lincoln.

**"SIC SEMPER TYRANNIS"**  
 --Latin phrase meaning "As Always to Tyrants" that many witnesses believed they heard John Wilkes Booth yell as he hit the stage.

Catching  
 the  
**BAD GUYS**

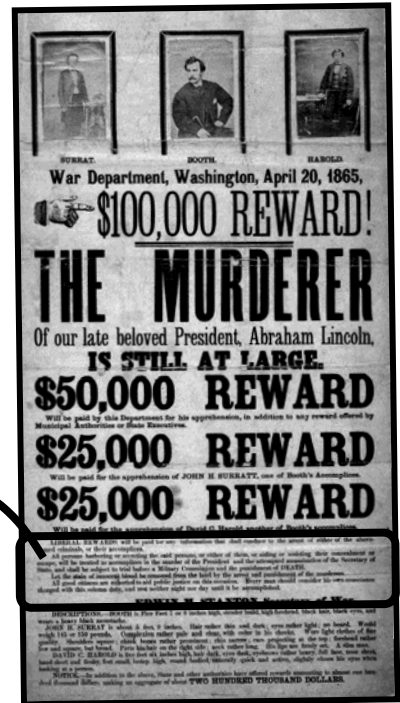
**LIBERAL REWARDS** will be paid for any information that shall conduce to the above-named criminals, or their accomplices.

All persons harboring or secreting the said persons, or either of them, or aiding or assisting their concealment or escape, will be treated as accomplices in the murder of the President and the attempted assassination of the Secretary of State, and shall be subject to trial before a Military Commission and the punishment of **DEATH**.

Let the stain of innocent blood be removed from the land by the arrest and punishment of the murderers.

All good citizens are exhorted to aid public justice on this occasion. Every man should consider his own conscience charged with this solemn duty, and rest neither night nor day until it be accomplished.

**EDWIN M. STANTON, Secretary of War.**



Reward notice for the capture of John Wilkes Booth and accomplices. Published by the U.S. War Department, April 20, 1865. LC-USZ62-1193 DLC (b&w film copy neg.) Library of Congress, Prints and Photographs Division, Reproduction No.:

John Wilkes Booth could run, but he could not hide. For 12 days, Booth ran from federal authorities through southern Maryland and into Virginia. During that time, the entire nation heard of the assassination, and thousands were keeping a sharp lookout for the fugitive.

Booth wasn't the only one in trouble. The law was also after those who helped him to escape, assisted in the assassination attempts, or even knew about the plan. The notice above is offering \$100,000 of total rewards--\$50,000 for the capture of John Wilkes Booth, \$25,000 for the capture of John Surratt (believed to have helped Booth plan the assassination), and another \$25,000 for the capture of David Harold (an accomplice who helped Booth escape).

In the end, eight people besides John Wilkes Booth were arrested for being involved in the conspiracy to assassinate Abraham Lincoln (or for helping Booth in his escape). Seven of them were sentenced to death or life imprisonment.

## Booth the Actor

It's somewhat fitting that John Wilkes Booth would choose a theater to launch his assassination attempt on Abraham Lincoln. Booth came from a family of actors, and he himself was a popular stage actor (he had even performed at Ford's Theater, the same place where he shot Lincoln). As Booth's acting career took off, reviewers often hyped him as "the most handsome man in America."

Acting was in Booth's blood. His father, Junius, had been a distinguished thespian, and his brother, Edwin, was considered one of the best actors of the late 19<sup>th</sup> century. The letter to the right was written by theater owner Leonard Grover inviting Lincoln to see John Wilkes' brother, Edwin Booth, in an upcoming play. Lincoln accepted.

LOC, Manuscript Division., Abraham Lincoln Papers,

Your Excellency,

I have the honor to offer for your acceptance a double Private Box for Friday night next. The occasion being the performance of Shylock and Don Caesar de Bazin by Mr. Edwin Booth.

Your favorable answer will be taken as a great compliment to the artist as well an additional honor to

Yours loyally,  
 Leonard Grover  
 Grovers Theater  
 Thursday Morning

LOC, Manuscript Division.,  
 Abraham Lincoln Papers,

July 20-1864  
 Your Excellency,  
 I have the honor to offer for your acceptance a double Private Box for Friday night next. The occasion being the performance of Shylock and Don Caesar de Bazin by Mr. Edwin Booth.  
 Your favorable answer will be taken as a great compliment to the artist as well as an additional honor to  
 Yours loyally,  
 Leonard Grover  
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# RECONSTRUCTION Amendments



The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the Constitution are appropriately known as the **Reconstruction Amendments**. These amendments were added during the Reconstruction Period (1865-1876), and each dealt with Civil Rights. The 13<sup>th</sup> amendment ended slavery, the 14<sup>th</sup> promised equal protection of the law to all citizens, and the 15<sup>th</sup> amendment extended the right to vote to African American citizens.

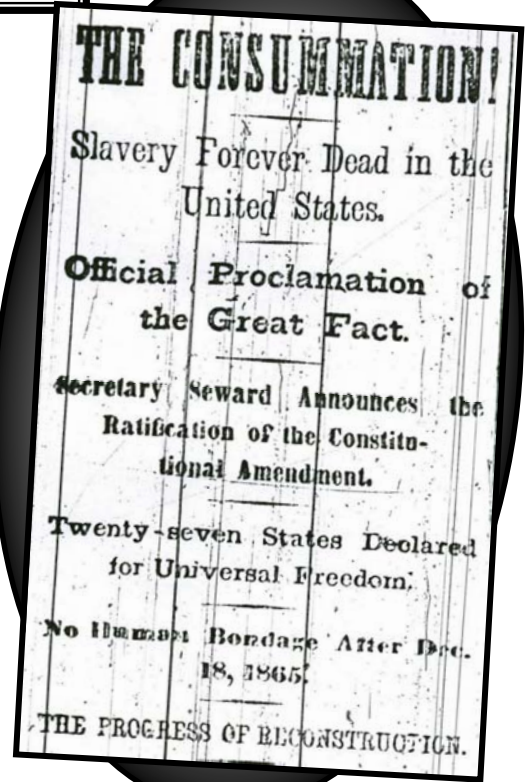
## XIII AN END TO SLAVERY

### 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...

The **13<sup>th</sup> amendment**, ratified in 1865, officially put an end to slavery in the United States. It was the direct result of the Union victory in the Civil War earlier that year (the Confederate Army had been fighting to preserve slavery).

The headlines to the right appeared in the New York Times on December 19, 1865, immediately after the appropriate number of states (27 of the 38 existing states) had ratified the amendment to make it formally active.



The New York Times. 19 Dec. 1865: p. 1.

## XIV EQUAL PROTECTION OF THE LAW

### 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. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

The **14<sup>th</sup> amendment**, officially ratified in 1868, promised all American citizens equal treatment of the law. This was monumental because it extended beyond race, gender, religion, and ethnic differences.



# WV THE RIGHT TO VOTE

## 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.

The **15<sup>th</sup> amendment**, ratified in 1870, extended the right to vote to African Americans. This immediately helped black citizens become an important part of the democratic system (in the South, the number of freed slaves outnumbered white citizens in many areas, thus shifting the balance of political power).

Needless to say, the 15<sup>th</sup> amendment was celebrated by freedmen across the nation. To the right is an editorial that appeared in an African American newspaper just days after the amendment was ratified.

**PROGRESS OF LIBERTY!**  
Gloria Triumphs! We are free! The Fifteenth Amendment which confers upon us full rights of citizenship has received the ratification of the requisite number of States; and when officially announced by the Secretary of State will become the law of the land and must be obeyed—the special pleadings of Gov. Haight and the intimations of the Democratic majority of the Legislature of California, and the annals of the New York Legislature, to the contrary notwithstanding.  
We announced last week that Georgia had ratified the Fourteenth and Fifteenth Amendments, thus re-uniting herself to the sisterhood of States. Since then, Iowa has ratified the Fifteenth, which completes the number. The records now stand as follows:—

“Progress of Liberty” The Elevator. 11 February, 1870. p. 2.

**PROGRESS OF LIBERTY**  
Gloria Triumphs! We are free! The Fifteenth Amendment which confers upon us full rights of citizenship has received the ratification of the requisite number of States; and when officially announced by the Secretary of State will become the law of the land and must be obeyed...

## A Meaningful Day...

Soon after the 15th amendment was ratified, the print shown below was published and distributed to mark the historic event. Included in the print are numerous symbols that defined the struggles of African Americans from slavery to citizenship to securing the right to vote.

**Ulysses S. Grant**  
President at the time

**Martin Delaney, Frederick Douglass, Hiram Revels**  
African-American leaders of the era

**Schuyler Colfax**  
Vice-president under Grant

**“Reading Emancipation Proclamation”**  
Black man reading the document, signed “LINCOLN”

**“Life, Liberty, & Independence”**  
A sword & an olive branch, symbols of war & peace

**“We Unite the Bonds of Fellowship”**  
Three men dressed in attire of black fraternities of the time

**“Our Charter of Rights—the Holy Scriptures”**  
A drawing of the Holy Bible

**Abraham Lincoln**  
Former president, and first to grant Emancipation

**“Education will prove the Equality of the Races”**  
Black woman as a school teacher

**“Liberty Protects the Marriage Alter”**  
A double wedding—slave marriages were not legally recognized

**“The Ballot Box is Open”**  
A black man voting, a right protected by the 15th amen.

**“The rights of citizens of the U.S. to vote...”**  
A copy of the Constitution

**“We till our own fields”**  
Black man harvesting grain

**“We will protect our country...”**  
Black military men, with whites cheering in the background

**“Freedom Unites the Family Circle”**  
A black family sitting around the dinner table

**John Brown**  
Controversial abolitionist prior to the Civil War

**“The Holy Ordinances...”**  
A church scene with a black preacher & congregation

**“Our Representative Sits...”**  
An African American representative working on the Congress floor

**Celebration of the 15th Amendment**  
A scene showing a parade to celebrate the 15th amendment, with a supportive white audience

# Freedmen

Prior to the Civil War, African American slaves who gained their freedom (either by being set free, escaping, or purchasing freedom) were known as freedmen. The end of the Civil War, accompanied with the ratification of the 13<sup>th</sup> amendment in 1865, instantly created millions of free men across the nation by

liberating all slaves. Unfortunately, a life of freedom wasn't always easy. Most freedmen had very little money, education, or job skills (other than farm labor). They also had to deal with a backlash of racial tensions, especially in the South.

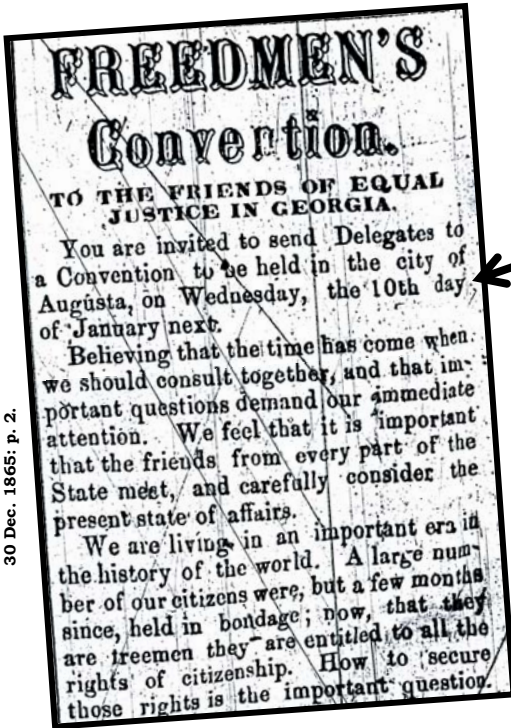
## Sticking Together

While they had spent years longing for freedom, most slaves were not prepared for it. They had no education, no money, and few job skills. Millions of African Americans were suddenly forced away from their homes and farms and told to make it in the free world.

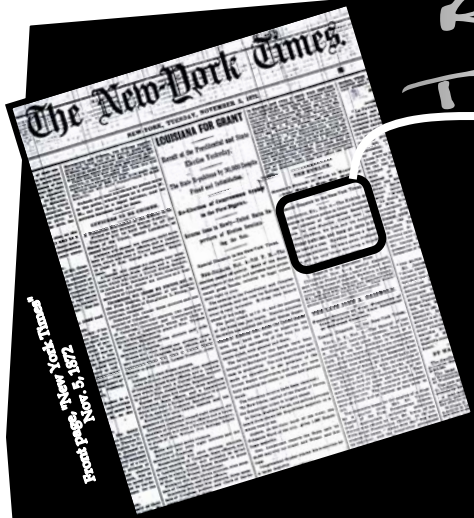
As they faced the daunting task, the African American community realized the power of sticking together. To the left is a notice for a "Freedmen's Convention" held in Georgia in 1866. Hundreds of similar conventions and meetings went on throughout the South during the turbulent years of Reconstruction.

The notice appeared in the newspaper, *The Colored American*, one of many African American newspapers of the time. These newspapers gave the freedmen necessary information, support, and overall confidence as they tried to make it in the white man's world. Below are the headlines of a few of the African American papers of the time.

"Freedmen's Convention." *The Colored American*, 30 Dec. 1866; p. 2.



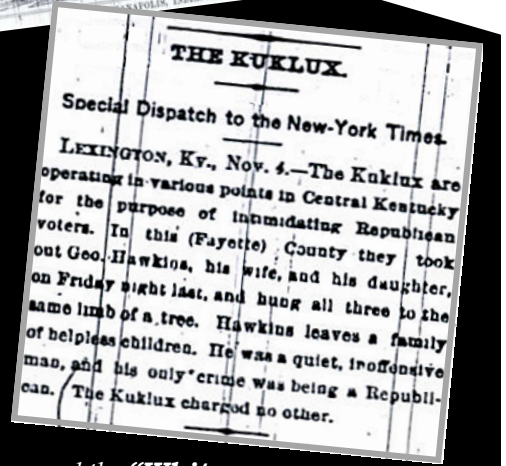
## Racial Tensions



A member of the "White League" and the Ku Klux Klan join forces over a huddling black family.

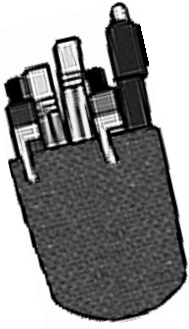


Hager's Weekly Cartoon, Oct. 24, 1874. Drawn by Thomas Nast.



African Americans made great strides in civil rights during the late 1800s. Unfortunately, their progress ignited a tremendous amount of racial tension — especially in the South. When slavery ended in 1865, groups like the **Klu Klux Klan** and the "**White League**" (see above) formed to intimidate African Americans and prevent them from voting in local elections. These groups became extremely violent after 1870, when the 15<sup>th</sup> amendment granted voting rights to African Americans. In some areas, entire elections were altered because the black citizens were too frightened to come out and vote.

# Section 3



## Pocket Activities

These are quick activities that can be used for class-openers, ice-breakers, attention-grabbers, and so on.

We've also added a few jokes to have in your pocket when you're really trying to keep students from staring out the window!



### Activity - "A Plan for Reconstruction" (1865-1876)

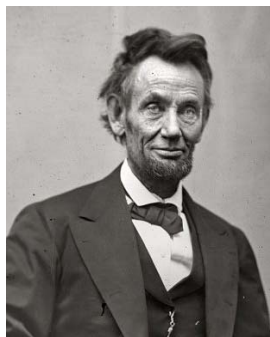
Ask your students to answer the question, **"How would you do it?"**. They have been given the task of reuniting the nation after four years of brutal fighting in the Civil War. This is an enormous endeavor. First, discuss the state of the nation immediately following the Civil War. Consider:

- Nearly 600,000 Americans have been killed, with about 1,000,000 casualties
- Even though fighting has ended, tensions still linger between the North and South
- the Union Army has destroyed almost every major city in the South, as well as its infrastructure (i.e. railroads, roads, office buildings, farms, etc.)
- Millions of slaves have been freed, changing the entire political landscape across the country (especially in the South)
- There is intense disagreements about how harshly the South should be "punished" for seceding

Ask your students to come up with a plan for peace after the Civil War. This plan should included details like:

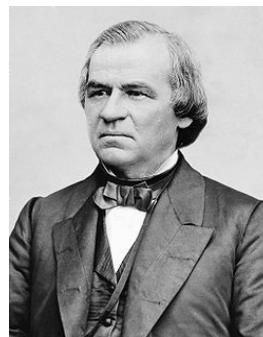
- *enabling the Confederate states to rejoin the Union*
- *punishing the appropriate war criminals (and deciding what dictates a "war criminal")*
- *repairing a shattered economy in the South and rebuilding its infrastructure*
- *Successfully integrating freed slaves into society*

As a class, review the Reconstruction plans of Abraham Lincoln and Andrew Johnson, and see how your students' plans compare. How were the Reconstruction plans of the two presidents viewed at the time, both by Congress and the general public?



Abraham Lincoln

The Original Framers of Reconstruction



Andrew Johnson

## Activity – Jim Crow Laws

Jim Crow Laws were laws that kept African Americans from interacting with whites (known as “segregation”). These were a specific form of Black Codes, which limited the rights of African Americans.

After the end of the Civil War, most Southern states had laws in place that applied only to African Americans. Ask your students to try to list different examples of these Black Codes (*remember that some remained in place until the Civil Rights movement of the 1960s*). Here are a few:

- ◆ African Americans cannot vote.
- ◆ African American children have to attend different schools than white children.
- ◆ African Americans cannot own property.
- ◆ African Americans have to use different public facilities and transportation than whites.

Next, ask your students to list reasons why white people in the South found it beneficial to enforce these laws on African Americans. Consider:

- They didn’t consider African Americans to be equal, & they didn’t respect them
- They feared that African Americans would organize and rebel if given the chance
- They didn’t want African Americans to gain political power
- They wanted African Americans to remain a primary source of low level labor

The Southern states refused to budge on many of their Black Codes when the Civil War came to an end. Finally, the Union declared that many of the laws had to be abolished before the Confederate states could be allowed to enter back into the United States.

Unfortunately, the laws returned when white Democrats returned to power (*in the form of “Jim Crow Laws” that enforced segregation*), and many laws remained in place until the Civil Rights Movement of the 1950s.

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## Activity - Tough Times Ahead

Slavery was officially abolished by the end of the Civil War. That didn’t mean, however, that it put end to the problems of the African Americans living in the South. Ask your students to list concerns a freed slave might have had in the years following the war. Here are a few ideas:

- ◆ He didn’t have any money
- ◆ He had no skills except working on the farm
- ◆ He had no place to live
- ◆ He had no education
- ◆ Prejudices were still high in the South

While the freed slaves were having their problems, the white farmers and plantation owners weren’t all that much better off. The Civil War had also left them in bad shape. Ask your students to list the major areas of concern that plantation owners might have had. Consider some of these ideas:

- ◆ There was no longer any labor force (*slaves*)
- ◆ The economy and resources of the South had been destroyed during the war
- ◆ Many farms and plantations had been destroyed during the war
- ◆ Morale was low in the years following the war

Obviously, there was tension between the white plantation owners and the freed slaves in the years following the Civil War. This tension was overshadowed, however, by the predicament of both groups. Tell your students that they have been assigned to **solve the problem**. Ask them to write several paragraphs detailing some sort of arrangement that could be made between freed African American slaves and white plantation owners to help both groups survive the Reconstruction period.

In the end, the two groups combined forces and created a “**sharecropping**” system. In this arrangement, the freed slaves lived and worked on the plantations for free. Instead of paying the plantation owner rent in cash (*the freed slaves had no money*), they paid him with a share of the crops that they harvested. The plantation owner then got to keep whatever profits the crops brought in.

While this system did help stabilize the South during the Reconstruction years, it proved to be far more beneficial for the plantation owners than the African Americans. In fact, it was basically just an extension of slavery. See if your students can guess the reasons why (*possible answers: white owners treated sharecroppers basically as slaves; African Americans lacked organization to negotiate properly; lack of education made African Americans easy targets for taking advantage, continual work in agriculture “stunted” African Americans from expanding their skills*).

Also, in addition to all of the other obstacles, discuss how the creation of Jim Crow Laws (*which legally took away the rights of African Americans by enforcing segregation*) made it nearly impossible for African Americans to become successful.



# A Little Humor

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## Lincoln's Assassination

Girl #1: Did you know there was a reporter who was reviewing the play, "*Our American Cousin*", on the night Abraham Lincoln was assassinated?

Girl #2: Really? What did he write the next day?

Girl #1: He said the play started out fine, but the ending was way too gruesome.

*(I admit it's a strange subject to joke about, but it was about 150 years ago—so it should be okay)*

## Reconstruction Era

At the end of the Civil War, a Confederate soldier comes back to his hometown. All of the neighbors gather as the man walks to his old farm, and sees that his house and his fields have been destroyed by General Sherman's troops.

Looking at all of the destruction, a huge grin comes across the soldier's face.

One of the neighbors asks, "You see that everything you own has been destroyed! How can you be so happy?"

"Well," confesses the soldier, "I've spent the last four years fighting and shooting at the enemy. Spending the next four years rebuilding and replanting actually doesn't sound too bad!"

*(it's true that many soldiers came back to see their homes destroyed—this one had a great attitude)*

Q: During the Reconstruction Era, all freed slaves kept which piece of furniture in their homes?

A: A Freedman's "Bureau"

*(a silly pun, but a great way to introduce this important institution of the Reconstruction Era)*

During the Reconstruction Era, a carpetbagger rode his wagon by a black farm worker sitting peacefully under a tree, enjoying the beautiful day.

"How can you be so relaxed?" asked the traveler. "With all of the racial tensions, and the Ku Klux Klan, and the shattered economy? As a freed slave, don't you want to get out there and fight for your rights!"

"Well," said the farmer as he took a nice breath of fresh air, "You've got white men in the South who are out to get me. And there are some Yankees who want to help me. Let me ask you this, if two dogs are fighting over a bone, do you think the bone should join in the fight?"

*(this joke is good to explain the different viewpoints that existed during Reconstruction)*

## Actual Nicknames for Presidents during the Reconstruction Era

Rutherford B. Hayes – *Ruther "Fraud"* (because his presidency was plagued with corruption)

Ulysses S. Grant – *"The Butcher"* (because he was such a brutal leader during the Civil War)

*(these nicknames are completely true, and they show the political turmoil of the Reconstruction Era)*

# Section 4

Integrating across the Curriculum



*...because there are only so many hours in the day.*

The next few pages include passages that focus on this historical topic, but can also be used for practice with Reading Comprehension and other Language Arts skills. Please feel free to make copies.

## A BAD REPUTATION

*Read about the historical background of a familiar saying.*

***“Your name will be Mudd!”***

To warn someone that their “name will be mud” is to tell them that their reputation is on thin ice. And it makes sense that the comparison to mud would be chosen – mud is messy and dirty. And, let’s face it, “Your name will be roses” just wouldn’t have the same effect. That’s the quick and easy origin of the expression – now for the more interesting part.

On April 14, 1865, President Lincoln was assassinated by John Wilkes Booth at Ford’s Theater in Washington, DC. When Booth shot the president, he quickly jumped from the private box and onto the stage, breaking his leg in the process. The assassin was able to make a getaway, but he had to eventually stop and seek medical attention for his injury. Late that night, Booth arrived at the house of Dr. Samuel Mudd, and Mudd helped set the broken leg. He also housed Booth for twelve hours.



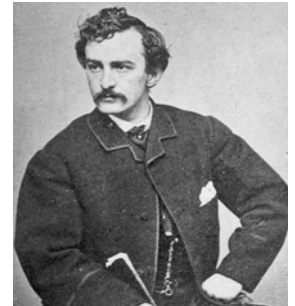
**Dr. Samuel Mudd**

From that point on, Dr. Samuel Mudd’s name was “mud” in more ways than one. He was accused of helping in the conspiracy to assassinate the president, and was sentenced to a lifetime in jail. Mudd claimed to be innocent, saying that he didn’t know who John Wilkes Booth was when he came to him for help. It didn’t matter, though – the doctor’s reputation was ruined. This popularized the expression, “***your name will be mud***” by slightly changing the concept. It was now, “***your name will be Mudd.***”

Because the conviction was a little shaky, President Andrew Johnson issued a pardon for Dr. Samuel Mudd after he had served only four years in prison. Still, the damage to the doctor’s reputation could never be salvaged.

**John Wilkes Booth's assassination of President Lincoln was not a run of the mill shooting. In fact, it was a huge conspiracy. Here's a brief rundown of the events:**

- In March 1865, John Wilkes Booth and other conspirators try to kidnap Abraham Lincoln, but the President's last minute change of schedule foils their plans.
- On April 14, Lincoln attends a showing of the play *Our American Cousin* at Ford's Theater in Washington, DC. Booth sneaks into the presidential box and shoots the President.
- At the same time, Booth's accomplice, Lewis Powell, tries to assassinate Secretary of State William Seward at his home. Trying to stab Seward, he is fought off by several people and runs away.
- Booth breaks his leg by jumping onto the stage at Ford's theater. He escapes out the back door and takes off on horseback.
- At 4:00 AM, Booth and another accomplice (David Herrold) arrive at Doctor Samuel Mudd's house. Mudd treats Booth's injured leg, and provides the men shelter for nearly twelve hours.
- For the next 10 days, Booth remains on the run in the swamps of Virginia, receiving help from southern sympathizers.
- Over twenty men of a Northern Cavalry unit are persistently trailing Booth as he tries to make his escape.
- Meanwhile, Mary Surratt, Lewis Powell, Samuel Mudd, Michael O'Laughlin, and George Atzerodt are all arrested for having suspicious connections with John Wilkes Booth.
- On April 26, 1865, Booth is found in a tobacco shed. He refuses to surrender and the Cavalry sets the shed on fire. Booth is shot and then pulled from the burning shed.
- Booth dies soon after. His last words are reported to be, *"Tell my mother I did it for my country..."*
- Eight people besides Booth are arrested in the conspiracy. Of them, all but one is sentenced to death or life imprisonment



**John Wilkes Booth**

## **A Tough Job** — *Andrew Johnson inherits a tough role, and gets impeached for it...*

There are a few American presidents that most people can name in a heartbeat. George Washington is one of them, as is Abraham Lincoln. Franklin D. Roosevelt and John F. Kennedy aren't far behind. It's true that these men held office during some of the nation's most trying times (*the founding years, the Civil War, the Great Depression, the Cold War, and so on*), but there are a few other presidents who also had their hands full.

While everyone remembers Abraham Lincoln as the courageous leader who guided the country through the Civil War, few people remember the president who came after him to clean up the mess. Andrew Johnson inherited the position of president after Abraham Lincoln was assassinated in 1865.

At the time, the nation was devastated by the Civil War — especially in the South. In fact, the country wasn't even united yet. The Southern states, after fighting a losing battle for the Confederacy, had to somehow be readmitted back into the Union. The South was also recovering from the death of nearly 100,000 young men, extensive property damage, a shattered economy, and — to say the least — a low morale. To top it all off, there were thousands of newly freed slaves who had no money, no education, and no jobs.. All of these problems were thrown onto the desk of President Johnson.



**Andrew Johnson**

It might be safe to say that many people don't remember Andrew Johnson because he didn't exactly "shine" while in office — at least according to his critics. Many members of Congress disagreed with his policies to bring the Southern states back into the Union (*he was too lenient on much of the South, yet also too hard on the wealthy Southern leaders*). Johnson also vetoed several Civil Rights bills that he thought would throw the Southern states off balance. Congress was able to push through the 13<sup>th</sup> and 14<sup>th</sup> amendments to the constitution (*which officially ended slavery and extended civil rights*).

Andrew Johnson's policies were so controversial that Congress tried to impeach him (*put simply, they tried to throw him out*), though unsuccessfully. He was the only president to face impeachment proceedings until Bill Clinton did so in the late 1990s (*Clinton also was able to remain in office*).

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## **A Way to the Pay Rent** — *the sharecropping system becomes a means of survival*

When the Civil War ended in 1865, it didn't mean that all of the states in the North and South once again became a "big, happy family." Nearly five years of fighting had devastated the nation, especially in the South. Even the newly freed slaves (*most of whom had never known a life outside of slavery*) were a little worried about their future.

The Civil War ended slavery, but it also threw thousands of slaves onto the streets with no money, education, or housing. Likewise, the plantations that had thrived on slave labor were suddenly left with no way to function. In short, the South had been turned upside down. In order to make ends meet, plantation owners and newly freed slaves unofficially made a desperate arrangement.

Many slaves (*who had no skills except working in the fields*) agreed to pay the plantation owner rent for housing and a piece of land on the property. Since the slaves had no money, the rent was paid in a "share" of the crops that they were able to grow on the land. In turn, the plantation owner provided all equipment, housing, materials, and supervision — he also kept most of the profits. This system became known as "sharecropping."

While the sharecropping system did provide a freed slave a place to live, it benefited the plantation owner far more. The arrangement enabled plantations (*and ultimately the entire economy of the South*) to sustain during the Reconstruction period. Unfortunately, the harsh supervision, prejudices, and unequal treatment of African Americans continued under the system, making sharecropping not much different than slavery.

Towards the end of the 19<sup>th</sup> century, farming equipment and other innovations began to reshape the agricultural industry, thus putting an end to sharecropping. The system did, however, return as a desperate option during the harsh years of the Great Depression in the 1930s.



## ***Justice for All (on at least some)— Jim Crow comes to the South***

The term “*justice for all*” can be used as a pretty good test for the effectiveness of a legal system. It’s easy to defend the rights of someone you can relate to—or someone you happen to agree with—or someone who can benefit you in some way. It becomes harder, of course, when you don’t like a person—or he has offended you in some way—or you just don’t know or care about the accused. That’s when a legal system can break down.

In the United States during the early 18<sup>th</sup> century, the first of many “Black Codes” was passed. These were laws that attacked the rights of African Americans. They included restrictions on education, travel, property ownership, and marriage—just to name a few. While there were obvious moral problems with these extra restrictions on blacks, most people in power did little to prevent it. For starters, slavery was still legal in many parts of the United States at the time, so arguing over the civil liberties of a small group of free African Americans seemed kind of pointless.

Slavery was officially abolished in the United States after the end of the Civil War in 1865. Unfortunately, this major milestone only paved the way for “Jim Crow Laws.” These were laws that enforced the segregation of blacks and whites, whether it was on a train, in a classroom, or even at a water fountain. These laws remained long after slavery had ended and everyone was talking about blacks and whites living together in the “land of the free.” During the period of Reconstruction (1865-1876), many of the Confederate states weren’t allowed back into the Union until they took those unfair laws off of the books. Still, the legal details didn’t stop African Americans from being harassed by various groups (*the most infamous being the Ku Klux Klan, founded in 1865*).

Despite the racial tensions, African Americans made great strides during the Reconstruction Era with the passing of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the Constitution (*which abolished slavery, protected civil rights, and gave African Americans the right to vote*). Unfortunately, Jim Crow laws continued to exist for the next half century. Schools remained segregated, as did public transportation and public facilities. It was the Civil Rights movement of the 1950s and 1960s that finally gave African Americans full legal equality and put an end to any legal segregation. By the 1970s, even the strongest holdouts in the South had to accept integration as the new American way.



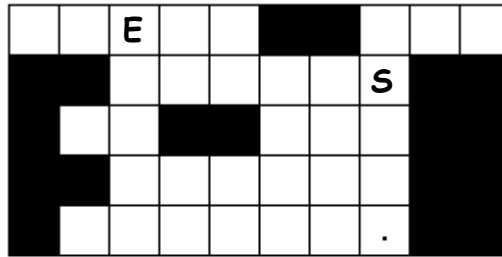
**Laws that enforced segregation were known as “Jim Crow” Laws.**

**The name came from the song, “*Jump Jim Crow*,” that was featured in a popular play from the 1820s. The actor who sung the song was a white man with his face painted black (*so that he looked like an African American*). The character is seen here.**

# Reconstruction Amendments

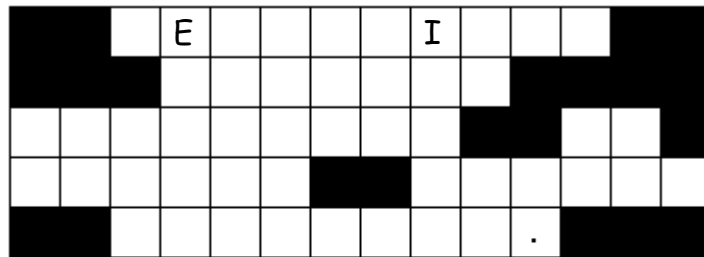
Directions: Fill in the empty squares with the letters in the columns directly below to finish the sentences!

The 13th Amendment...



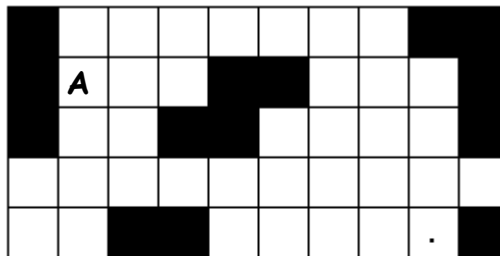
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~~N~~ A V E E  
 I S E I T H D  
 R U L T E E A  
 F S T A D T S ~~S~~ L L

The 14th Amendment...



I T R S  
 R T E C I E A Z  
 E A C I A C N T D  
 A M I ~~I~~ F O G N S N E T S  
 U N C R I D Z N ~~N~~ S A A E S

The 15th Amendment...



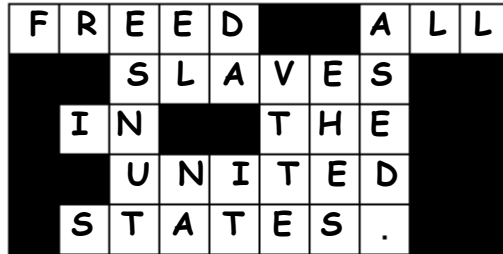
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# Section 5



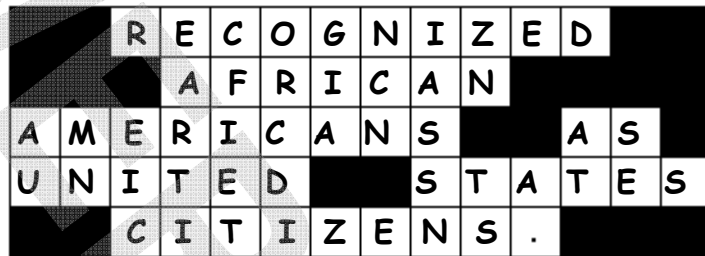
Feel free to make copies of the puzzles to distribute to your students for review

The 13th Amendment...



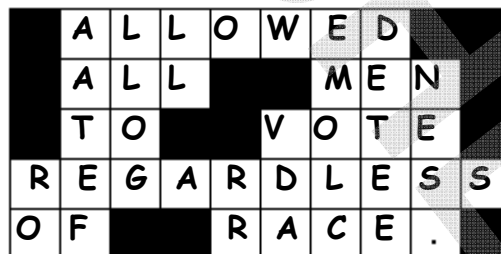
N  
E N A V E E  
I S E I T H D  
R U L T E E A  
F S T A D T S S L L

The 14th Amendment...



I T R S  
R T E C I E A Z  
E A C I A C N T D  
A M I E F O G N S N E T S  
U N C R I D Z N I S A A E S

The 15th Amendment...



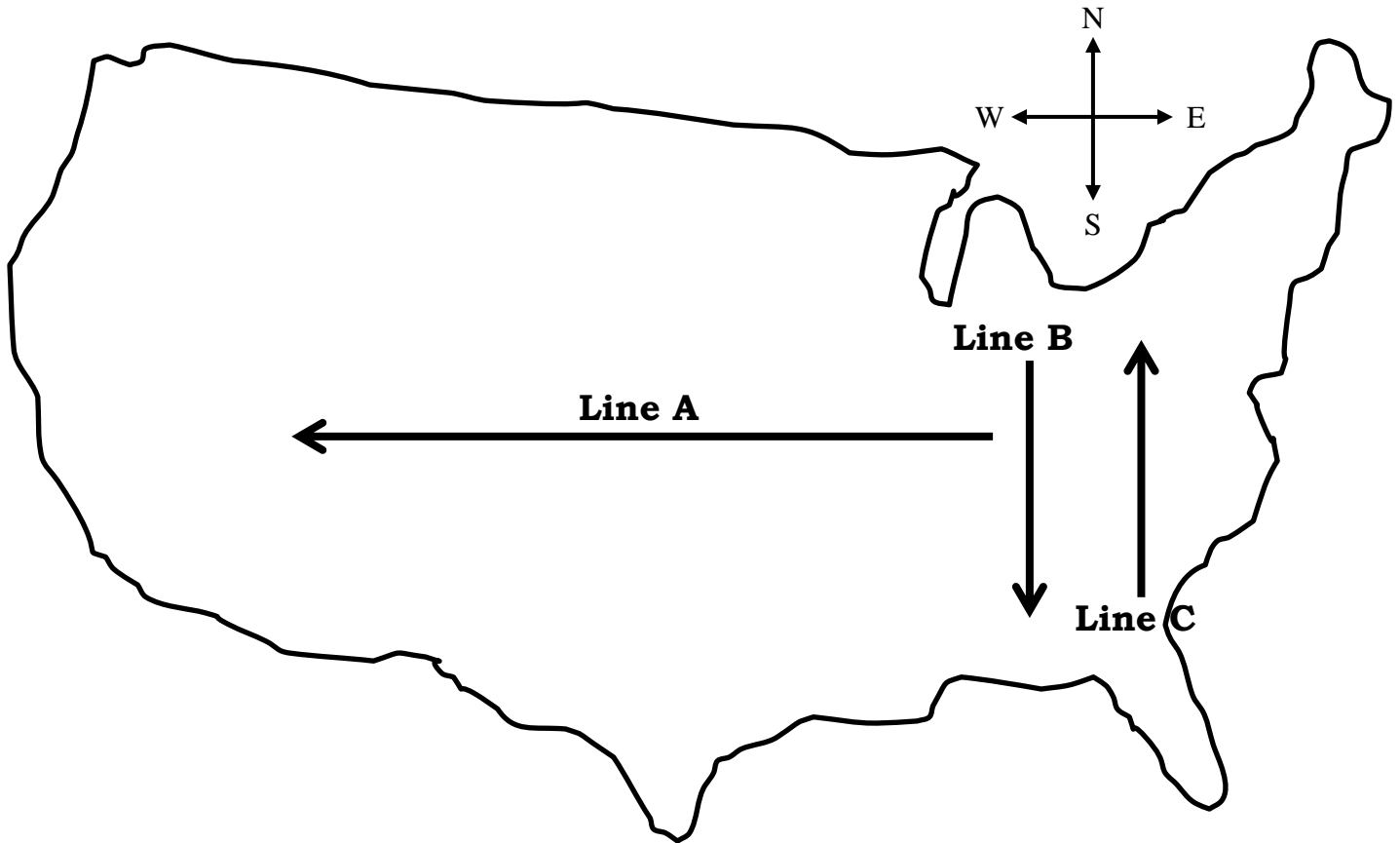
T C D  
F L D E E  
A G L R V M E S  
R E L L O A O T E  
O A O A R W L E N S

Reconstruction Amendments

# On the Move

During the Reconstruction Era (1865-1876), millions of Americans were on the move looking for a better life. On the map below, draw arrows to show the path that most people were taking (i.e. the arrow should go from where they were leaving to where they were going).

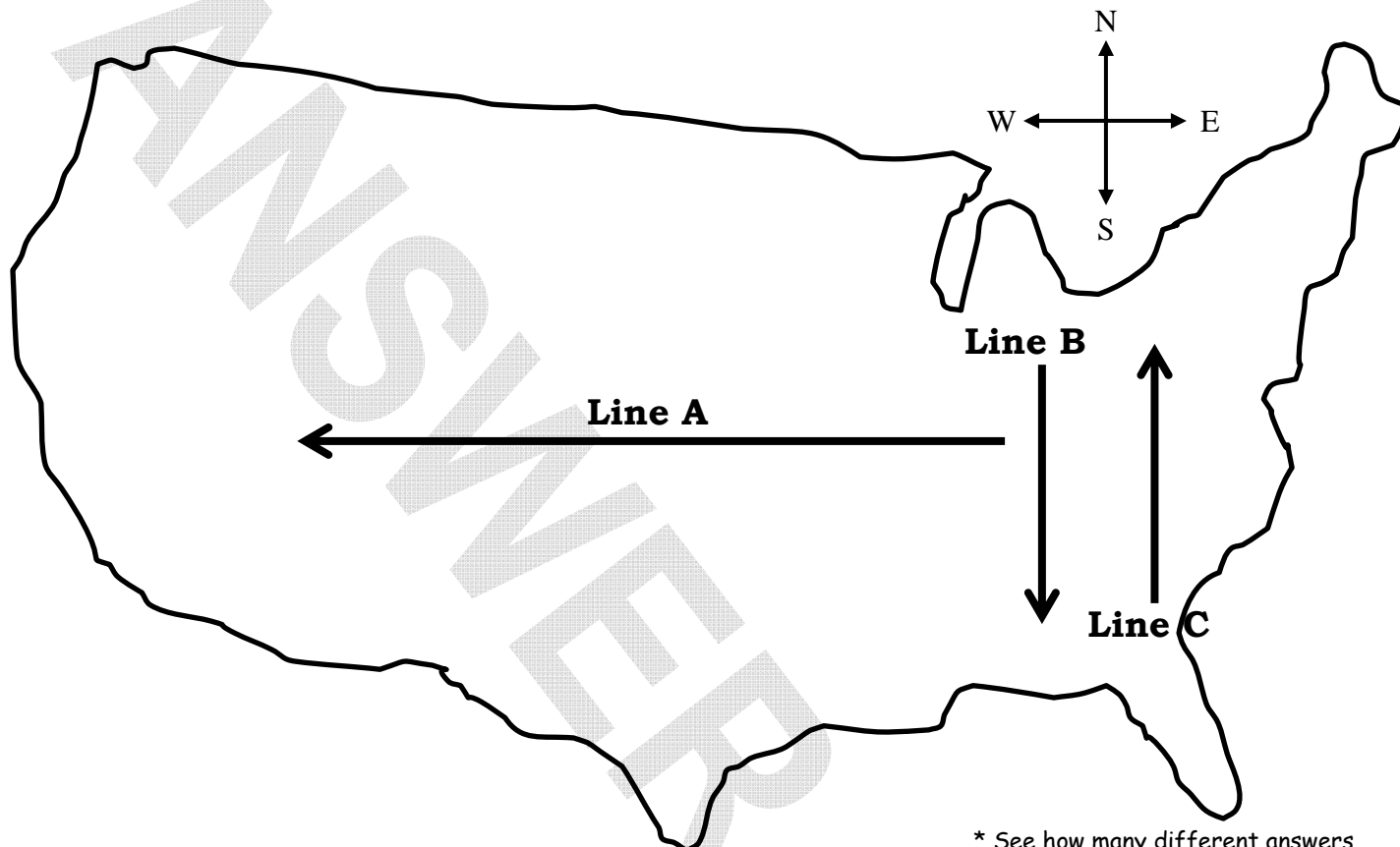
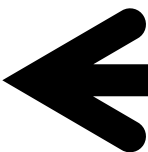
In the space below the map, you must fill in any blanks to describe how that person was moving.



Who?	From where to where?	Line?	Why?
<u>Carpetbagger</u>	<u>                    </u> to <u>                    </u>	<u>                    </u>	<u>Looking to gain money &amp; power</u>
<u>Struggling Farmer</u>	<u>South</u> to <u>                    </u>	<u>                    </u>	<u>                    </u>
<u>                    </u>	<u>                    </u> to <u>North</u>	<u>                    </u>	<u>Wanting to escape racial tensions</u>
<u>Young Man</u>	<u>                    </u> to <u>                    </u>	<u>                    </u>	<u>In search of an adventure &amp; gold</u>

# On the Move

Feel free to make copies of the puzzles to distribute to your students for review.



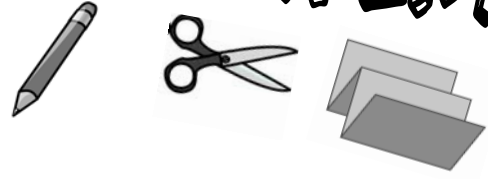
\*There can be other answers for  
*From Where to Where?*

\* See how many different answers  
your students can come up with  
for the question *Why?*

Who?	From where to where?	Line	Why?
<u>Carpetbagger</u>	<u>North</u> to <u>South</u>	<u>B</u>	<u>Looking to gain money &amp; power</u>
<u>Struggling Farmer</u>	<u>South</u> to <u>North</u>	<u>C</u>	<u>Hoping to find better occupation</u>
<u>African American</u>	<u>South</u> to <u>North</u>	<u>C</u>	<u>Wanting to escape racial tensions</u>
<u>Young Man</u>	<u>East</u> to <u>West</u>	<u>A</u>	<u>In search of an adventure &amp; gold</u>

# Section 6

# 3-D TEMPLATES



## Why 3-D Templates?

Our **3-D Templates** give students a hands-on way to interact with information. This kinesthetic technique engages the learner while the information is being presented, and also helps in the processing and cognitive organization of it. To put it another way:

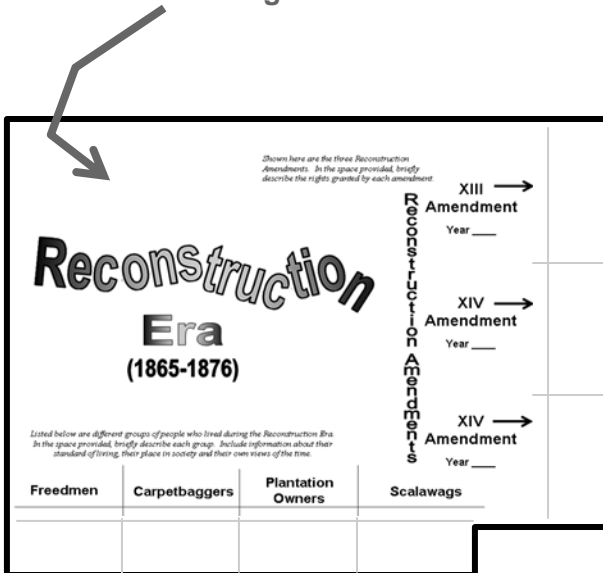
*“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”*

## Reconstruction Era

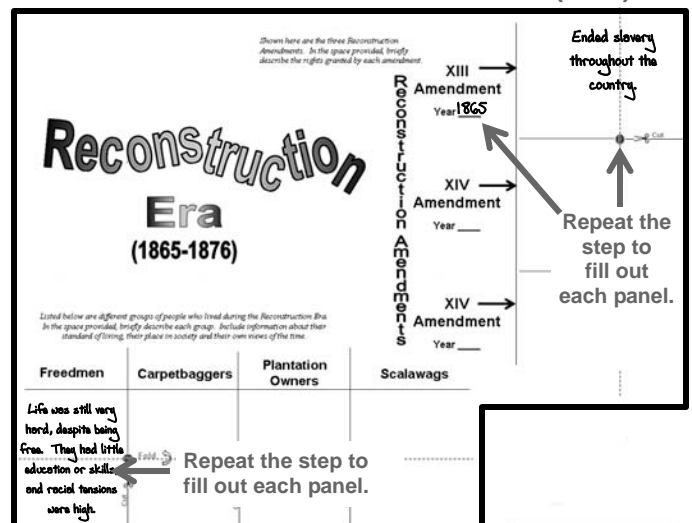
This template is a great way to show the impact of the Reconstruction Era on different groups of people, and also to summarize the Reconstruction Amendments that defined the period. Once completed, the 3-D Template will make a great review sheet!

## Watch as it “Unfolds”

**Step 1:** Students cut and fold the template according to the labels.



**Step 2:** Students unfold the template. With each tab they give information about a group of people in the Reconstruction Era (on the bottom), or a Reconstruction Amendment (side).



**The template is provided on the next page. Make copies to hand out to your students.**



# Reconstruction

## Era (1865-1876)

Shown here are the three Reconstruction Amendments. In the space provided, briefly describe the rights granted by each amendment.

### Reconstruction Amendments

**XIII** →  
Amendment  
Year \_\_\_\_

**XIV** →  
Amendment  
Year \_\_\_\_

**XV** →  
Amendment  
Year \_\_\_\_

Listed below are different groups of people who lived during the Reconstruction Era. In the space provided, briefly describe each group. Include information about their standard of living, their place in society and their own views of the time.

**Freedmen**

**Carpetbaggers**

**Plantation Owners**

**Scalawags**

STOP  
Fold

Cut



STOP

Cut

STOP

Cut

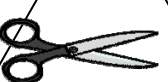
STOP  
Cut

STOP  
Cut

Fold



**CUT  
OUT**





# STEP AWAY FROM THE TEXTBOOK!

## Science

- 
**Ecosystems, Habitats, & the Environment**  
 Number of copies = \_\_\_\_\_
- 
**Plants**  
 Number of copies = \_\_\_\_\_
- 
**Animals**  
 Number of copies = \_\_\_\_\_
- 
**The Human Body & Heredity**  
 Number of copies = \_\_\_\_\_
- 
**Cells & Living Things**  
 Number of copies = \_\_\_\_\_
- 
**Heat & States of Matter**  
 Number of copies = \_\_\_\_\_
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**Energy & Electricity**  
 Number of copies = \_\_\_\_\_
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**Light & Sound**  
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**Astronomy**  
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**Weather**  
 Number of copies = \_\_\_\_\_
- 
**Earth's Materials & Processes**  
 Number of copies = \_\_\_\_\_
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**Earth's Biological History**  
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**Landforms & Oceans**  
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- 
**Chemistry & the Periodic Table**  
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