

## Activity Page 1.1

## Use with Chapter 1

## Letter to Family

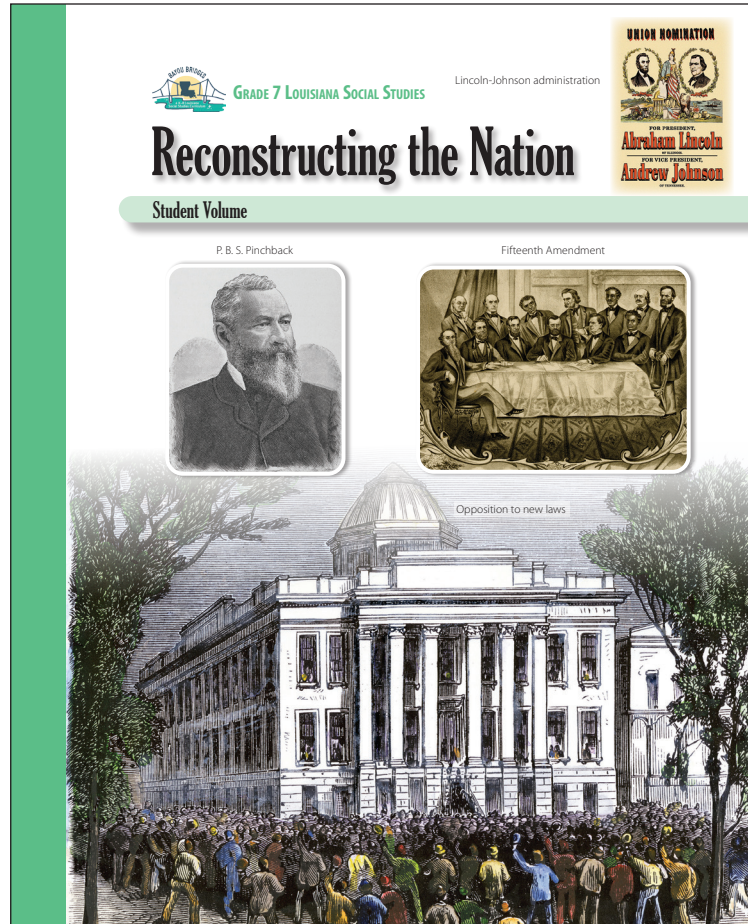
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about Reconstruction. They will learn about why Reconstruction was necessary and examine various plans for Reconstruction. They will learn about the implementation of Reconstruction, as well as how the passage of the Fourteenth and Fifteenth Amendments impacted the civil rights of formerly enslaved people. They will also learn about the beliefs and tactics of Reconstruction opponents.

In this unit, students will examine three different plans for Reconstruction and understand how a final plan was chosen and put into place; analyze the causes and effects of the sharecropping system; recognize the importance of the Fourteenth and Fifteenth Amendments; learn about the political gains of African Americans, as well as their subsequent losses; examine the rise of white supremacist hate groups such as the White League; and understand how and why the Reconstruction era came to an end. Finally, students will form opinions about the successes and failures of Reconstruction.

As part of their exploration, students will also learn a little bit about discriminatory Black Codes and Jim Crow laws as well as the activities of groups such as the Ku Klux Klan. This information is presented in a factual, age-appropriate way. The goal is to foster an accurate understanding of historical events and their consequences.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.2

Use with Chapters 1–3

Primary Source Analysis

<b>SOURCE:</b>	
<b>CONTENT</b> What type of document is it? What does it say? Briefly summarize it.	
<b>CREATION</b> Who created this source? When?	
<b>COMMUNICATION</b> What is the purpose of the source? Who is the intended audience?	
<b>CONTEXT</b> What was going on where and when this was created?	
<b>CONNECTION</b> How does this source relate to the context? How does it relate to what you already know?	
<b>CONSIDERATION</b> What point of view is being expressed? What examples of bias or judgment does it include, if any?	
<b>CONCLUSION</b> Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

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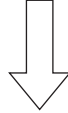
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Activity Page 1.3

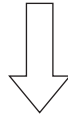
Use with Chapter 1

Claims and Evidence

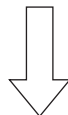
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*



**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have?  
What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.4

Use with Chapter 1

Domain Vocabulary: Chapter 1

Using your own paper, write the letter that matches the definition of each term.

- |                 |   |
|-----------------|---|
| 1. reconcile    | a) an official change or addition   |
| 2. secret agent | b) to return to a friendly relationship after a conflict  |
| 3. malice       | c) any of the liberties and freedoms citizens are supposed to have according to the Constitution and its amendments |
| 4. legislature  | d) a person or group that is not likely to win  |
| 5. amendment    | e) the part of the government responsible for making laws   |
| 6. Black Code   | f) to reject or refuse to approve a law   |
| 7. radical      | g) a spy; a person who collects and reports secret information about other governments or countries                 |
| 8. civil right  | h) to charge a government official with doing something wrong or improper   |
| 9. veto         | i) favoring large or widespread changes   |
| 10. ratify      | j) a desire to hurt another person  |
| 11. underdog    | k) to approve   |
| 12. impeach     | l) any of the laws enacted in 1865 and 1866 in former Confederate states that preserved white supremacy             |

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 2–3

On your own paper, write the term from the Word Bank that correctly completes each sentence.

coup d'état	lieutenant governor	paramilitary
	parish	poll tax

1. Violence and intimidation during Reconstruction were often committed by \_\_\_\_\_ forces.
2. After the army staged a \_\_\_\_\_, the king had to go into hiding.
3. In some Southern states, voters had to pay a \_\_\_\_\_ before they could cast a ballot.
4. The \_\_\_\_\_ of Louisiana attended the basketball game at Louisiana State University yesterday.
5. Which \_\_\_\_\_ contains the town of Opelousas?

## Assessment: Chapter 1—Plans for Reconstruction

### A. On your own paper, write the letter(s) that provides the best answer.

- Which of the following was a provision of the Wade-Davis Bill? (7.14, 7.14.a)
  - Former Confederates would be stripped of their U.S. citizenship.
  - African Americans would receive equal rights under the law.
  - Formerly enslaved people would each receive government land to farm.
  - Ten percent of a state's voters would have to swear a loyalty oath to the Union.
- Use the image to answer the question.

War Department, Washington, April 20, 1865,  
**\$100,000 REWARD!**  
**THE MURDERER**  
Of our late beloved President, Abraham Lincoln,  
**IS STILL AT LARGE.**  
**\$50,000 REWARD**  
Will be paid by this Department for his apprehension, in addition to any reward offered by Municipal Authorities or State Executives.  
**\$25,000 REWARD**  
Will be paid for the apprehension of JOHN H. SURRATT, one of Booth's Accomplices.  
**\$25,000 REWARD**  
Will be paid for the apprehension of David C. Harold, another of Booth's accomplices.  
LIBERAL REWARDS will be paid for any information that shall conduce to the arrest of either of 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.**  
DESCRIPTIONS.—BOOTH is Five Feet 7 or 8 inches high, slender build, high forehead, black hair, black eyes, and wears a heavy black moustache.  
JOHN H. SURRATT is about 5 feet, 9 inches. Hair rather thin and dark; eyes rather light; no beard. Would weigh 145 or 150 pounds. Complexion rather pale and clear, with color in his cheeks. Wore light clothes of fine quality. Shoulders square; cheek bones rather prominent; chin narrow; ears projecting at the top; forehead rather low and square, but broad. Part of his hair on the right side; neck rather long. His lips are firmly set. A slim man.  
DAVID C. HAROLD is five feet six inches high, hair dark, eyes dark, eyebrows rather heavy, full face, nose short, hand short and fleshy, feet small, instep high, round bodied, naturally quick and active, slightly closes his eyes when looking at a person.  
NOTICE.—In addition to the above, State and other authorities have offered rewards amounting to almost one hundred thousand dollars, making an aggregate of about **TWO HUNDRED THOUSAND DOLLARS.**

How did the incident described in this image impact the nation? (7.13.j)

- It showed Americans that Reconstruction was not necessary.
- It resulted in a Democrat from Tennessee becoming president.
- It made it more likely that the Ten Percent Plan would be adopted.
- It brought an end to arguments between Republicans and Democrats.

3. How did congressional Republicans react to Andrew Johnson's Presidential Reconstruction plan? (7.14, 7.14.a)
- a) They thought the plan was far too lenient on the Southern states.
  - b) They supported the idea that the Union should be restored quickly.
  - c) They believed the plan forced Southern states to make too many changes.
  - d) They were pleasantly surprised by Johnson's views on civil rights for African Americans.
4. Which of the following statements about Black Codes are accurate? Select the **two** correct answers. (7.14.h)
- a) Black Codes repealed the Thirteenth and Fourteenth Amendments throughout the South.
  - b) Black Codes were intended to keep African Americans as close to enslavement as possible.
  - c) Black Codes limited the rights of African Americans to own property, conduct business, and travel freely.
  - d) Black Codes were an attempt by Republicans to increase the political participation of formerly enslaved people.
  - e) Under Congressional Reconstruction, Southern states had to pass Black Codes in order to be readmitted to the Union.
5. What did the Fourteenth Amendment do? (7.14.c)
- a) It banned private ownership of enslaved individuals.
  - b) It granted voting rights to African Americans over the age of eighteen.
  - c) It made all formerly enslaved people citizens of the United States.
  - d) It required all employers to pay employees equal pay for equal work.

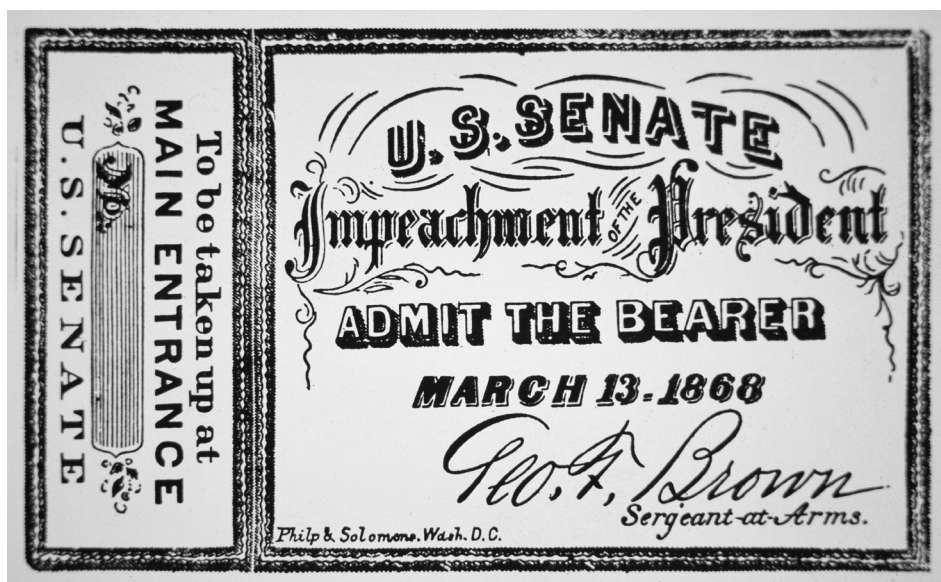
Use the chart to answer questions 6 and 7.

### Comparison of Reunification Plans

Reconstruction Plan	Ten Percent Plan	Presidential Reconstruction	Congressional Reconstruction
Who proposed it?	Abraham Lincoln	Andrew Johnson, based on Lincoln's proposal	Radical Republicans in Congress
Who had the authority to direct the plan?	President	President	Congress
What did states have to do?	Pledge loyalty to the Union; accept emancipation		Accept emancipation; ratify the Fourteenth Amendment; elect a new government; write a new constitution that conformed to the U.S. Constitution
Who could vote?	White adult male citizens, excluding former Confederate military officers and government officials	White adult male citizens, excluding former Confederate military officers, government officials, and wealthy landowners unless pardoned individually by Johnson	
What proportion of a state's voters had to pledge loyalty to the Union?	10 percent	10 percent	Majority
What was the result?	Never fully implemented	Black Codes and ex-Confederates in office	African American citizenship and a temporary empowerment of African American voters

6. Which of the following details correctly completes the Presidential Reconstruction column? (7.14, 7.14.a)
  - a) elect a new government; accept emancipation
  - b) pledge loyalty to the Union; accept emancipation
  - c) accept emancipation; ratify the Fourteenth Amendment
  - d) pledge loyalty to the Union; ratify the Fourteenth Amendment
7. Which of the following correctly completes the Congressional Reconstruction column? (7.14, 7.14.a)
  - a) all adult landowners, including formerly enslaved men
  - b) all white adult male citizens, excluding former enslavers
  - c) all adult males born in the United States, including formerly enslaved men
  - d) all adult U.S. citizens, including formerly enslaved men and women
8. Which Reconstruction plan put the U.S. Army in charge of the South until Southern states were allowed to reenter the Union? (7.14, 7.14.a)
  - a) the Proclamation of Amnesty and Reconstruction
  - b) Congressional Reconstruction
  - c) Presidential Reconstruction
  - d) the Ten Percent Plan

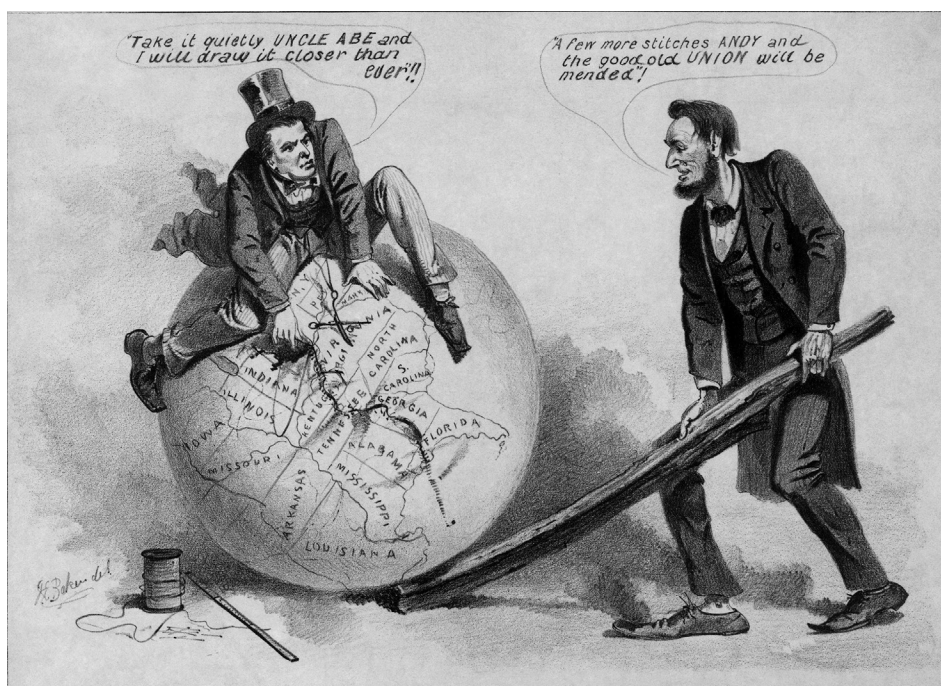
9. Use the image to answer the question.



What caused the event referenced in this image? (7.14)

- a) Congressional Republicans were angry with President Johnson for vetoing the Civil Rights Act of 1866.
- b) President Johnson told Southern states that they did not need to ratify the Thirteenth Amendment.
- c) President Johnson forced Southern states to abolish Black Codes without congressional approval.
- d) Congress said President Johnson had ignored laws that were passed to limit his power.

10. Use the image to answer the question.



What was the context for the publication of this cartoon? (7.6, 7.6.a, 7.13, 7.14)

- a) Southern states were threatening to leave the Union over the issue of slavery.
- b) The Civil War was coming to an end, and the North and South needed to be reunited.
- c) The South had passed a series of laws known as Black Codes, which were unconstitutional.
- d) Lincoln decided to pick a Southern Democrat as running mate for the 1864 presidential election.



**11.** Use the excerpt to answer the question.

“I, — —, do solemnly swear, (or affirm) in presence of Almighty God, that I will henceforth faithfully support and defend the Constitution of the United States and the Union of the States thereunder, and that I will, in like manner, abide by and faithfully support all laws and proclamations which have been made during the existing rebellion with reference to the emancipation of slaves. So help me God.”

—Andrew Johnson’s Proclamation Granting Amnesty to Participants in the Rebellion

Which describes the situation when a person might take this oath? (7.6, 7.7, 7.14.a)

- a) a former Confederate soldier wishing to be pardoned
- b) a formerly enslaved person wishing to run for office
- c) a former Union officer wishing to join the rebellion
- d) a formerly enslaved person wishing to vote

**B.** On your own paper, write a well-organized paragraph in response to the following prompt:

Which plan was the best way to reunite the North and South: Presidential Reconstruction or Congressional Reconstruction? Use evidence from the chapter to support your claim. (7.7, 7.7.a, 7.7.b, 7.7.d, 7.14, 7.14.a)

## Assessment: Chapter 2—Reconstruction in the United States

### A. On your own paper, write the letter(s) that provides the best answer.

1. Use the quotations to answer the question.

“The trail of war is visible . . . in burnt-up [cotton] gin-houses, ruined bridges, mills, and factories.”

—A visitor to Tennessee shortly after the end of the Civil War

“The barns were all burned, chimneys standing without houses and houses standing without roofs, or doors, or windows.”

—A visitor to Virginia shortly after the end of the Civil War

Which conclusion is supported by these quotations? (7.6, 7.6.a, 7.6.c, 7.7, 7.13, 7.14)

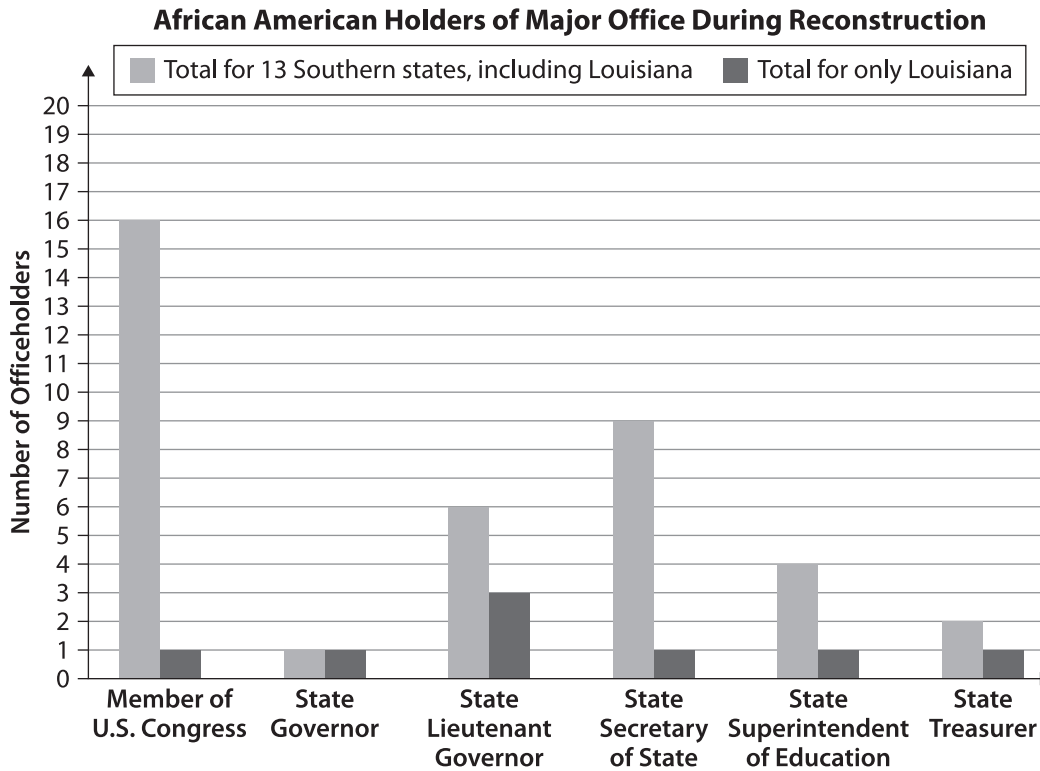
- a) At the end of the Civil War, economic disaster ensued only for wealthy plantation owners.
  - b) After the Civil War ended, large numbers of newly freed African Americans left the South in search of a better future.
  - c) The Civil War impacted the lives of white Southerners much more directly than it impacted the lives of Southern African Americans.
  - d) At the end of the Civil War, many Southerners of all races and economic statuses were without food, clothing, or any way to make a living.
2. Use the image to answer the question.



The scene shown in the image is most closely associated with \_\_\_\_\_. (7.14, 7.14.c)

- a) Louisiana’s constitution of 1864
- b) the Freedmen’s Bureau
- c) the Ten Percent Plan
- d) sharecropping

3. Because of the sharecropping system, most African Americans in the South \_\_\_\_\_. (7.14, 7.14.b)
  - a) lived their lives in poverty
  - b) became independent landowners
  - c) were able to achieve financial security
  - d) moved from the South to the Great Plains
4. Who was the first African American governor of Louisiana? (7.14, 7.14.f, 7.14.i)
  - a) P. B. S. Pinchback
  - b) Joseph Hayne Rainey
  - c) Oscar James Dunn
  - d) Thaddeus Stevens
5. Jonathan Jasper Wright is known for being the first African American to \_\_\_\_\_. (7.14, 7.14.f)
  - a) serve as lieutenant governor of a Southern state
  - b) be elected to the U.S. House of Representatives
  - c) serve on a state supreme court
  - d) be elected to the U.S. Senate
6. Use the graph to answer the question.



- Which conclusion is supported by the graph? (7.4, 7.14, 7.14.f, 7.14.i)
- a) African Americans voted in Louisiana in much smaller numbers than they voted in the other Southern states.
  - b) Across all major offices, at least one African American elected official during Reconstruction came from Louisiana.
  - c) African Americans were elected to state offices during Reconstruction, but none were elected to a major national office.
  - d) Violence against African American voters and officeholders was widespread during the early years of Reconstruction.

7. Use the image to answer the question.



How would a white Southerner likely have described the individual depicted in the illustration? (7.14, 7.14.e)

- a) He is a Southerner who sympathized with the goals of Reconstruction.
- b) He is a member of a hate group who tried to stop African Americans from voting.
- c) He is a former Confederate who wanted the South to remain largely unchanged.
- d) He is a Northerner who came south after the war to make money from the South's troubles.

8. Use the table to answer the question.

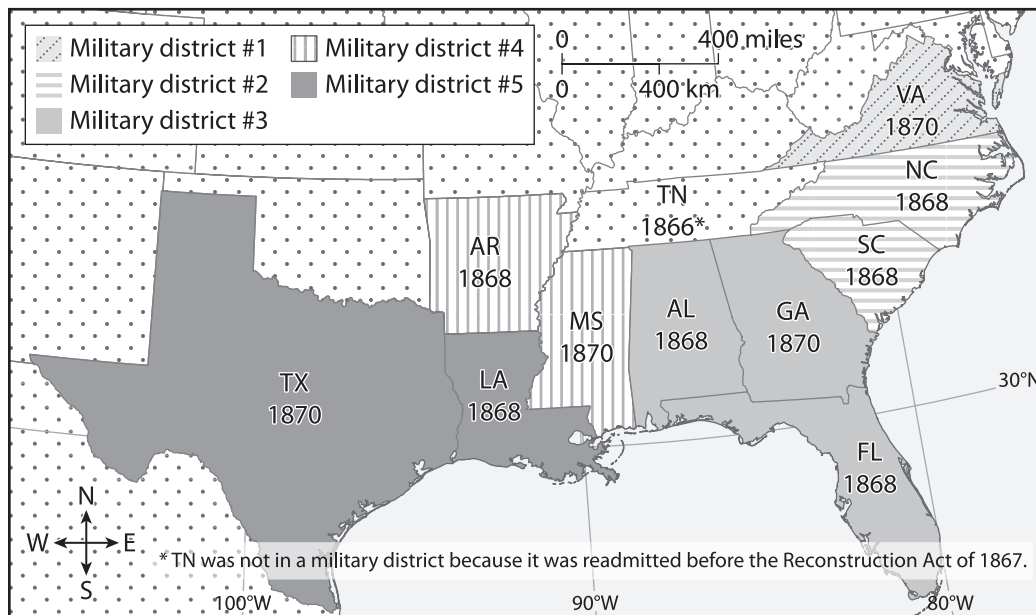
Reconstruction Act of 1867
Divide the South into five military districts and required former Confederate states to: <ul style="list-style-type: none"><li>• register all male citizens over age twenty-one to elect delegates to a state constitutional convention</li><li>• guarantee voting rights to all eligible citizens</li><li>• hold a constitutional convention of elected delegates to draft a state constitution</li><li>•</li><li>•</li></ul>

Which details correctly complete the chart? Select the **two** correct answers. (7.14, 7.14.c)

- a) ratify the Fourteenth Amendment
- b) establish a free public school system
- c) write and ratify a new state constitution
- d) create Black Codes to protect civil rights
- e) distribute land equally to formerly enslaved people

9. Use the map to answer the question.

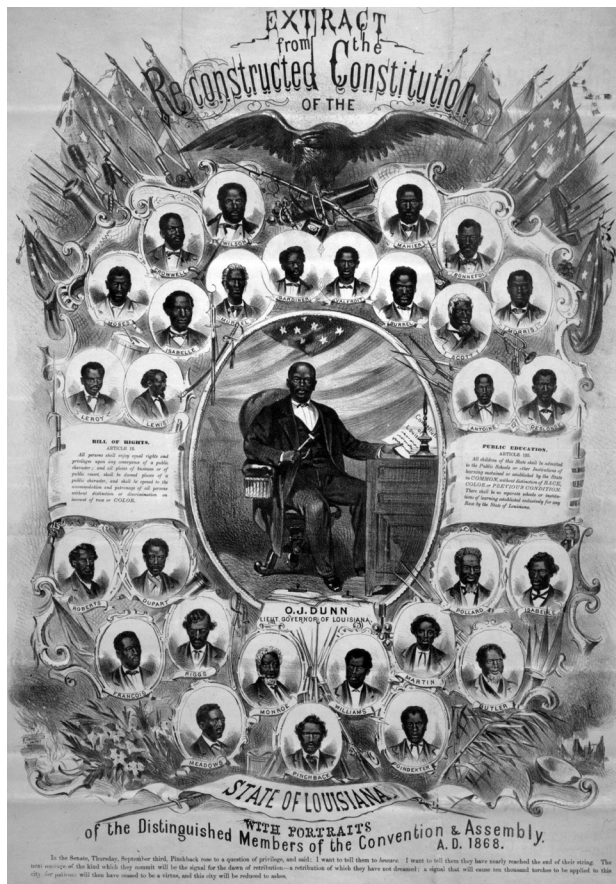
### Readmission to the Union During Reconstruction



Based on the map, in which year were most Southern states readmitted to the Union? (7.5, 7.14, 7.14.c)

- a) 1866
- b) 1868
- c) 1870
- d) 1874

10. Use the image to answer the question.



Which statement is supported by the image? (7.6, 7.6.a, 7.7, 7.7.a, 7.14, 7.14.f, 7.14.i)

- a) African Americans dominated Southern legislatures during Reconstruction.
- b) Louisiana was the only Southern state to allow African American men to vote.
- c) During Reconstruction, African Americans gained political power in the South.
- d) White leaders did not participate in the creation of Louisiana’s reconstructed constitution.

11. Use the excerpt to answer the question.

“The Democratic party . . . do, with the return of peace, demand: . . .

“Economy in the administration of the Government; the reduction of the standing Army and Navy; the abolition of the Freedmen’s Bureau and all political instrumentalities designed to secure [African American] supremacy.”

—Democratic Party Platform of 1868

Which claim is supported by the excerpt? (7.6, 7.6.a, 7.6.b, 7.14.c, 7.14.d)

- a) The Democratic Party wanted the army to support its cause.
- b) The Democratic Party wanted to abolish the Freedmen’s Bureau.
- c) The Democratic Party wanted justice for African American people.
- d) The Democratic Party wanted to expand political instrumentalities.

- B. On your own paper, write a well-organized paragraph in response to the following prompt:

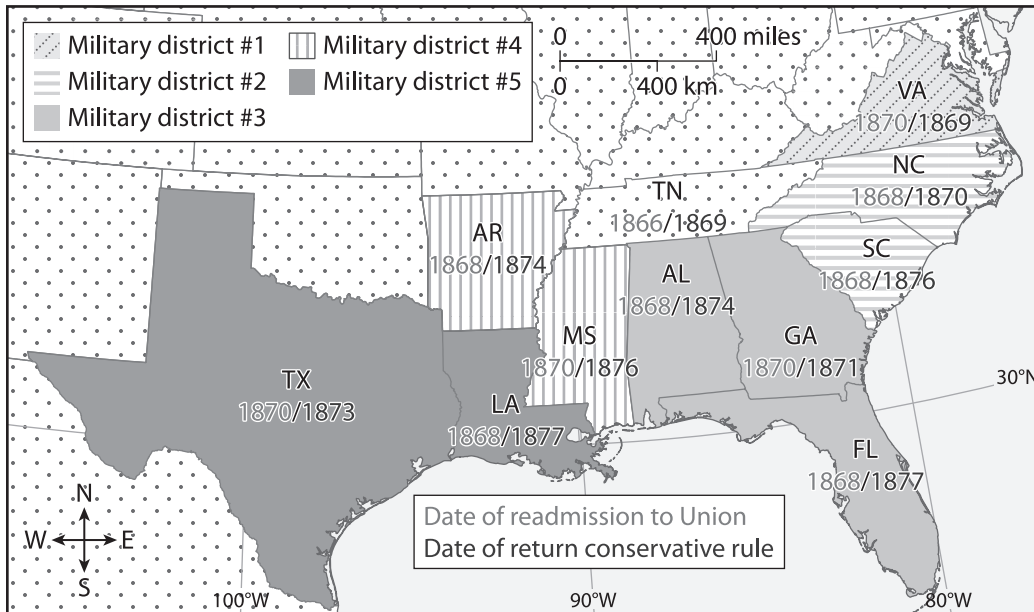
Did the lives of formerly enslaved people improve during the Congressional Reconstruction era? Use evidence from the chapter to support your claim. (7.7, 7.7.a, 7.7.b, 7.7.d, 7.14, 7.14.b, 7.14.c, 7.14.f)

## Assessment: Chapter 3—The End of Reconstruction and Its Immediate Aftermath

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the map to answer the question.

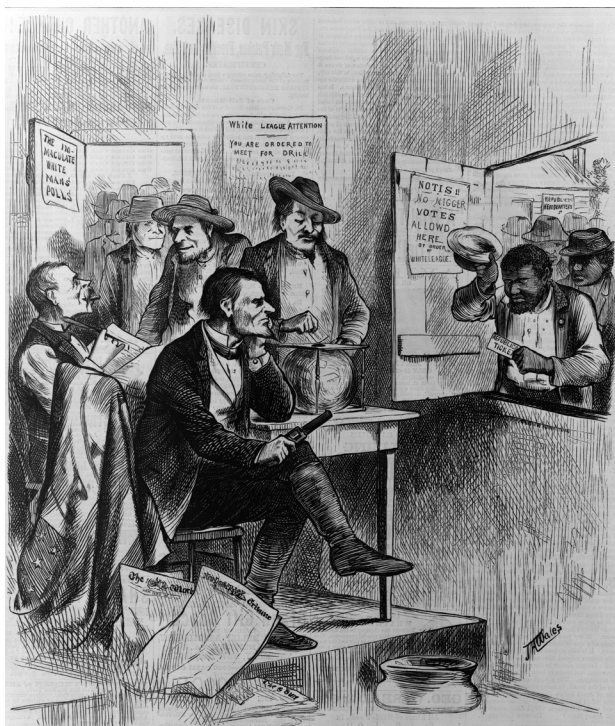
### Dates of Readmission to the Union and Return to Conservative Rule



The map reflects the influence of which of the following? Select the **two** correct answers. (7.5, 7.14, 7.14.d, 7.14.g)

- the Compromise of 1877
  - the work of the Freedmen's Bureau
  - passage of the Civil Rights Act of 1866
  - the rise of groups like the White League
  - passage of the Fifteenth Amendment
2. Poll taxes, grandfather clauses, and literacy tests were ways Southern states got around the \_\_\_\_\_ Amendment. (7.14, 7.14.d, 7.14.g)
- First
  - Thirteenth
  - Fourteenth
  - Fifteenth

3. Use the image to answer the question.



Which statement is supported by the cartoon? (7.14, 7.14.d, 7.14.g)

- a) Reconstruction governments in the South were widely supported by poor white Southerners.
- b) By the 1870s, African Americans who wanted to vote faced the threat of violence.
- c) Reconstruction radically changed white Southerners' views about African Americans.
- d) Republicans reclaimed Southern governments by preventing African Americans from voting.

4. Use the table to answer the question.

A	B	C
Secret society whose members wore white sheets and hoods and terrorized African Americans in the South	Formed in Louisiana as a political club; became a paramilitary group responsible for widespread violence against Republicans	Heavily armed, loosely organized groups that claimed to be social clubs but used violence and intimidation to support Democrats

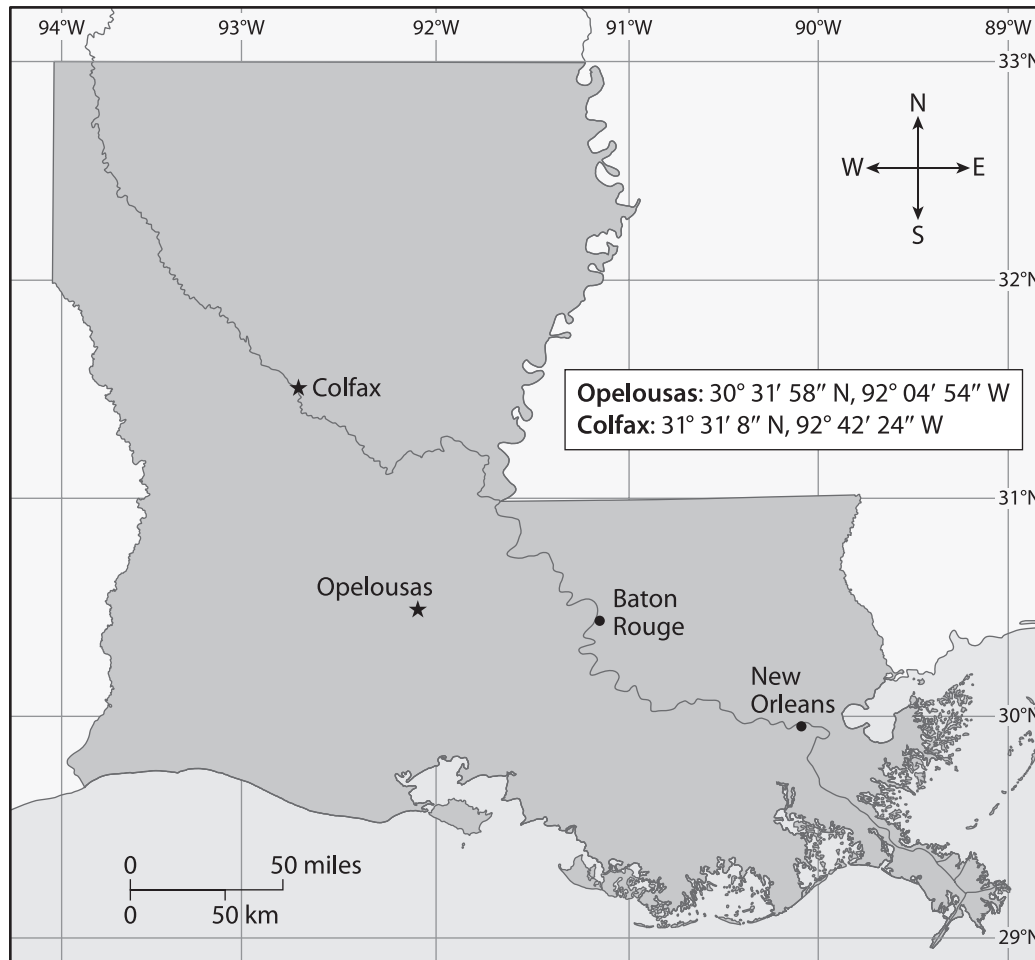
Which of the following correctly identifies the groups described in the table? (7.14, 7.14.d)

- a) A: Ku Klux Klan; B: White League; C: Red Shirts
- b) A: Red Shirts; B: White League; C: Ku Klux Klan
- c) A: White League; B: Ku Klux Klan; C: Red Shirts
- d) A: Red Shirts; B: Ku Klux Klan; C: White League



Use the map to answer questions 5 and 6.

### Opelousas and Colfax, Louisiana



5. What happened at the places identified by stars on the map? (7.5, 7.14, 7.14.d)
  - a) Formerly enslaved African Americans were elected mayors of both communities.
  - b) Violent rallies were held to protest the election of Democrats to state and national offices.
  - c) White paramilitary groups carried out massacres against African Americans and their supporters.
  - d) Civil rights leaders from both communities helped create the reconstructed constitution of Louisiana.
6. How did events at these places impact the political culture of the South? (7.2, 7.14, 7.14.d, 7.14.g)
  - a) Republicans gained firm control over politics in the South.
  - b) Fewer African Americans were elected to office in the South.
  - c) The Democratic Party became a refuge for African Americans.
  - d) White Southerners slowly began to share power with African Americans.
7. Why did Congress need to decide the outcome of the presidential election of 1876? (7.14, 7.14.g)
  - a) Several electoral votes from Southern states were in dispute.
  - b) Neither candidate gained more than 50 percent of the popular vote.
  - c) Neither candidate supported the Fourteenth or Fifteenth Amendment.
  - d) The Democratic Party did not nominate a candidate for the presidency that year.

8. Which of the following led to the removal of federal troops from Southern states? (7.2, 7.14, 7.14.g)
- a) the Civil Rights Act of 1866
  - b) the Reconstruction Act of 1867
  - c) the formation of the White League in 1874
  - d) the Compromise of 1877
9. Jim Crow laws legalized \_\_\_\_\_ throughout the South. (7.14, 7.14.h)
- a) emancipation
  - b) segregation
  - c) tenant farming
  - d) voting rights

10. Use the excerpt to answer the question.

“The fourteenth amendment prohibits a State from denying to any person within its jurisdiction the equal protection of the laws; but this provision does not . . . add any thing to the rights which one citizen has under the Constitution against another. The equality of the rights of citizens is a principle of republicanism. Every republican government is in duty bound to protect all its citizens in the enjoyment of this principle, if within its power. That duty was originally assumed by the States; and it still remains there.”

—from *United States v. Cruikshank* (1876)

Which of the following is the best summary of this excerpt from *United States v. Cruikshank* (1876)? (7.6, 7.6.a, 7.6.b, 7.14, 7.14.d, 7.14.g, 7.14.i)

- a) The Fourteenth Amendment is unconstitutional and should be repealed immediately.
  - b) The Fourteenth Amendment applies only to state actions, not to actions of individuals.
  - c) The Fourteenth Amendment does not apply to the national government, only to the states.
  - d) The Fourteenth Amendment does not apply to Southern states because they have not ratified it.
11. Use the excerpt to answer the question.

“Yes, let us have peace, but let us have liberty, law and justice first. Let us have the Constitution, with its thirteenth, fourteenth, and fifteenth amendments, fairly interpreted, faithfully executed, and cheerfully obeyed in the fullness of their spirit and the completeness of their letter.”

—Frederick Douglass

Which claim is supported by the excerpt? (7.6, 7.6.a, 7.6.b, 7.14.g)

- a) The Thirteenth, Fourteenth, and Fifteenth Amendments protected the rights of formerly enslaved people.
  - b) The Thirteenth, Fourteenth, and Fifteenth Amendments were part of the Bill of Rights of the Constitution.
  - c) The Thirteenth, Fourteenth, and Fifteenth Amendments allowed all people to vote.
  - d) The Thirteenth, Fourteenth, and Fifteenth Amendments were not being enforced.
- B. On your own paper, write a well-organized paragraph in response to the following prompt:**
- How were Southern Democrats able to reclaim state governments during and shortly after Reconstruction? Use evidence from the chapter to support your claim. (7.7, 7.7.a, 7.7.b, 7.7.d, 7.14, 7.14.d, 7.14.g, 7.14.h)

