

**Social Science Department**  
**Freshman United States History I**  
**May 11-15**

**Content Standard:**

Topic 5. Reconstruction: causes and consequences

**Practice Standard(s):**

2. Develop focused questions or problem statements and conduct inquiries
3. Organize information and data from multiple primary or secondary sources
6. Argue or explain conclusions, using valid reasoning and evidence



**Weekly Learning Opportunities:**

1. Evaluation of Reconstruction as a Success or Failure Inquiry
2. Reconstruction Podcast
3. Newsela Text Set: Reconstruction

**Long Term Opportunities:**

1. Reconstruction DBQ
2. Historical Film Review

**Additional Resources:**

- <https://time.com/5562869/reconstruction-history/>
- <https://www.nytimes.com/2015/03/29/opinion/sunday/why-reconstruction-matters.html>
- <https://www.pbs.org/weta/reconstruction/>

**Note to students:** Your Social Science teacher will contact you with specifics regarding the above assignments in addition to strategies and recommendations for completion. Please email your teacher with specific questions and/or contact during office hours. .

## USI Freshmen Reconstruction

**Guiding Question:** Evaluate the events of the Reconstruction Era and determine if reconstruction was a success or a failure?

### Essential Questions:

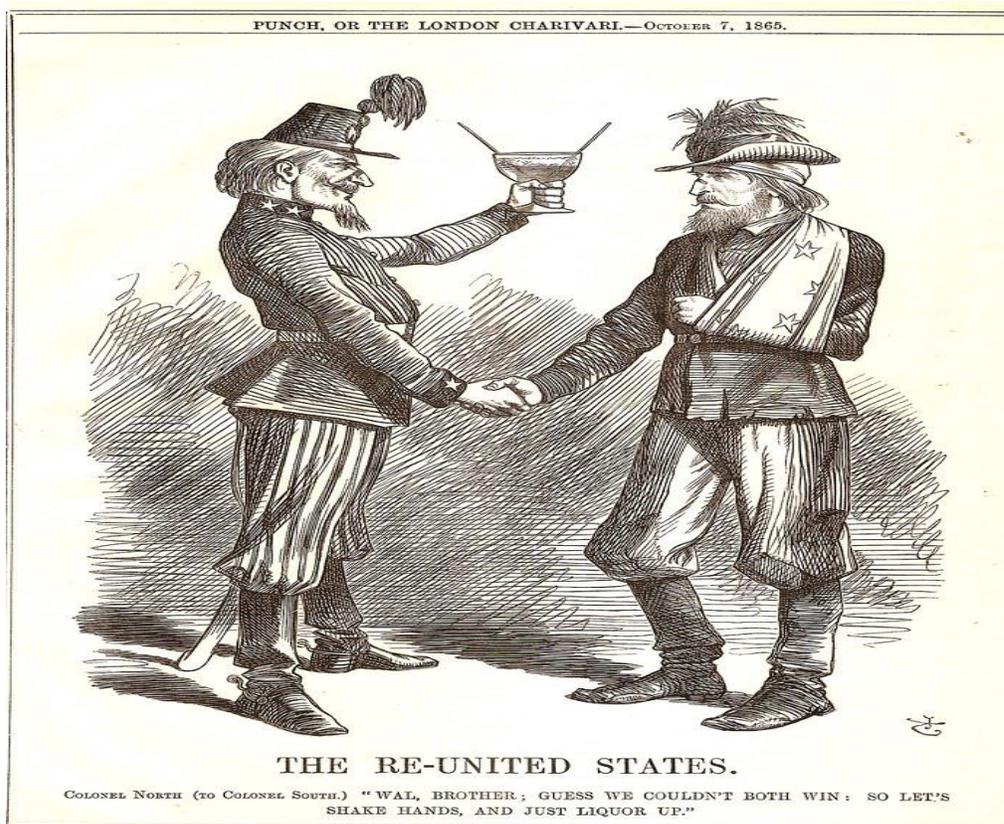
- 1) What were the major challenges of Reconstruction?
- 2) What were the presidential and congressional plans for Reconstruction?
- 3) What were the social, political and economic impact of presidential and congressional reconstruction?

### Reconstruction

Reconstruction was the name of the era after the Civil War ended, lasting from 1865-1877. The government and people struggled to find a balance between uniting the country and assisting former slaves.

President Lincoln wanted to unite the country quickly with “Malice towards none” He established the Freedmen’s Bureau along with congress to help the newly “freedmen” by providing education, food, housing, and medical aid. It also set up schools and universities for former slaves.

**Task 1:** Examine the cartoon below and complete the SEE/THINK/WONDER activity!



SEE	THINK	WONDER

1a) What is the message of this cartoon from the British Punch magazine, 1865?

1b) Which side do you think the cartoon feels most sympathy with?

**Task 2:** Assess the 3 plans for Reconstruction! Read each of the plans and complete the graphic organizer below.

1) **Lincoln’s Plan:**

Abraham Lincoln had thought about the process of restoring the Union from the earliest days of the war. His guiding principles were to accomplish the task as rapidly as possible and ignore calls for punishing the South.

In late 1863, Lincoln announced a formal plan for reconstruction:

1. A general amnesty would be granted to all who would take an oath of loyalty to the United States and pledge to obey all federal laws pertaining to [slavery](#)
2. High Confederate officials and military leaders were to be temporarily excluded from the process
3. When one tenth of the number of voters who had participated in the 1860 election had taken the oath within a particular state, then that state could launch a new government and elect representatives to Congress.
4. The states of Louisiana, Arkansas and Tennessee rapidly acted to comply with these terms. Despite an early position showing a vindictive streak, Andrew Johnson continued Lincoln's plan for reconstruction when he took office after Lincoln's assassination. Civil

governments were set up, except in the state of Texas, after conventions in each state officially abolished slavery repudiated their debts and canceled the acts of secession. Representatives were elected to serve in Congress. However, the Lincoln plan was not acceptable to Congress, which rejected the representatives.

### **The Radical Republican's did not like Lincoln's plan- they voiced their opposition immediately!**

The Radical Republicans did not like:

- a) It was too lenient
- b) Lacked protection for freed slaves

Congress passed the WADE-DAVIS Bill in 1864 – which was their ideas for reconstruction. It said:

1. A state must have a majority within its borders take the oath of loyalty
2. A state must formally abolish slavery
3. No Confederate officials could participate in the new governments.
4. Lincoln did not approve of this plan and exercised his pocket veto.

An angry Congress would later pass the **Wade-Davis Manifesto** (August 1864), which charged Lincoln with usurping the powers of Congress. This statement would have little impact on the public, as the military news from the war improved and restored Lincoln's popularity and helped assure his reelection.

#### **After Lincoln was assassinated,**

Vice President Andrew Johnson became president. Although President Johnson followed Lincoln's agenda for reconstruction per his presidential duties, he did not believe in racial equality and his interpretations of Reconstruction was lenient to the South. Every Southern State except Texas created new governments and Johnson approved them. Their legislatures passed new laws. These new laws were called Black Codes.

#### **2) Johnson's Plan for Reconstruction;**

Andrew Johnson lacked Lincoln's skills in handling people and rubbed most people the wrong way.

Johnson's plan envisioned the following:

- 1) Pardons would be granted to those taking a loyalty oath
- 2) No pardons would be available to high Confederate officials and persons owning property valued in excess of \$20,000
- 3) A state needed to abolish **slavery** before being readmitted
- 4) A state was required to repeal its secession ordinance before being readmitted.

Most of the seceded states began compliance with the president's program. Congress was not in session, so there was no immediate objection from that quarter. However, Congress reconvened in December and refused to seat the Southern representatives. Reconstruction had produced another deadlock between the president and Congress.

#### **Charles Sumner said about Johnson's plan.....**

*“This is one of the last great battles with slavery. Driven from the legislative chambers, driven from the field of war, this monstrous power has found a refuge in the executive mansion, where, an utter disregard of the Constitution and laws, it seeks to exercise its ancient, far-reaching sway. All this is very plain. Nobody can question it. Andrew Johnson is the impersonation of the tyrannical slave power. In him it lives again.”*

Many Southern states passed new laws called **Black Codes** which prevented the Freedmen’s Bureau from doing its work.

When congress came back in session- the **Radical Republicans** decide they have to intervene. Congress gave the Freedmen’s Bureau more power and passed the **Civil Rights Act of 1866** which made African Americans citizens and overturned the Dred Scott decision of 1857.

The **Fourteenth Amendment** to the Constitution was also passed (1868) and it ensured that any person (except Native Americans) born or naturalized in the US was a citizen with full rights such as DUE PROCESS. ALL of the states had to accept the amendment to reenter the Union. This led to an influx of black voters, riots in the South and an unsuccessful attempt by Johnson to oppose it!

## **As a result, the Radical Republicans came up with their own plan for Reconstruction-**

### **3) Radical Republican Plan**

The Radical Republicans were motivated by three main factors:

1. Revenge — a desire among some to punish the South for causing the war
2. Concern for the freedmen — some believed that the federal government had a role to play in the transition of freedmen from **slavery** to freedom
3. Political concerns — the Radicals wanted to keep the Republican Party in power in both the North and the South.
4. On the political front, the Republicans wanted to maintain their wartime agenda, which included support for:
  - Protective tariffs
  - Pro-business national banking system
  - Liberal land policies for settlers
  - Federal aid for railroad development

If the South were to fall back into Democratic hands, these programs would suffer. This threat brought many Republicans around to supporting the vote for blacks (15th Amendment). Grateful freedmen voting Republican would help to maintain the status quo.

The postwar Congress pushed through a number of measures designed to assist the freedmen, but also demonstrate the supremacy of Congress over the president. These measures included the **Civil Rights Act of 1866**, the **14th Amendment**, the **Tenure of Office Act** and the **Army Appropriations Act**.

The culmination of this process occurred in 1867 and 1868, when Congress passed a series of Reconstruction Acts; these measures were implemented and constituted the final restoration program for the South.

**Complete the Graphic Organizer Below!**

Lincoln's Plan	Johnson's Plan	Radical Republican's Plan

**The Radical Republicans in Congress, however, were not satisfied until they dealt with President Johnson through the impeachment process.**

Because President Johnson opposed Radical Reconstruction, Congress passed the Tenure of Office Act. This limited the executive power of the president by requiring that the president had to secure congressional approval before he could remove members of his cabinet. During the summer of 1867, when Congress wasn't in session, President Johnson fired his secretary of war, Edwin Stanton. Congress voted to impeach President Johnson under the Tenure of Office Act and dismissing Stanton without their approval. In February of 1868, Johnson was tried in the Senate, but was acquitted by just one vote- he didn't run for re-election.

**Task 3: Research**

It is clear that one of the big successes of Reconstruction was that it did achieve the aim of restoring the Union. However, as we know Reconstruction was more than this and not everything was positive. Your task is to work out exactly what could be considered a success and what could be considered a failure!

**Step 1:** Our guiding question is How Successful was Reconstruction? To answer this question:

- 1) Develop 5 good inquiry questions to help you determine if these events below were successful or a failure.
- 2) Research each of the events below.
- 3) Determine if each was a success or a failure
- 4) Group each of the events under the following headings- Social/Political/Economic
- 5) Next, EVALUATE all your evidence and determine if in your opinion, was Reconstruction a success or a failure?

**Five Inquiry Questions** (remember a good inquiry question is open ended and cannot be answered with a simple answer!)

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_
- 4) \_\_\_\_\_  
\_\_\_\_\_
- 5) \_\_\_\_\_  
\_\_\_\_\_

**Step 2: Research Topics:**

Research each of the topics below and determine if it was a success or a failure. Use the graphic organizer below to organize your thinking!

Event	Success	Failure
Freedmen's Bureau		
Thirteenth Amendment		

Fourteenth Amendment		
Fifteenth Amendment		
African Americans Elected to Public Office		
Military Districts		
Carpet Baggers		
Share Cropping		

Jim Crow Laws		
Black Codes		
KKK		
Compromise of 1877		

**Step 3:** Organize each event into social, political, and economic success or failure (use the graphic organizer below) Specifically – decide if each of the events is a political event, a social event, or an economic event. Then decide if each of the events belongs in the success box or the failure box and record the event in the appropriate graphic organizer.

**Success!**

Events	Political	Economic	Social

**Failures!**

Events	Political	Economic	Social

**Task 4:** Evaluate your information and determine whether you think Reconstruction was a success or a failure. Remember **Evaluate** means to make a judgement about something. This usually requires you to look at the pros and cons of something and most likely results in some degree of analysis. In this case, look back at your graphic organizers and the information you have gathered to help you to determine whether or not Reconstruction was a success or a failure!

Next- Write a concise thesis statement that explains your opinion! Use the thesis generator below to help you.

Issue/topic	Opinion/ Stand (what is your opinion)	Reasons why you think this
Reconstruction (success or failure)		

**= Thesis**

### Task 5: Assessment

You get to pick how best to show what you learned! Pick one of the three performance tasks listed below to complete! And show what you learned.

- a) Poster for the success or failure of Reconstruction that clearly depicts your findings about the success and/or failure of Reconstruction.
- b) An introduction to a chapter on Reconstruction in a 9<sup>th</sup> grade history textbook in which you provide a summary and explain whether or not Reconstruction was a success or failure.
- c) A PowerPoint presentation (no more than 5 slides) that explains your findings and your conclusions regarding the success or failure of Reconstruction.

### Task 6: Grading

Now you get to grade your performance! Using the Rubric below, assess how well you think you did on your work. This is where you get to brag about what you think you did a good job on and also to consider what you still need to work on! Good Luck!

#### Rubric

	Things that I did Awesome on!	I will assess the task on:	Things I need to Improve on!

Task 1		<p><b>Practice Standards</b></p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>How do you think you did on the SEE/THINK/WONDER?</p>	
Task 2		<p><b>Practice Standards</b></p> <p>3. Organize information and data from multiple primary or secondary sources.</p> <p>How do you think you did on categorizing your information about the three plans for Reconstruction?</p>	
Task 3		<p><b>Practice Standards</b></p> <p>2. Develop focused questions or problem statements ad conduct inquiries</p> <p>3. Organize information and data from multiple primary or secondary sources</p> <p>How do you think you did on your research? How do you think you did organizing your information??</p>	
Task 4		<p><b>Practice Standards</b></p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>How do you think you did on your thesis statement?</p>	
Task 5		<p><b>Practice Standards</b></p>	

		<p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>How do think you did on your poster, Textbook summary or PowerPoint?</p>	
<b>Task 6</b>		<p><b>Practice Standards</b></p> <p>7. Determine next steps and take informed action, as appropriate.</p> <p>How well do you think you did evaluating and reflecting on our work?</p>	

**Turn it in!** Please email a picture of your poster, your textbook summary (word doc) or your PowerPoint to your teacher and send along this completed rubric as an attachment (word doc)

## Reconstruction

Reconstruction was the name of the era after the Civil War ended, lasting from 1865-1877. The government and people struggled to find a balance between uniting the country and assisting former slaves.

### Overview of Assessment

For this Assessment, you will create a five to ten-minute podcast and/or video after thorough research evaluating whether Reconstruction was a success or a failure.

#### **Task One: Research Reconstruction**

Research the following events of Reconstruction (Remember to use reputable sources). Use the chart below to record your research.

Some Suggested Websites:

1. <https://www.britannica.com/event/Reconstruction-United-States-history>
2. <https://www.history.com/topics/american-civil-war/reconstruction>

Events of Reconstruction	Description	Evidence as Success or Failure for Reconstruction? Why?
1. Lincoln's Plan		
2. Johnson's Plan		
3. Radical Republican Plan		
4. Freedmen's Bureau		

5. Thirteenth Amendment		
6. Fourteenth Amendment		
7. Fifteenth Amendment		
8. African Americans Elected to Public Office		
9. Military Districts		
10. Carpet Baggers		

11. Share Cropping		
12. Jim Crow Laws		
13. Black Codes		
14. KKK		
15. Compromise of 1877		

## **Task Two: Watch and listen to two examples of Informative Podcasts and Videos**

**Podcast:** The Past and the Curious Podcast <https://app.kidslisten.org/ep/The-Past-and-The-Curious-A-History-Podcast-for-Kids-and-Families-Episode-43-Hands>

**Video:** CBS Sunday Morning: The Story of Reconstruction <https://www.youtube.com/watch?v=CjetWrsQb-E>

## **Task Three: Create Podcast/Video**

Your Podcast/Video should contain the following requirements:

1. Length: Five to Ten Minutes
2. Recording should be emailed to teacher by **Monday, May 18**
3. An evaluation of whether Reconstruction was a Success of Failure.
  - a. Provide at least THREE SPECIFIC pieces of evidence to support your claim
  - b. How would you have improved Reconstruction in 1865. Suggest your own Reconstruction idea/plan
4. Have fun and be creative!

*You may work with a partner for this assignment. Remember to follow Social Distancing guidelines*

# Time Machine (1870): Hiram Revels becomes the first black senator

By New York Times, adapted by Newsela staff on 02.07.17

Word Count **880**

Level **1120L**



U.S. Senator Hiram Rhodes Revels, the first African-American in the U.S. Congress. Photo from the Library of Congress.

*Editor's Note: On February 25, 1870, Hiram Rhodes Revels became the first African-American elected to the U.S. Senate. Revels was born free. He had participated in the Civil War, organizing two black regiments from Maryland for the Union Army. He was also a famous minister and had been imprisoned for preaching to the black community in 1854. Later, Revels won a seat in the Mississippi state Senate. In January 1870, he won appointment to the U.S. Senate to finish the term of Jefferson Davis, the president of the Confederacy. Davis' seat had been vacated after Mississippi seceded from the Union.*

*Revels arrived in Washington, D.C., in February 1870, to take his seat as a Republican. However, Southern Democrats opposed seating him in the Senate. Over two days of debate, the Senate galleries were packed with spectators at this historic event. The Democrats based their opposition on the 1857 Dred Scott decision by the U.S. Supreme Court. This ruled that blacks were not and could not be citizens. Some Democrats argued that since the 14th Amendment, which granted citizenship to people of color (including recently freed slaves), had been ratified in 1868, Revels had only been a citizen for two years — not long enough to meet the Senate's*

requirements. Revels supporters argued that the Civil War, and the Reconstruction Amendments, had overturned *Dred Scott*. They argued that it would be unconstitutional to bar Revels because of racist citizenship rules from before the Civil War. On the afternoon of February 25, the Senate finally voted 48 to 8 to seat Revels.

As a senator, Revels fought unsuccessfully to desegregate the public schools in Washington, D.C. However, he did successfully fight for the cause of black workers who had been prevented from working at the Washington Navy Yard because of the color of their skin. After completing his term, Revels returned to Mississippi. There, he served as president of Alcorn University and in 1873 was appointed Mississippi's secretary of state.

Here is a *New York Times* article published on February 25, 1870. This was the day Revels took his seat in the U.S. Senate.

### **Much Debate During Swearing-In Ceremony**

Washington, Feb. 25 — Mr. Revels, the colored senator from Mississippi, was sworn in and admitted to his seat this afternoon at 4:40. The galleries were packed. There was not an inch of standing or sitting room. To say that the interest was intense gives but a faint idea of the feeling which prevailed throughout the entire proceeding. George Vickers, a Democrat from Maryland, opened the debate. He argued against the admission, on the ground that Revels had not been a citizen for nine years, and therefore was not eligible. Senator Henry Wilson of Massachusetts, an outspoken advocate of racial equality, followed on the other side. He was succeeded by Democrat Eugene Casserly, who took a turn and criticized the policy of helping the South rebuild after the Civil War. This aroused Missouri Senator Charles Drake to a white heat, and provoked him to utter remarks and to make personal allusions to Mr. Casserly which were certainly in bad taste, and in no way pertinent to the conversation. Senator Charles Sumner of Massachusetts, who helped lead the antislavery movement, made the closing speech for the Republican side of the question. It was brief, pithy and eloquent.

Then came Democratic Senator Stockton, following the line of his party. He was boisterous and commonplace, and his speech was not suited to the Senate. He challenged Mr. Revels' credentials, and wanted them to be reviewed by the Judiciary Committee. This idea was promptly rejected by a party vote. The question was then put on Mr. Revels' admission to the Senate, which was passed by the same strict drawing of the party lines. Only one thing remained, which was that the first colored senator-elect should advance to the Speaker's desk and be sworn. The vice president, Schuyler Colfax, made the announcement to the galleries that all demonstrations of approval or disapproval would be promptly suppressed. There had been through the debate one or two such demonstrations. One was from the Republican side, when one senator declared that he abandoned the Democratic Party when it raised its hand in rebellion, and again when Mr. Stockton prophesied that the Democrats would soon control national affairs. In view of these facts, Mr. Colfax's announcement was somewhat necessary.

### **Senator Revels Takes The Oath Of Office**

When the vice president uttered the words, "The senator elect will now advance and take the oath," a pin might have been heard drop. But as Senator Wilson rose in his seat and stepped to the lounge immediately behind his desk, where Mr. Revels was sitting, to escort that gentleman to the Speaker's desk, the galleries rose to their feet, that they might miss no word or lose no glimpse of

what was being enacted below. The ceremony was short. Mr. Revels showed no embarrassment whatever, and his demeanor was as dignified as could be expected under the circumstances. The abuse which had been poured upon him and on his race during the last two days might well have shaken the nerves of anyone. The vast throng in the galleries showed no sign of feeling one way or the other, and left very quietly.

# A History of the 15th Amendment

By History.com, adapted by Newsela staff on 02.07.17

Word Count **583**

Level **1140L**



This photo shows participants and an American flag at a civil rights event in Selma, Alabama, in 2000. They were commemorating "Bloody Sunday," which happened on March 7, 1965, when a peaceful protest in Selma turned violent and the protesters were suppressed by state troopers. After Americans saw it broadcast on TV, there was greater support for guaranteeing the right to vote to everyone. Photo courtesy of the White House

The 15th Amendment granted African-American men the right to vote. It was passed by Congress in 1869 and formally adopted into the U.S. Constitution on March 30, 1870. The amendment reads: "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." Despite the amendment, by the late 1870s, various discriminatory practices were used to prevent African-Americans from exercising their right to vote, especially in the South. After decades of discrimination, the Voting Rights Act of 1965 aimed to overcome legal barriers at the state and local levels that denied blacks their right to vote under the 15th Amendment.

## **Reconstruction and the 15th Amendment**

In 1867, following the American Civil War, the Republican-dominated U.S. Congress passed the First Reconstruction Act, over President Andrew Johnson's veto. The act divided the South into five military districts and outlined how new governments were to be established, given that every

adult male -- regardless of race -- was now allowed to vote. With the adoption of the 15th Amendment in 1870, a politically mobilized African-American community joined with white allies in the Southern states to elect the Republican Party to power. At the time, Republicans had a more progressive, liberal agenda than Democrats. They brought about profound changes across the South. By late 1870, all the former Confederate states had been readmitted to the Union, and most were controlled by the Republican Party, thanks to the support of black voters.

In the same year, Hiram Rhoades Revels, a Republican from Mississippi, became the first African-American ever to sit in the U.S. Congress, when he was elected to the U.S. Senate. Black Republicans never obtained political office in proportion to their overwhelming electoral majority. But Revels and a dozen other black men served in Congress during Reconstruction. More than 600 served in state legislatures and many more held local offices.

### **Post-Reconstruction**

In the late 1870s, the Southern Republican Party vanished with the end of Reconstruction. Southern state governments effectively nullified the 14th Amendment, which guaranteed citizenship and all its privileges to African-Americans. They also revoked the 15th Amendment, stripping blacks in the South of the right to vote. In the decades that followed, various discriminatory practices were used to prevent African-Americans from exercising their voting rights. These tactics included poll taxes and literacy tests, along with intimidation and violence.

### **The Voting Rights Act of 1965**

The Voting Rights Act was signed into law by President Lyndon Johnson on August 6, 1965. It aimed to overcome legal barriers at the state and local levels that denied African-Americans their right to vote under the 15th Amendment.

The act banned the use of literacy tests, provided for federal oversight of voter registration in certain areas and authorized the U.S. attorney general to investigate the use of poll taxes in state and local elections. (In 1964, the 24th Amendment made poll taxes illegal in federal elections; poll taxes in state elections were banned in 1966 by the U.S. Supreme Court.)

After the passage of the Voting Rights Act, state and local enforcement of the law was weak and it often was ignored outright. This mainly occurred in the South, where the proportion of blacks was high and their votes threatened existing political conditions. Still, the Voting Rights Act gave African-American voters the legal means to challenge voting restrictions. It also helped to vastly improve voter turnout.

# Reconstruction in the South

By Encyclopaedia Britannica, adapted by Newsela staff on 04.20.17

Word Count **789**

Level **1230L**



This drawing of African-American soldiers returning to their families in Little Rock, Arkansas, after the war captures the joyous spirit of many former slaves upon gaining their freedom. They were soon to find out that freedom did not necessarily mean equality during Reconstruction of the South. From Wikimedia Commons

The Reconstruction period after the Civil War in the South was a time of readjustment and disorder. It lasted from 1865 to 1877. Southern whites wished to keep African-Americans in a condition of semi-slavery. They gave them few civil rights and rejected social equality for blacks. African-Americans, on the other hand, wanted full freedom and, above all, land of their own. Inevitably, there were frequent clashes. Some erupted into race riots, but acts of terrorism against African-American leaders were more common.

During this turmoil, Southern whites and blacks began to work out ways of getting their farms back into operation and of making a living. Indeed, the most important developments of the Reconstruction era were slow changes that occurred in Southern society. African-Americans could now legally marry. They quietly left white churches and formed their own religious organizations, which became centers for the African-American community. Without land or money, most freedmen had to continue working for white masters, but they were now unwilling to labor in work gangs or to live in the old slave quarters.

## Sharecropping kept African-Americans in poverty

Sharecropping gradually became the accepted labor system in most of the South. This new economic system forced former slaves to work as "sharecroppers" for large landowners. Most African-Americans lacked money and land of their own, and they worked on plantations for a part, or "share," of the harvest. Planters, short of capital, favored the system because it did not require them to pay cash wages; African-Americans preferred it at first because they could live in individual cabins on the tracts of land they rented and because they had some independence in choosing what to plant, usually cotton, and how. However, the sharecropping system ensured the continued poverty of African-Americans in the South and blacks' dependence on white bosses for employment. The South as a whole, however, was desperately poor throughout the Reconstruction era; and a series of disastrously bad crops in the late 1860s, followed by the general agricultural depression of the 1870s, when crops weren't fetching high prices, hurt both whites and blacks.

Congress set up governments in the South to replace Confederate officials. These governments were fairly honest and effective. Though the period has sometimes been called "Black Reconstruction," the governments in the South were never dominated by African-Americans, and the name Radical Reconstruction is more often used. There were no black governors, only two black senators and a handful of congressmen, and only South Carolina had a legislature controlled by blacks. Those African-Americans who did hold government office appear to have been as able and honest as whites. This period is often called Radical Reconstruction because these Radical Republicans had now taken control of Reconstruction. The Radical governments were expensive, but a lot of money was necessary to rebuild after the war and to establish — for the first time in most Southern states — a school system. There was certainly corruption in government in the South during this time, though nowhere on the scale of New York City at the time.



These Radical Republicans had now taken control of Reconstruction. The Radical governments were expensive, but a lot of money was necessary to rebuild after the war and to establish — for the first time in most Southern states — a school system. There was certainly corruption in government in the South during this time, though nowhere on the scale of New York City at the time.

## Carpetbaggers and scalawags

There were some Southern whites in the mountainous regions and some planters in the rich bottomlands who were willing to cooperate with the African-Americans and their Northern-born "carpetbagger" allies who sometimes worked in these new governments or tried to influence them. "Carpetbagger" was a word used to describe whites from the North who traveled South with only a satchel, or carpetbag, of possessions. Many of these "carpetbaggers" moved South to purchase land, lease plantations or partner with planters in hopes of making money from cotton.

"Carpetbaggers" were different from "scalawags" which there were relatively few of and despised the most by Southern whites. "Scalawags" was a term given to white Southern Republicans by their enemies in the South. "Scalawags" were planters who supported the federal plan for reconstruction and also non-slaveholding small farmers. There were also scalawag merchants, artisans and other professionals who remained loyal to the Union during the Civil War.

## Hostile Southern whites

The majority of Southern whites remained fiercely opposed to African-American political, civil and social equality. Sometimes their hostility was expressed through such terrorist organizations like the Ku Klux Klan, which sought to punish African-Americans who sought their rights and to drive their white collaborators from the South. More often, white Southerners showed their antagonism by supporting the pro-slavery Democratic Party, which gradually regained its strength in the South. Southern whites waited for the time when the North would tire of supporting Reconstruction and would withdraw federal troops from the South.



# Black Leaders During Reconstruction

By History.com, adapted by Newsela staff on 04.25.17

Word Count 752

Level 1060L



"Heroes of the Colored Race," a print published by J. Hoover of Philadelphia in 1881, pictured (from left) Senator Blanche K. Bruce of Mississippi, orator Frederick Douglass and Senator Hiram Revels of Mississippi. The vignettes depicted scenes from African-American life as well as portraits of other members of Congress: John Lynch of Mississippi, Joseph Rainey of South Carolina, Charles Nash of Louisiana and Robert Smalls of South Carolina. Picture from Library of Congress

Reconstruction was the period after the Civil War when Congress ordered that the South be rebuilt, former Confederate states be brought back into the Union, and rights given to former slaves. It lasted from 1865 to 1877. During Reconstruction, African-Americans actively participated in the political, economic and social life of the South. The era was marked by their quest for freedom and equal rights, both as individuals and for the black community. During Reconstruction, about 2,000 African-Americans held public office, from the local level all the way up to the U.S. Senate. However, they never served in government in proportion to their numbers.

Before the Civil War began, African-Americans had only been able to vote in a few northern states. There were just about no black officeholders. In the months after the Union victory, the black community organized many meetings, parades and petitions calling for their rights, especially the all-important right to vote. During the first two years of Reconstruction, blacks organized Equal Rights Leagues throughout the South. The group held meetings to protest discrimination and the right to vote, and call for equality before the law.

## **Opposition to Johnson's policies**

Andrew Johnson became president after Abraham Lincoln was assassinated. He felt that it should be left up to the states if African-Americans can vote. State legislatures in the South began passing "black codes" that restricted the lives of the freed men and women. African-American activists bitterly fought these discriminatory laws. This, as well as growing opposition to Johnson's policies in the North, led to a Republican victory in the U.S. congressional elections of 1866. It began a new phase of Reconstruction that would give African-Americans a more active role in the South.

During Reconstruction, Congress granted African-American men citizenship, including the right to vote. Beginning in 1867, branches of the Union League spread throughout the South. The group encouraged African-Americans to be politically active. During the state constitutional conventions held in 1867 to 1869, blacks and white Americans worked side by side on political matters for the first time in the U.S. to rewrite state constitutions.

## **Black politicians on the rise**

Blacks made up almost all the voters for the Republican Party in the South. They worked together with "carpetbaggers" and "scalawags." These were insulting terms referring to recent arrivals from the North and southern white Republicans. A total of 265 African-Americans participated in these constitutional conventions, more than 100 of whom had been born into slavery. Almost half of the elected black delegates served in South Carolina and Louisiana. In most other states, African-Americans were underrepresented compared to their population. In all, 16 African-Americans served in the U.S. Congress during Reconstruction. More than 600 more were elected to the state legislatures, and hundreds more held local offices across the South.

Many black leaders during Reconstruction had gained their freedom before the Civil War. They were able to buy themselves out of slavery, or they were freed after an owner died. They had worked as skilled slave craftsmen or had served in the Union Army. Many black political leaders worked as ministers during slavery or in the early years of Reconstruction when the church served as the center of the black community. Hiram Revels was the first African-American elected to the U.S. Senate. He took the Senate seat from Mississippi, which had been formerly occupied by Jefferson Davis who had become the president of the Confederacy when Mississippi seceded from the U.S.

## **New leaders unlike most blacks**

Revels was born free in North Carolina and attended college in Illinois. He worked as a preacher in the Midwest in the 1850s and as a church chaplain to a black regiment in the Union Army before going to Mississippi in 1865 to work for the Freedmen's Bureau. Blanche K. Bruce, elected to the Senate in 1875 from Mississippi, had been a slave but also received some education. The background of these men was typical of the leaders that emerged during Reconstruction but was greatly different from that of the majority of the African-American population.

The opponents of Reconstruction were extremely hostile to the political activism of the African-American community. Southern whites were enraged with policies giving former slaves the right to vote and hold office. They reacted with threats and violence to affirm white supremacy. The Ku Klux Klan attacked local Republican leaders and blacks who challenged their white employers. At

least 35 black officials were murdered by the Klan and other white supremacist groups during the Reconstruction era.

# The other '68: Black power during Reconstruction

By Adam Sanchez, Zinn Education Project, adapted by Newsela staff on 12.07.18

Word Count 1,125

Level 1190L

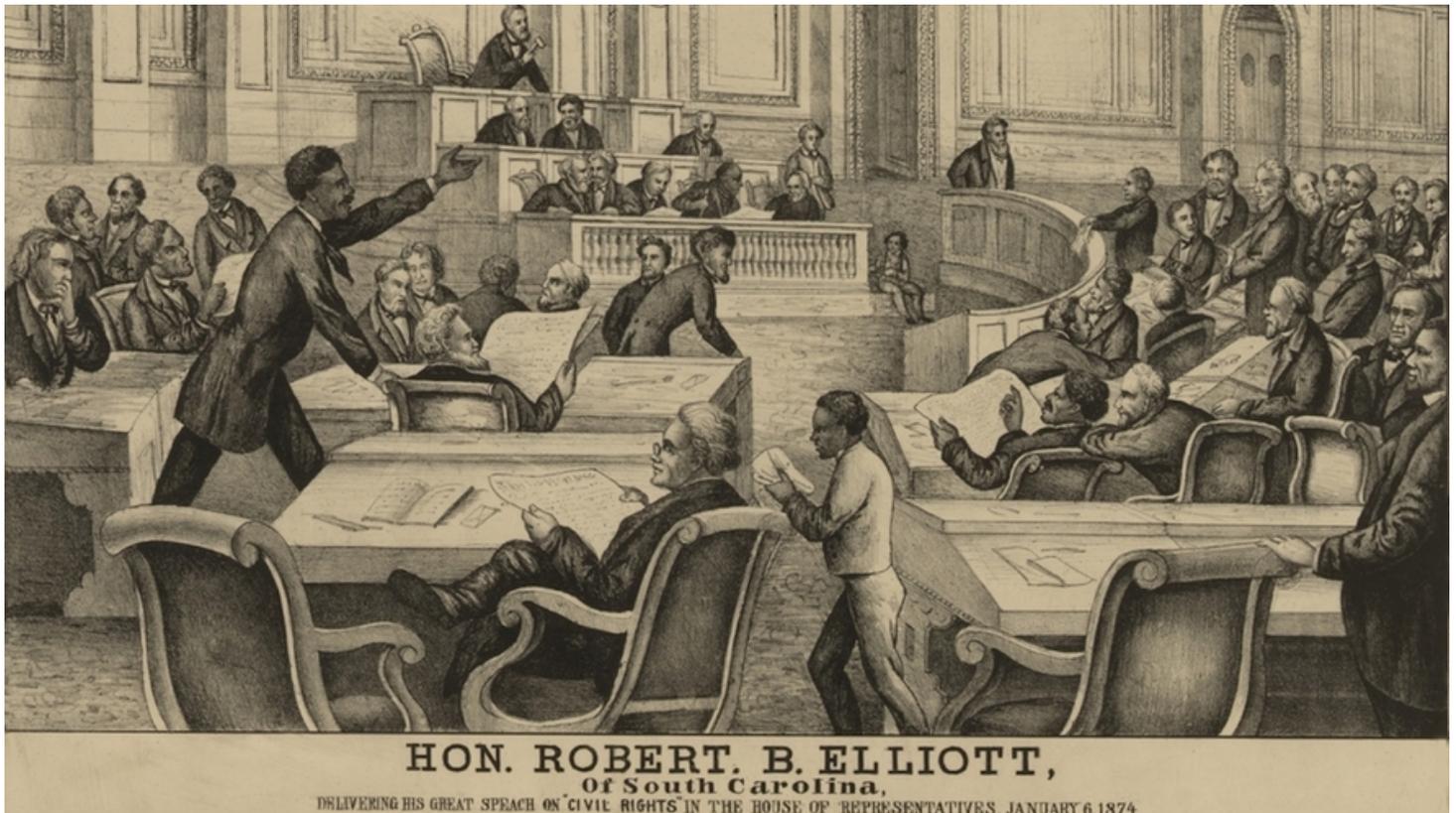


Image 1. Robert B. Elliott (1842-1884), of South Carolina, delivered a speech for an 1874 Civil Rights Act, in the U.S. House of Representatives.

The year 1968 saw the emergence of a newly assertive Black Power movement in the United States. This was reflected in everything from inner-city rebellions to the famous raised-fist salute at the Olympics. During this 50th-anniversary year, there have been many commemorations of 1968 and the key moments of the black freedom struggle during that year. Yet 2018 also marks the 150th anniversary of 1868 — the height of Black Power during Reconstruction.

It's not surprising this anniversary has been ignored, because Reconstruction is given little attention in classrooms across the country. The Reconstruction era began after the Civil War in 1865 and was an attempt to transform the Southern states of the defeated Confederacy after the Civil War. Reconstruction was a time when black Americans, including newly freed people, won the same rights and opportunities as all other Americans. In the end, sadly, many of the advances of the Reconstruction era proved to be temporary. Yet for a time — particularly during the year 1868 — it seemed as though anything was possible.

As historian Lerone Bennett Jr. remarked in his book on Reconstruction, "Black Power U.S.A.," 1868 was "The Glory Year." It was the year of the 14th Amendment, which granted citizenship and

equal rights to black Americans. It was the year, Bennett wrote, in which black and poor white people came together and "almost all things were made new."

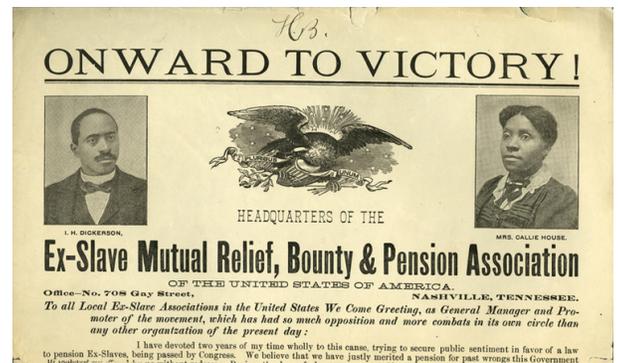
In state after state, black men, many of them formerly enslaved, gathered with white men, many of them poor and disempowered until Reconstruction. Together they rewrote the constitutions of the South.

## After The War

Things were very different in the years immediately following the Civil War, however. For many black people it seemed as if freedom would not be that different from slavery. After Abraham Lincoln's assassination in 1865, Andrew Johnson, his replacement as president, pardoned former slave owners and returned land to them that had been confiscated and given to freed black Americans.

Johnson's actions gave a green light to white planters, who led violent campaigns to intimidate formerly enslaved people back into submission. Southern states passed new laws known as Black Codes, aimed at imposing slavery by another name. For example, Mississippi forbade black Americans from renting or leasing land and demanded that freed people carry proof they had entered into a labor contract or they could be imprisoned. In South Carolina, black people unwilling to be farm workers had to get special permission from a court.

But throughout the South, black people refused to go back. They organized into Union Leagues, defending each other from white attacks and organizing strikes and other actions to prevent plantation owners from imposing slavery-like conditions. They organized black political conventions across the South to demand the right to vote, schools, fair wages and land. They marched, protested and flooded Congress with petitions.



Their efforts were successful.

When Congress convened in 1866, they refused to seat the delegates — many of them former Confederates — from Johnson's state governments. Instead they came up with their own Reconstruction plan. It required states to hold new conventions to rewrite state constitutions and adopt the 14th Amendment, which declared that black Americans were citizens whose rights could not be violated by laws like the Black Codes.

By the time the new voter-registration process was completed, black citizens were a majority of the voters in Mississippi, Alabama, Florida, Louisiana and Georgia. In South Carolina, there were nearly two black people registered for every white person. Every other Southern state also had sizable numbers of black voters. These voters elected diverse candidates to become delegates to the constitutional conventions.

## Constitutional Conventions Across The South

Between November of 1867 and June of 1868, multiracial assemblies met in Southern state capitol buildings. They radically altered the political and economic landscape. In the name of the people,

these delegates fought to make Southern constitutions reflect social and economic justice. The Mississippi state convention passed a tax for the relief of needy freedmen. In Alabama, a resolution passed that allowed freedmen to collect \$10 a month in back pay from former masters for any work completed after January 1, 1863, when the Emancipation Proclamation took effect.

In South Carolina, the convention passed a resolution asking Congress to lend the state \$1 million to buy land for poor white and black people. When Congress rejected the proposal, the new South Carolina legislature passed a homestead law to aid poor farmers.

At a time when even most Northern states restricted the vote to white men, every convention extended the right to vote to black men. A few delegates, like W. J. Whipper in South Carolina and Thomas Bayne in Virginia, pushed to give the vote to women as well.

Also unlike the Northern constitutions, the South's new laws protected black civil rights. Black people could now hold office, serve on juries, and several constitutions banned the kind of legalized discrimination that would later characterize the South.

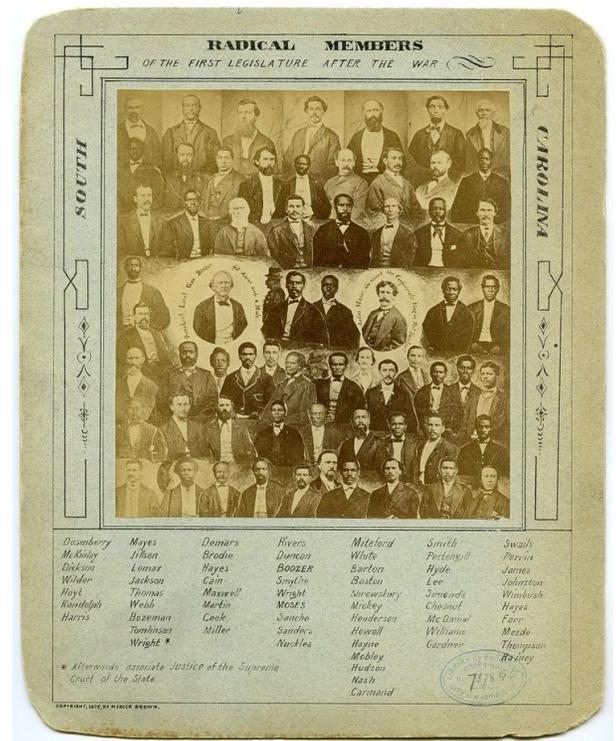
The Reconstruction conventions provided for the first public schools throughout the South, and a few states even mandated integration. Louisiana's constitution, for example, stipulated that "there shall be no separate schools or institutions of learning established exclusively for any race."

People who were enslaved only 10 years earlier were now voters and elected officials. This inspired others to fight for what they had previously thought was impossible. Women's rights activists demanded the right to vote. Workers marched for an eight-hour workday. For a brief time, activists in these different movements began to forge alliances and learn from one another.

The explosion of grassroots activism during 1868 demonstrates the revolutionary possibility of solidarity between black and white people, and men and women. The ultimate failure of these efforts shows how racism, sexism and classism can be used to divide movements. The dissolution of the alliances formed in 1868 helped pave the path for Reconstruction's end.

Yet in 1868, what had seemed impossible only a decade before — 4 million enslaved people wielding political power in the South — became a reality. Black Southerners led a political revolution that for a short time advanced the interests of all poor and working-class people. The year 1868 is one we should remember and learn from.

*Adam Sanchez (asanchez@zinnedproject.org) teaches at Harvest Collegiate High School in New York City. He is an editor of Rethinking Schools magazine. He is also a Zinn Education Project teacher leader with a focus on the Teach Reconstruction campaign.*



# What everyone should know about Reconstruction 150 years after the 15th Amendment's ratification

By Tiffany Mitchell Patterson, The Conversation, adapted by Newsela staff on 02.03.20

Word Count 1,175

Level 1190L

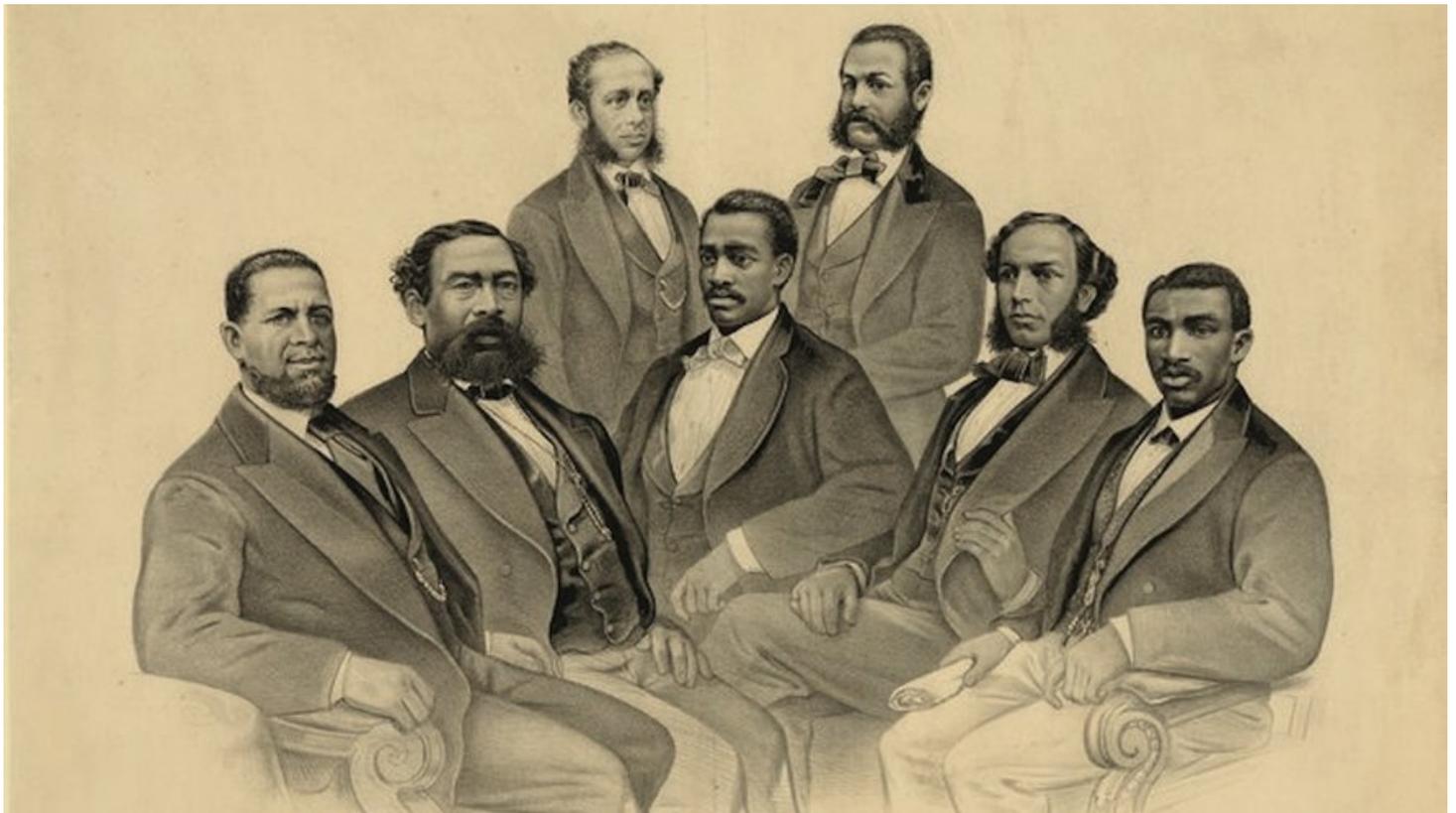


Image 1. An 1872 portrait of black Americans serving in Congress (from left): Hiram Revels, the first black man elected to the Senate; and representatives Benjamin S. Turner; Robert C. De Large; Josiah T. Walls; Jefferson H. Long; Joseph H. Rainey; and R. Brown Elliot. Photo: Currier & Ives/The Library of Congress.

I'll never forget a student's response when I asked during a middle school social studies class what they knew about black history: "Martin Luther King freed the slaves."

Martin Luther King Jr. was born in 1929, more than six decades after slavery. To me, this comment demonstrated how closely Americans associate black history with slavery.

The student's answer shocked me, but I knew their answer had to do with the fact that schools spend very little time teaching black history.

For instance, what do you know about Reconstruction?

I'm excited about using The New York Times' "1619 Project" to teach children and adults more about the history of slavery. However, I also believe that understanding what happened during Reconstruction is essential for exploring black power, resilience and excellence. This belief is

based on my experience teaching social studies and my current work preparing social studies educators.

Reconstruction refers to the period of time after the Civil War ended in 1865. Slavery ended and black Americans gained political power, but they faced the backlash of white supremacy and racial violence. Like many other writers, historians and scholars, I am concerned about the lack of information students learn about Reconstruction in school. Here are some suggestions for educators and others interested in learning more about that time period.

### **Reconstruction's Three Amendments**

As most students do learn, the U.S. gained three constitutional amendments during Reconstruction. These changes to the Constitution granted civil and political rights to the African-Americans who had just been freed from slavery after the Civil War.

The 13th Amendment, which was passed in 1865, banned slavery except when slavery is used as punishment for a crime.

The 14th Amendment was passed three years later in 1869. This amendment said that all people born in the United States are U.S. citizens and have equal protection under the law, including former slaves and those born in other countries who became citizens later on.

On February 3, 1870, the 15th Amendment was passed, granting all male citizens the right to vote regardless of race.

The year 2020 marks the 150th anniversary of the passing of the 15th Amendment. The anniversary is a good opportunity to learn about how the amendment was supposed to guarantee that a person could not be denied the right to vote because of their race or because they used to be enslaved.

### **Representation In Government**

Black men used their new voting rights to gain representation in government, but few social studies classes explore this part of Reconstruction.

Hiram Rhodes Revels became the first African-American senator in 1870. During Reconstruction, 15 other black men served in Congress, and a total of 2,000 black men held some type of public office.

White supremacist groups like the Ku Klux Klan also formed following the Civil War. These terrorist groups engaged in violent, racist acts to intimidate African-Americans, people of color, black voters and lawmakers. This makes the accomplishments of African-American politicians even more impressive, since they had to do their jobs while being constantly threatened with racist violence.

### **Black Activism And Education**

Black American women technically gained the right to vote in 1920, but many states still had discriminatory laws that made voting difficult.

Many black women were leaders in the movement for women's voting rights, also called women's suffrage. Through public speaking, writing and developing organizations dedicated to racial and

gender equality, they fought for equal rights and dignity for all.

Some of the black women activists during Reconstruction included Mary Ann Shadd Cary, the first black woman in North America to edit and publish a newspaper. She was also one of the first black female lawyers in the country and fought for women's suffrage.

Ida B. Wells was another woman of color who played a key role in the suffrage movement. Wells was a journalist and civil rights activist who raised awareness of the horrible violence being committed against black Americans.

Before the Civil War, enslaved people could not get an education, and many states made teaching enslaved individuals to read a crime. Education quickly became a top priority for black Americans once slavery ended.

In the north, several, mostly white organizations helped create new educational opportunities for black Americans. One of these organizations was the U.S. Bureau of Refugees, Freedmen, and Abandoned Lands, or the Freedmen's Bureau, a government agency that helped black Americans after the Civil War. However, the African-American public schools established after the Civil War were mostly built and staffed by the black community.

Many new universities, now called historically black colleges and universities, or HBCUs, began to operate during Reconstruction.

These schools trained black people for careers as teachers, doctors, nurses and other occupations.

Today, many of the HBCUs founded during Reconstruction are still open, including Howard University in Washington, D.C. and Morehouse College in Georgia. Even today, these colleges and universities train more black doctors and professionals than many other universities.

### **Take A Field Trip!**

Storytelling, trips to historic sites and creative museums help get people of any age interested in learning about history.

Depending on where you live, you may want to go on a family outing or school field trip to learn about Reconstruction.

The National Constitution Center in Philadelphia has a new permanent exhibit on the Civil War and Reconstruction.

The National Museum of African American History and Culture, which opened in Washington, D.C. in 2017, contains artifacts from the Reconstruction era.

Another option is the Reconstruction Era National Historic Park, which is located in Beaufort County, South Carolina.

I also recommend watching films or reading about Reconstruction. You could watch Harvard University professor Henry Louis Gates Jr.'s Reconstruction documentary series on PBS or read his books. There is also an organization called Teaching for Change that makes a booklist on Reconstruction for middle and high school students.

### **Limited Black Freedom**

As the renowned black thinker W.E.B. DuBois observed, racist laws and violent tactics in many states actively limited black freedom.

"The slave went free; stood for a brief moment in the sun; then moved back again toward slavery," he explained.

This was not by choice, since white supremacists tried to gain power over black Americans by using violence and discriminatory laws. They were intimidated by the idea of black Americans getting the right to vote and becoming successful. Despite all the white supremacist backlash, African-Americans continued using their civil and constitutional rights to work as activists, politicians, business owners, teachers and farmers.

Today, DuBois' words sound eerily familiar. Racist violence has returned, and there have recently been cases where people of color have been kept from voting. At the same time, it's reassuring to remember how quickly formerly enslaved black Americans made their way to schoolhouses and public offices.

*Tiffany Mitchell Patterson, PhD, is an assistant professor of secondary social studies at West Virginia University. She studies critical civic education, teacher and youth activism and teaching black history. She also studies how to teach social studies by using records from the past to uncover untold histories of people of color.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Reconstruction (1865 - 1877)**

### **Historical Context**

The Civil War may have settled some significant national problems, but it also created many more. Slavery was abolished, the country was reunited, and the supremacy of the federal government was confirmed. However, the cost of the Union victory - lost lives, destroyed property, and sectional bitterness - was staggering and it created huge new problems and tasks.

Perhaps the most challenging task facing our tired nation was the future status of the four million newly freed slaves. After the death of President Lincoln and the failure of President Johnson, Congress, in 1867, took charge of the effort to “reconstruct” our divided nation. A large part of “Congressional Reconstruction” was an effort to establish and to protect the citizenship rights of freedmen. The former Confederacy was divided into five military districts, each governed by a Union general. The southern states, in order to rid themselves of these “military dictatorships”, were required to ratify the Fourteenth Amendment, guaranteeing equal rights for all citizens including former slaves.

At the same time, large numbers of former Confederate soldiers and supporters were disenfranchised, or denied the right to vote. By 1870, all of the former Confederate states had ratified the Fourteenth Amendment and were readmitted to the Union. In each state, the voting rights of freedmen were protected while voting was denied to many white Southerners. Therefore, with many whites not voting and union troops remaining in the South to protect them, freedmen seemed to be enjoying some level of equal rights and full citizenship. This did not last long.

By 1877, Reconstruction ended and all Southern state governments were restored, and the citizenship rights of freedmen rapidly eroded. African-American voting rates plummeted. Soon these former slaves fell into a “second class” citizenship characterized by a system of state-enforced segregation and discrimination

**DIRECTIONS:** The following question is based on documents in this packet. As you review and analyze the documents, take into account both the source of the document and the author's point of view.

1. Carefully read each document-based question. Consider what you already know about the topic. How would you answer the question if you had no documents to examine.
2. Now, read each document carefully, underlining important phrases or words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions which follow each document
3. Based on you knowledge and on the information found in the documents, formulate a thesis that directly answers the question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside the documents.

**Question:**

*Why did Congress' Reconstruction efforts to ensure equal rights to the freedmen fail?*

**Part A:** The following documents address the reasons why Reconstruction failed in the effort to ensure equal rights to the newly freed slaves. Examine each document carefully, and answer the question or questions that follow.

**Document 1**

In January 1866, soon after the Thirteenth Amendment ended slavery, radical Republicans in Congress began arguing that freedmen should be allowed to vote on equal terms with whites. A bill was introduced to give the vote to the freedmen of the District of Columbia. Most Democrats and many moderate Republicans opposed the bill, though most radical Republicans supported it (even though only five Northern states allowed African-American men to vote at this time). The following excerpts come from the speech of Pennsylvania Congressman Benjamin Boyer, a Democrat who opposed the bill to allow African Americans the right to vote in the District of Columbia.

It is common for the advocates of Negro suffrage to assume that the color of the Negro is the main obstacle to his admission to political equality... But it is not the complexion of the Negro that degrades him... [the Negro is] a race by nature inferior in mental caliber... the Negroes are not equals of white Americans, and are not entitled... to participate in the Government of this country...

Why, according to Congressman Boyer, should African Americans be denied the right to vote?

---

---

---

---

---

---

---

---

---

---

Do you suppose that this racist viewpoint was widely held at this time? Explain.

---

---

---

---

---

---

---

---

---

---

## Document 2

Black codes enforced in Southern states during Reconstruction prevented freed slaves from exercising many rights. Read the following passage - adapted from selected sections of one state's black code and answer the questions below.

*Now that the slaves have become emancipated, it is necessary to pass regulations that preserve public order. These regulations must also preserve the comfort and correct behavior of the former slaves. Therefore, the following rules have been adopted with the approval of the United States military authorities who have command in this area:*

- Every Negro is required to be in the regular service of some white person, or former owner, who shall be held responsible for the conduct of that Negro.*
- No public meetings or congregations of Negroes shall be allowed after sunset. Such public meetings may be held during the day with the permission of the local captain in charge of the area.*
- No Negro shall be permitted to preach or otherwise speak out to the congregations of colored people without special permission in writing from the government*
- No Negro who is not in the military service shall be allowed to carry firearms or any kind of weapons without the special written permission of his employers*
- No Negro shall sell, trade, or exchange merchandise within this area without the special written permission of his employer.*

According to the first paragraph, why were black codes adopted?

---

---

---

---

---

---

---

---

---

---

Who approved the adoption of this code?

---

---

---

---

---

---

---

---

---

---

How did the Radical Republicans succeed in eliminating black codes?

---

---

---

---

---

---

---

---

---

---

What happened after black codes were eliminated first during Reconstruction and then after?

---

---

---

---

---

---

---

---

---

---

### Document 3

This excerpt is from *The Era of Reconstruction, 1865 - 1877*, by Kenneth M. Stampp (Vintage Books, 1967, p. 193). Stampp was a professor of history at the University of California at Berkeley.

Meanwhile southern Democrats gained strength when Congress finally removed the political disabilities from most of the prewar leadership. In May 1872, because of pressure from the Liberal Republican, Congress passed a general amnesty act which restored the right of office-holding [and voting] to the vast majority of those who had been disqualified... After the passage of this act only a few hundred ex-Confederates remained unpardoned.

How did the restoration of voting rights to white Southerners undermine efforts to preserve and protect the voting rights of the freedmen?

---

---

---

---

---

---

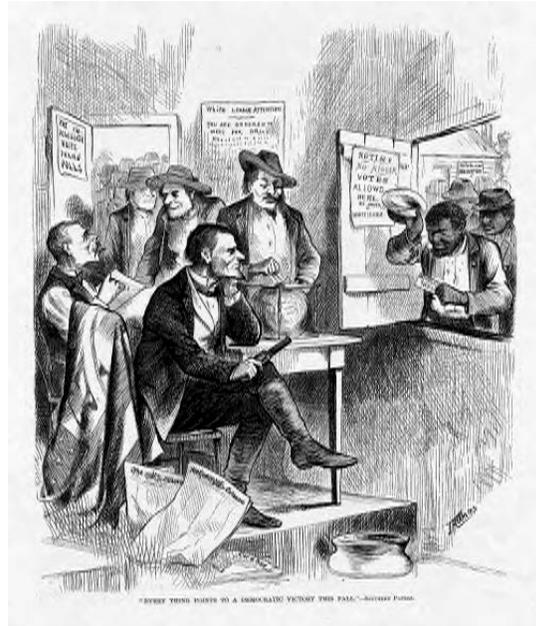
---

---

---

---

## Document 4



What is depicted in each of the documents?

Left Photo

---

---

---

---

---

---

---

---

---

---

Right Photo

---

---

---

---

---

---

---

---

---

---

How do the two cartoons affect your view of what Reconstruction accomplished?

---

---

---

---

---

---

---

**Document 5**

The following petition was made to the United States Congress on March 25, 1871:

We the colored citizens of Frankfort and vicinity do this day memorialize upon the condition of affairs now existing in this state of Kentucky. We would respectfully state that life, liberty and property are unprotected among the colored race of this state. Organized bands of desperate and lawless men, mainly composed of soldiers of the late Rebel armies, armed, disciplined, and disguised, and bound by oath and secret obligations, have by force, terror, and violence subverted all civil society among the colored people... We believe you are not familiar with... the Ku Klux Klan's riding nightly over the country, going from county to county, and in the towns spreading terror wherever they go by robbing, whipping, ravishing [raping], and killing our people without provocation, compelling colored people to break the ice and bathe in the chilly waters of the Kentucky River... Our people are driven from their homes in great numbers... We would state that we have been law-abiding citizens, pay our tax, and, in many parts of the state, our people have been driven from the polls - refused the right to vote, Many have been slaughtered while attempting to vote; we ask how long is this state of things going to last. We appeal to you... to enact some laws that will protect us and that will enable us to exercise the rights of citizens... the senator from this state denies there being organized bands of desperadoes in this state... we lay before you a number of violent acts occurring during his administration...

What factors or events caused the freedmen to write this petition?

---

---

---

---

---

---

---

---

---

---

Why did the freedmen petition the United States Congress instead of working through their state government?

---

---

---

---

---

---

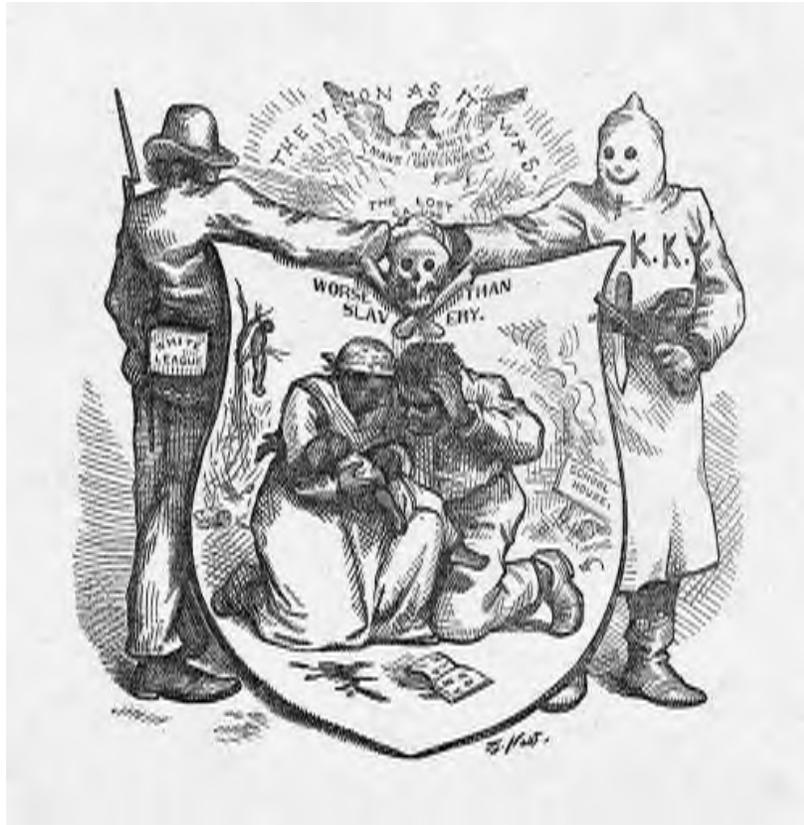
---

---

---

---

Document 6



According to the cartoonist, what was the goal of the Ku Klux Klan?

---

---

---

---

---

---

---

---

What kinds of weapons did the Klan members intend to use against the freed people?

---

---

---

---

---

---

---

---

What actions did the KKK threaten to take to make the lives of freed people “worse than slavery”?

---

---

---

---

---

---

---

---

**Document 7**

Following are headlines and excerpts from front-page news stories in November 1874.

Headline text from the *New York Times*, November 4, 1874

***DEMOCRATIC VICTORY  
CONGRESS TO BE DEMOCRATIC***

Headline and story text from the *New York Times*, November 5, 1874

***THE REPUBLICAN DEFEAT***  
***Our later telegrams only add to the magnitude of the defeat experienced Tuesday... In the House [of Representatives] the Democrats' gains continue to increase in numbers.***

How did this Democratic victory help to undermine Congress= efforts to help the freedmen?

---

---

---

---

---

---

---

---

What factors discredited the Republican Party during the early 1870's? Explain.

---

---

---

---

---

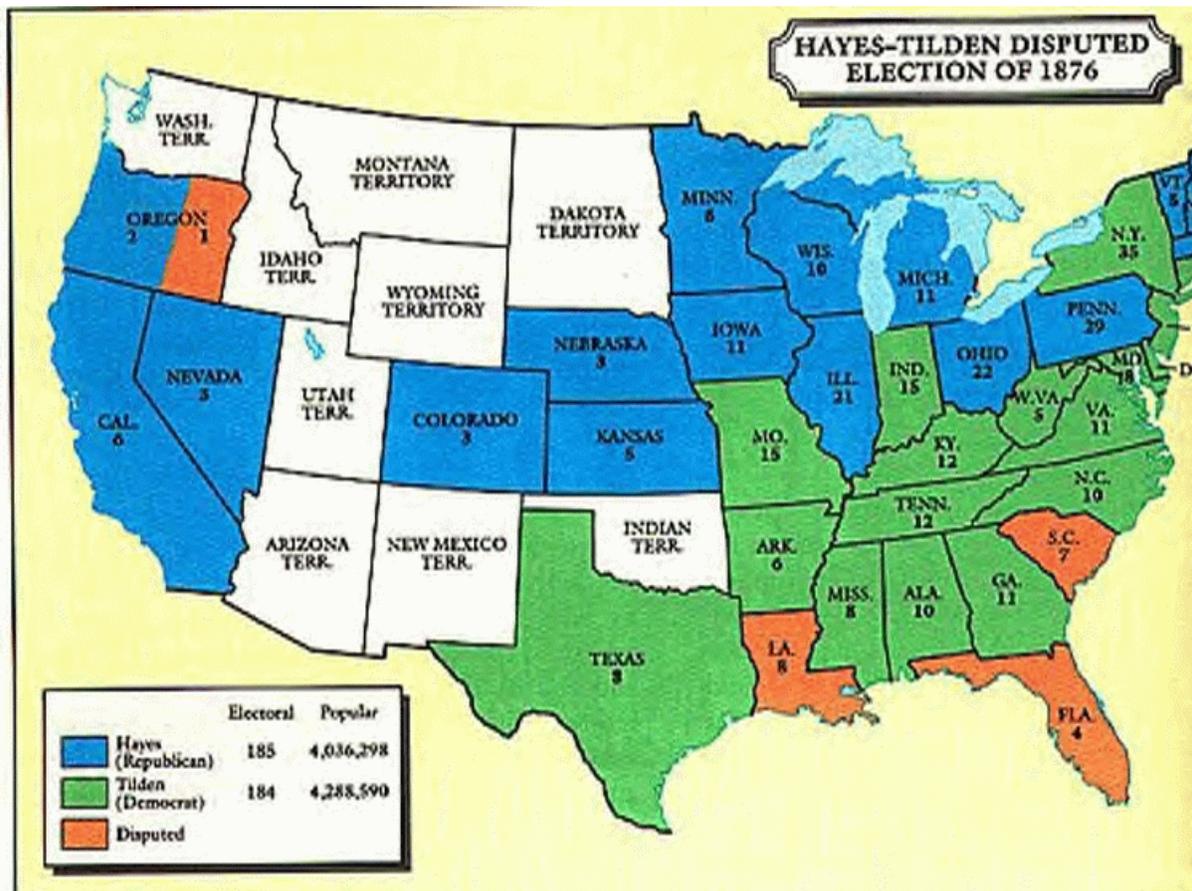
---

---

---

## Document 8

The disputed presidential election of 1876 set the stage for the final stage of Reconstruction B the removal of all federal troops from the last three “unreconstructed” Southern states: Louisiana, Florida, and South Carolina.



How was it possible that Hayes “won” the election of 1876?

---

---

---

---

---

---

---

---

How did this disputed election lead to the end of Reconstruction? Explain.

---

---

---

---

---

---

---

---

---

---

Name: \_\_\_\_\_

Part B: Complete the following essay question.

*Why did Congress' Reconstruction efforts to ensure equal rights to the freedmen fail?*