

Social Studies Assignments for the Week of May 11th- May 15th Patrick and Rhodes

Office Hours:

9:00-10:00(M-F) available via video through Office 365 Teams. See Teams Calendar.

10:00-11:00 (M-F) available through Office 365 Teams chat or Edmodo messaging.

Email:

8:00-3:30, M-F kpatrick@tUSD.net drhodes@tUSD.net

Day	Assignment
<p>Monday</p>	<p>-Read and take notes from pages 538-539 which are attached for Ch 16 Sec 4.1. You do not need to write a summary.</p> <p>EQ 4.1- What were the amendments that ended slavery and what was Lincoln’s plan for unity?</p> <p>-Answer Historical Thinking questions #1-3 on page 539.</p> <p>-Answer question #18 from the chapter review.</p> <p>18. In what ways did Lincoln’s assassination affect the treatment of the South during Reconstruction?</p>
<p>Tuesday</p>	<p>Read and take notes on pages 540-541 which are attached from Ch 16 Sec 4.2. You do not need to write a summary.</p> <p>EQ 4.2- What were the human, economic, and political consequences of the Civil War?</p> <p>-Answer Historical Thinking questions #1-3 on page 541.</p> <p>-Answer question #19 from the chapter review.</p> <p>19. How did the federal government support its goal of expansion into western states after the Civil War?</p>
<p>Wednesday</p>	<p>-Read and take notes from pages 552-553 which are attached from Ch 17 Sec 1.1. You do not need to write a summary.</p> <p>EQ 1.1- What were the postwar roles of Presidential Reconstruction and the Freedmen’s Bureau?</p> <p>-Answer Historical Thinking questions #1-3 on page 553.</p> <p>-Answer questions #10 + #11 from the chapter review.</p> <p>10. Why was President Johnson at odd with so many Republicans?</p> <p>11. What did Presidential Reconstruction fail to do for African Americans?</p>
<p>Thursday</p>	<p>-Read and take notes from pages 554-555 which are attached from Ch 17 Sec 1.2. You do not need to write a summary.</p>

	<p>EQ 1.2- What were the goals and methods of the Republicans' Radical Reconstruction plan?</p> <p>-Answer Historical Thinking questions #1-3 on page 555.</p> <p>-Answer question #12 from the chapter review.</p> <p>12. What legislation did Congress propose to counteract Johnson's Reconstruction plan?</p>
Friday	<p>-Read and take notes from pages 556-557 which are attached from Ch 17 Sec 2.1. You do not need to write a summary.</p> <p>EQ 2.1- How did Reconstruction impact African-American political participation, religion, and family life?</p> <p>-Answer Historical Thinking questions #1-3 on page 557.</p> <p>-Answer question #13 from the chapter review.</p> <p>13. Why did African Americans often establish Baptist churches?</p>

Submission Options

If you have access to technology, you can take a picture of your notes and insert it into your word document that has your typed responses to the questions. You will submit your work to the online Class Notebook in Microsoft Office 365 Teams (Class Notes section).

MS Office 365:

www.office.com

-General

-Class Notebook (Class Notes tab for Rhodes)
(Homework tab for Patrick)

Login username:

Student#@student.tusd.net

Login password:

Password!

If you do not have access to technology, you will do all the work on paper and then return assignments to the school on May 15th.

1.1 Reconstruction Under Andrew Johnson

Imagine you've been fighting with your friend. You both said and did terrible things, but you know it's time to forgive. How do you become friends again? That was the dilemma President Andrew Johnson faced after the Civil War.

MAIN IDEA President Johnson and Congress clashed over different goals for Reconstruction.

LEADING THE WAY

1865 was a rough year. The war had torn the nation in two, and the war's end did not repair this division. Lincoln was dead, and citizens mourned the loss of his thoughtful guidance and strong leadership. The new president, Andrew Johnson, faced the monumental challenge of rebuilding the United States politically, socially, and economically. Many decisions had to be made. How should the Confederate states be readmitted to the Union? Should Confederate leaders be punished? What role should free African Americans play in the country?

Johnson had been an unusual choice as Lincoln's vice president. He was a southerner from Tennessee who had served in Congress as a Democrat. But he was definitely pro-Union, a stance fueled by his dislike for wealthy southern planters. When Tennessee seceded, he remained in the U.S. Senate. Lincoln later appointed Johnson as military governor of Tennessee. During the Civil War, military governors worked to re-establish the governments of southern states conquered by the Union Army.

When the 1864 election rolled around, the Republicans chose Johnson to run as Lincoln's vice president based on his loyalty to the Union. But Johnson didn't support equal rights for African Americans. Like most southern whites, he was deeply prejudiced, which offended many Republicans.

Among the first decisions Johnson made as president was to oversee Reconstruction himself, an approach called **Presidential Reconstruction**. Johnson's plan required Confederate states to ratify the 13th Amendment—which, as you may recall, abolished slavery—and create new governments with new constitutions before they could rejoin the Union.

Although he had repeatedly stated, "Treason is a crime, and crime must be punished," Johnson quickly pardoned, or legally forgave, most Confederates who took an oath of loyalty to the Union. The pardons restored their civil rights and protected their property from being seized. Only wealthy planters and high-ranking Confederate leaders had to apply individually for presidential pardons. Many in Congress felt Johnson's plans were too lenient, or forgiving. Congress wanted Confederates to pay for their actions.

THE FREEDMEN'S BUREAU

Johnson's perceived leniency toward the former rebels was not the only problem Republicans had with his plan. They were equally alarmed that Presidential Reconstruction did not provide a way for African-American men to vote, a right African Americans deeply desired. African Americans also wanted the right to own property. Without the protection of full citizenship and property rights, African Americans worried that white southerners would take away their newly won freedoms and economic opportunities.

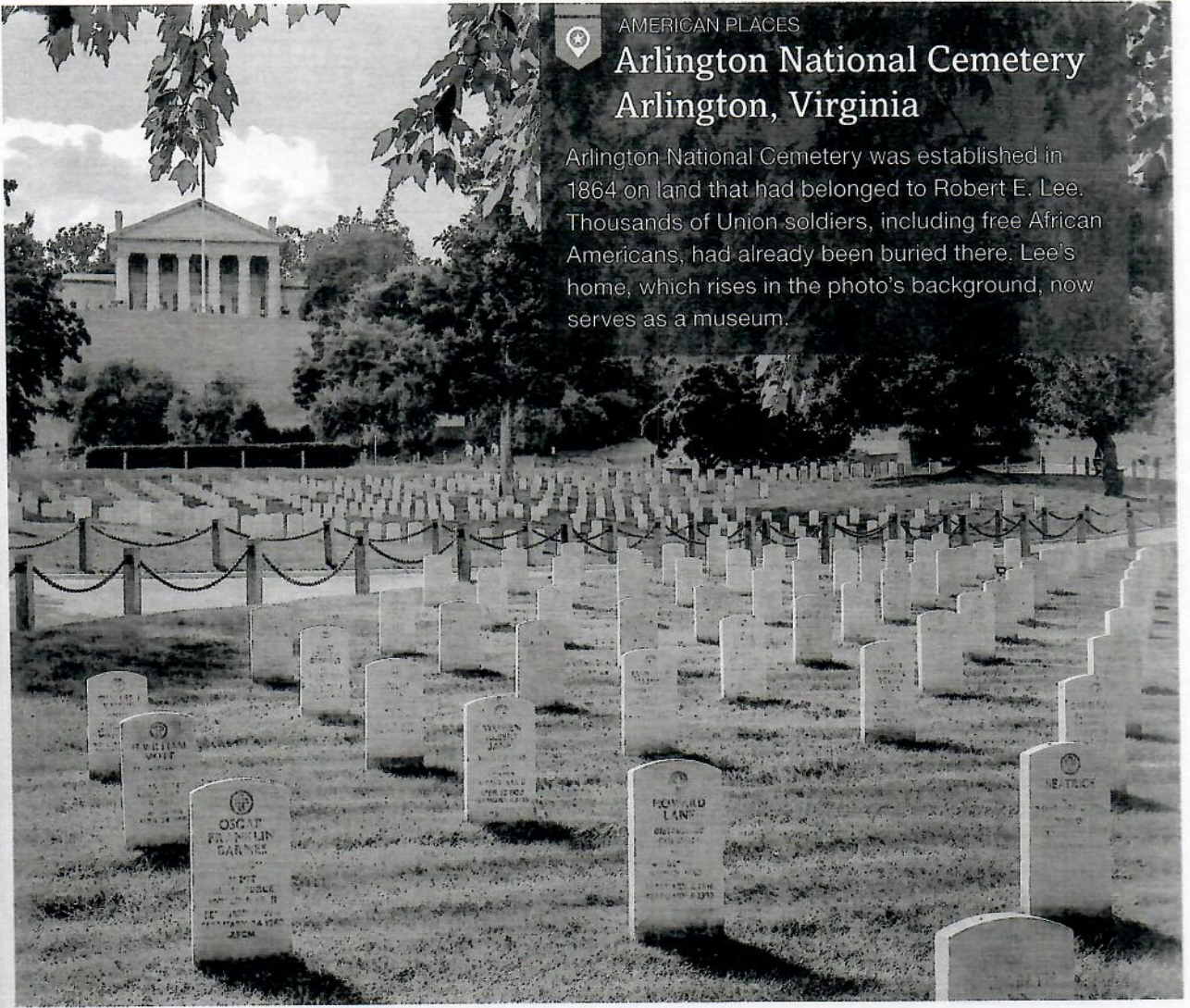
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Arlington National Cemetery Arlington, Virginia

Arlington National Cemetery was established in 1864 on land that had belonged to Robert E. Lee. Thousands of Union soldiers, including free African Americans, had already been buried there. Lee's home, which rises in the photo's background, now serves as a museum.




Republicans shared their concerns. In 1865, Congress created the Bureau of Refugees, Freedmen, and Abandoned Lands—more popularly known as the **Freedmen's Bureau**—to help the formerly enslaved, as well as impoverished white southerners. Congress appointed General Oliver Otis Howard to run the bureau. Army officers acting as bureau agents provided medicine, food, and clothing to newly freed African Americans and others displaced by the war. The officers also tried to settle former slaves on southern land that had been abandoned or seized during the war. Agents drew up labor contracts between landowners and African-American workers and created courts to settle conflicts between African Americans and whites.

Howard also saw education as a way to improve living conditions and economic opportunities for African Americans. The Freedmen's

Bureau worked with northern aid groups to establish schools for the newly freed. By 1869, approximately 3,000 schools serving more than 150,000 students reported to the bureau. Yet in spite of this progress, neither President Johnson nor most whites were ready to grant full rights to African Americans. As a result, the Republicans in Congress decided to take control of Reconstruction.

HISTORICAL THINKING

- 1. READING CHECK** What were the original aims of Reconstruction?
- 2. MAKE INFERENCES** Why might Johnson have chosen to be lenient toward many Confederates?
- 3. SUMMARIZE** How did the Freedmen's Bureau affect newly freed African Americans?

 8.11.3 Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws; 8.11.5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

1.2 Radical Reconstruction

In a debate, you're pitted against a team that wants to make its case as badly as you do. In 1866, the president and Congress both wanted to win control of the South. The struggle deteriorated into name-calling and power grabs.

MAIN IDEA Unhappy with Johnson's Reconstruction plans, the Republican Congress took the responsibility away from him.

JOHNSON VERSUS CONGRESS

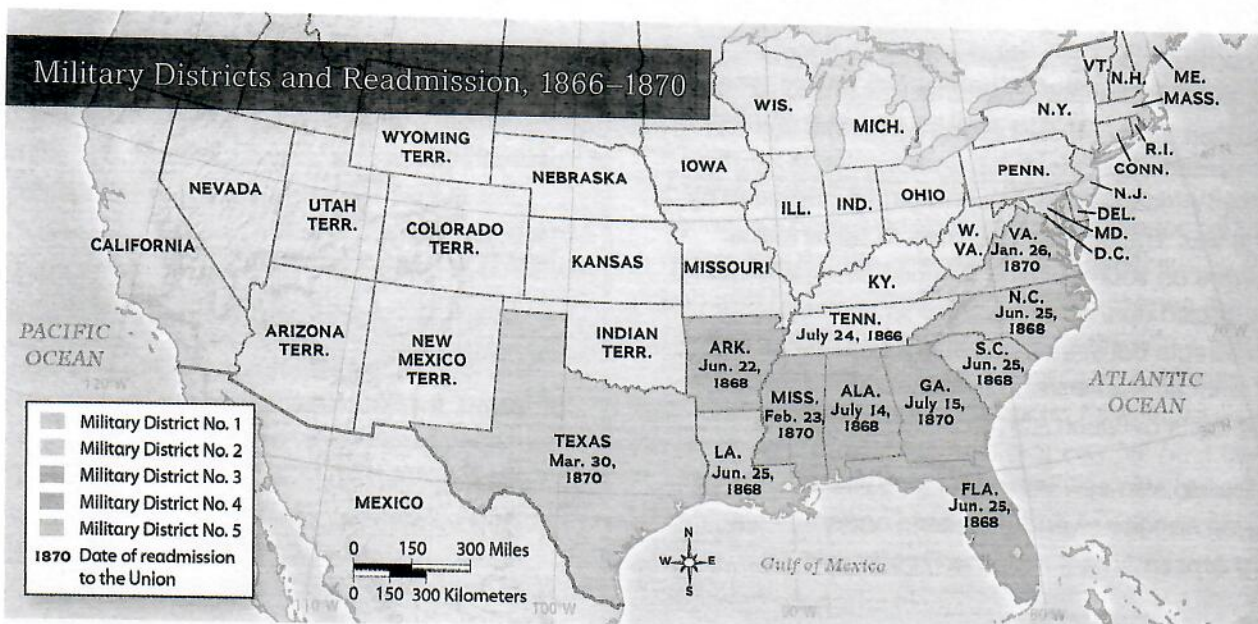
Made bold by the lenient terms of Presidential Reconstruction, some southern states refused to ratify the 13th Amendment. They even refused to admit that secession had been illegal. Southern states also passed **black codes**—laws for controlling African Americans and limiting their rights. The codes granted African Americans a few rights, such as the right to marry and pursue a lawsuit in court, but most of the codes dealt with what African Americans could not do. For example, they could not own land, work in certain industries, or serve on a jury.

Congress was furious over the black codes and the leniency of Johnson's Reconstruction plans. As a result, Republicans proposed the **Civil Rights Act of 1866**. The bill granted full equality and citizenship to "every race and color." Johnson vetoed the bill, but Republicans in Congress

overrode the veto, and the bill became law. To solidify these rights, Radical Republicans also proposed the 14th Amendment. As you've read, this amendment guarantees citizenship and equal protection under the law to all American-born people. On President Johnson's urging, many southern states refused to ratify the new amendment. It took two years for two-thirds of the states to ratify it.

THE RECONSTRUCTION ACTS OF 1867

Shocked northerners watched as delegates at southern state conventions refused to accept the 14th Amendment. When Republicans won control of Congress in the 1866 elections, they decided it was time to take Reconstruction out of the president's hands. They put themselves in charge of the process by passing the **Reconstruction Acts of 1867**. Their plan of action came to be called **Radical Reconstruction**.

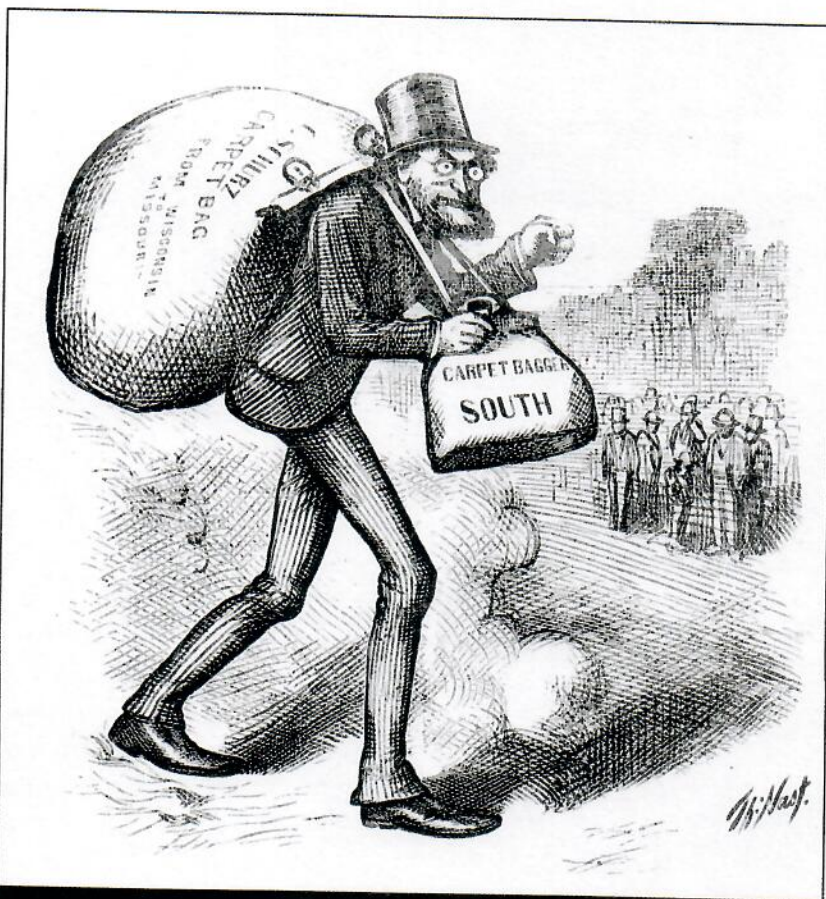


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CRITICAL VIEWING Carl Schurz moved from Wisconsin to Missouri, where he was elected U.S. senator in 1868. In this political cartoon from 1872, he is shown as a carpetbagger. What details in the cartoon suggest what southerners thought of Schurz and other carpetbaggers?

Republicans had come to the South to get rich and called them “carpetbaggers,” implying they had thrown everything they owned into a cheap suitcase, or carpetbag, and headed south. In reality, most of the Republicans from the North were Union veterans, preachers, teachers, or social workers. Free African Americans made up the rest of the delegates. Most were ministers or teachers.

To prevent Johnson from interfering with Radical Reconstruction, Congress passed the Tenure of Office Act, which prevented the president from removing government officials without Senate approval. The act clearly violated and ignored a Constitutional provision that granted the president the right to hire and fire Cabinet members. Johnson defied the act in August 1867, when he replaced his Secretary of War, Edwin M. Stanton, with Civil War

hero Ulysses S. Grant. Stanton had been the only member of Johnson’s Cabinet to support Radical Reconstruction. Congress responded by beginning the **impeachment** process, officially charging Johnson with “high crimes and misdemeanors,” or extreme misconduct, while in office. They hoped to remove him from the presidency, and this was the first step. But the Senate tried Johnson and acquitted him, or found him not guilty, by one vote.

The Reconstruction Acts placed all of the former Confederate states except Tennessee, which had already officially been readmitted to the Union, into five districts under military rule. Once military leaders decided that order had been established, the states could draw up new constitutions. Each constitution had to accept the 14th Amendment. Then the majority of a state’s citizens and the U.S. Congress had to approve the new constitution. Republican delegates were given the task of writing the new state constitutions. Many of the delegates were southern white Republicans who had opposed secession. Those in the South who hated Radical Reconstruction called the southern white Republicans “scalawags,” or dishonorable people.

Northern white Republicans also made up a sizeable number of the delegates. Many southerners believed the northern white

HISTORICAL THINKING

- 1. READING CHECK** What had to be done before a state could be readmitted to the Union?
- 2. DRAW CONCLUSIONS** Why did many in Congress want to remove Johnson from the presidency?
- 3. INTERPRET MAPS** Which southern state was the last to be readmitted to the Union?

8.11.5 Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction; CST 3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

Social Studies Assignments for the Week of May 18th- May 22nd Patrick and Rhodes

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10:00-11:00 (M-F) available through Office 365 Teams chat or Edmodo messaging.

Email:

8:00-3:30, M-F kpatrick@tUSD.net drhodes@tUSD.net

Day	Assignment
Monday	<p>-Read and take notes from pages 558-559 which are attached for Ch 17 Sec 2.2. You do not need to write a summary.</p> <p>EQ 2.2- What efforts were made to empower and educate African Americans?</p> <p>-Answer Historical Thinking questions #1-3 on page 559.</p> <p>-Answer question #14 from the chapter review.</p> <p>14. Why was education a symbol of their new freedom to African Americans in the South?</p>
Tuesday	<p>Read and take notes on pages 560-561 which are attached from Ch 17 Sec 2.3. You do not need to write a summary.</p> <p>EQ 2.3- How did resistance to Reconstruction develop in the South?</p> <p>-Answer Historical Thinking questions #1-3 on page 561.</p> <p>-Answer question #15 from the chapter review.</p> <p>15. What was the goal for the Ku Klux Klan?</p>
Wednesday	<p>-Read and take notes from pages 562-563 which are attached from Ch 17 Sec 3.1. You do not need to write a summary.</p> <p>EQ 3.1- What impact did Grant's reelection and the 15th Amendment have on Reconstruction?</p> <p>-Answer Historical Thinking questions #1-3 on page 563.</p> <p>-Answer questions #16 from the chapter review.</p> <p>16. How did the 15th Amendment fail African Americans?</p>
Thursday	<p>-Read and take notes from pages 564-565 which are attached from Ch 17 Sec 3.2. You do not need to write a summary.</p> <p>EQ 3.2- What were the social, political, and economic factors that led to the end of Reconstruction?</p> <p>-Answer Historical Thinking questions #1-3 on page 565.</p>

	-Answer question #17 from the chapter review. 17. What was the Compromise of 1877?
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Friday	
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Submission Options

If you have access to technology, you can take a picture of your notes and insert it into your word document that has your typed responses to the questions. You will submit your work to the online Class Notebook in Microsoft Office 365 Teams (Class Notes section).

MS Office 365:

www.office.com

-General

-Class Notebook (Class Notes tab for Rhodes)
(Homework tab for Patrick)

Login username:

Student#@student.tusd.net

Login password:

Password!