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# Reconstruction

1865-1877

There are 81 lessons.  
There are 103 questions on the test.

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**Test**

The test consists of 103 questions.

**page 180**

## **What was Reconstruction?**



# What was Reconstruction?

## When

After the Civil War . . . from 1865 to 1877.

## Where

Only in the South.

## Why

The defeated Southern states had to be brought back into the Union.  
The African Americans (former slaves) needed help.

## Who

1. President Abraham Lincoln - but he was assassinated in April 1865.
2. President Andrew Johnson - he had been Lincoln's vice president.  
Congress disliked Johnson, so they impeached him.

## What

"Reconstruction was a praiseworthy effort to establish the principle of racial justice in America."  
- Eric Foner

## How

### 1. President Lincoln's plan

*Lincoln was lenient toward the South:*

1. The loyalty oath: If 10% of voters took a loyalty oath to the U.S. government and U.S. Constitution.
2. The President pardoned all Confederates who took the loyalty oath.
3. The Southern state could establish a government and re-enter the Union.

### 2. President Andrew Johnson's plan

*Johnson was lenient toward the South:*

In addition to Lincoln's plan, Southern states would have to ratify the 13th Amendment to end slavery.

### 3. The Radical Republicans' plan

*The Radical Republicans were harsh on the South.*

1. 50% must take a loyalty oath.
2. No one who fought for the Confederate army could run for political office.
3. The Southern states must ratify the 13th and 14th Amendments.

## Military rule

Congress divided the South into 5 military districts.

The U.S. Army set up constitutional conventions in each state.

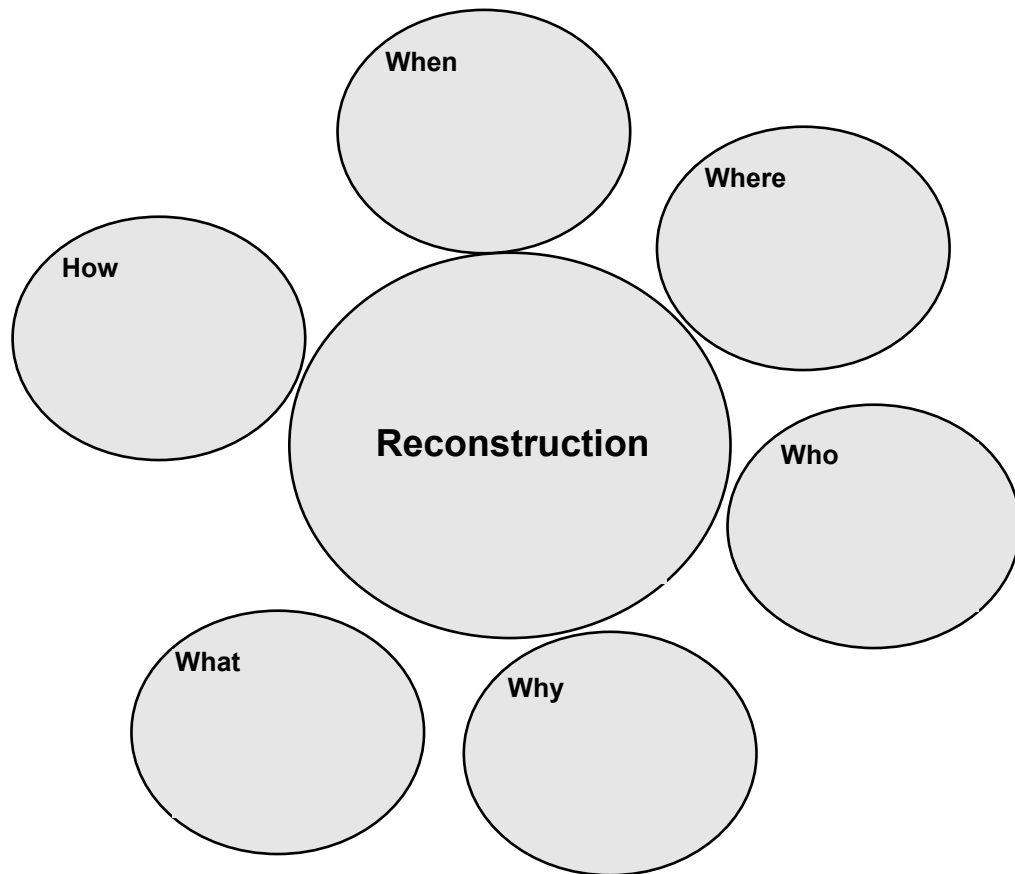
African Americans were allowed to vote and were elected to office.

## What the Radical Republicans wanted

1. Punish the South.
2. Retain Republican power in the U.S. Congress.
3. Protect industrial growth (high tariffs, etc.)
4. Aid the freedmen.



## Reconstruction: Who, what, where, when, why and how?





**Three plans for Reconstruction**



Lesson #2: Homework on the Internet  
Show the film before you play the games.

## **Video: Three plans for Reconstruction**

Reconstruction

<http://www.youtube.com/watch?v=bj0vzAuHqPk>



Lesson #3:  
Game

There were three approaches to reconstructing the South.

## Three plans

Break into pairs.  
Examine each fact.  
Using the chart,  
categorize each fact.

When you are finished, play  
the Bell Game.

**1. President Abraham Lincoln** *Lenient toward the South*

It was simple for a Southern state to re-join the United States.

1. Loyalty oath

If 10% of voters took a loyalty oath to the U.S. government and U.S. Constitution.

2. Amnesty

The President pardoned all Confederates who took the loyalty oath.

3. The Southern state could establish a government and re-enter the Union.

**2. President Andrew Johnson** *Lenient toward the South*

The same as Lincoln, plus:

Southern states would have to ratify the 13th Amendment.

By the end of 1865, most Southern states had formed new governments and were ready to send their Congressmen to Washington, D.C.

**3. Radical Republicans in Congress** *Harsh toward the South.*

In 1866, the Radical Republicans refused to seat Southern Congressmen. They insisted on new state governments in the South

It was hard for a Southern state to re-join the United States.

1. 50% must take a loyalty oath.

2. Confederate leaders could not vote or run for political office.

3. The Southern states must ratify the 14th Amendment.

(Nearly every Southern state refused to do this.)

1. Lenient toward the South.
2. Harsh toward the South.
3. Wanted 10% to take a loyalty oath to the U.S.
4. Wanted 50% to take a loyalty oath to the U.S.
5. Allowed Confederate leaders to vote and run for political office.
6. Banned Confederate leaders from voting and running for political office.
7. Insisted that Southern states ratify the 13th Amendment.  
It ended slavery.
8. Insisted the Southern states ratify the 14th Amendment.  
African Americans were citizens and had rights.
9. They refused to seat Southern Congressmen.
10. They were afraid that the old white planter aristocracy would rule the South.

The Answers

1. Lincoln, Johnson
2. Radical Republicans in Congress
3. Lincoln, Johnson
4. Radical Republicans in Congress
5. Lincoln, Johnson
6. Radical Republicans in Congress
7. All 3
8. Radical Republicans in Congress
9. Radical Republicans in Congress
10. Radical Republicans in Congress

A game to learn how to categorize.  
A game for those students who learn best by doing.  
A game to assess learning.

## The Bell Game: “Name that Strength!”

### The week before

Go to Office Depot or Office Max and buy 3 bells. You know:  
You bop it to call for service.

Make 3 signs: Lincoln, Johnson, The Radical Republicans in Congress  
Ask the school custodian for a wide table and 3 chairs.

### A panel of “experts”

Place the table and 4 chairs in front of the classroom.

In front of each, place a sign and bell.

Ask for 4 volunteers to sit as a panel of experts.

"You are responsible only for responding to facts which relate to your category."

### The Reader

Choose a student to read the facts.

Explain: "When the reader reads a fact which deals with your particular category, ring your bell."

### The Answer Man

Choose a student to play this role. We suggest a boy or girl who has been absent.

Give the student the answer sheet.

Explain: "When a student rings the bell, you must say in a strong voice: 'That is correct' or 'That is incorrect.'"

### How to begin

Ask students to test their bells.

"Do not ring your bell until the full statement has been read."

"If you engage in frivolous bell-ringing, another student will take your place."

The Reader reads the facts, one by one.

The Answer Man states whether the answer is correct or incorrect.

### What if several students ring their bells?

All the better!

Ask the class whether or not the incorrect answer is possible, based upon the student's explanation.

Keep in mind that when you enter higher levels of thinking, certain answers are going to be "in the ball-park" and, therefore, acceptable.

### More advanced

Using the same topic, read from the encyclopedia.

Ask students to explain their answers.

That is, exactly why does this fact relate to your category?



Lesson #4: Game  
Break into two teams. Choose a scorekeeper.

## The Great Race

On the chalkboard, write

**Lincoln**  
1865

**Johnson**  
1865-67

**The Radical Republicans in Congress**  
1867-1877

1. Break into two teams: Team A and Team B. Try guys vs gals.
2. Line up, single file - at least 15 feet from the board.
3. The teacher reads the statement.
4. Two students race to the board and put a check under the correct answer.
5. Teacher gives correct answer. Students erase their check marks and go to the back of the lines.

Do it over and over again, until every student has mastered the material.

1. Lenient toward the South.
2. Harsh toward the South.
3. Wanted 10% to take a loyatyl oath to the U.S.
4. Wanted 50% to take a oyalty oath to the U.S.
5. Allowed Confederate leaders to vote and run for political office.
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African Americans were citizens and had rights.
9. They refused to seat Southern Congressmen.
10. They were afraid that the old white planter aristocracy would rule the South.

### The Answers

1. Lincoln, Johnson
2. Radical Republicans in Congress
3. Lincoln, Johnson
4. Radical Republicans in Congress
5. Lincoln, Johnson
6. Radical Republicans in Congress
7. All 3
8. Radical Republicans in Congress
9. Radical Republicans in Congress
10. Radical Republicans in Congress

## **The Reconstruction Amendments**

13th Amendment

14th Amendment

15th Amendment



## Three Amendments

Break into pairs.  
Examine each fact.  
Using the chart,  
categorize each fact.

When you are finished, play the  
Bell Game.

**The 13th Amendment**                      **Ended slavery**                      **1865**  
The 13th Amendment ended slavery in the U.S. forever.

**The 14th Amendment**                      **Citizenship**                      **1868**  
Every African American was now a citizen.  
Entitled to full rights under the law.

**The 15th Amendment**                      **Right to vote**                      **1870**  
Black men could now vote.  
This was the most controversial of all.

1. It ended slavery.
2. It made African Americans citizens.
3. It allowed black men to vote.

4. The Three-Fifths Clause (1787)

In 1787, when the U.S. Constitution was written, a slave was counted as 3/5 of a person. Which amendment erased the 3/5th clause?

5. The Census (1787)

Which amendment made sure that African Americans were counted as a full person?

6. The Dred Scott decision (1857)

In 1857, the Supreme Court ruled that African Americans (slave or free) were not citizens. Which amendment erased that court decision?

7. The Emancipation Proclamation (1863)

The Emancipation Proclamation was a temporary war measure. To make it permanent, the U.S. Constitution had to be changed. Which amendment ended slavery in the U.S. forever?

8. Black politicians

In many counties of the South, the black population was greater than the white population. If black men could vote, black men could be elected to office - everything from local sheriff to governor to Congress.

9. The white power structure

If black men could vote, the white power structure would be down the drain. For this reason, white officials (including the sheriff) joined the KKK to violate this Amendment.

10. Brown v Board of Education (1954)

Thanks to this amendment, in 1954 the Supreme Court ruled that segregation was illegal.

11. Voting Rights Act (1965)

Despite this amendment, African Americans did not get to vote in the South until the 1960s.

### The Answers

1. 13
2. 14
3. 15
4. 14
5. 14
6. 14
7. 13
8. 15
9. 15
10. 14
11. 15

A game to learn how to categorize.  
A game for those students who learn best by doing.  
A game to assess learning.

## The Bell Game: “Name that Amendment!”

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Lesson #6: Game  
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## The Great Race

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### 13th Amendment

### 14th Amendment

### 15th Amendment

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