

Reconstruction

Essential Question:

Was Reconstruction a success or a failure?

Reconstruction Timeline

- 1865** The Civil War ends.
- Republican President Abraham Lincoln is assassinated.
Democrat Andrew Johnson becomes president.
- 13th Amendment to the Constitution passes.
- Congress creates the Freedmen's Bureau to help freed men and women transition from slavery.
- 1866** Civil Rights Act of 1866 allows African Americans to own property and to be treated equally in court.
- The Ku Klux Klan is founded.
- 1867** Radical Republicans take over the United States government.
- 1868** 14th Amendment to the Constitution passes.
- First African American elected to United States Congress.
- 1869** Ulysses S. Grant is elected president.
- 1870** 15th Amendment to the Constitution passes.
- 1871** Congress passes the Ku Klux Klan Act of 1871 in response to reports of widespread violence in the South.
- 1872** The Freedmen's Bureau ends.
- 1874** Democrats take control of the United States Congress.
Radical Republicans are no longer in power.
- 1877** Rutherford B. Hayes is elected President and officially ends Reconstruction. Hayes pulls all remaining Northern troops out of the Southern states.

Reconstruction

RECONSTRUCTION refers to the period following the Civil War of rebuilding the United States. It was a time of great pain and endless questions. On what terms would the Confederacy be allowed back into the Union? Who would establish the terms, Congress or the President? What was to be the place of freed blacks in the South? Did Abolition mean that black men would now enjoy the same status as white men? What was to be done with the Confederate leaders, who were seen as traitors by many in the North?

Although the military conflict had ended, Reconstruction was in many ways still a war. This important struggle was waged by radical northerners who wanted to punish the South and Southerners who desperately wanted to preserve their way of life.

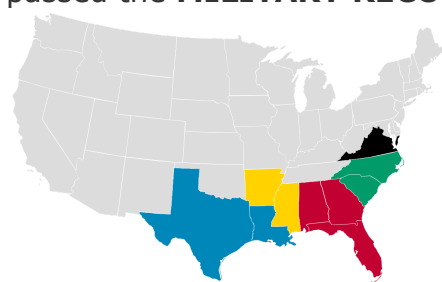
Slavery, in practical terms, died with the end of the Civil War. Three Constitutional amendments altered the nature of African-American rights. The **THIRTEENTH AMENDMENT** formally abolished slavery in all states and territories. The **FOURTEENTH AMENDMENT** prohibited states from depriving any male citizen of equal protection under the law, regardless of race. The **FIFTEENTH AMENDMENT** granted the right to vote to African-American males. Ratification of these amendments became a requirement for Southern states to be readmitted into the Union. Although these measures were positive steps toward racial equality, their enforcement proved extremely difficult.

The period of **PRESIDENTIAL RECONSTRUCTION** lasted from 1865 to 1867. Andrew Johnson, as Lincoln's successor, proposed a very lenient policy toward the South. He pardoned most Southern whites, appointed provisional governors and outlined steps for the creation of new state governments. Johnson felt that each state government could best decide how they wanted blacks to be treated. Many in the North were infuriated that the South would be returning their former Confederate leaders to power. They were also alarmed by Southern adoption of Black Codes that sought to maintain white supremacy. Recently freed blacks found the postwar South very similar to the prewar South.

The **CONGRESSIONAL ELECTIONS OF 1866** brought **RADICAL REPUBLICANS** to power. They wanted to punish the South, and to prevent the ruling class from continuing in power. They passed the **MILITARY RECONSTRUCTION ACTS OF 1867**, which divided the South into five military districts and outlined how the new governments would be designed. Under federal bayonets, blacks, including those who had recently been freed, received the right to vote, hold political offices, and become judges and police chiefs. They held positions that formerly belonged to Southern Democrats. Many in the South were aghast. President Johnson vetoed all the Radical initiatives, but Congress overrode him each time. It was the Radical

Republicans who impeached President Johnson in 1868. The Senate, by a single vote, failed to convict him, but his power to hinder radical reform was diminished.

Not all supported the Radical Republicans. Many Southern whites could not accept the idea that former slaves could not only vote but hold office. It was in this era that the Ku Klux Klan was born. A reign of terror was aimed both at local Republican leaders as well as at blacks seeking to assert their new political rights. Beatings, lynchings, and massacres, were all in a night's work for the clandestine Klan. Unable to protect themselves, Southern blacks and Republicans looked



to Washington for protection. After ten years, Congress and the radicals grew weary of federal involvement in the South. The **WITHDRAWAL OF UNION TROOPS IN 1877** brought renewed attempts to strip African-Americans of their newly acquired rights.

Presidential Reconstruction

In 1864, Republican Abraham Lincoln chose Andrew Johnson, a Democratic senator from Tennessee, as his Vice Presidential candidate. Lincoln was looking for Southern support. He hoped that by selecting Johnson he would appeal to Southerners who never wanted to leave the Union.

Johnson, like Lincoln, had grown up in poverty. He did not learn to write until he was 20 years old. He came to political power as a backer of the small farmer. In speeches, he railed against "**SLAVEOCRACY**" and a bloated "Southern aristocracy" that had little use for the white working man.

The views of the Vice President rarely matter too much, unless something happens to the President. Following Lincoln's assassination, Johnson's views now mattered a great deal. Would he follow Lincoln's moderate approach to reconciliation? Would he support limited black suffrage as Lincoln did? Would he follow the Radical Republicans and be harsh and punitive toward the South?

Johnson believed the Southern states should decide the course that was best for them. He also felt that African-Americans were unable to manage their own lives. He certainly did not think that African-Americans deserved to vote. At one point in 1866 he told a group of blacks visiting the White House that they should emigrate to another country.

He also gave amnesty and pardon. He returned all property, except, of course, their slaves, to former Confederates who pledged loyalty to the Union and agreed to support the 13th Amendment. Confederate officials and owners of large taxable estates were required to apply individually for a Presidential pardon. Many former Confederate leaders were soon returned to power. And some even sought to regain their Congressional seniority.

Johnson's vision of Reconstruction had proved remarkably lenient. Very few Confederate leaders were prosecuted. By 1866, 7,000 Presidential pardons had been granted. Brutal beatings of African-Americans were frequent. Still-powerful whites sought to subjugate freed slaves via harsh laws that came to be known as the **BLACK CODES**. Some states required written evidence of employment for the coming year or else the freed slaves would be required to work on plantations.

In South Carolina, African-Americans had to pay a special tax if they were not farmers or servants. They were not even allowed to hunt or fish in some areas. Blacks were unable to own guns — and even had their dogs taxed. African-Americans were barred from orphanages, parks, schools and other public facilities. The **FREEDMAN'S BUREAU**, a federal agency created to help the transition from slavery to emancipation, was thwarted in its attempts to provide for the welfare of the newly emancipated. All of these rules resulted in the majority of freed slaves remaining dependent on the plantation for work.

Andrew Johnson's policies were initially supported by most Northerners, even Republicans. But, there was no consensus as to what rights African-Americans received along with Emancipation.

Yet a group of Radical Republicans wanted the rights promised in the [Declaration of Independence](#) extended to include all free men, including those who were formerly slaves. A political power struggle was in the offing.

Radical Reconstruction

The Radical Republicans believed blacks were entitled to the same political rights and opportunities as whites. They also believed that the Confederate leaders should be punished for their roles in the Civil War. Leaders like Pennsylvania **REPRESENTATIVE THADDEUS STEVENS** and Massachusetts **SENATOR CHARLES SUMNER** vigorously opposed Andrew Johnson's lenient policies. A great political battle was about to unfold.

Americans had long been suspicious of the federal government playing too large a role in the affairs of state. But the Radicals felt that extraordinary times called for direct intervention in state affairs and laws designed to protect the emancipated blacks. At the heart of their beliefs was the notion that blacks must be given a chance to compete in a free-labor economy. In 1866, this activist Congress also introduced a bill to extend the life of the Freedmen's Bureau and began work on a **CIVIL RIGHTS BILL**.

President Johnson stood in opposition. He vetoed the Freedmen's Bureau Bill, claiming that it would bloat the size of government. He vetoed the Civil Rights Bill rejecting that blacks have the "same rights of property and person" as whites.

Moderate Republicans were appalled at Johnson's racism. They joined with the Radicals to overturn Johnson's Civil Rights Act veto. This marked the first time in history that a major piece of legislation was overturned. The Radicals hoped that the Civil Rights Act would lead to an active federal judiciary with courts enforcing rights.

Congress then turned its attention to amending the Constitution. In 1867 they approved the far-reaching Fourteenth Amendment, which prohibited "states from abridging equality before the law." The second part of the Amendment provided for a reduction of a state's representatives if suffrage was denied. Republicans, in essence, offered the South a choice — accept black enfranchisement or lose congressional representation. A third clause barred ex-Confederates from holding state or national office.

Emboldened by the work of the Fourteenth Amendment and by local political victories in the 1866 elections, the Republicans went on to introduce the Reconstruction Act of 1867. This removed the right to vote and seek office by "leading rebels." Now the **SOUTHERN UNIONISTS** — Southerners who supported the Union during the War — became the new Southern leadership. The Reconstruction Act also divided the South into five military districts under commanders empowered to employ the army to protect black property and citizens.

The first two years of Congressional Reconstruction saw Southern states rewrite their Constitutions and the ratification of the Fourteenth Amendment. Congress seemed fully in control. One thing stood in the way — it was President Johnson himself. Radical leaders employed an extraordinary Constitutional remedy to clear the impediment — Presidential impeachment.

A President Impeached

In the spring of 1868, Andrew Johnson became the first President to be **IMPEACHED**. The heavily Republican House of Representatives brought 11 articles of impeachment against Johnson. Many insiders knew that the Congress was looking for any excuse to rid themselves of an uncooperative President.

Impeachment refers to the process specified in the Constitution for trial and removal from office of any federal official accused of misconduct. It has two stages. The House of Representatives charges the official with articles of impeachment. "**TREASON, BRIBERY, OR OTHER HIGH CRIMES AND MISDEMEANORS**" are defined as impeachable offenses. Once charged by the House, the case goes before the Senate for a trial.

In 1867, Congress passed the Reconstruction Act, which **EDWIN STANTON**, as Secretary of War, was charged with enforcing. Johnson opposed the Act and tried to remove Stanton — in direct violation of the **TENURE OF OFFICE ACT**. Nine of the articles of impeachment related to Johnson's removal of Stanton. Another two charged Johnson with disgracing Congress.

Johnson's defense was simple: only a clear violation of the law warranted his removal.

But as with politics, things are rarely simple. Other factors came into play. Since there was no Vice President at the time, the next in line for the Presidency was **BENJAMIN WADE**, a Radical unpopular with businessmen and moderates. And along with legal wrangling, assurance was given from Johnson's backers that the Radicals' Southern policies would be accepted.

In May of 1868, 35 Senators voted to convict, one vote short of the required 2/3 majority. Seven Republican Senators had jumped party lines and found Johnson not guilty. Johnson dodged a bullet and was able to serve out his term.

Rebuilding the Old Order

Many Southerners, whether white or black, rich or poor, barely recognized the world in which they now lived. Wealthy whites, long-accustomed to plush plantation life and the perks of political power, now found themselves barred from voting and holding office. Their estates were in shambles. African-Americans were loathe to return to work for them. Poor white farmers now found blacks competing with them for jobs and land.

For the freed slave, Reconstruction offered a miraculous window of hope. Those born into slavery could now vote and own land. In parts of the South, blacks could ride with whites on trains and eat with them in restaurants. Schools, orphanages, and public relief projects aimed at improving the lives of blacks were emerging all over the South. Perhaps most stunning of all, African-Americans were holding political office. Blacks were becoming sheriffs and judges. They were elected to school boards and city councils. Sixteen blacks sat in Congress from 1867-77. **HIRAM REVELS** of Mississippi became the first African-American Senator in 1870. In December 1872 **P.B.S. PINCHBACK** of Louisiana became the first African-American Governor. All in all, about 600 blacks served as legislators on the local level. But as the saying goes, the more things change, the more they remain the same.

Economically, African-Americans were disadvantaged. Most had skills best suited to the plantation. By the early 1870s sharecropping became the dominant way for the poor to earn a living. Wealthy whites allowed poor whites and blacks to work land in exchange for a share of the harvest. The landlord would sometimes provide food, seed, tools, and shelter.

SHARECROPPERS often found themselves in debt, for they had to borrow on bad terms and

had to pay excessively for basic supplies. When the harvest came, if the debt exceeded harvest revenues, the sharecropper remained bound to the owner. In many ways, this system resembled slavery.

Many whites resented and rejected the changes taking place all about them. Taxes were high. The economy was stagnant. Corruption ran rampant. Carpetbaggers and scalawags made matters worse. **CARPETBAGGERS** were Northerners who saw the shattered South as a chance to get rich quickly by seizing political office now barred from the old order. After the war these Yankees hastily packed old-fashioned traveling bags, called carpetbags, and rushed south. "**SCALAWAGS**" were southern whites, who allied themselves with the Carpetbaggers, and also took advantage of the political openings.

Out of a marriage of hatred and fear, the **KU KLUX KLAN**, the **KNIGHTS OF THE WHITE CAMELIA**, and the **WHITE BROTHERHOOD** were born. They are all supremacy groups who aimed at controlling African-Americans through violence and intimidation. Massacres, lynching, rape, pillaging and terror were common. In essence, these groups were paramilitary forces serving all those who wanted white supremacy. And it was not only ex-Confederate soldiers and poor whites. Ministers, merchants, military officers and other professionals donned hoods, burned crosses, and murdered those who interfered with their vision.

Emancipated blacks began finding the new world looking much like the old world. Pressure to return to plantations increased. Poll taxes, violence at the ballot box, and literacy tests kept African-Americans from voting — sidestepping the 15th Amendment.

Slavery was over. The struggle for equality had just begun.

Document D: Elected Black Officials during Reconstruction

During Reconstruction, thousands of African Americans were elected to local and state governments throughout the Southern states. In addition, 17 African Americans were elected to the United States Congress from Southern states between 1870 and 1877. Here are photographs of 6 of these 17 elected officials.



Blanche Bruce
U.S. Senator
Mississippi
1875-1881



Robert DeLarge
U.S. Representative
South Carolina
1871-1873



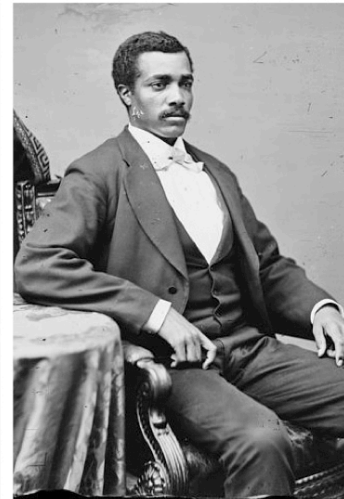
Jefferson Long
U.S. Representative
Georgia
1871



Joseph Rainey
U.S. Representative
South Carolina
1870-1879



Benjamin Turner
U.S. Representative
Alabama
1871-1873



Josiah Walls
U.S. Representative
Florida
1871-1876

4Cs Thinking Routine

Source _____

Connections

What connections did you draw between the text and your life and what you already knew?

Challenge

What ideas, positions, or assumptions do you want to challenge or argue with in the text? What questions do you have about the text/concepts?

Concepts

What key concepts or ideas do you think are important and worth holding on to from the text?

Changes

What changes in attitudes, thinking, or action are suggested by the text? What changes were necessary during the time period?

Document A: The Reconstruction Amendments (Modified)

The 13th, 14th and 15th amendments to the United States Constitution are sometimes called the “Reconstruction Amendments.” They were passed in order to abolish slavery and to establish the rights of formerly enslaved people.

13th Amendment: 1865

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their **jurisdiction**.

14th Amendment: 1868

Section 1. All persons born or **naturalized** in the United States . . . are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall **abridge** the privileges or **immunities** of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

15th Amendment: 1870

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Vocabulary

jurisdiction: legal control
naturalized: made citizens
abridge: limit
immunities: rights

Voting Restrictions in the South

Just as whites in Southern states were passing laws establishing legal segregation barriers, they also began to develop legal justifications for denying blacks their ballots. North Carolina began this trend in 1889 by demanding very precise information about a potential voter's age and birthplace, information many former slaves did not have.

White Mississippians however, quickly took the lead in innovative ways to circumvent the Fifteenth Amendment. They came up with the poll tax, requiring people to have paid it for the previous two years before voting. Since most African Americans were poor and confined to a credit economy, this measure greatly restricted access to the voting booth. In some states, this became a cumulative poll tax; voters had to pay off all their taxes before voting. Once a person got behind, it was virtually impossible for him to catch back up again. This also ended the eligibility of many poor whites as well.

Other devices included the grandfather clause, which said that a person was eligible to vote if his grandfather had been eligible to vote. In the 1890s, that applied almost exclusively to whites. In the South, where the Democratic Party was the only game in town, the party primaries represented the real electoral battles. In another move designed to deny black voices, the Democratic Party made their primaries for whites only.

The literacy tests and understanding clauses were the most imaginative ways to exclude black voters while keeping white voters eligible. Aspiring voters had to read a passage of the state constitution selected by the county registrar and explain its significance to the registrar's satisfaction. The idea, of course, was that whites could "satisfactorily" answer any question while blacks could do nothing to appease their inquisitor. Edward Ayers explains the whites' attitude by offering the contemporaneous quote, "if every Negro in Mississippi was a graduate of Harvard, and had been elected as class orator . . . he would not be as well fitted to exercise the right of suffrage



THE REASON.

NORTHERNER.—I understand that there was a light vote at the recent election.
COLORED ARKANSAN.—Yassah! Dat 's de troof, sah De dark vote done reorganized de fact dat it was safest to stay at home.

Connect. Extend. Challenge.

Name of Source: _____

CONNECT

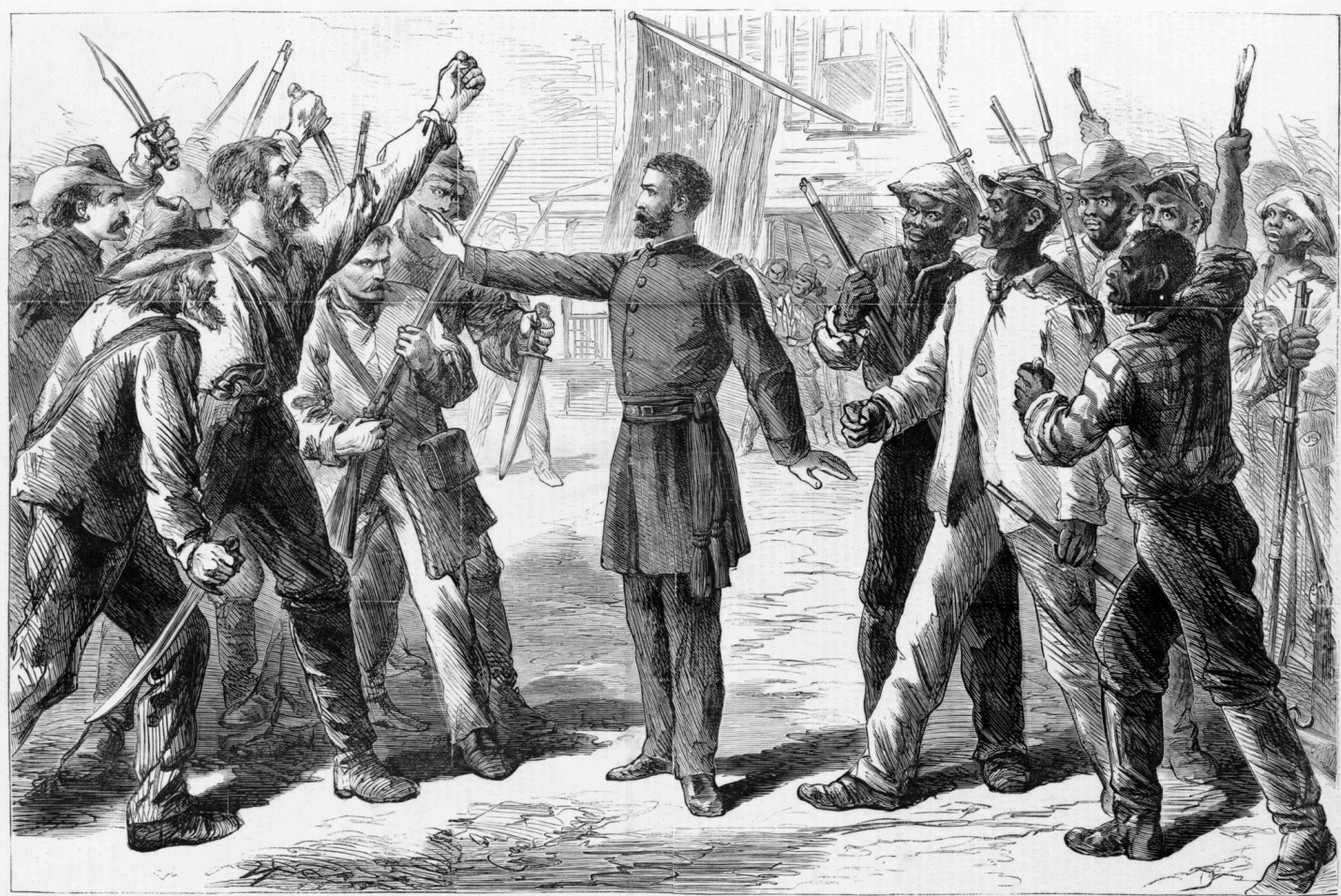
How are the ideas and information connected to what you already know?

EXTEND

What new ideas did you get that broadened your thinking or extended it in different directions?

CHALLENGE

What challenges or puzzles emerge for you?



THE FREEDMEN'S BUREAU.—DRAWN BY A. R. WAUD.—[SEE PAGE 467.]

See	Think	Wonder

Document B: Black Codes (Modified)

In the years following the Civil War, many Southern states and cities passed Black Codes. These laws laid out what freed blacks were and were not allowed to do. The document below, passed July 3, 1865, is a Black Code from Opelousas, Louisiana.

SECTION 1. No negro shall be allowed to come within the limits of the town of Opelousas without special permission from his employers.

SECTION 3. No negro shall be permitted to rent or keep a house within the limits of the town under any circumstances.

SECTION 4. No negro shall **reside** within the limits of the town of Opelousas who is not in the regular service of some white person or former owner.

SECTION 5. No public meetings of negroes shall be allowed within the limits of the town of Opelousas under any circumstances without the permission of the mayor or president of the board of police. This, however, does not prevent the freedmen from attending the usual church services.

SECTION 7. No freedman who is not in the military service shall be allowed to carry firearms, or any kind of weapons, within the limits of the town of Opelousas without the special permission of his employer, in writing, and approved by the mayor or president of the board of police.

SECTION 11. All the foregoing provisions apply to freedmen and freedwomen.

Source: *Black Code from Opelousas, Louisiana, July 3, 1865.*

Vocabulary

reside: to live in

Document C: Henry Adams Statement (Modified)

In September 1865 I asked the boss to let me go to the city of Shreveport. He said, "All right, when will you come back?" I told him "next week." He said, "You had better carry a pass." I said, "I will see whether I am free by going without a pass."

I met four white men about six miles south of town. One of them asked me who I belonged to. I told him no one. So him and two others struck me with a stick and told me they were going to kill me and every other Negro who told them that they did not belong to anyone. They left me and I then went on to Shreveport. I saw over twelve colored men and women, beat, shot and hung between there and Shreveport.

Sunday I went back home. The boss was not at home. I asked the madam [the boss's wife], "where was the boss?" She said, "You should say 'master'. You all are not free . . . and you shall call every white lady 'missus' and every white man 'master.'"

During the same week the madam took a stick and beat one of the young colored girls, who was about fifteen years of age. The boss came the next day and whipped the same girl nearly to death. . . . After the whipping a large number of young colored people decided to leave that place for Shreveport. [On our way], out came about forty armed white men and shot at us and took my horse. They said they were going to kill every colored person they found leaving their masters.

Source: *Formerly enslaved person Henry Adams made this statement before the U.S. Senate in 1880 about the early days of his freedom after the Civil War.*

SOURCE: _____

CSI: Color, Symbol, Image | Humanities Department
Etude High School

Color: For one of these, choose a color that you feel best represents or captures the essence of that idea.	Symbol: For another one, choose a <u>symbol</u> that you feel best represents or captures the essence of that idea.	Image: For the other one, choose an <u>image</u> that you feel best represents or captures the essence of that idea.

Explanation Paragraph: *How do your ideas of the topic differ from the ideas considered in the reading?*

Document E: Education (Modified)

In 1865 the United States government created the Freedmen's Bureau to help formerly enslaved people in Southern states. The Freedmen's Bureau helped people by providing medical supplies and health care and establishing schools.

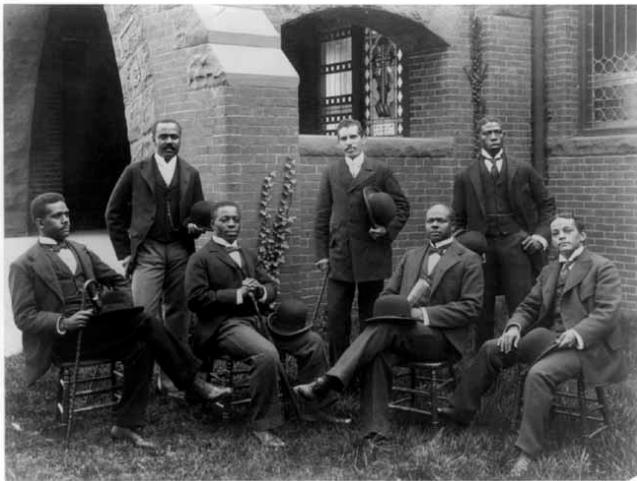
The creation of schools for formerly enslaved people was an important part of Reconstruction. Before the Civil War, Southern states outlawed the teaching of reading and writing to enslaved people.

Many of the negroes . . . common plantation negroes, and day laborers in the towns and villages, were supporting little schools themselves. Everywhere I found them hoping to get their children into schools. I often noticed that workers in stores and men working in warehouses, and cart drivers on the streets, had spelling books with them, and were studying them during the time they were not working. Go outside any large town in the South, and walk among the negro housing, and you will see children and in many cases grown negroes, sitting in the sun alongside their cabins studying.

Source: *Sidney Andrews quoted in the Joint Report on Reconstruction, 1866. The document above is an excerpt from a report by a Northern white man to the United States government in 1866.*

Source 4: African Americans created their own institutions

Denied their rights in white-run society, African Americans created their own institutions -- churches, schools, businesses and clubs--to create for themselves the things that white society tried to deny them: education, work and hope for the future.



Howard University, Washington, D.C, 1900: Class picture.



Interior of African-American store.



Elementary school students exercise in school yard of Howard University, Washington, D.C., circa 1900.

Circle of Viewpoints

I am thinking of _____ from the viewpoint of _____

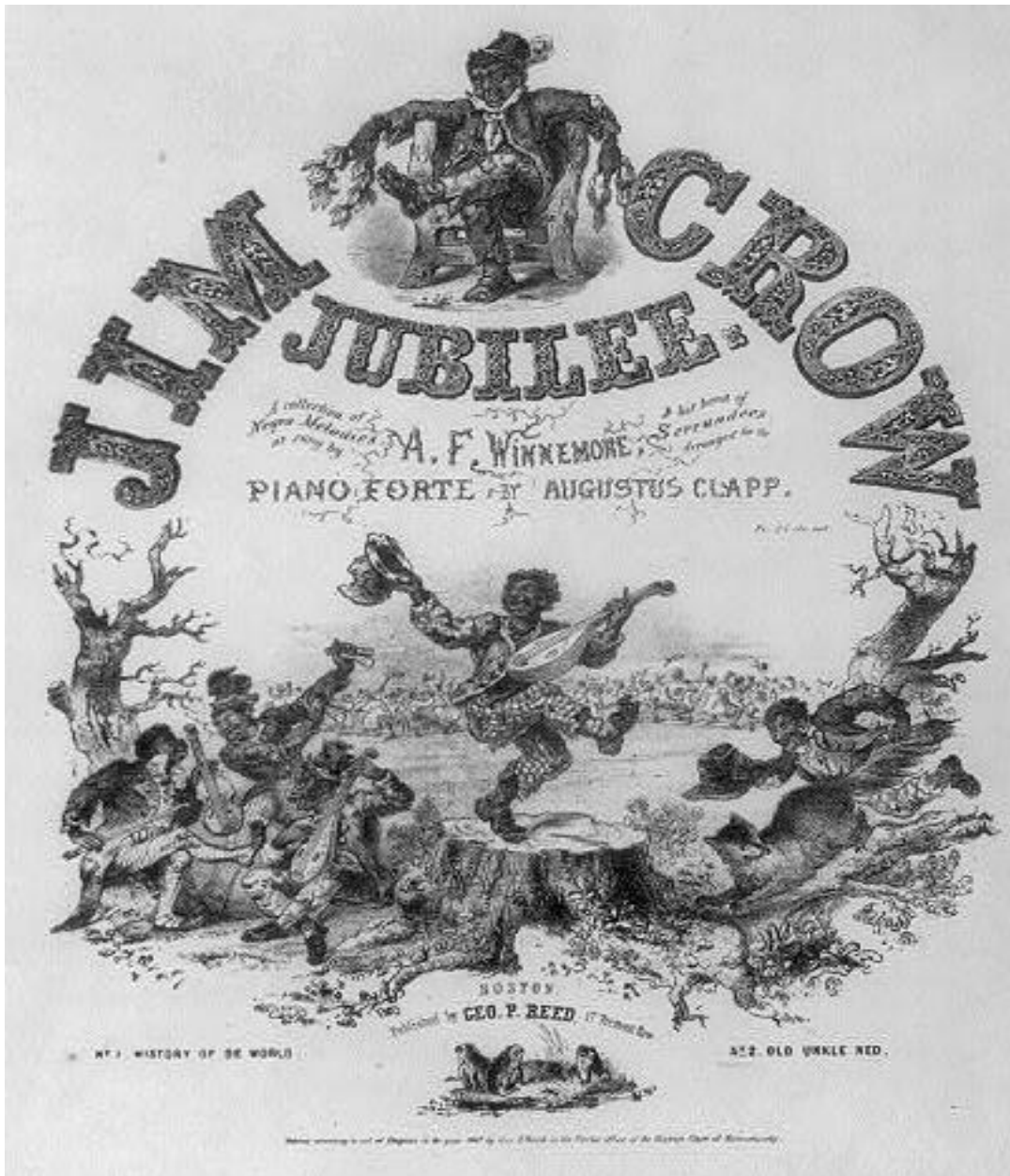
I think

I feel

I wonder

Source 2: Jim Crow Jubilee Lithograph

This image was included as the 1847 sheet music cover illustration for "A Collection of Negro Melodies as Sung by A. F. Winnemore & His Band of Serenaders. Arranged for the Piano Forte by Augustus Clapp." The sheet music was written for minstrel shows. According to Dictionary.com a minstrel show is "a popular stage entertainment featuring comic dialogue, song, and dance in highly conventionalized patterns, performed by a troupe of actors, traditionally comprising two end men and a chorus in blackface and an interlocutor: developed in the U.S. in the early and mid-19th century." In other words, minstrel shows were musical and theatrical productions performed by whites who painted their faces black so that they looked like African American slaves. These shows were meant to entertain white audiences by making fun of black slaves, and the songs and dances that black slaves performed as part of their entertainment and religious traditions. This image depicts African Americans as worry-free and slap-happy people. However, the lives of freedmen and slaves were far from such a reality. The image also depicts the racist stereotypes of blacks by whites in the nineteenth century. This image is important as it contextualizes the early interpretation of "Jim Crow" in the mid-1800s. That is, "Jim Crow" was first used to describe the happy-go-lucky caricature of African Americans and the minstrels show genre that made fun of African Americans. The term "Jim Crow" gained popularity and was used after Reconstruction in the 1880s, 1890s, and early 1900s to refer to the segregation laws which mandated that whites and blacks be separated in public spaces.



Source 5: Lynching during Jim Crow

RECORD KEPT BY TUSKEGEE OF LYNCHINGS IN THE
FIRST QUARTER OF THE TWENTIETH CENTURY

1900 – 115	1913 – 52
1901 – 130	1914 – 55
1902 – 92	1915 – 69
1903 – 99	1916 – 54
1904 – 83	1917 – 38
1905 – 62	1918 – 64
1906 – 65	1919 – 83
1907 – 60	1920 – 61
1908 – 97	1921 – 64
1909 – 82	1922 – 57
1910 – 76	1923 – 33
1911 – 67	1924 – 16
1912 – 63	1925 – 17

As these statistics show, lynchings were all too common in the early twentieth century, and they had a history much deeper and darker than any numbers can convey. Historian Edward Ayers points out that most lynchings occurred in areas of high black population turnover, areas where whites felt more threatened by higher numbers of blacks, especially blacks whom they did not know.

In most instances, white mobs lynched black men, often in retribution for alleged crimes. Often the white perpetrators justified their actions as avenging the alleged rape of white women by black men. However, as African-American crusader Ida B. Wells pointed out as early as 1892, most lynchings had economic roots instead, with the victims often being upwardly mobile African Americans who threatened the status quo in their region.

Lynchings occurred mostly in the South, but not exclusively. For example, [a lynching occurred in Urbana, Ohio](#) in 1897.



Of all of the major party platforms in 1912, only the Republican platform directly addressed lynching. Even then, it did so in general terms and associated lynching with lesser categories of malfeasance.

The Republican platform section on "Civic Duty" read as follows:

We call upon the people to quicken their interest in public affairs, to condemn and punish lynchings and other forms of lawlessness, and to strengthen in all possible ways a respect for law and the observance of it. Indifferent citizenship is an evil against which the law affords no adequate protection and for which legislation can provide no remedy.

Think. Feel. Care.

Source: _____

THINK

How does this person understand this system and their role within it?

FEEL

What is this person's emotional response to the system and to their position within it?

CARE

What are this person's values, priorities, or motivations with regard to the system?
What is important to this person?

See. Think. Wonder

Name of Source: Crash Course

SEE

What do you see in this image, text, or film?

THINK

What does it make you think deeper/further about? What are your opinions and feelings about this?

WONDER

What does it make you wonder?

See. Think. Wonder

Name of Source: Crash Course Black History

SEE

What do you see in this image, text, or film?

THINK

What does it make you think deeper/further about? What are your opinions and feelings about this?

WONDER

What does it make you wonder?

Reconstruction Unit Assessment

Primary Source Documents

Use these sources and the ones we have reviewed previously in this unit to answer the assessment question in Google Classroom.

DOCUMENT ONE

We has a right to the land where we are located. For why? I tell you. Our wives, our children, our husbands, have been sold over and over again to purchase the lands we now locate upon; for that reason we have a divine right to the land....And then didn't we clear the land and raise the crops of corn, of cotton, of tobacco, of rice, of sugar, of everything? And then didn't...large cities in the north grow up on the cotton and the sugars and the rice that we made!...I say they have grown rich, and my people are poor. —Bayley Wyat, *an ex-slave protesting eviction of blacks from confiscated plantations in Virginia, 1866*

DOCUMENT TWO

...as well may the Irish laborer claim New York City, because by his labor all the stores and residence there were constructed. Or claim our railroads because they labored on them with their shovels and wheelbarrows. —Elias Yulee, *a southern white lawyer, in response to Wyat's argument, 1866*

DOCUMENT FOUR

[Land confiscation] is a question not of humanity, not of loyalty, but of fundamental relation of industry to capital; and sooner or later, if begun at the South, it will find its way into the cities of the North....An attempt to justify the confiscation of Southern land under the pretense of doing justice to the freedmen, strikes at the root of property rights in both sections. It concerns Massachusetts as much as Mississippi. —New York Times, *July 9, 1867*

DOCUMENT FIVE

FREEDMAN: Sir, I want you to help me in a personal matter.

GENERAL: Where is your family?

FREEDMAN: On the Red River.

GENERAL: Have you not everything you want?

FREEDMAN: No sir.

GENERAL: You are free!

FREEDMAN: Yes, sir, you set me free, but you left me there.

GENERAL: What do you want?

FREEDMAN: I want some land; I am helpless; you do nothing for me but give me freedom.

GENERAL: Is not that enough?

FREEDMAN: It is enough for the present; but I cannot help myself unless I get some land; then I can take care of myself and my family; otherwise I cannot do it.

—*Reported by the Joint Congressional Committee on Reconstruction, 1867*

DOCUMENT SIX

You say that you have emancipated us. You have and I thank you for it. But what is your emancipation?

When the Israelites were emancipated they were told to go and borrow of their neighbors — borrow their coin, borrow their jewels, load themselves down with the means of subsistence; after they should go free in the land which the Lord God gave them. When the Russian serfs had their chains broken and were given their liberty, the government of Russia — aye the despotic government of Russia — gave to these poor emancipated serfs a few acres of land on which they could earn their bread.

When you turned us loose, you gave us no acres. You turned us loose to the sky, to the storm, to the whirlwind, and worst of all, you turned us loose to the wrath of our infuriated masters.

—*Frederick Douglass, summing up the failure of Reconstruction*

Name: _____

Unit: _____

Name of Presenter	Topic	1 Take Away
