

Civil War & Reconstruction

UNIT 1

MODULE
NOTES

PART 3



III. Reconstruction (1865-1877)



III. Reconstruction (1865-1877)

=the period after **Civil** War when the South was rebuilt until Union troops leave the South

Unit 1 E.Q. 5: What were the Effects of the Reconstruction Era?





=the South's **land, cities, and economy** were in ruins

Unit 1 E.Q. 5: What were the Effects of the Reconstruction Era?

=the North's **industries** are booming



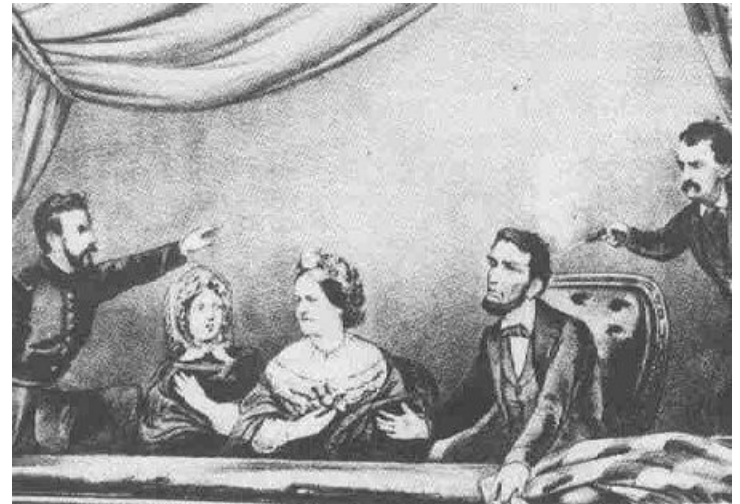
Ruins of Richmond and Petersburg Railroad Bridge, Across the James

III. Reconstruction (1865-1877)

Lincoln's Plan

- act as if southern states had never left the Union
- **offer amnesty (official pardons = forgiveness) to**
 - **southerners who swore oaths of loyalty**
 - **The states had to create new state constitutions abolishing slavery**

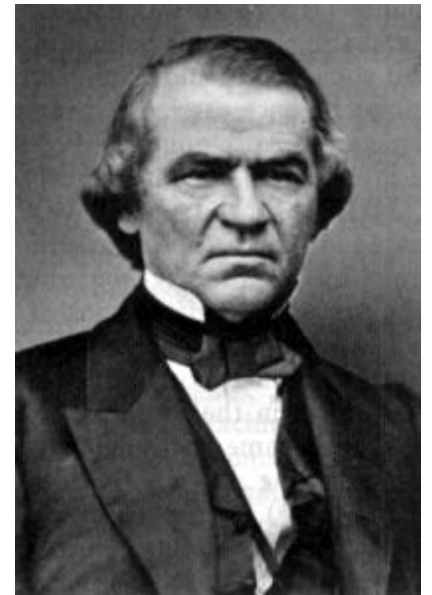
Problem = Lincoln assassinated



III. Reconstruction (1865-1877)

President Andrew Johnson

- similar to Lincoln's Plan
 - loyalty oath to re-enter the Union
 - all states must abolish slavery



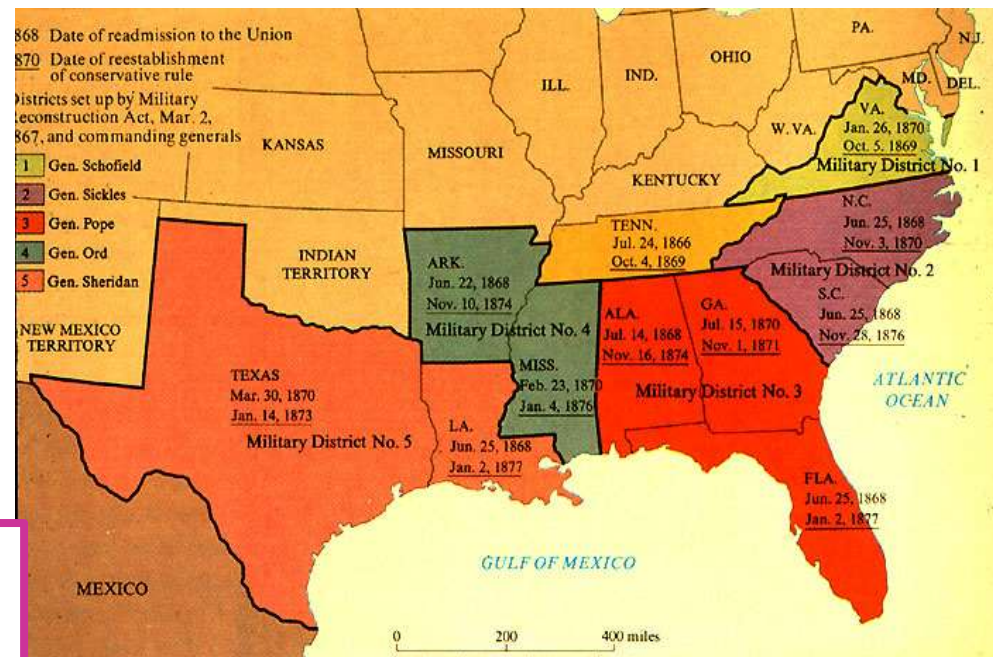
Unit 1 E.Q. 5: What were the Effects of the Reconstruction Era?

III. Reconstruction (1865-1877)

Congress Radical Republicans

1. want major change

- **Divide The South into 5 military districts**
- South must write new state constitutions



Unit 1 E.Q. 5: What were the Effects of the Reconstruction Era?

III. Reconstruction (1865-1877)

Congress Radical Republicans

2. against Lincoln/Johnson Plan

- ratify amendments

13th = abolish slavery

14th = define citizenship

15th = African-Americans right to vote



Unit 1 E.Q. 5: What were the Effects of the Reconstruction Era?

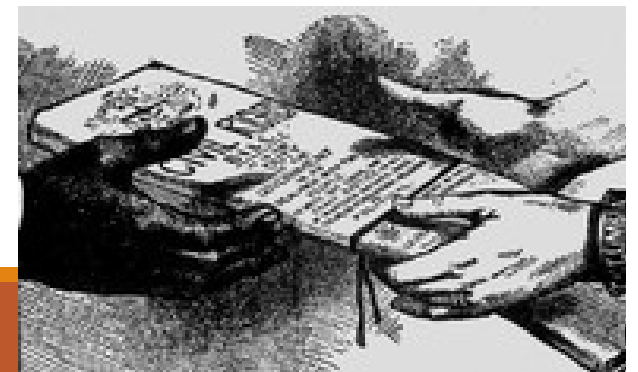
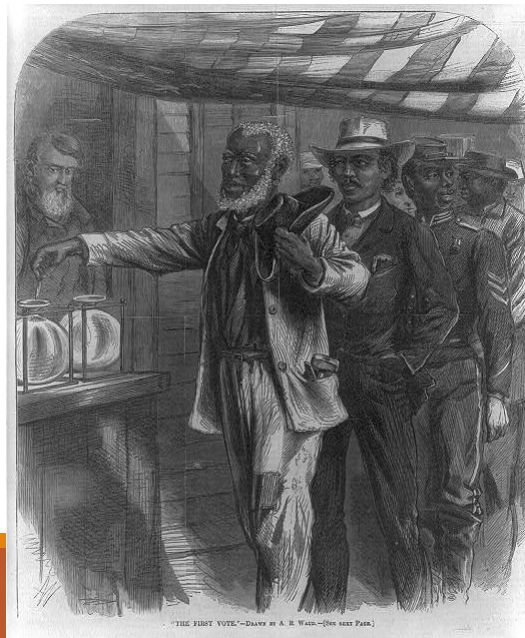
III. Reconstruction (1865-1877)

Congress Radical Republicans

3. want to punish the South

- former Confederate officers and elite plantation class **can't vote**

Unit 1 E.Q. 5: What were the Effects of the Reconstruction Era?



STOP & THINK

Reconstruction Amendments: Guided Practice

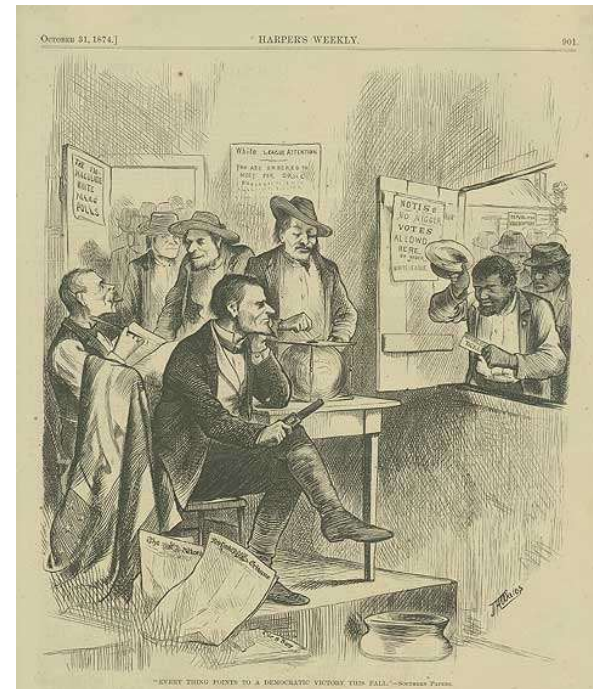
Directions: For each amendment discussed today, put it in your own words; create a ONE WORD reminder for it, and a small picture symbolizing the amendment.

Amendment Number	Text	In Your Own Words	One Word Reminder	Picture Symbolizing the Amendment
13 th	<i>“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.”</i>			
14 th	<i>“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No States 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.”</i>			
15 th	<i>“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”</i>			

F. SOUTH TRIES TO RESTRICT AFRICAN-AMERICAN RIGHTS

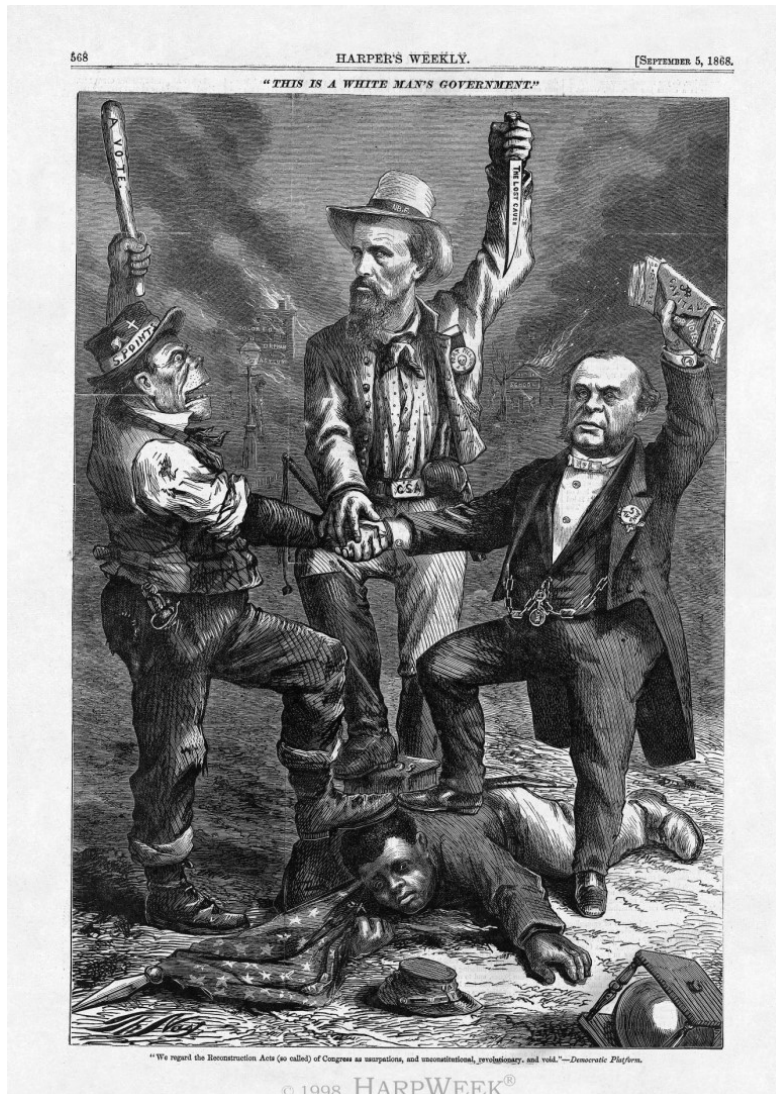
1 Black Codes

- not allowed to **vote**
- could not **testify** against whites in court
- could not **serve on juries**
- could **only** work in **agriculture**



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Unit 1 E.Q. 4: How did individuals, groups, and gov. institutions limit the rights of African Americans?



2. Jim Crow Laws

- legalized **segregation** in the South
- Supreme Court case: Plessy v. Ferguson = **“separate but equal”**
- legalized segregation in the West

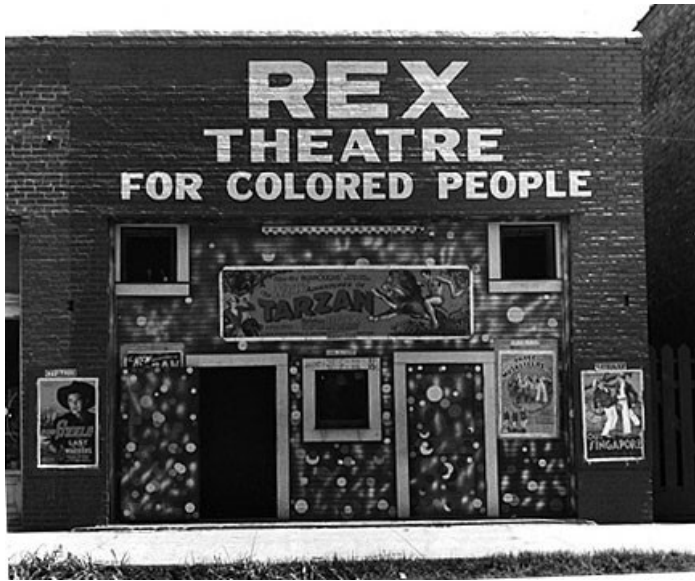
Unit 1 E.Q. 4: How did individuals, groups, and gov. institutions limit the rights of African Americans?

STOP & THINK



Plessy v. Ferguson =
“separate but equal”

Unit 1 E.Q. 4: How did individuals, groups, and gov. institutions
limit the rights of African Americans?



F. SOUTH TRIES TO RESTRICT AFRICAN-AMERICAN RIGHTS

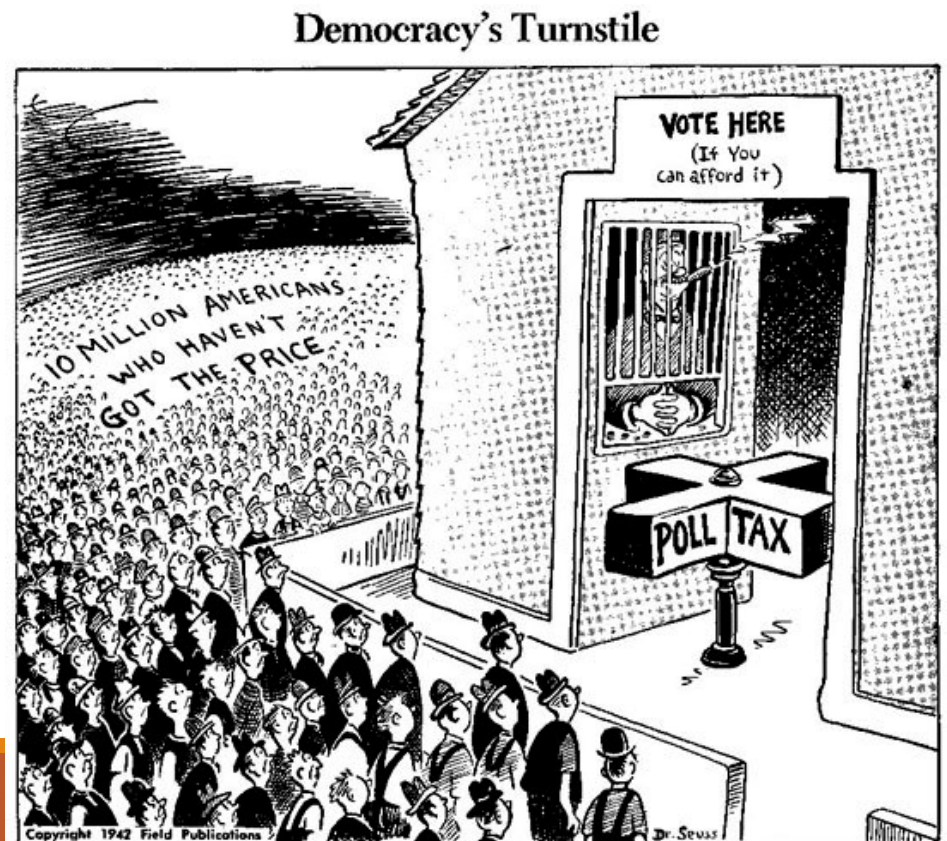


3. South Tries to Prevent African-Americans From Voting

- poll tax
- literacy test
- Grandfather Clause

Unit 1 E.Q. 4: How did individuals, groups, and gov. institutions limit the rights of African Americans?

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STOP & THINK

Unit 1 E.Q. 4: How did individuals, groups, and gov. institutions

limit the rights of African Americans?

What did the Supreme Court decide?

Segregation was constitutional as long as the facilities provided to blacks were equal to those provided for whites.

STOP & THINK

Unit 1 E.Q. 4: How did individuals,
groups, and gov. institutions

limit the rights of African
Americans?

Was
“separate
but equal”
fair, in your
opinion?
Why or why
not?

STOP & THINK

Unit 1 E.Q. 4: How did individuals, groups, and gov. institutions

limit the rights of African Americans?

How did the ruling of *Plessy v. Ferguson* (1896) either create or stifle revolution in the South during reconstruction?

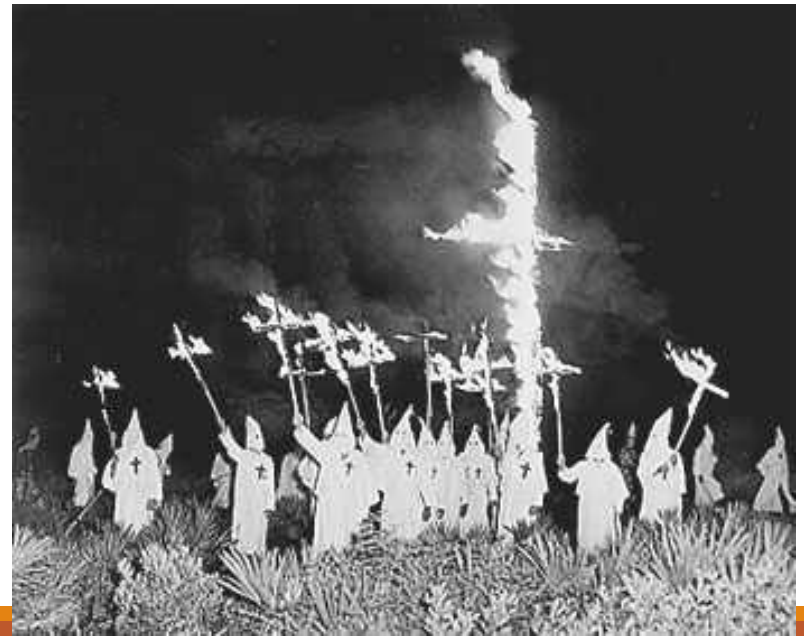
Stifled Revolution:

A. focused on their families, churches, and communities, and banded together to build schools and colleges for their children.

4 Ku Klux Klan

- destroy the Republican party in the South
- make whites join **southern Democratic party (Solid South)**
- limit African-American freedoms
- use violence & threats**

Unit 1 E.Q. 4: How did individuals, groups, and gov. institutions limit the rights of African Americans?



5 Sharecropping

- farmer and family **worked land in exchange for a part of the crop**
- mostly former slaves = another form of slavery

result = **Solid South** - limit African-American rights and put **Southern Democrats into power**

Unit 1 E.Q. 4: How did individuals,
groups, and gov. institutions
limit the rights of African
Americans?

STOP & THINK

Sharecropping Simulation

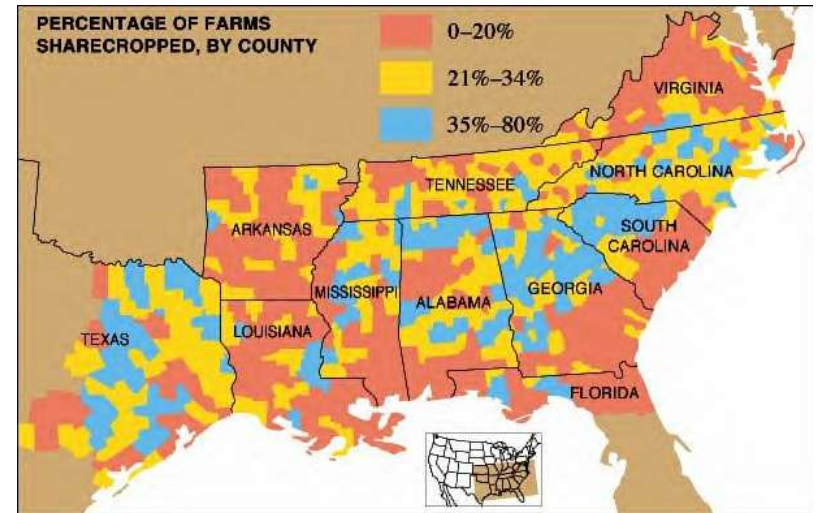
You and your group are sharecroppers in the South after the 13th Amendment has been passed. In order to set up farms, you need to buy items from the general store. With your group, decide what you need to buy:

Sickle\$10/piece

Basket\$5/piece

Donkey\$50/piece

Cart.....\$30/piece



Unit 1 E.Q. 4: How did individuals, groups, and gov. institutions limit the rights of African Americans?

STOP & THINK

Sharecropping Simulation

As it turns out...

Group 1 produced 50 crops, at \$50

Group 2 produced 30 crops, at \$30

Group 3 produced 10 crops, at \$10

Group 4 produced 80 crops, at \$80

Group 5 produced 100 crops at \$100

Group 6 produced 20 crops at \$20



Unit 1 E.Q. 4: How did individuals, groups, and gov. institutions limit the rights of African Americans?



G. NORTHERNERS TRY TO HELP AFRICAN-AMERICANS

1 Freedmen's Bureau

- ❑ **helped African-Americans** set up farms
- ❑ drew up work contracts
- ❑ **set up schools and courts** for African-Americans
- ❑ helped economically



G. NORTHERNERS TRY TO HELP AFRICAN-AMERICANS

2 Carpetbaggers

- **northern republicans** who went to the south to take part in Reconstruction
- most in it for **personal gain**

Unit 1 E.Q. 4: How did individuals,
groups, and gov. institutions
limit the rights of African
Americans?

G. NORTHERNERS TRY TO HELP AFRICAN-AMERICANS

STOP & THINK



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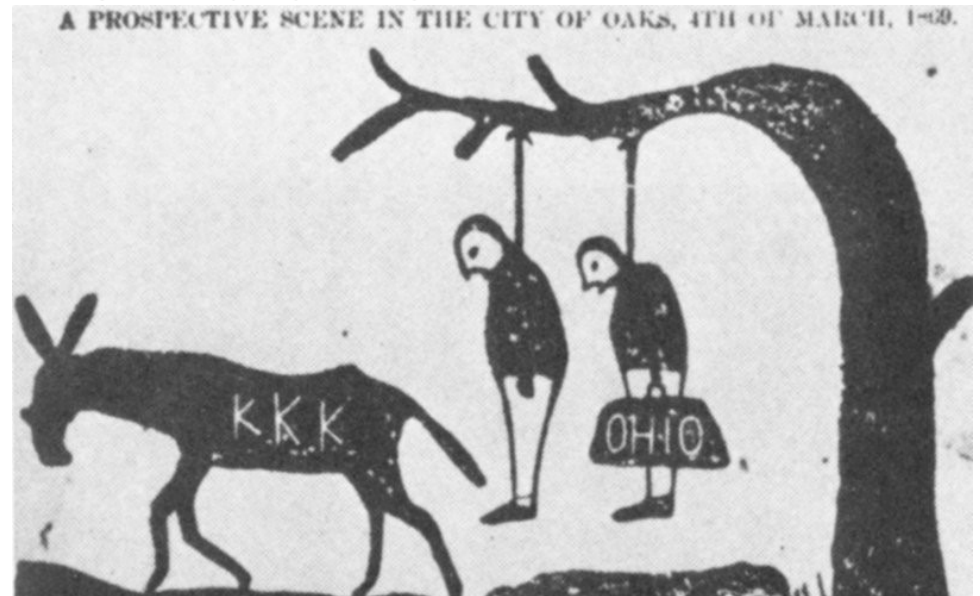
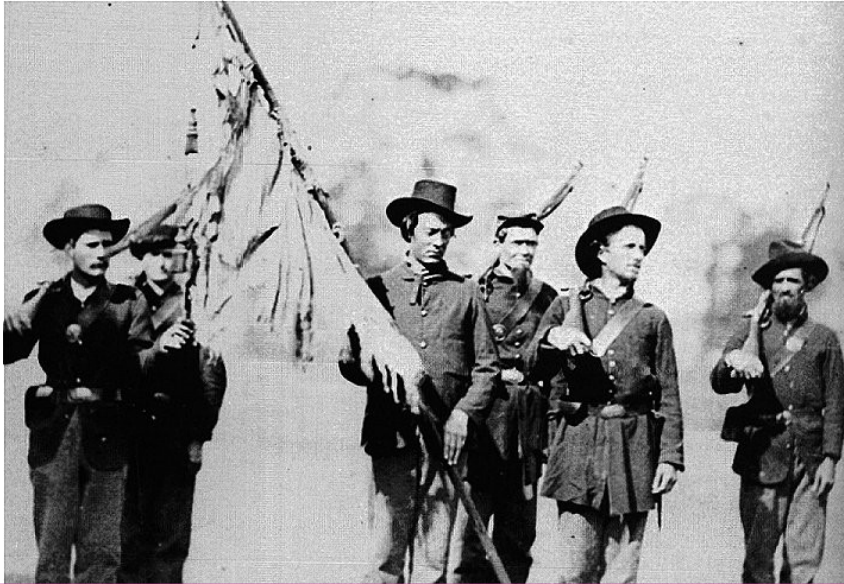
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G. NORTHERNERS TRY TO HELP AFRICAN-AMERICANS

3. Scalawag

-Southerners who cooperated and
took part in Reconstruction



Unit 1 E.Q. 4: How did individuals, groups, and gov. institutions
limit the rights of African Americans?

Unit 1 E.Q. 4: How did individuals,
groups, and gov. institutions
limit the rights of African
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STOP & THINK

Why did most southerners disapprove of scalawags and carpetbaggers?

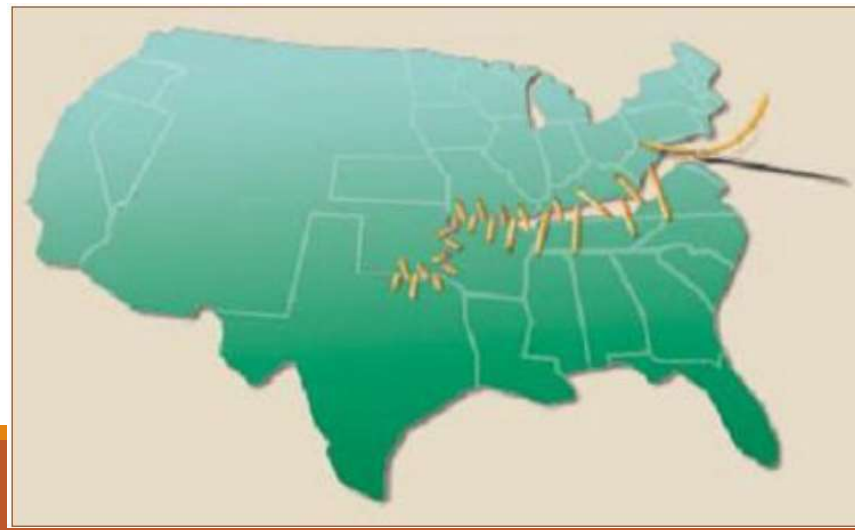
Southerners saw scalawags and carpetbaggers as traders who were creating more problems by helping the African Americans and being compliant with the North.

Checks for Understanding

What was the difference between the 13th, 14th, 15th amendments?

What barriers did the 13th and 15th amendments face to being properly executed?

Unit 1 E.Q. 4: How did individuals, groups, and gov. institutions limit the rights of African Americans?




H. RECONSTRUCTIONS IMPACTS ON AFRICAN AMERICAN COMMUNITIES

Newspapers

African Americans were now able to read and write.

WHITE RIVER ROUTE.

THE P. S. T.  Co.'s STEAMER


DAISY,

CAPT. G. H. PARKER,

Will leave Seattle for the head of navigation on White River every
Tuesday and Thursday Morning,
RETURNING ON
Wednesday and Friday.
For freight or passage apply on board. n7:1f

For Tacoma, Steilacoom and
Olympia,


THE P. S. T. CO.'S STEAMER

 **MESSENGER!**

CAPTAIN J. G. PARKER,
WILL LEAVE SEATTLE EVERY
Tuesday, Thursday and Saturday
AT SEVEN O'CLOCK, A. M.
1781-dtf

For Tacoma Steilacoom & Olympia

THE STAUNCH AND SEAWORTHY STEAMER

 **ZEPHYR**

Unit 1 E.Q. 5: What were the Effects of the
Reconstruction Era?

H. RECONSTRUCTIONS IMPACTS ON AFRICAN AMERICAN COMMUNITIES

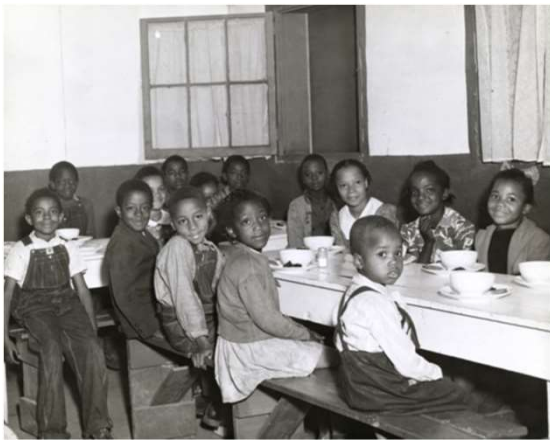
Newspapers

There was a rise of African-American newspapers, that would write about news that was important to their lives- not the lives of whites.

This also helped them to join together to fight for equal rights.

H. RECONSTRUCTIONS IMPACTS ON AFRICAN AMERICAN COMMUNITIES

Education



Black children could not attend white schools due to the *Plessy v. Ferguson* decision.

Black schools were opened, with black teachers, for black children.

Black children could finally **attend a school, although it was not equal to the facilities of white schools. Education is power**

Unit 1 E.Q. 5: What were the Effects of the Reconstruction Era?

H. RECONSTRUCTIONS IMPACTS ON AFRICAN AMERICAN COMMUNITIES



V. Churches

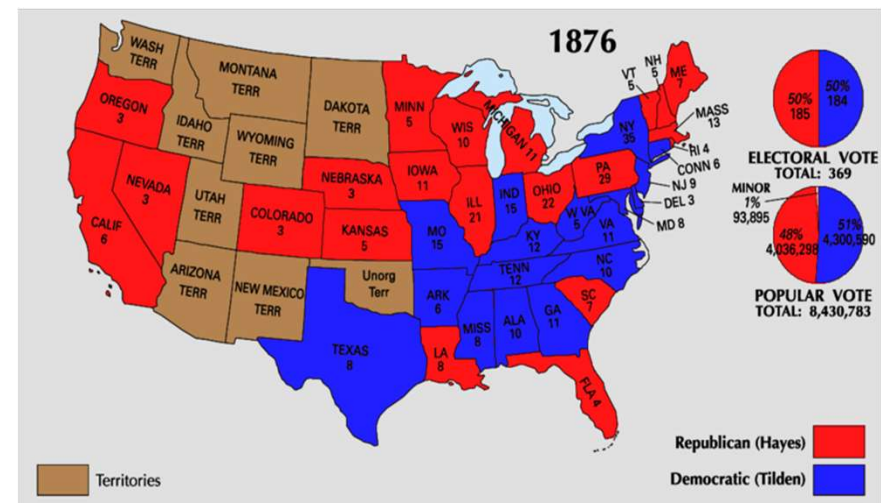
African Americans were finally **allowed to openly worship**. Although they did not join white congregations, they did open their first churches.

Black churches became a major source of support throughout the struggle for equal rights.

IV. End of Reconstruction

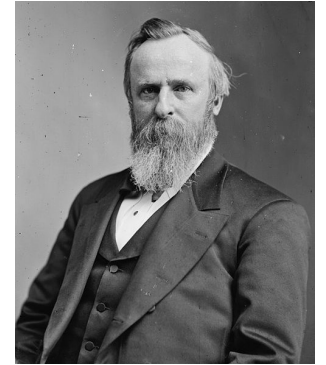
a Election of 1876

- Democrat = Sam Tilden, NY
- Republican = Rutherford B. Hayes, OH
- = Tilden wins **popular** vote, but not majority of **electoral** votes



Unit 1 E.Q. 5: What were the Effects of the Reconstruction Era?

IV. End of Reconstruction



=Democrats and Republicans make deal;
Hayes president if:

- 1 all Federal troops pulled out of **South** = end of Reconstruction
- 2 Hayes appoints a southerner to his **cabinet**
- 3 Federal spending for internal improvements in the South

Unit 1 E.Q. 5: What were the Effects of the Reconstruction Era?

STOP & THINK

Why might Reconstruction be considered a time in which the presidency was weak?

The Radical Republicans had controlled the Reconstruction Era.

The President in 1876 was appointed based on a back door deal that the congress controlled.