Social Studies 8 Mrs. Ingold

Acquiring Background Information: Reconstruction of the United States

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

DIRECTIONS: Using the assigned slide presentation, carefully read each slide and take notes and/or answer the questions below based on the information presented and your knowledge of social studies.

Define the process of ***RECONSTRUCTION:***

***PEOPLE AND TERMS:***

|  |  |
| --- | --- |
| ***Abraham Lincoln*** |  |
| ***amnesty*** |  |
| ***Freedmen*** |  |
| ***John Wilkes-Booth*** |  |

***SECOND INAUGURAL ADDRESS***

Base your answer to the next question on the excerpt below:

*“With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.”*

-President Abraham Lincoln, March 4, 1865

***3.*** What is the main cause and/or issue identifiable by President Lincoln’s quotations above?

Which of the following Enduring Issues theme categories best identifies this concern?

( circle all that apply)

***Social Political Geographic Economic***

Develop a minimum 3 sentence argument about how  the author’s position/point of view in his speeches affected both the outcome of Civil War and the creation of the “Modern American” country that we know today.

RECONSTRUCTION BEGINS

4. Who were the **Radical Republicans**?

Base your answer to the next question on the quote below:

**“the whole fabric of southern society *to be* changed.”**

**-Congressman Thaddeus Stevens, Leader of the Radical Republicans**

5. What is the main cause and/or issue identifiable by Congressman Steven quotation above? Provide 1-2 sentences of evidence to support your answer.

RECONSTRUCTION PLANS

|  |  |  |
| --- | --- | --- |
| **PRESIDENT LINCOLN’S PLAN** |  |  |
| **CONGRESS PLAN** |  |  |

6. Base the answer to the question on the information on slides 7-8.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **10 % PLAN**  Source: *President Lincoln* | | | **WADE-DAVIS BILL**  Source: *Congress* | | |
| IF … | THEN … |  | | IF … | THEN … |
|  |  | *Which plan is better for the country?* | |  |  |
|  |  | ANSWER: Why? | |  |  |

7. Base the answer to the following tasks on the information on slides 9-11.

|  |  |
| --- | --- |
| What was the ***purpose*** of the Freedmen’s Bureau? |  |
| List 3 ways that the Freedmen’s Bureau helped freed slaves to begin their new lives in the *“free South*”? Use Bullet Points. |  |

8. Base the answer to the question on the information on slides 12-13.

Extended Metaphor Poem ***“O Captain, My Captain”***

O Captain my Captain!

our fearful trip is done,

The ship has weathered every rack,

the prize we sought is won,

The port is near, the bells I hear,

the people all exulting,

While follow eyes the steady keel, the vessel grim and daring;

But O heart! heart! heart!

O the bleeding drops of red,

Where on the deck my Captain lies,

Fallen cold and dead.

-Walt Whitman, *elegy to President Lincoln* 1865

8a. Based on the words above, which of the following would be the ***author’s bias?***

( Circle One)

UNION CONFEDERACY NEITHER

8b. What was Walt Whitman’s main message identifiable in the poem above about Lincoln’s role in our country after the end of the Civil War?

9.

|  |  |
| --- | --- |
| PEOPLE AND TERMS | |
| Andrew Johnson |  |
| Scalawag |  |
| Carpetbagger |  |
| Impeachment |  |
| black codes |  |

Base your answers to the tasks below on the information from slides 15-17.

|  |  |
| --- | --- |
| **THIRTEENTH AMENDMENT** |  |

10. What was the ***main reaso*n** that Congress reject President Johnson’s Plan for Reconstruction?

**The struggle over Reconstruction led to direct clashes between the President and Congress.**

**11. What were the differences in viewpoint between the Southerners and the Radical Republicans?**

|  |  |
| --- | --- |
| **SOUTHERN SLAVE OWNERS**  **SUPPORTED …** | **RADICAL REPUBLICAN CONGRESS SUPPORTED …** |
|  |  |

12. Base your answers to the tasks below on the information from slides 18-21.

|  |  |  |
| --- | --- | --- |
| NEW LEGISLATION | WHAT DID IT SAY/DO? | DIRECTION … it moved the country in? ( Cirlce one )  **Provide one piece of evidence** |
|  |  | FORWARD BACK |
| NEW LEGISLATION | WHAT DID IT SAY/DO? | DIRECTION … it moved the country in? ( Cirlce one ) **Provide one piece of evidence** |
|  |  | FORWARD BACK |
|  |  | FORWARD BACK |

13.Base your answers to the tasks below on the information from slide 22.

|  |  |
| --- | --- |
| Into how many military districts was the South divided? |  |
| Why do you think Tennessee was by itself? |  |

14. Base your answers to the tasks below on the information from slide 23.

**What viewpoint was** *more strict* **between the Southerners and the Radical Republicans?**

|  |  |
| --- | --- |
| **PRESIDENT ANDREW JOHNSON** | **RADICAL REPUBLICANS** |
|  |  |
|  |  |
|  |  |
|  |  |

15.Base your answers to the tasks below on the information from slides 25-27

15a. Define Impeachment:

15b. List the 4 actions that directly led to President Johnson’s impeachment:

16. Base your answers to the tasks below on the information from slide 28.

16a. What is Thomas Nast’s Point of View about the Ku Klux Klan displayed in the cartoon?

16b. CITE two pieces of evidence from the cartoon to support your opinion.

|  |
| --- |
| POINT OF VIEW:  BIAS: YES NO |
| EVIDENCE #1: |
| EVIDENCE #2: |

17. Base your answers to the tasks below on the information from slide 29.

DOCUMENT ANALYSIS: S1 + SB2+ DPM = ENDURING ISSUE

**POLITICAL CARTOON: *KLAN ATTACK***

|  |  |
| --- | --- |
| What do you *SEE*? **( S1)** |  |
| Who or What is the*SOURCE* ***(SB2)*?**  Is there any ***BIAS***?  If so, **HOW** do you know? | SOURCE:  YES NO |
| What is the ***DEEPER MEANING*** behind the cartoon? **(DPM)** |  |
| **HOW** would you classify the cartoon’s ***ENDURING ISSUE***? | It’s meaning can ***bes***t be classified as:  SOCIAL POLITICAL  ECONOMIC GEOGRAPHIC |

18. Base your answers to the tasks below on the information from slide 30-31.

1. Why do you think over 500,000 African Americans voted for Ulysses S. Grant to become president in 1868?
2. List 2 pieces of social legislation that he passed to support equal rights efforts in the New South

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| --- |
|  |
|  |

1. How did the 15th Amendment help African Americans become more like “citizens”?

***19. PEOPLE AND TERMS***

|  |  |
| --- | --- |
| **POLL TAXES** |  |
| **LITERACY TESTS** |  |
| **GRANDFATHER CLAUSES** |  |
| **HOMER PLESSY** |  |
| **SHARECROPPER** |  |
| **SEGREGATION** |  |
| **PANIC OF 1873** |  |

20. Base your answers to the tasks below on the information from slide 34.

DOCUMENT ANALYSIS: S1 + SB2+ DPM = ENDURING ISSUE

**POLITICAL CARTOON: STONG GOVERNMENT**

|  |  |
| --- | --- |
| What do you *SEE*? **( S1)** |  |
| Who or What is the*SOURCE* ***(SB2)*?**  Is there any ***BIAS***?  If so, **HOW** do you know? | SOURCE:  YES NO |
| What is the ***DEEPER MEANING*** behind the cartoon? **(DPM)** |  |
| **HOW** would you classify the cartoon’s ***ENDURING ISSUE***? | It’s meaning can ***bes***t be classified as:  SOCIAL POLITICAL  ECONOMIC GEOGRAPHIC |

21. Base your answers to the tasks below on the information from slide 35-37.

What were two main reasons that the Reconstruction Period came to an end?

|  |
| --- |
| EVIDENCE #1: |
| EVIDENCE #2: |

Base your answers to the tasks below on the information from slide 38.

22. What was the southerners ***primary*** goal after the end of Reconstruction?

23. Discuss 3 ways below that they tried to ensure that this goal was realized.

|  |  |
| --- | --- |
| LAW /RULE or PRACTICE | **DESCRIPTION** |
|  |  |
|  |  |
|  |  |

Base your answers to the tasks below on the information from slide 39.

24. How was segregation defined by the southerners?

|  |  |
| --- | --- |
| SEGREGATION = |  |

25. LIST 3 PLACES WERE BLACKS AND WHITES WERE SEGREGATED.

|  |
| --- |
| PLACES OF SEGREGATION |
|  |
|  |
|  |

26. Base your answers to the tasks below on the information from slide 40

How dd African Americans lose their rights in 1896?

27.

|  |  |
| --- | --- |
| SUPREME COURT CASE |  |
| PLANTIFF ARGUMENT | RULING |
|  |  |

28. Base your answers to the tasks below on the information from slide 41-45

28a. Define ***SHARECROPPING:***

29.List 3 ways that sharecropping kept newly freed African Americans in a “***cycle of poverty”***

|  |
| --- |
| **Sharecroppers were kept in the cycle of poverty by ….** |

|  |
| --- |
| 1. |
| 2. |
| 3. |

30.Base your answers to the tasks below on the information from slide 45 and 46.

30a.Which of the following Enduring Issues theme categories best identifies the main concern of the “NEW SOUTH”?

( circle all that apply)

***Social Political Geographic Economic***

30b.Develop a minimum 3 sentence argument about the above concern(s) were addressed after the end of Reconstruction. Use the information on slides 45 and 46 to help you.