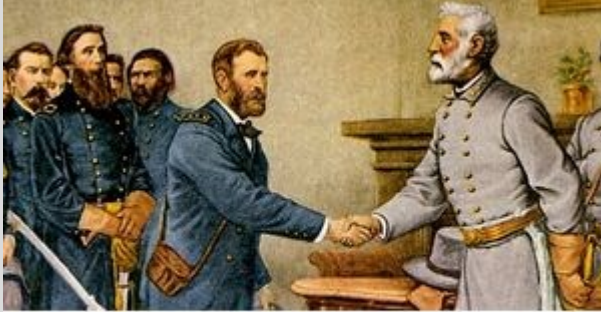
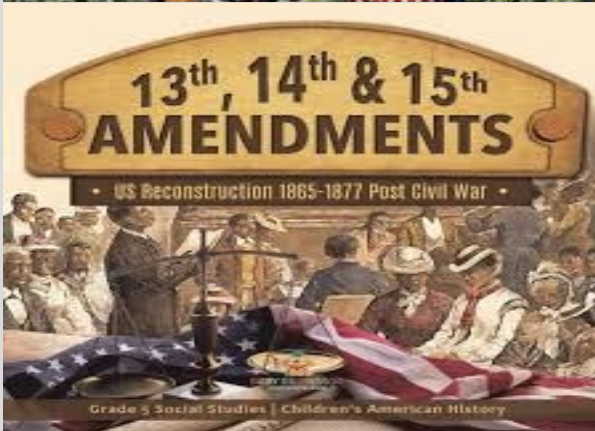


Reconstruction Webquest Workpacket

Rebuilding The South; Politically, Economically, and Socially



The Reconstruction Era (1865-1877)
Rebuilding the South Politically, Economically, and Socially.



Even before the Civil War was over, The Union was preparing for a victory over the Confederacy. With that victory would come difficult decisions on how to end slavery, punish or forgive the South, and rebuild. This was a monumental task. To the victor goes the spoils, but that victory would have to be a political, economic, and social one. The South would be reconstructed with the policies of the victor! This webquest will explore and evaluate those policies.

Step #1.1 (1pt ea)		Out of 13pts
Step #1.2 (1pt ea)		Out of 13pts
Step #2 (2pts ea)		Out of 49pts
Step #3 (2pts ea)		Out of 14pts
Step #4 (2pts ea)		Out of 17pts
Step #5 (5pts ea)		Out of 30pts
Step #6 (2pts ea)		Out of 20pts
Literacy Essay (Score 0-5 x 20pts)		Out of 100pts
Total		Out of 256pts



Use this QR code for access to the Webquest or use the link below:

[Reconstruction WebQuest](#)

The World in 1750 – Vocabulary

Vocabulary

Set #1

Directions: Use the words below in the Work Bank to complete each sentence. You can practice and check your responses by choosing the link above for Set #1 above.

Word Bank:

Congressional Reconstruction	Black Codes	Reconstruction Era	Lincoln's Reconstruction Plan
14th Amendment		Radical Republicans	Reconstruction Act of 1866
Ku Klux Klan	Andrew Johnson	"Malice towards none and charity for all"	13th Amendment
Presidential Reconstruction		John Wilkes Booth	

1. The time after the Civil War from 1865-1877 that was directed by Congress for the reconstruction of the South politically, economically, and socially as called the _____.
2. _____ included a quick way readmit the confederate states once 10% of the people swore an oath of loyalty to the country and the states ratified the 13th amendment to abolish slavery in America. This was also called "The 10% Plan".
3. _____ was a phrase from Lincoln's second inaugural address (1865) in which he acknowledged the need for southern reconstruction and put a plan into place.
4. _____ was an American actor and assassin, who murdered President Abraham Lincoln at Ford's Theatre in Washington, D.C. on April 14th, 1865.
5. _____ was Lincoln's vice president and became president after Lincoln's assassination in 1865.

6. _____ was a time while congress was in recess and President Johnson returned confiscated property to white southerners, issued hundreds of pardons to former confederate officers and government officials and he appointed governors to supervise the drafting of new state constitutions and agreed to readmit each state once it ratified the 13th amendment.
7. _____ was a plan developed by radical republicans which was strict, protected the rights of former slaves and kept confederate leaders from regaining power in the south. It wished to punish the South for starting the Civil War.
8. The Federal law that divided the south into 5 military zones with US troops to enforce reconstruction, ex-confederate states were required to give black men the right to vote at the state level, to be readmitted, states had to ratify the 14th amendment protecting black citizenship was called _____.
9. This group was first formed by Southern Democrats during Reconstruction to attack blacks who tried to vote or challenge white supremacy. They were disbanded by President Grant. The group was called the _____.
10. This group in Congress favored the abolition of slavery from the beginning of the Civil War and later advocated harsh treatment of the defeated South. They were called the _____.
11. This amendment abolished slavery and involuntary servitude except as punishment for a crime. It was one of three Reconstruction Amendments adopted following the American civil war. It is the _____ to the U.S. Constitution.
12. This amendment was added to the United States Constitution was adopted on July 9, 1868, as one of the reconstruction Amendments. The amendment addresses citizenship rights and equal protection of laws and was proposed in response to issues related to former slaves following the American Civil War. It is the _____.
13. These were southern laws enacted by Democrats that severely limited the rights of African Americans after the Civil War and were called _____.

Vocabulary

Set #2

Directions: Use the words below in the Work Bank to complete each sentence. You can practice and check your responses by choosing the link above for Set #2 above.

Word Bank:

Ku Klux Klan Act of 1871	The Election of 1876	The Literacy Test	Freedman's Bureau	Carpetbagger	15th Amendment
Grandfather Clause	The 1877 Compromise	scalawags	Jim Crow Era	sharecropping	Poll Tax
Ulysses S Grant					

1. The amendment that prohibits the federal and state governments from denying a citizen the right to vote based on that citizen's race, color, or previous condition of servitude. It was ratified on February 3, 1870, and was the last of the Reconstruction Amendments. It was the _____.
2. This labor system evolved during Reconstruction whereby landowners furnished laborers with a house, farm animals, and tools in exchange for a share of the laborer's crop. It was called _____.
3. These were northerner people who moved to the south, many of whom were Union soldiers who stayed in the South after the war for work and to benefit from the Civil War and its effects on the South. They were called _____.
4. These were southern whites, mainly small landowning farmers and well-off merchants and planters, who supported the southern republican party during Reconstruction and they were called _____.
5. Also known as the Civil Rights Act of 1871, this law empowered the President to suspend the writ of habeas corpus to combat white supremacy organizations during the Reconstruction era. It was called the _____.
6. The _____ was established by Congress to supervise and manage all matters relating to freed men and refugees, including a provision to lease land to freemen.

7. This was a tax imposed on voters as a requirement to vote. It was called a _____.
8. _____ was a contested election by Democrats and Republicans in which the Democrat, Samuel Tilden and Republican, Rutherford B. Hayes faced off in a Presidential Election; Tilden won the popular vote, but there was no decisive winner in the Electoral College. It ended up coming down to a vote where there were 6 Republican and 5 Democrats. These voters voted along party lines. Hayes won and became the next President.
9. _____ was a deal that Presidential candidate made in order to win the presidency, insofar he had to order the removal of the remaining federal troop in Louisiana and South Carolina and officially end Reconstruction.
10. _____ was a time period between (1877-1954) when laws segregated Southern society and restricted blacks from voting with poll taxes and literacy tests.
11. _____ was a state's government practices of administering tests to prospective voters purportedly to test their literacy in order to vote. In practice, these tests were intended to disenfranchise African-Americans.
12. The _____ was a rule that required potential voters to demonstrate their grandfathers had been eligible to vote; used in some southern states after 1890 to limit the black electorate.
13. He was the 18th President of the United States. In 1865, as commanding general, he led the Union Armies to victory over the Confederacy in the American Civil War in which General Lee surrendered to him. He was _____.

Political Reconstruction

Directions: Using the information for in the section, Political Reconstruction, completed the questions that follow.

1. What were the four (4) parts of Lincoln's 10% Plan ?

2. What would the people in the former Confederacy be allowed to do once the 10% threshold was reached?

3. What would the States in the former Confederacy be allowed to do once 10% of the threshold was reached and the response to question #2 above was completed?

4. Where was Lincoln when he was assassinated?

5. After Lincoln was assassinated, who becomes President?

6. What was the obvious reason that Lincoln was assassinated near the end of the Civil War by the assassin?

7. What was the Radical Republicans primary objection to Lincoln's 10% plan?

8. What were the differences between Lincoln's 10% Plan and the Wade-Davis Bill Congress proposed for reconstruction?

9. What happened to the Wade-Davis bill?

10. Why was President Andrew Johnson conflicted in his views about the South and Reconstruction?

11. What did Congress do to Andrew Johnson who they did not agree with?

12. What were the five (5) main points of Johnson's Reconstruction Plan?

12a. _____

12b. _____

12c. _____

12d. _____

12e. _____

13. What three (3) things did Congress do after they came back into session?

13a. _____

13b. _____

13c. _____

14. Who was the first African-American to become a Senator?

15. What was the purpose of the Civil Rights Act of 1866?

16. What Supreme Court decision did the 14th Amendment reverse?

17. At this point in your exploration of Reconstruction, how would you rate the success or failure of reconstruction? Be sure to substantiate your response with historic evidence from the passages. (circle one: success or failure)

Reconstruction was a success/failure because _____

**Presidential
Lincoln & Johnson**

**Congressional
(Radical Republicans)**

"With malice toward none, with charity for all" -- **Lincoln**

Both Lincoln and Johnson supported lenient plans for Reconstruction.

10% Plan (Lincoln): Once ten percent of a southern state's 1860 voters had taken an oath of loyalty, the state could rejoin the Union.

Both Lincoln and Johnson provided for a generous amnesty to allow Southerners to retain their property and reacquire their political rights.

President Johnson issued his own Reconstruction plan on May 29, 1865. It called for special state conventions which were required to: repeal the decrees of secession, repudiate all Confederate debts, and ratify the slave-freeing 13th Amendment.

Johnson supported the 13th Amendment that abolished slavery but was reluctant to support Black suffrage believing this was an issue for states.

"Congress alone can do it... Congress must create states and declare whether they are to be represented." -- **Thaddeus Stevens**

Believed the South should be punished for starting the war and hoped to protect the rights of Freedmen (former slaves).

Extended the Freedmen's Bureau (Over Johnson's Veto) to provide food, clothing, shelter, and education to freedmen and war refugees.

Civil Rights Act of 1866 (Passed over Johnson's Veto) designed to grant freedmen full legal equality, undercutting the Black Codes

Reconstruction Act of 1867 (Passed over Johnson's Veto)

Divided the South into 5 districts and placed them under military rule (disbanded governments readmitted under Lincoln/Johnson plans.

Required Southern states to ratify the 14th Amendment

Guaranteed freedmen the right to vote in conventions to write new state constitutions to vote for the 15th Amendment.

Reconstruction Plans

1. For each reconstruction issue, read the Presidents' plan and the Radical Republicans' plan.
2. Discuss with your group members the strength and weaknesses of each plan. Keep in mind the goal of Reconstruction was to reunite the country in a stable and fair way.
3. Then give each plan a letter grade, and explain your reason for assigning that grade. Group members do not have to agree on the same letter grade.

Grading Scale
A = Excellent Plan, no weakness
B = Good Plan, has only minor weakness
C = Some good parts and some weakness
D = Only limited strengths and major weakness
F = Plan is doomed for failure

Reconstruction Issue #1: What should be done to the Southerner's who rebelled?

Radical Republicans' Plan	Presidents Johnson & Lincolns Plan
<ul style="list-style-type: none"> Southerners should be punished so they would not rebel again. One idea was to confiscate (take away) all the plantations and divide up the land among the freedmen. Leaders of the South should lose their governmental positions. A new set of leaders should be brought in to reconstruct the South. Any person who held a leadership position before the war could not hold public office until he was pardoned (forgiven) by Congress. <p style="margin-top: 20px;">I would give this plan a grade of _____ because:</p>	<ul style="list-style-type: none"> Southerners (10%) had to take an oath (verbal pledge) to support, protect, and defend the Constitution of the United States. The oath also included a promise to obey all laws passed during the war, especially regarding emancipation (freeing) of the slaves. Confederate officers, large landholders, and any other leaders of the pre-war South had to seek a special pardon (forgiveness) if they wanted to regain their rights as citizens. Lincoln's idea of "malice (hatred) toward none" was a good one. Being lenient towards Southerners would heal the wounds of the nation more effectively and quickly. <p style="margin-top: 20px;">I would give this plan a grade of _____ because:</p>

Reconstruction Issue #2: What should Southern states be required to do in order to be re-admitted into the Union?

Radical Republicans' Plan	Presidents Johnson & Lincolns Plan
<ul style="list-style-type: none">● Southern states had given up statehood by seceding from the Union. They needed to be punished for their actions.● In order to come back into the Union as a state, a southern state would have to meet these conditions:<ul style="list-style-type: none">○ Call a convention to write a new constitution (state laws).○ Guarantee African Americans full rights as citizens.○ Guarantee African Americans the right to vote○ Former Confederate officials and army officers could not vote on these issues.● The states would be ruled by the military until all new laws were enforced.	<ul style="list-style-type: none">● Individual leaders of Southern states – not the states themselves – had made the decision to secede. Therefore states should not be punished harshly for secession. It was in the best interest of the country to reunite all states as quickly and easily as possible.● In order to come back into the union, Southern states would have to meet these conditions:<ul style="list-style-type: none">○ Call a convention to write a new constitution (state laws).○ Repeal (do away with) Secession○ Cancel all Confederate debts○ Approve of the 13th Amendment, which abolished slavery.● Once the above conditions are met, Southerners were allowed to run their own states, hold elections, and send representatives to Congress.
<p>I would give this plan a grade of _____ because:</p>	<p>I would give this plan a grade of _____ because:</p>

Reconstruction Issue #3: What should be done for the freedmen?

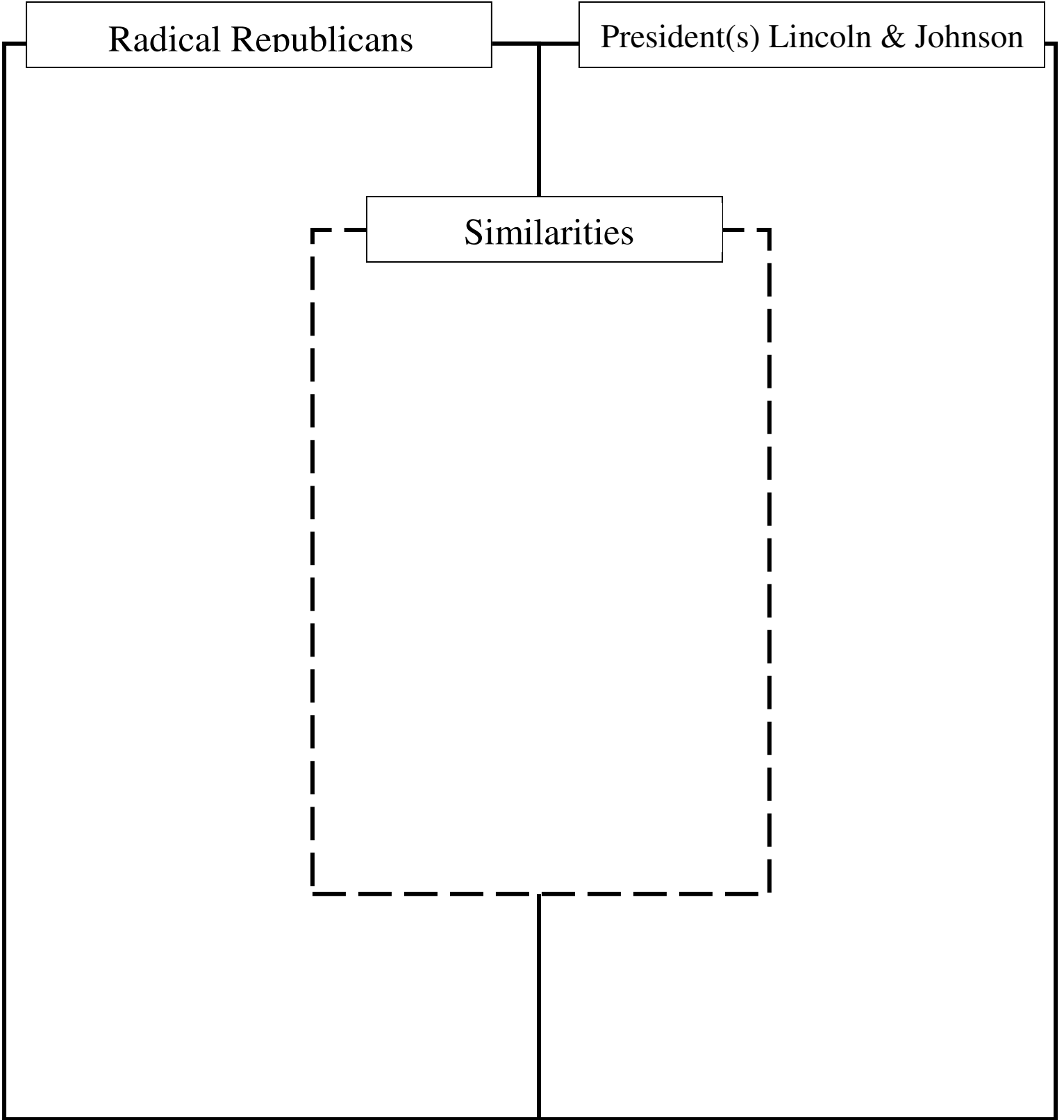
Radical Republicans' Plan	Presidents Johnson & Lincolns Plan
<ul style="list-style-type: none">• African Americans should be guaranteed equal rights and be assisted in establishing new lives as free people. Congress should pass laws giving some land to the freedmen and build schools for them. In fact, it was Congress's duty to help out African Americans until they could provide for themselves.• Freedmen will only receive justice and security if they are considered full citizens – just like whites – under the law. Many felt the right to vote was also key.• The military should have control over enforcing all the laws helping the freedmen. Without troops in the South, Radical Republicans feared that Southerners would simply ignore the new laws and continue to discriminate against the freedmen.	<ul style="list-style-type: none">• African Americans should be guaranteed equal rights only if individual states want to grant them to the freedmen. The federal government should not force Southern governments to accept new laws regarding the freedmen. Whether or not the freedmen ought to be given land, education, or assistance was up to each state.• African Americans should not be guaranteed the right to vote. Only certain African Americans should be given the vote, like those who could read or write.
<p>I would give this plan a grade of _____ because:</p>	<p>I would give this plan a grade of _____ because:</p>

Reconstruction Diagram

Radical Republicans

President(s) Lincoln & Johnson

Similarities



Economic Reconstruction

Directions: Using the information for in the section, Economic Reconstruction, completed the questions that follow.

1. *What was the condition of the South after the Civil War?*

2. *What were the two (2) ways slaves became free at the end of the Civil War?*

2a. _____

2b. _____

3. *What were two (2) of the goals of freed slaves?*

3a. _____

3b. _____

4. *How did education play a role in the former slave community after the Civil War?*

5. *What was the three (3) main roles of the Freedman's Bureau set up by Congress with the Freedmen's Bureau in 1865?*

5a. _____

5a. _____

5c. _____

6. *Why did President Andrew Johnson veto the Freedmen's Bureau reauthorization by Congress?*

7. *How is the argument President Johnson used similar to the argument the Southern States used prior to the Civil War?*

8. *How did Congress eventually renew the Freedmen's Bureau?*

9. *How did Carpetbaggers and Scalawags affect the Southern States after the Civil War?*

10. *How does sharecropping in the South compare to peasant/serf/tenant farming in Europe?*

Social Reconstruction

Directions: Using the information for in the section, Social Reconstruction, completed the questions that follow.

1. How does the South use the social construct of race against African Americans after the Civil War?

2. What issues still affect the social hierarchy in America today?

3. After the Civil War. How was the social hierarchy used against poor Southern Whites and African Americans?

4. How were Black Codes used against African Americans and in conjunction with the social hierarchy previously discussed?

5. What group was formed to combat the advances and opportunities made by African Americans post-Civil War?

6. According to your response to the last question, besides African Americans what other groups did they not believe should be allowed any opportunity or social mobility?

7. What was Congress' response in order to prevent targeting of African Americans?

8. What was President Grant's response in order to prevent targeting of African Americans?

9. What three (3) specific tactics were used to prevent African Americans from normalizing into Southern Society

9a. _____

9b. _____

9c. _____

The Amendments (13th, 14th, 15th)

Directions: Read each of the Reconstruction Amendments (13th, 14th, and 15th Amendments).

Write a summary of each amendment in your own words. Then determine if the amendment has political, economic, and/or social implications, as well as examples as to why the amendment was political, economic, and/or social.

Amendment	Summary – Own Words	Political, Economic, and/or Social & WHY???????
13 th Slavery Abolished		
14 th Civil Rights		
15 th Right to Vote		

Reconstruction – How Far We’ve Come?

Directions: Using the information for in the section, How Far We’ve Come?, completed the questions that follow.

1. What were the long term effects of the Civil War amendments (13th, 14th, 15th)?

2. What happened once Reconstruction ended in 1877?

3. Politically, what was one major change that remained about Federal vs. State power?

4. What struggles do the States have over Federal power?

5. At this point in your exploration of Reconstruction, how would you rate the success or failure of reconstruction? Be sure to substantiate your response with historic evidence from the passages. (circle one: success or failure)

Reconstruction was a success/failure because _____

Reconstruction Success or Failure?

Directions: Now that you have researched and responded to questions for the Political, Economic, and Social Reconstruction Era, and its effects, you will now make an evaluation of each group/item below and explain how Reconstruction was a Success or Failure, or both?

From the Perspective of	Success	Failure
A Freed Black		
President Andrew Johnson		
A Radical Republican		
A Scalawag or Scalawag		
A Southern Democrat		
The Ku Klux Klan		

Civic Literacy Essay Documents

Document #1

Waving the Bloody Flag

Every state that seceded from the United States was a Democratic State....Every man that shot Union soldiers was a Democrat. Every man that loved slavery better than liberty was a Democrat. The man that assassinated Abraham Lincoln was a Democrat....Every man that raised bloodhounds to pursue human beings was a Democrat. Every man that clutched from shrieking, shuddering, crouching mothers, babes from their breasts, and sold them into slavery, was a Democrat. --- **Robert G. Ingersoll, 1876**

Document #2

In South Carolina, Mississippi and Louisiana, the proportion of Negroes was so large, their leaders of sufficient power, and the Federal control so effective that for the years 1868-1874 the will of black labor was powerful; and so far as it was intelligently led, and had definite goals, it took perceptible steps toward public education, confiscation of large incomes, betterment of labor conditions, universal suffrage, and in some cases distribution of land to the peasant. --- **W.E.B. DuBois**

Document #3

We hold it to be the duty of the government to inflict condign punishment on the rebel belligerents, and so weaken their hands that they can never again endanger the Union; and so reform their municipal institutions as to make them republican in spirit as well as in name....

We propose to confiscate all the estate of every rebel belligerent whose estate was worth \$10,000 or whose land exceeded two hundred acres in quantity....By thus forfeiting the estates of the leading rebels, the Government would have 394,000,000 of acres....Give if you please forty acres to each adult male freedman. Suppose there are one million of them. That would require 40,000,000 of acres....

The whole fabric of southern society must be changed....How can republican institutions, free schools, free churches, free social intercourse exist in a mingled community of nabobs and serfs; of the owners of twenty thousand acre manors with lordly palaces, and the occupants of narrow huts inhabited by "low white trash?"....

The property of the rebels shall pay our national debt, and indemnify freedmen and loyal sufferers. --- **Representative Thaddeus Stevens of Pennsylvania, 1865, on the radical program for Reconstruction**

Document #4

The power...given to the commanding officer over all the people of each district is that of an absolute monarch. His mere will is to take the place of all law....It reduces the whole population of the ten states--all persons, of every color, sex, and condition, and every stranger within their limits--to the most abject and degrading slavery. --- **President Johnson's veto of the radical program**

Document #5

Be it enacted, That said rebel States shall be divided into military districts and made subject to the military authority of the United States...That it shall be the duty of each officer...to protect all persons in their rights of persons and property, to suppress insurrection, disorder, and violence, or cause to be punished, all disturbers of the public peace and criminals.... --- **First Reconstruction Act, 1867, the radical program**