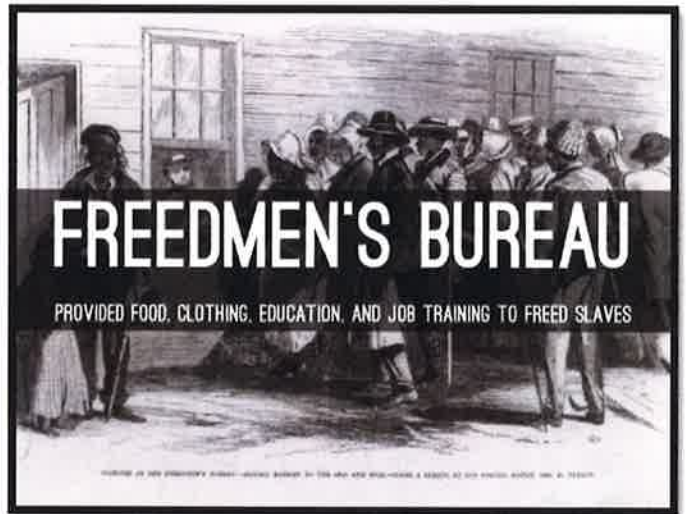
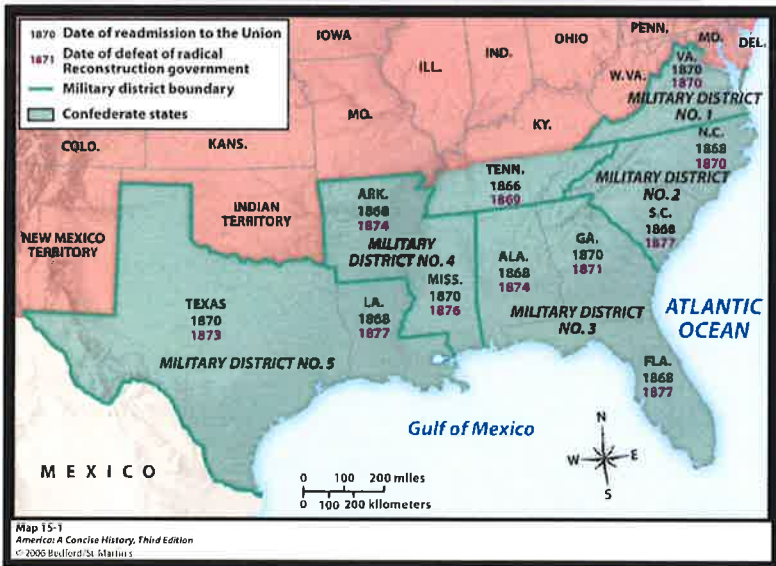


Civil War & Reconstruction



United States at the Start of the Civil War - 1861

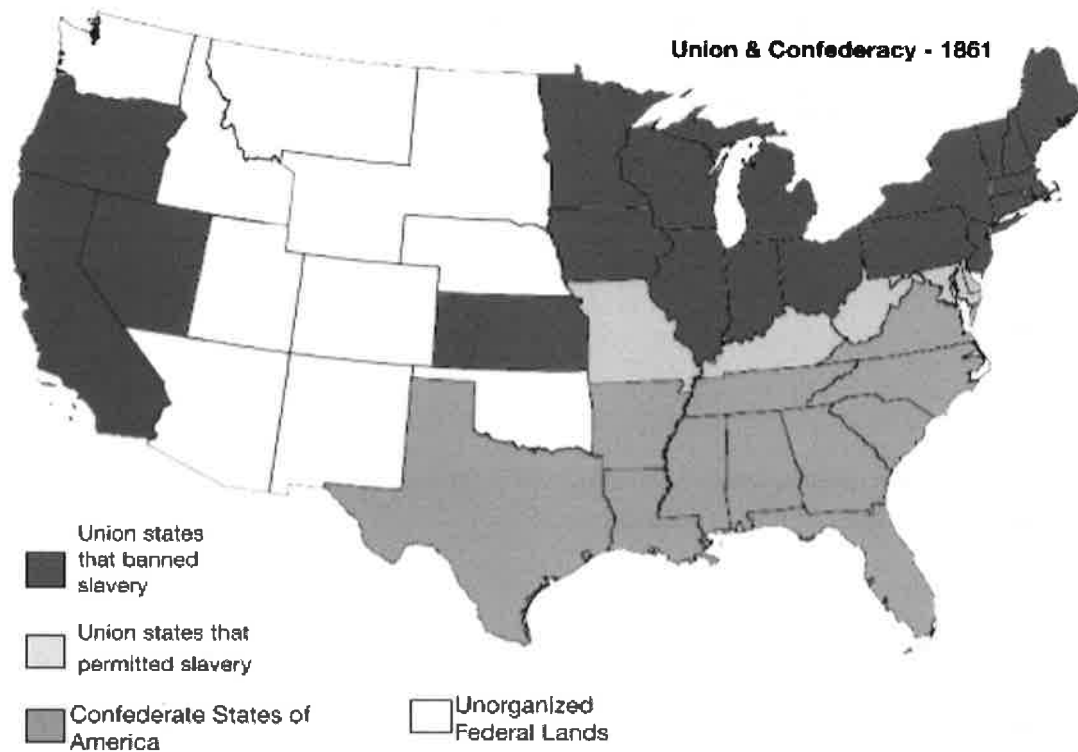


Close Read: Union vs Confederacy

CR
Objective

On the eve of the US Civil war, what were some of the differences between the Union & the Confederate States of America?

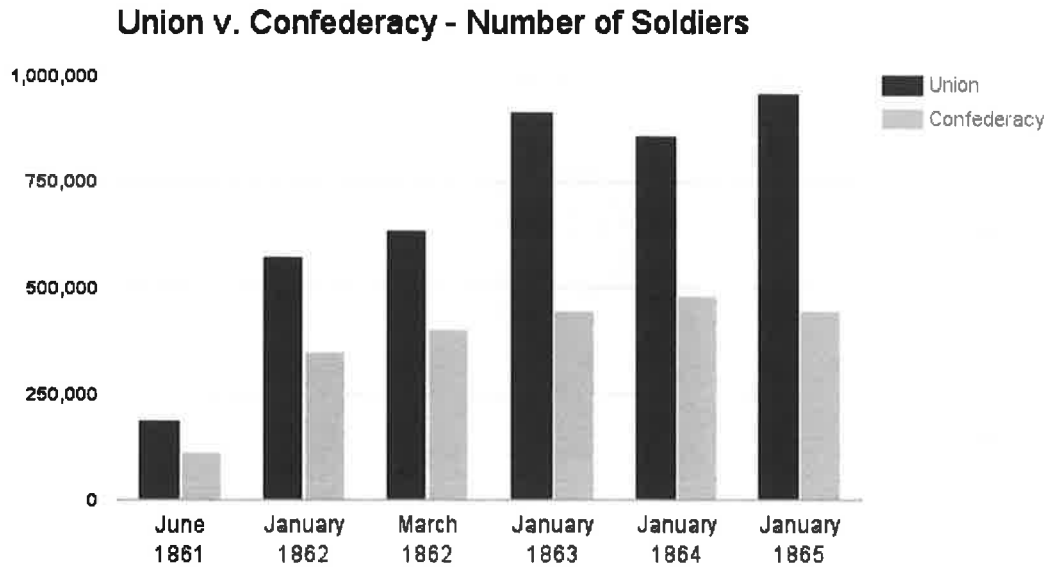
Figure 1 - Map of the Union¹ and Confederacy



- 1) List the states in the Confederate States of America. How many total states are there in the Confederacy?
- 2) List the states in the Union. How many total states are there in the Union?
- 3) Which has more states - the Union or the Confederacy? What does this comparison suggest to you about which side might have an advantage in the war? Support your claim with reasoning.

¹ Throughout this resource, the United States of America is referred to as the Union

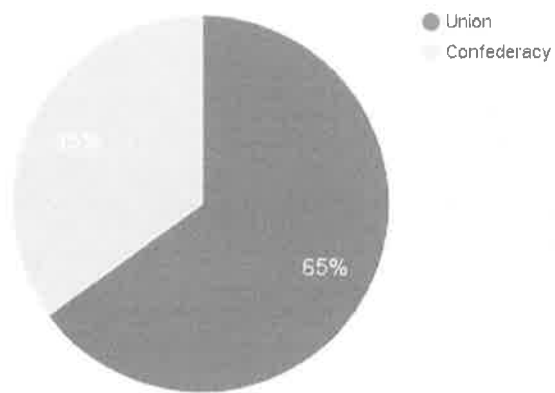
Figure 2b - Union & Confederate Armies



- 1) Given the information about population in Figure 2, are you surprised by difference in size of the two armies (as represented in Figure 2b)? Why or why not?

Figure 4 - Farm Acreage - 1860

Proportion of Farm Acreage - 1860



1) How could having more farmland provide an advantage during a war?

2) Did the Union or Confederacy have more farm acreage in 1860?

CR

Analysis Task

Union vs Confederacy: Predictions based on Data

Directions: Using information from the documents, you will now write a response to the task..

Task: Using the information from the documents above, and your knowledge of US History, complete the following writing prompt:

Based on the data available in the provided graphs, tables and maps, who do you predict will win the Civil War - the Union or the Confederacy?



- Provide at least three reasons
 - Ensure that all three of your reasons are supported by evidence from the provided graphs, tables, and maps

Name - _____

Date - _____

U.S. History and Government

Civil War

	 North	 South
Population		
Numbers of Factories		
Miles of Railroad		
Bank Deposits		
Cotton Production		
Iron Production		
Manufactured Items		

Military Numbers

Naval Ships		
Firearms Production		
Army		
Strategy	<u>Anaconda Plan</u> – set up a naval blockade of the South, wanted to capture the capital at Richmond, and take control of the Mississippi River cutting the South in two	<u>Defensive</u> – morale of the Southern troops was high; they were motivated by protecting their homes

1. What are the advantages held by the North? What about the South? What do the overall data suggest about the eventual outcome of the war?

CHAPTER
11

Section 1

GEOGRAPHY APPLICATION: REGION

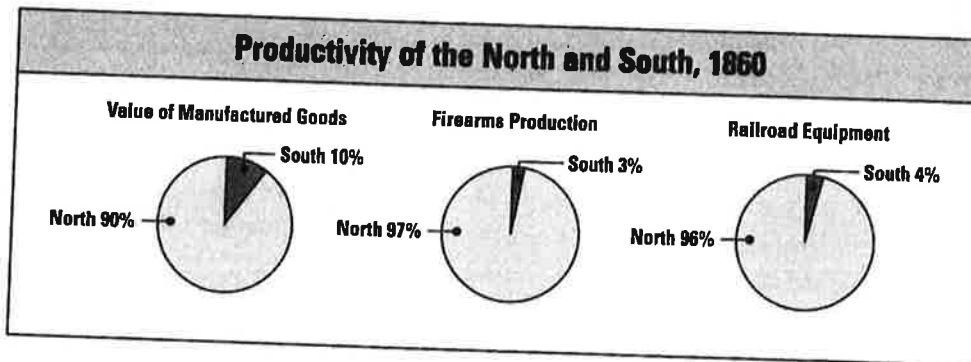
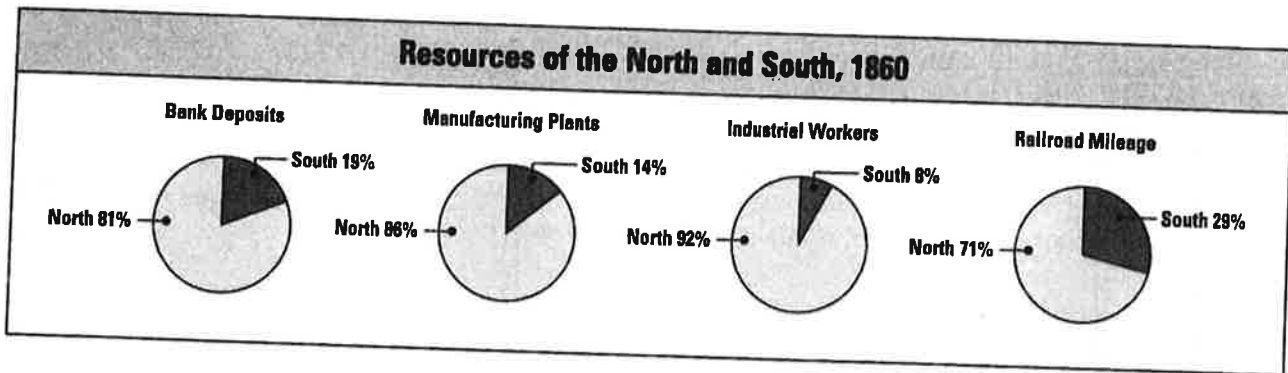
Resources of the North and the South

Directions: Read the paragraphs below and study the pie graphs carefully. Then answer the questions that follow.

Wars are often waged behind the lines as much as on the battlefields. A nation's or a region's ability to produce materials can make a difference in winning or losing a war. The overall strength of warring factions be judged by including their resources, which include everything from the miles of railroad they have to the sizes of their populations. The latter was especially important during the era of the Civil War, when the North had 70 percent of the population of the United States—a great advantage.

Judgments about the resources of opposing forces can also be made by looking at their productivity—the level at which they make all types of goods, ranging from shoes and locomotives to artillery and food.

The pie graphs below show the share of certain resources and levels of productivity the North and South had at the outbreak of war.



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Interpreting Text and Visuals

1. What percent of the population of the United States during the Civil War lived in the North? in the South? _____

What is the approximate proportion of Southern population to Northern population?

2. Of what resource did the North have more than an 11-to-1 advantage over the South?

3. What would the overwhelming advantage in bank deposits seem to indicate for the North?

4. What is the advantage to the North in its substantial lead in railroad mileage? _____

5. Look at the pie graphs that deal with resources. Why is the North's 9-to-1 productivity lead in the value of manufactured goods no surprise?

6. The population of the South included slaves, which account for more than one-third of the South's total. How did including slaves in the South's population hide an even greater imbalance between North and South?

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CHAPTER
11

GUIDED READING *Life During Wartime*

Section 3

A. As you read, make notes in the boxes to describe the changes caused by the war.

How wartime affected . . .	
1. Southern slaves	2. Southern economy
3. Northern economy	4. Soldiers on both sides
5. African-American soldiers in the North	6. White women in the North and in the South
7. Taxation in the North	8. Health care

B. On the back of this paper, write what you think is important about the following:

Fort Pillow Andersonville Clara Barton

Name - _____

US History

America: The Story of Us – Civil War

1. What is the special new bullet used in the war called? _____
2. What determines if you live or die during many battles of the Civil War? _____

3. "What made it particularly tragic (the Civil War), was the modern _____ meeting
_____ tactics, so the death rates were truly appalling."
4. How many are dead at the end of the war? _____
5. What do soldiers do to make sure they can be identified if they die? _____
6. What makes the railroad Lincoln's secret weapon during the Civil War? _____

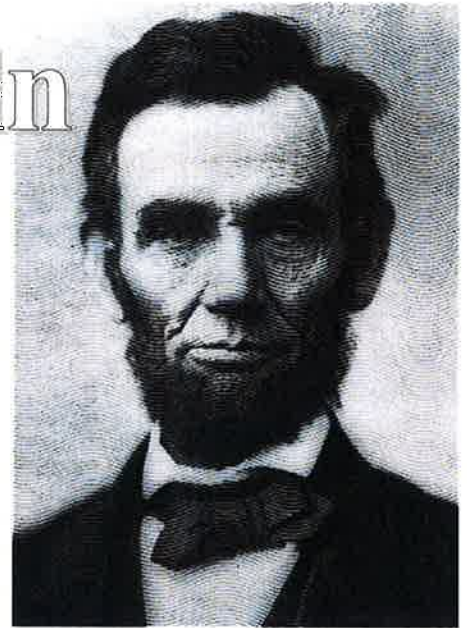
7. For the 1st time in history _____ is put behind the war effort.
8. What other invention helps Lincoln and the North win the war? _____
9. What can Lincoln send to officers that usually the president doesn't do? _____
10. $\frac{3}{4}$ of the medical procedures done during the Civil War are _____.
11. How did most people die during the Civil War? _____
12. Nurse Clara Barton founded the _____ after the Civil War.
13. What helps keep the public informed of the horrors of war? _____
14. Never again will politicians be able to fight wars without _____ support.
15. Embalming keeps the body free from any signs of _____.
16. January 1, 1863 – the Emancipation Proclamation abolishes slavery in the _____
Southern states.
17. What does Sherman call his modern approach of his scorched earth policy? _____
18. The North's unstoppable war machine was successful because of its industrial heartland, its growing network of
_____ and its _____ network.
19. Within 6 months, General Lee has _____; the rebellion is over.
20. Within a week, _____ lies dead from an assassin's bullet.

EVENT	Date	Summary	Impact
Fort Sumter, SC	April 12, 1861	Confederates open fire on the Union-held fort just outside of Charleston, SC sparking the start of the Civil War.	Lincoln calls for 75,000 volunteers to fight the Confederacy; VA, AR, TN and NC officially secede from the Union.
Bull Run, VA	July 21, 1861	30,000 Union troops met Confederate troops in Manassas, VA – an early Confederate victory	Showed that war would not be a short one, which many had believed and hoped it would be
Chesapeake Bay	March 9, 1862	Naval battle fought off the coast of Virginia between the <i>Monitor</i> (Union) and the <i>Merrimack</i> (Confederate).	1 st naval battle between ironclad ships – neither ship won the battle but it signaled the end of wooden hulled ships.
Shiloh, TN	April 8-9, 1862	Union victories in Tennessee came at a huge cost (in just 2 days of fighting 25,000 soldiers were killed).	The Union was able to take control of the Mississippi Valley as part of the Anaconda Plan.
Bull Run, VA	August 30, 1862	Outnumbered, the Confederacy outmaneuvered the Union and won a decisive victory.	The victory energized the South under Lee and forced Lincoln to reappoint McClellan to command.
Antietam, MD	September 17, 1862	Attempting to capitalize on his recent victories, General Lee tries to invade MD to gain their support but fails.	23,000 casualties are suffered in the bloodiest day in US military history – Confederates were forced to retreat.
Fredericksburg, VA	December 13, 1862	The Union's plan to take the Confederate capital failed as they lost twice as many troops as the South.	Boosted Southern moral, whereas the North was criticized for its poor tactics and overall failures.
Emancipation Proclamation	January 1, 1863	President Lincoln issues a decree that all seceded states return to the Union or have their slaves freed.	Redefined the war about slavery and freedom; encouraged African-Americans to enlist and fight in the war.

Chancellorsville, VA	May 1-4, 1863	The Union suffers another devastating defeat at the hands of General Lee.	With increased moral, General Lee decides to once again invade the North and demoralize their efforts.
Gettysburg, PA	July 1-4, 1863	Lee's attempt to win a decisive victory on Union soil ends in defeat – it would never attempt another invasion.	Huge casualties causes Lee to retreat – the victory boosts Union moral as they prepare to push South.
Vicksburg, MS	July 4, 1863	General Grant uses siege tactics (cuts off supplies to the fort) to force the Confederates to surrender.	After a month and a half, the Confederates were forced to surrender giving the Union control of the Miss. River.
Gettysburg Address	September 19, 1863	President Lincoln made an address to honor those who fought in the Battle at Gettysburg	The speech revitalized the North and has come to be seen as an enduring statement of American values & goals
Sherman's March to the Sea	November 15, 1864	Following a strategy of total war, General Sherman sets out to destroy everything in its path (roads, RRs, buildings, farm land, etc).	They demoralized the South – they took supplies, destroyed means of transportation and tried to hurt Southern support for the war.
Appomattox Court House, VA	April 9, 1865	General Lee formally surrenders to General Grant.	Led to the eventual surrender by the Confederacy and end of the war.
Lincoln's Assassination	April 15, 1865	President Lincoln is assassinated by John Wilkes Booth.	His death united the North but the nation lost its leader and sense of direction at the start of Reconstruction.
13 th Amendment Ratified	December 6, 1865	Slavery is officially abolished throughout the United States	Even though slavery was outlawed, African-Americans would face severe racism and discrimination for decades to come.

Abraham Lincoln

Policies during the Civil War



Why did Lincoln originally go to war with the Confederacy?

How did he feel about slavery?

He personally did not like it and thought it to be immoral, but it was not his main concern – “... if I could save the Union without freeing one slave I would do it.”



Why did Lincoln issue the Emancipation Proclamation?

-> only those states which refused to return to the Union would have their slaves legally freed by the Federal government

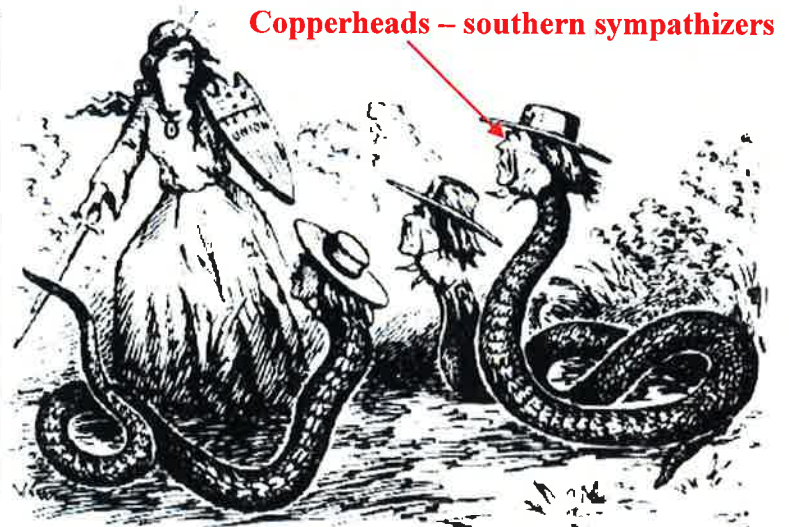
What were the various reactions to it?

- **it gave the war a high moral purpose – it became about slavery**
- **it inspired African Americans to come out in support of the war by enlisting in the military**
- **some in the North thought it would only incite the South and further prolong the war**
- **Southerners were outraged and believed that compromise was no longer an option**

How did Lincoln deal with critics and Southern sympathizers?

He dealt with disloyalty very forcefully

- **he suspended the writ of habeas corpus throughout many states**
- **some 13,000 Southern sympathizers were jailed and imprisoned by military tribunal**



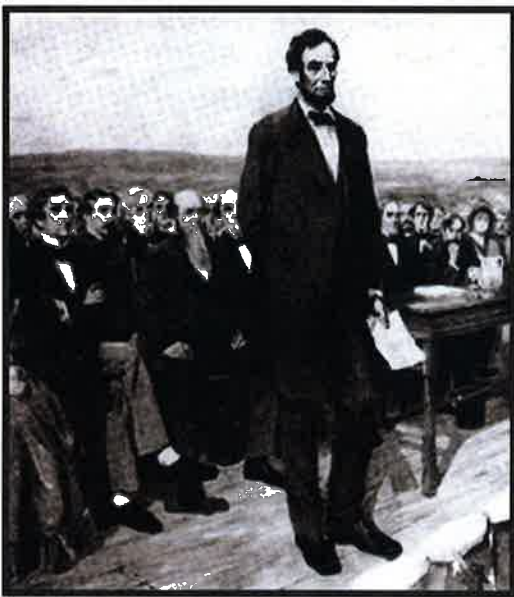
What justification was used by Lincoln to suspend the writ of habeas corpus?
**It was needed to keep order and stop dissent during a time of
“...rebellion or invasion”**

Was heavily criticized for his actions and they were deemed unconstitutional by the Supreme Court which was ignored by Lincoln

How did Lincoln and Davis ensure a steady supply of fighting men?

Heavy casualties and desertion led to conscription or a draft to raise the army's numbers

NYC Draft Riot - 1863



What was the response?

Gettysburg Address (excerpt)

By Abraham Lincoln

Four score and seven years ago, our fathers brought forth upon this continent a new nation: conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war . . . testing whether that nation, or any nation so conceived and so dedicated . . . can long endure. We are met on a great battlefield of that war.

We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate . . . we cannot consecrate . . . we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here.

It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us. . . that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion. . . that we here highly resolve that these dead shall not have died in vain. . . that this nation, under God, shall have a new birth of freedom. . . and that government of the people. . . By the people . . . for the people . . . shall not perish from the earth.

For what event did Lincoln make the Gettysburg Address?

Why did Lincoln refer back to the founding of the U.S.?

In Lincoln's view, what was the purpose of the Civil War?

PRIMARY SOURCE The Emancipation Proclamation

President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863. As you read the proclamation, consider its impact on slaves and slaveholders.

Whereas on the 22nd day of September, A.D. 1862, a proclamation was issued by the President of the United States, containing among other things, the following, to wit:

"That on the 1st day of January, A.D. 1863, all persons held as slaves within any State or designated part of a State the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the executive will on the 1st day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State or the people thereof shall on that day be in good faith represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such States shall have participated shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State and the people thereof are not then in rebellion against the United States."

Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this 1st day of January, A.D. 1863, and in accordance with my purpose to do so, publicly proclaimed for the full period of one hundred days from the first day above mentioned, order and designate as the States and parts of States wherein the people thereof, respectively, are this day in rebellion against the United States the following, to wit:

Arkansas, Texas, Louisiana (except the parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebone,

Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans), Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia (except the forty-eight counties designated as West Virginia, and also the counties of Berkeley, Accomac, Northhampton, Elizabeth City, York, Princess Anne, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts are for the present left precisely as if this proclamation were not issued.

And by virtue of the power and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts of States are, and henceforward shall be, free; and that the Executive Government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.

from *U.S. Statutes at Large*, Vol. XII, 1268-9. Reprinted in Henry Steele Commager, ed., *Documents of American History*, 3rd ed., Vol. I (New York: F. S. Crofts & Co., 1947), 420-421.

Activity Options

1. In a two-column chart, list the possible moral and military effects of the Emancipation Proclamation. Share your chart with your classmates.
2. With a small group of classmates, paraphrase the two paragraphs within the quotation marks. Then read your paraphrase aloud to the class.

CHAPTER
11

GUIDED READING *The Legacy of the War*

Section 5

A. As you read about the consequences of the Civil War, make notes to trace the effects of the war on different aspects of American Life.

Effects of the Civil War . . .
1. On political life
2. On the nation's economy
3. On soldiers and civilians
4. On military tactics and weaponry
5. On African Americans

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B. On the back of this paper, briefly identify each of the following:

Monitor and *Merrimac* Thirteenth Amendment John Wilkes Booth

CHAPTER
12

Section 2

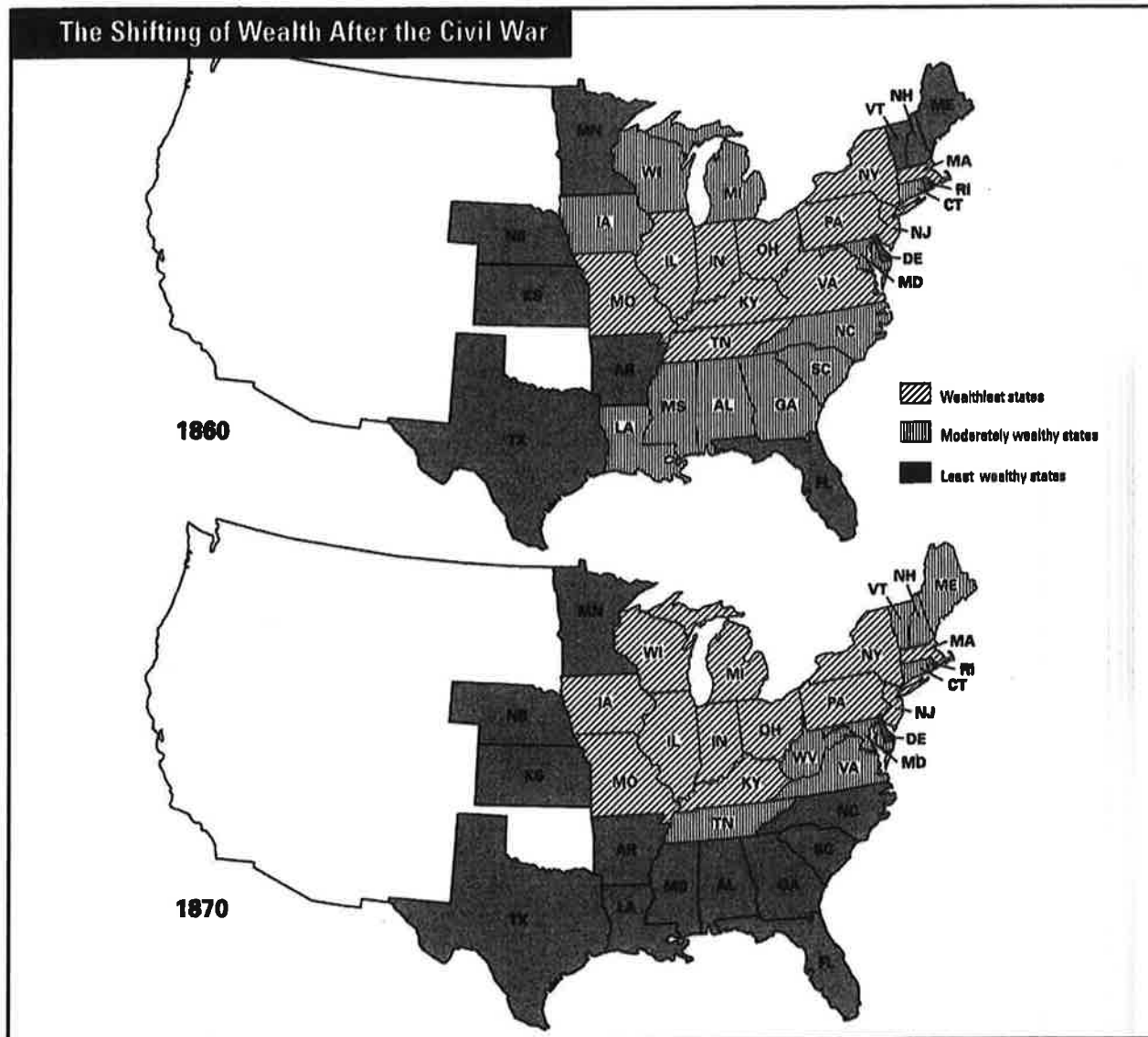
GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTIONS

The Economic Effects of the Civil War

Directions: Read the paragraphs below and study the maps carefully. Then answer the questions that follow.

The Civil War was fought in the South. Thus, much of its farmland was ruined, and the ability of the South to produce manufactured goods was weakened by the destruction of raw materials and buildings. In this way the Civil War redrew the eco-

nomie map of the United States, as can be seen by comparing the relative wealth of states at the beginning of the war to their status five years after the war was over. The judgments on wealth have been based on the value of farms and manufactured goods.



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Interpreting Text and Visuals

1. In which regions were most of the wealthiest states found in 1860? _____

Describe the shift in the location of the wealthiest states by 1870. _____

2. What Confederate states were among the richest in 1860? _____

By 1870, how had the situation of those states changed? _____

3. What was the status of the four border states at the beginning of the Civil War? _____

What was their status ten years later? _____

4. Compare and contrast the economic position of the Confederate states as a whole before and after the Civil War. _____

5. At the end of the Civil War, one region was much richer than it had been and one region was much poorer. What geographic and social factors contributed to the shift in wealth for both the North and South?

RECONSTRUCTION (1865-1877)

1865

April 9, 1865 – Lee surrenders to Grant ending the Civil War

April 12, 1865 – President Lincoln is assassinated by a Southern sympathizer

May, 1865 – Andrew Johnson announces his **Presidential Reconstruction Plan**

What was Lincoln's 10% Plan for reconstruction?

What were Johnson's plans for reconstruction?

1866

1865 – 1866 – Freedman's Bureau is created and renewed

What did the Freedman's Bureau provide?

March, 1866 – Civil Rights Act of 1866 is passed (forbids Black Codes)

What was President Johnson's reaction to the Freedman's Bureau?

How did Congress react to Pres. Johnson?

What were Black Codes?

Why did President Johnson veto the Civil Rights Act?

Nov. 1866 Congressional Elections

The central issue regarding the elections centered around who should control Reconstruction – Radical Republicans gained a 2/3 majority giving them the needed votes to override any of the President's vetoes and the ability to take control of Reconstruction (protecting African Americans in the rebuilding South)

How did the Radical Republicans view these plans?

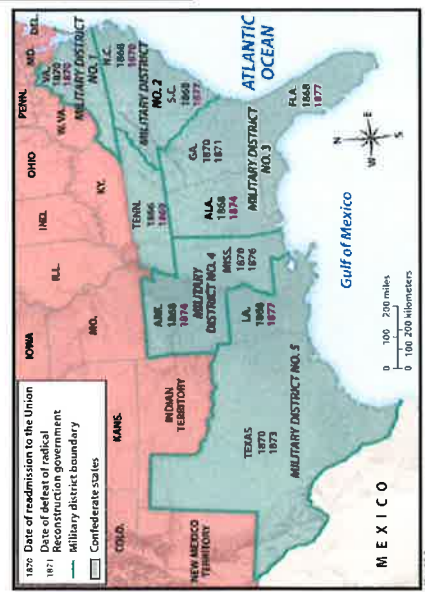
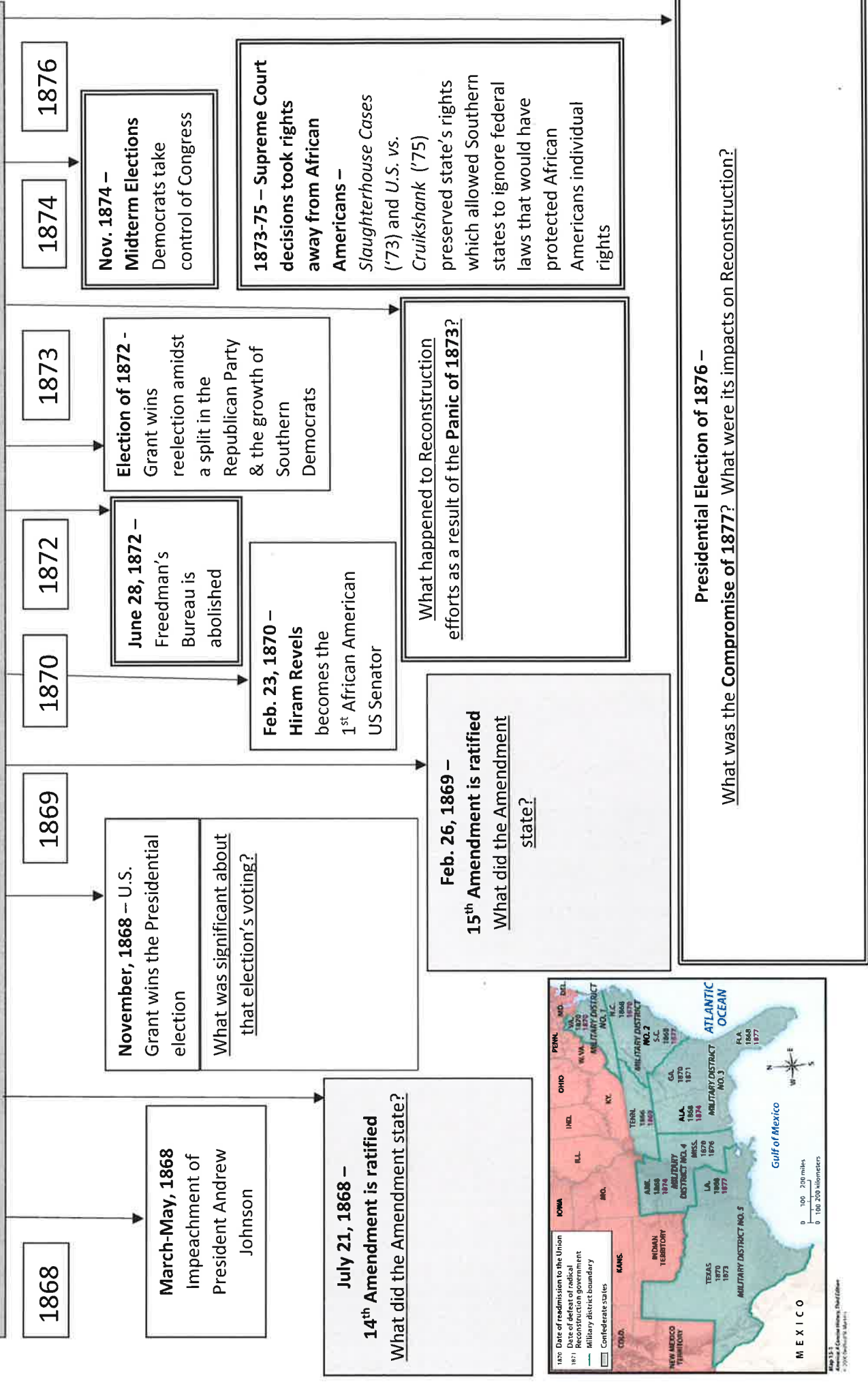
1867

Reconstruction Act of 1867
What were the major features of the Act?

How did President Johnson react to the Act?

How did Congress react to the President's decision?

RECONSTRUCTION (1865~1877)



Opposition and End to Reconstruction

How did each of the following lead to the end of Reconstruction?

	<u>What were the goals of the KKK?</u>	<u>What were the tactics that they used?</u>	
		Violent	Economic
Ku Klux Klan			
Enforcement Acts of 1870 - helped to protect Afr Ams and limit the KKK			
Scandal Plagues President Grant & the Republicans	<ul style="list-style-type: none"> - constant corruption (bribery and fraud) became commonplace in President Grant's administration - these actions caused a problem within the Republican party; some broke away to form the Liberal Republican party weakening the Republicans against the Democrats from the South - people become sick and tired of the corrupt government and blame the President and his party 		
Panic of 1873	<ul style="list-style-type: none"> - an economic depression hits the United States: <ul style="list-style-type: none"> - too many investors accumulate too much debt - the nation's largest bank goes bankrupt - the stock market crashed - numerous (18,000) business fold - 3 million workers lose their jobs *economic problems are blamed on the President and the Republicans* 		
Supreme Court undermine the 14th & 15th Amendments	<p><i>Slaughterhouse cases</i> (1873) - determined that the rights of citizens were obtained through states (not through the Constitution - 13th Amendment)</p> <p><i>U.S. vs. Cruikshank</i> (1876) - determined that the Federal government had no right to punish individual whites who oppressed blacks (state's rights)</p> <p><i>U.S. vs. Reese</i> (1876) - ruled in favor of officials who barred blacks from voting by stating the 15th Amendment only mentioned certain aspects in which states could not deny voting</p>		
Election of 1876	<p>Rutherford B. Hayes (R) vs. Samuel J. Tilden (D) - With the Republican party losing popular support, Tilden wins the popular vote but falls short of needed Electoral votes to become President - 20 Electoral votes are disputed so a deal is reached:</p> <p style="text-align: center;"><u>WHAT DEAL WAS STRUCK?</u></p>		

Home rule - with the withdrawal of federal troops and the democratic take over of Southern state governments, white Southerners could now govern how they wanted to =>

- 1. they began to restrict the rights of African Americans**
- 2. ended social programs aimed at aiding African Americans**
- 3. slashed taxes which helped pay for programs and schools**
- 4. attacked and dismantled school systems**

Based on what you've learned and the reading on page 372, list the positives and negatives in the legacy of Reconstruction:

POSITIVES	NEGATIVES

Reconstruction

The Union victory in the Civil War in 1865 may have given some 4 million slaves their freedom, but the process of rebuilding the South during the Reconstruction period (1865-1877) introduced a new set of significant challenges. Under the administration of President Andrew Johnson in 1865 and 1866, new southern state legislatures passed restrictive “black codes” to control the labor and behavior of former slaves and other African Americans. Outrage in the North over these codes eroded support for the approach known as Presidential Reconstruction and led to the triumph of the more radical wing of the Republican Party. During Radical Reconstruction, which began in 1867, newly enfranchised blacks gained a voice in government for the first time in American history, winning election to southern state legislatures and even to the U.S. Congress. In less than a decade, however, reactionary forces—including the Ku Klux Klan—would reverse the changes wrought by Radical Reconstruction in a violent backlash that restored white supremacy in the South.

Emancipation and Reconstruction

At the outset of the Civil War, to the dismay of the more radical abolitionists in the North, President Abraham Lincoln did not make abolition of slavery a goal of the Union war effort. To do so, he feared, would drive the border slave states still loyal to the Union into the Confederacy and anger more conservative northerners. By the summer of 1862, however, the slaves themselves had pushed the issue, heading by the thousands to the Union lines as Lincoln’s troops marched through the South. Their actions debunked one of the strongest myths underlying Southern devotion to the “peculiar institution”—that many slaves were truly content in bondage—and convinced Lincoln that emancipation had become a political and military necessity. In response to Lincoln’s Emancipation Proclamation, which freed more than 3 million slaves in the Confederate states by January 1, 1863, blacks enlisted in the Union Army in large numbers, reaching some 180,000 by war’s end.

Emancipation changed the stakes of the Civil War, ensuring that a Union victory would mean large-scale social revolution in the South. It was still very unclear, however, what form this revolution would take. Over the next several years, Lincoln considered ideas about how to welcome the devastated South back into the Union, but as the war drew to a close in early 1865 he still had no clear plan. In a speech delivered on April 11, while referring to plans for Reconstruction in Louisiana, Lincoln proposed that some blacks—including free blacks and those who had enlisted in the military—deserved the right to vote. He was assassinated three days later, however, and it would fall to his successor to put plans for Reconstruction in place.

Presidential Reconstruction

At the end of May 1865, President Andrew Johnson announced his plans for Reconstruction, which reflected both his staunch Unionism and his firm belief in states’ rights. In Johnson’s view, the southern states had never given up their right to govern themselves, and the federal government had no right to determine voting requirements or other questions at the state level. Under Johnson’s Presidential Reconstruction, all land that had been confiscated by the Union Army and distributed to the freed slaves by the army or the Freedmen’s Bureau (established by Congress in 1865) reverted to its prewar owners. Apart from being required to uphold the abolition of slavery (in compliance with the 13th Amendment to the Constitution), swear loyalty to the Union and pay off war debt, southern state governments were given free reign to rebuild themselves.

As a result of Johnson’s leniency, many southern states in 1865 and 1866 successfully enacted a series of laws known as the “black codes,” which were designed to restrict freed blacks’ activity and ensure their availability as a labor force. These repressive codes enraged many in the North, including numerous members of Congress, which refused to seat congressmen and senators elected from the southern

states. In early 1866, Congress passed the Freedmen's Bureau and Civil Rights Bills and sent them to Johnson for his signature. The first bill extended the life of the bureau, originally established as a temporary organization charged with assisting refugees and freed slaves, while the second defined all persons born in the United States as national citizens who were to enjoy equality before the law. After Johnson vetoed the bills—causing a permanent rupture in his relationship with Congress that would culminate in his impeachment in 1868—the Civil Rights Act became the first major bill to become law over presidential veto.

Radical Reconstruction

After northern voters rejected Johnson's policies in the congressional elections in late 1866, Republicans in Congress took firm hold of Reconstruction in the South. The following March, again over Johnson's veto, Congress passed the Reconstruction Act of 1867, which temporarily divided the South into five military districts and outlined how governments based on universal (male) suffrage were to be organized. The law also required southern states to ratify the 14th Amendment, which broadened the definition of citizenship, granting "equal protection" of the Constitution to former slaves, before they could rejoin the Union. In February 1869, Congress approved the 15th Amendment (adopted in 1870), which guaranteed that a citizen's right to vote would not be denied "on account of race, color, or previous condition of servitude."

By 1870, all of the former Confederate states had been admitted to the Union, and the state constitutions during the years of Radical Reconstruction were the most progressive in the region's history. African-American participation in southern public life after 1867 would be by far the most radical development of Reconstruction, which was essentially a large-scale experiment in interracial democracy unlike that of any other society following the abolition of slavery. Blacks won election to southern state governments and even to the U.S. Congress during this period. Among the other achievements of Reconstruction were the South's first state-funded public school systems, more equitable taxation legislation, laws against racial discrimination in public transport and accommodations and ambitious economic development programs (including aid to railroads and other enterprises).

Reconstruction Comes to an End

After 1867, an increasing number of southern whites turned to violence in response to the revolutionary changes of Radical Reconstruction. The Ku Klux Klan and other white supremacist organizations targeted local Republican leaders, white and black, and other African Americans who challenged white authority. Though federal legislation passed during the administration of President Ulysses S. Grant in 1871 took aim at the Klan and others who attempted to interfere with black suffrage and other political rights, white supremacy gradually reasserted its hold on the South after the early 1870s as support for Reconstruction waned. Racism was still a potent force in both South and North, and Republicans became more conservative and less egalitarian as the decade continued. In 1874—after an economic depression plunged much of the South into poverty—the Democratic Party won control of the House of Representatives for the first time since the Civil War.

When Democrats waged a campaign of violence to take control of Mississippi in 1875, Grant refused to send federal troops, marking the end of federal support for Reconstruction-era state governments in the South. By 1876, only Florida, Louisiana and South Carolina were still in Republican hands. In the contested presidential election that year, Republican candidate Rutherford B. Hayes reached a compromise with Democrats in Congress: In exchange for certification of his election, he acknowledged Democratic control of the entire South. The Compromise of 1876 marked the end of Reconstruction as a distinct period, but the struggle to deal with the revolution ushered in by slavery's eradication would continue in the South and elsewhere long after that date. A century later, the legacy of Reconstruction would be revived during the civil rights movement of the 1960s, as African Americans fought for the political, economic and social equality that had long been denied them.

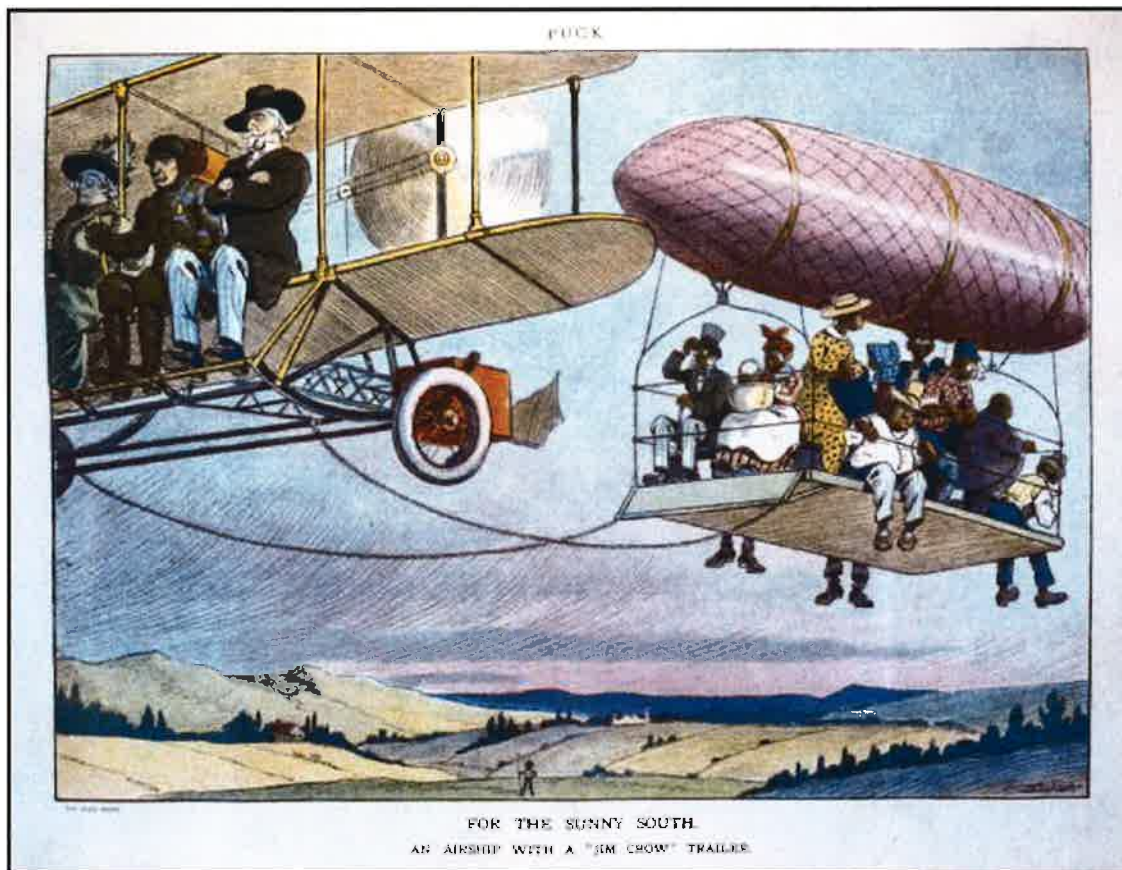


Jim Crow Laws Using Evidence

Objective *How did Jim Crow laws impact American society and African Americans?*

Brain Dump: The following is an image from Puck Magazine titled *For the Sunny South*. The caption reads: An Airship with a “Jim Crow” trailer.

- Using this image, predict what impact you think Jim Crow laws had on American society and/or African Americans. **Document your predictions** in the chart below the image. **Circle** **any evidence in the image that supports your claims (predictions).**



Predictions: *What impact you think Jim Crow laws had on American society and/or African Americans?*

Primary Source Document Analysis - Jim Crow Laws

Directions: Below are examples of Jim Crow laws from around the United States written between 1890 and 1915. It is important to remember that these are just a sample of the laws that were in existence during this time period. *Using the sampling of Jim Crow laws below, answer the analysis questions that follow.*

Alabama:

- No person or corporation shall require any white female nurse to nurse wards or rooms in hospitals, either public or private, in which negro men are placed.
- All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races.
- It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment.
- It shall be unlawful for a negro and a white person to play together or in the company with each other in any game of cards or dice, dominoes, or checkers.

Nebraska:

- Marriages are void when one party is a white person and the other is possessed of one-eighth or more negro, Japanese, or Chinese blood.

Wyoming:

- When there are 15 or more colored children within any school district, the board of directors thereof, with the approval of the county superintendent of schools, may provide for a separate school for instruction of colored children.

North Carolina:

- Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them.
- The state librarian is directed to fit up and maintain a separate place for the use of the colored people who may come to the library for the purpose of reading books or periodicals.

Georgia:

- It shall be unlawful for any amateur white baseball team to play baseball on any vacant lot or baseball diamond within two blocks of a playground devoted to the Negro race, and it shall be unlawful for any amateur colored baseball team to play baseball in any vacant lot or baseball diamond within two blocks of any playground devoted to the white race.
- No colored barber shall serve as a barber to white women or girls.

Primary Source Document Analysis Questions:

- 1) *Close Reading and Analysis:* What, if any, repeating themes or patterns do you see in these laws?

- 2) *Analysis:* How do you think these laws might be related to the *backlash against Reconstruction*?

- 3) *Analysis:* What *long-term impact* do you think these laws would or did have on shaping American society?

- 4) *Analysis:* Do these laws **confirm or deny** the claims you made after reviewing the image *For the Sunny South*? How could you **rewrite or redraft** your claims to make them more accurate?

Secondary Source Reading - Jim Crow Laws

Directions: As you read the text below, think about the initial claims you made regarding the impact of Jim Crow laws. Answer the three analysis questions that follow.

Soon after slaves were emancipated in 1863, America entered the period known as Reconstruction. During early Reconstruction, Confederate governments that were reformed under President Johnson's Reconstruction plan immediately wrote and passed laws that were later known as Black Codes. Black codes limited the freedoms of freedmen throughout the former Confederate states, and were meant to reinforce ideas of racism and inequality. Black codes attempted to keep African Americans as slaves by limiting them to a low wage labor economy, and keep them in a system of crushing debt. These laws remained in place until the ratification of the 14th and 15th amendments, which made many of these laws void.

Between 1890 and 1915, states passed a series of Jim Crow laws that required people of different races to be kept separate in public spaces (schools, trains, bathrooms, restaurants, movie theaters, etc.). The basis of these laws were the Black Codes; similar to their predecessors, these were laws meant to subvert the 14th and 15th amendment and reinforce ideas of racism. One noticeable difference was that Jim Crow laws could be found in states throughout the nation, and were not limited to the former Confederate states, as Black Codes mostly were. Additionally, while Black Codes were largely limiting the freedoms of freedmen and regulated behaviors of African Americans, the Jim Crow laws segregated American society by creating separate spaces for different races. These spaces were often unequal.

The term "Jim Crow" came from a character from white theater companies, called minstrel shows, that ridiculed African-American culture. Many of these laws remained in place until the 1950's and 1960's, when they were made void by the supreme court decision *Brown vs. Board of Education* (1954), the Civil Rights Act of 1964, and the Voting Rights act of 1965.

Analysis Questions:

- 1) *Contextualization:* When were Jim Crow Laws passed? How long did Jim Crow laws last?

- 2) *Close Reading:* Based on this text, what were two major differences between Black Codes and Jim Crow laws?

- 3) *Analysis:* Based on this historical context, were your predictions or claims based on the image and primary source document accurate? What could you change about your predictions to make the claims more accurate?



Jim Crow Laws Using Evidence

Written Task *How did Jim Crow laws impact American society and African Americans?*

Directions: Using information from the document above, please respond to the following task.

Task: Using the information from the documents above and your knowledge of US history, complete the following:

Imagine it is 1880, 15 years after the US Civil war has ended. You are an attorney living through the Reconstruction Era in a Southern State. Your state has passed some Jim Crow laws segregating public spaces. Additionally, you have read the federal Civil Rights laws of 1866, 1870, and 1875; as such, *you believe the Jim Crow laws are illegal*. You have been invited to give a speech in front of your state legislature arguing against the legality of Jim Crow laws being passed by your state.

- Using *evidence* from the Jim Crow laws you examined above, further examples of [Jim Crow Laws](#), as well as evidence from the [Civil Rights Acts of 1866, 1870, and 1875](#) - write the transcript of your **3 minute speech arguing against the legality of Jim Crow laws**.
 - You are arguing that Jim Crow laws & Black Codes are **illegal**.
- **argue** means to “give reasons or cite evidence in support of an idea, action, or theory, typically with the aim of persuading others to share one’s view.”



Literacy Tests and Poll Taxes

Evaluating Sources

Objective *How did literacy tests and poll taxes undermine the civil rights of African Americans?*

Historical Context

Directions: Read the document below and answer the analysis questions that follow.

15th Amendment to the US Constitution,

drafted by US Congress in the session of the 40th Congress (1867 - 1869), ratified 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—

Section 2. The Congress shall have the power to enforce this article by appropriate legislation

Analysis Questions:

1) Sourcing: Who wrote this document?

2) Sourcing and Contextualization: The dominating party in Congress at the time of the 40th session was the Republicans, and the Radical Republicans were a major faction of this party. What do you know about the Radical Republicans that informs how you interpret the 15th amendment?

3) Close Reading: What does Section 1 of the 15th Amendment mean?

4) Close Reading: What does Section 2 of the 15th Amendment mean?

5) Analysis and Contextualization: What do you know about the social and political atmosphere in American society at the time that would have made this law difficult to enforce?

Primary Source Document Analysis - Literacy Tests

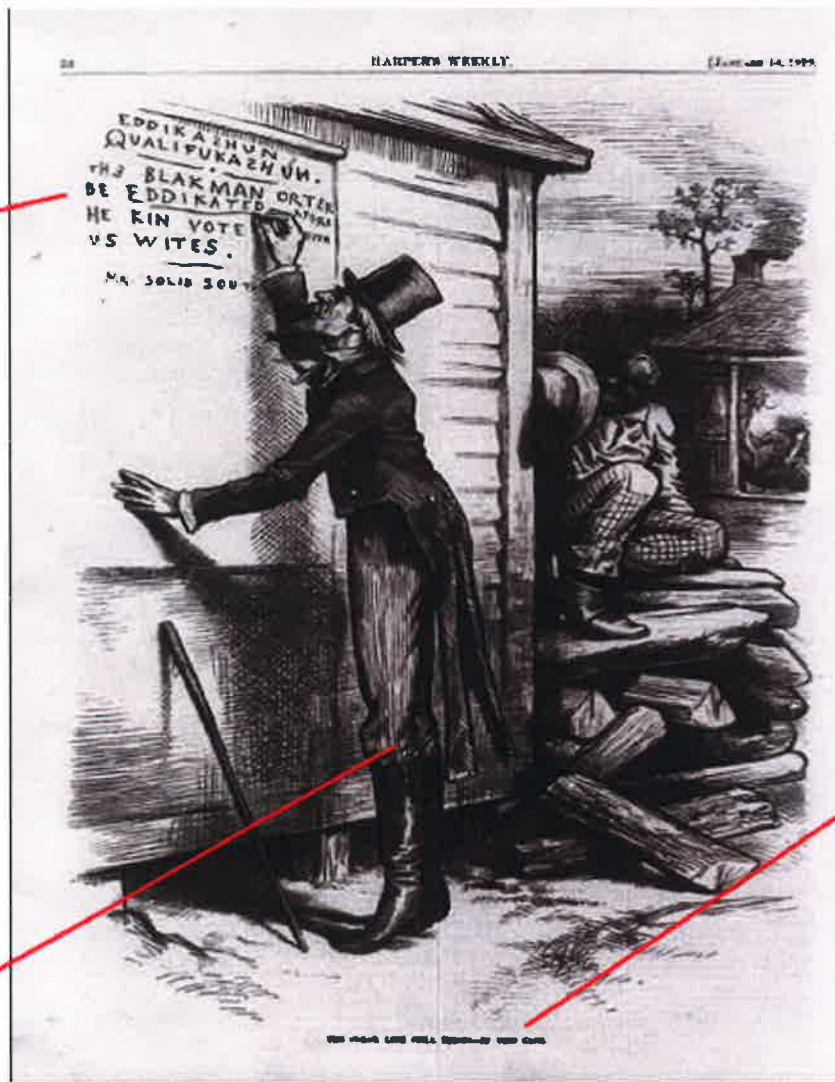
Directions: The following is a political cartoon. Review it carefully and then fill out the chart below the image. When you are done, answer the analysis questions on the next page.

Source:
Harper's
Weekly
January
1870

Eddikashun qualifukashun. The Black man order be eddikated afore he kin vote with US Wites, signed Mr. Solid South."

[Translation:
Education Qualification. The Black man ought to be educated before he can vote with US whites, signed Mr. Solid South]

Uncle Sam



Caption:
The color line
still exists - in
this case.

Observations	Inferences
<ul style="list-style-type: none"> • I notice or I see.... • _____ stands out 	<p>"Because I see _____ I think that _____"</p>

Primary Source Document Analysis - Literacy Tests

- 1) Contextualization: This cartoon refers to an “education qualification” for voters. This is alluding to literacy tests, which were often given to voters after the 15th Amendment was passed; failing this test would make you ineligible to vote.
 - *What do you know about the educational attainment and literacy rates of former slaves? How might these tests have impacted African Americans and their right to vote?*

- 2) Close Reading: Based on the observations and inferences you have made, *what do you think is the main idea or message of this political cartoon?*

- 3) Analysis: How did literacy tests or education qualifications undermine the civil rights granted to African Americans by the 15th Amendment?

- 4) Analysis: How does the illustrator use *irony* to support his main idea?
 - *Note: Irony is defined as a literary technique where the author chooses to use a set of words to express something other than, and especially the opposite, of the literal meaning.*

ms 332

What a Colored Man
Should Do To Vote



Primary Source Document Analysis - Poll Taxes

Directions: [Click this link to access the final document.](#) Review it carefully and then answer the analysis questions that appear below.

Sourcing - Document Information: Pamphlet - [What a colored man should do to vote](#), by Committee of Twelve for the Advancement of the Interests of the Negro Race, Cheyney, Pa., 1902

Cover Page Questions:



1) *Sourcing:* Who wrote this document? When was it written?

2) *Sourcing:* What is the title of this document?

a) What does the title suggest to you about who the intended audience of this document was?

b) What does the title suggest to you about the purpose of this document?

To the Colored Men
of Voting Age
in the Southern States



AS citizens of the United States you cannot value too highly your right to vote, which is an expression of your choice of the officers who shall be placed in control of your nearest and dearest interests.

You should vote at every election. In National and congressional elections vote for the best interests of the country. In local elections vote for the best interests of the community in which you live.

NEVER SELL YOUR VOTE.

First Page Questions:



- 1) *Close Reading and Sourcing*: What does the heading of this page (“*To the Colored Men of Voting Age in the Southern States*”) further suggest to you about the audience for and purpose of this document?

- 2) *Close Reading and Contextualization*: What does the phrase “in the Southern States” suggest to you about the voting rights of African American men in these states?

- a) What do you know about race relations and Reconstruction that might have impacted voting rights of African Americans in these states?

- 3) *Close Reading and Analysis*: What does the inclusion of the last line (“Never sell your vote”) suggest to you?

The Things that Qualify a Colored Man to Vote in the Southern States



IN order that you may know what will be demanded of you to vote under the Constitutions and laws of the several Southern States, we give below the substantial requirements of each, to wit:—

IN Alabama, Louisiana, Mississippi, North Carolina, South Carolina, Virginia and Tennessee

YOU MUST PAY YOUR POLL TAX.

YOU MUST REGISTER AND HOLD YOUR CERTIFICATE OF REGISTRATION.

If you can read and write you can register.

IN Alabama, Louisiana and South Carolina

If you cannot read and write you can register if you own \$300 worth of property.

IN Arkansas and Georgia

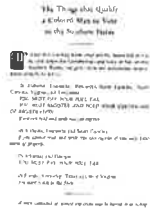
YOU MUST PAY YOUR POLL TAX.

IN Florida, Kentucky, Texas and West Virginia

You must reside in the State.

A man convicted of almost any crime may be barred from voting.

Second Page Questions:



- 1) *Close Reading and Analysis:* The heading on this page is “Things that qualify a colored man to vote in the Southern States”. What does this heading suggest to you about voting restrictions in America at this time?

- 2) *Close Reading and Analysis:* What do you think a poll tax is?

- 3) *Close Reading and Analysis:* Do you think a poll tax undermines the constitutional rights of African Americans? Why or why not?

Alabama

Must reside in the State two years, one year in the County and three months in the election precinct.

Poll taxes for 1901 and each year since then must be paid before the first of February prior to the election.

Persons over forty-five years of age are exempt from poll tax.

Must be registered and hold a certificate of registration.

In order to register, must be able to read and write any Article of the Constitution of the United States, and must be regularly engaged in some work, employment, business, trade or calling, the greater part of the year before election, unless physically unable to work.

A person who cannot read and write, must own, or his wife must own forty acres of land upon which he must live, or must own real and personal property assessed at three hundred dollars, or his wife must own the same, upon which the taxes for the year before election must be paid.

Any person convicted of felony, adultery, larceny, wife-beating, miscegenation, vagrancy, selling or offering to sell his vote, is forever barred from voting.

Arkansas

Must reside one year in the State, six months in the County, and one month in the election precinct.

Must exhibit a poll tax receipt or other evidence that the poll tax has been paid at the regular time for collecting such tax.

Florida

Must reside one year in the State and six months in the County.

Georgia

Must reside one year in the State and six months in the County. Must have paid all taxes prior to election.

The poll tax required shall not exceed one dollar annually.

Kentucky

Must reside one year in the State, six months in the County, and sixty days in the precinct.

Must be registered in cities and towns of five thousand inhabitants.

Louisiana

Must reside two years in the State, one year in the parish and six months in the election precinct.

Must be registered and in order to do so, must be able to read and write, and shall demonstrate such ability to the registrars.

If unable to read and write, must own property assessed at three hundred dollars, on which, if personal, all taxes must have been paid.

Persons under sixty years of age must also pay a poll tax of one dollar annually, on or before the 31st day of December, for two years next before the time of voting, and shall exhibit such poll tax receipt for two years to the election officer at the polls.

Mississippi

Must reside in the State two years and one year in the election district or incorporated town or city.

Must have paid all taxes on or before the first day of February of the year of the election, and shall produce his tax receipts to the election officers.

Persons under sixty years of age must pay an annual poll tax of two dollars to the State, which may be increased one dollar by the County.

Must be registered, and in order to do so must be able to read any section of the Constitution of the State, or shall be able to understand the same when read, or give a reasonable interpretation thereof.

By a decision of the Supreme Court, a person otherwise qualified has a right to be registered whether his taxes are paid or not.

Any person convicted of felony, adultery, larceny, wife-beating or miscegenation is forever barred from voting.

North Carolina

Must reside in the State two years, in the County six months, and four months in the precinct or ward.

Must be registered and in order to do so, must be able to read and write any section of the Constitution, and shall have paid on or before the first day of May, an annual poll tax of two dollars for the previous year.

Persons over fifty years of age are exempt from poll tax.

South Carolina

Must reside in the State two years, in the County one year, and four months in the polling precinct.

Must be registered, and in order to do so must be able to read and write any section of the Constitution submitted by the registrars, and if unable to read and write, must prove to the satisfaction of the registrars the ownership of three hundred dollars worth of property in the State, upon which all taxes for the previous year must have been paid.

All poll tax must be paid six months before election, and tax receipts showing the payment of all taxes including the poll tax shall be shown to the election officer at the polls.

Any person convicted of felony, adultery, larceny, wife-beating or miscegenation is forever barred from voting.

Tennessee

Must reside in the State one year, in the County six months. A poll tax receipt for the previous year shall be shown to the judges of election.

Persons over fifty years of age are exempt from poll tax.

Must be able to mark the ticket at election without assistance.

In precincts or civil districts with a population of fifty thousand, and in towns and cities of two thousand five hundred, must be registered.

Any person convicted of felony, bribery or larceny is forever barred from voting.

Texas

Must reside in the State one year, and in the County six months.

An annual poll tax of one dollar and fifty cents is required of persons under sixty years of age, but this is not a prerequisite to the exercise of the right to vote.

Virginia

Must reside in the State two years, in the County one year, and in the precinct thirty days.

Must pay all State poll taxes, for three preceding years, at least six months before election.

Must be registered, and in order to do so, shall be able to make application for the same in writing, and must answer on oath any and all questions put by the registrars affecting qualifications.

Any person convicted of felony, bribery, petit larceny or obtaining money or property under false pretenses is forever barred from voting.

West Virginia

Must reside in the State one year, and in the County sixty days. The right to vote shall never be denied because not registered.

General Advice

You are urged to pay all of your taxes at the required time, and especially your poll tax which is by the Constitution of every Southern State made a special fund for the support of the free public schools.

You are also admonished against the commission of any crime, great or small, as the conviction of almost any crime will deprive you of your right to vote, and put upon you lasting shame and disgrace.

It is especially urged that as voters you should seek to be on friendly terms with your white neighbors in the communities in which you live, so that you may consult with them about your common interests; and that you should ally yourselves with the best people in your community for the general good. It is of the utmost importance to the race, and it cannot be urged too strongly upon your attention that nothing should influence your vote except a desire to serve the best interests of the country, and of your State.

5) *Analysis, Sourcing, Contextualization*: What does the existence of this document suggest to you about voting as an African American in formerly confederate states in the early 1900's?



Literacy Tests and Poll Taxes

Evaluating Sources

Objective *How did literacy tests and poll taxes undermine the civil rights of African Americans?*

Directions: Using information from the document above, please respond to the following task.

Task: Using the information from the documents above and your knowledge of US history, complete the following:

In one well-written paragraph **analyze** the extent to which you believe poll taxes and literacy tests undermined the civil rights of African Americans in the early 1900's.

- **analyze** means "to determine the nature and relationship of the component elements"



Plessy v. Ferguson (1896)

Using Evidence

Objective Which SCOTUS case established the idea of separate but equal? How did this legal standard impact American society?

Brain Dump: You have been assigned to review one of two images. Look at your image closely and answer the analysis questions that follow your image. When you are done, be ready to share your image and your analysis with a partner. Working with your partner, fill out the chart below.

Images 1 & 2	What does this image make you think about?	Write a caption for this picture that explains what this picture is about.
Image 1		
Image 2		

Image 1: Street Scene near bus station in Durham, NC | from [Library of Congress](#)



Analysis Questions:

1. What stands out to you in this image? Why does that stand out to you?

2. When do you think this picture might have been taken? *Circle evidence in the image to support your claims.*

Image 2: Street Scene near bus station in Durham, NC | from: [Library of Congress](#)



Analysis Questions:

1. What stands out to you in this image?

2. When do you think this picture might have been taken? *Circle evidence in the image to support your claims.*

Primary Source Document Analysis - Part 1

Directions: Read the document below and answer the analysis questions that follow.

Louisiana Act No. III - The Louisiana Railway Accommodations Act
by the Louisiana State Legislature (1890)

An Act to promote the comfort of passengers on railway trains...

SEC. 1. Be it enacted by the General Assembly of the State of Louisiana, That all railway companies carrying passengers in their coaches in this State, shall provide equal but separate accommodations for the white, and colored races, by providing two or more passenger coaches for each passenger train, or by dividing the passenger coaches by a partition so as to secure separate accommodations; provided that this section shall not be construed to apply to street railroads. No person or persons, shall be permitted to occupy seats in coaches, other than the ones assigned to them on account of the race they belong to.

1) *Sourcing:* Who is the author of this document?

a) *Contextualization:* Why might that be important to keep in mind? What do you know about the author, or what educated guesses can you make about the author?

2) *Sourcing:* When was this document written? When was this document written in relation to Reconstruction?

3) *Sourcing:* Who is the audience of this document?

4) *Close Reading*: What is the main idea of this document?

5) *Analysis*: Do you think this document is an example of a Jim Crow law? Why or why not? *Cite evidence from the text to support your claims.*

6) *Analysis*: Do you think this document violates the 13th or 14th Amendment? Why or why not? *Cite evidence from the text to support your claims.*

Primary Source Document Analysis - Part 2

Directions: Read the historical context and document below and answer the analysis questions that follow.

Historical Context: In 1892, Homer Plessy, a man who was 1/8 black, sat in the Whites only compartment of a train in Louisiana. In compliance with the Louisiana Separate Car Act of 1890, he was arrested promptly. He appealed his arrest all the way up to the Supreme Court of the United States; the main argument was that the Separate Car Act of Louisiana (1890) violated the 13th and 14th Amendments. The following document is an excerpt from Justice Henry Brown's majority opinion on the case that confirmed the idea that "separate but equal" was legal. The judgement was delivered in 1896 and the court case is normally referred to as *Plessy v. Ferguson* (1896).

That [the Separate Car Act] does not conflict with the Thirteenth Amendment, which abolished slavery...is too clear for argument...the act has nothing to do with slavery...A law which implies merely a legal distinction between the white and colored races -- a distinction which is founded in the color of the two races and which must always exist so long as white men are distinguished from the other race by color -- has no tendency to destroy the legal equality of the two races, or reestablish a state of involuntary servitude...

...The object of the Fourteenth Amendment was undoubtedly to enforce the absolute equality of the two races before the law, but in the nature of things it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political equality, or a commingling of the two races upon terms unsatisfactory to either. Laws permitting, and even requiring, their separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other, and have been generally, if not universally, recognized as within the competency of the state legislatures in the exercise of their police power. The most common instance of this is connected with the establishment of separate schools for white and colored children, which has been held to be a valid exercise of the legislative power even by courts of States where the political rights of the colored race have been longest and most earnestly enforced.

...Laws are powerless to erase racist feelings or to abolish distinctions based upon physical differences...If the civil and political rights of both races are equal, one cannot be inferior to the other civilly or politically. If one race is inferior to the other socially, the Constitution of the United States cannot put them upon the same plane.

Analysis Questions:

- 1) *Sourcing and Contextualization:* When was this document written? When was this document written in relation to the document you reviewed in part 1?

- 2) *Contextualization*: If the Supreme Court states that a law is constitutional, can the same kind of law be written by other states? Why or why not?

- 3) *Close Reading*: According to the document, why did the Separate Car Act not violate the 13th Amendment? *Cite evidence from the text.*

- 4) *Close Reading*: According to the document, why did the Separate Car Act not violate the 14th Amendment? *Cite evidence from the text.*

- 5) *Close Reading*: What evidence does Justice Brown provide as to why *separate but equal* is not in violation of the 14th Amendment?

6) *Close Reading and Analysis:* According to the document, can the Constitution force social equality between different races?

7) *Analysis:* Does the decision in this case make Jim Crow laws legal or illegal? Cite evidence from the text to support your claims.

8) *Analysis:* Think about the image you viewed at the start of this activity. Based on the documents you have read, when do you think those images were created? Before or after this ruling in Plessy v. Ferguson? Why?



Plessy v. Ferguson (1896)

Using Evidence

Written Task Which SCOTUS case established the idea of separate but equal? How did this legal standard impact American society?

Directions: Using information from the documents above, please respond to the following task.

Task: Using the information from the documents above and your knowledge of US history, complete the following:

Pick one of the primary source documents attached below. Review the source closely. When you are done, answer the following question in **one well-written paragraph**:

How does this document illustrate the social, political, and/or economic impact of the Supreme Court decision in *Plessy vs. Ferguson (1896)*?

- Cite evidence from the document you choose to review to support any claims you make in response to the question above.

Document 1: "An African American Remembers Growing Up in Segregated Louisiana," Original Document: <https://herb.ashp.cuny.edu/items/show/987>.

Document 2: "Black Students Crowd into a Jim Crow School in Georgia", Original Document: <https://herb.ashp.cuny.edu/items/show/1096>

Document 3: A rest stop for Greyhound bus passengers on the way from Louisville, Kentucky, to Nashville, Tennessee, with separate accommodations for colored passengers, Original Document: <http://loc.gov/pictures/resource/cph.3b46051/>

Document 1: An African American Remembers Growing Up in Segregated Louisiana

Charles Gratton: When I got old enough to know myself, uh, to really know I existed...I mean I was born into this thing, and raised in it...I can remember very close in my mind when my mother would have the occasion to send me to this grocery store I told you about that was approximately a mile away, which was the only grocery store in Norwood, uh, she would give me instructions before I'd leave home and tell me, say, "Son, now you going up to the store and get this or that for me, now if you pass any white people on your way, you get off the sidewalk. Give them the sidewalk. You know, you move over. Don't challenge white people."

And so I was just brought up in that environment uh, they also had a park, uh, it was about ...about a block from where we, from uh, where I was born and raised and where I lived, and it was known as the white people park, you know they had a tennis court there, and nice palm trees...and blacks weren't allowed in that park, I mean we just couldn't go there and it was just one of those things...a couple was the school thing, you know like I say some days that I would be sick and I could hear the school children playing during the lunch hour...down at Norwood Elementary which was all white, and that's what really stuck in my mind. I say now, you know this is a shame that I have to walk so far to school every day when I hear those school children playing, you know, and I say here I am a block and a half from the elementary school and I've got to walk six or seven miles to school every day, and it really, you know, it really, even now you know I can almost hear those kids, that is those white kids, that is that elementary school, playing and you know the noise and laughing and playing, and I'm at home sick 'cause I guess basically most of it might have been from the exposure walking those six and seven miles to school everyday whether it was raining or not I had to go. So those were some of the memories that I have of my childhood growing up in Norwood.

Document 2: Jack Delano, "The three-teacher Negro school," black and white film negative, October 1941, Library of Congress, Prints and Photographs Division, Washington, D.C.



Document 3: A rest stop for Greyhound bus passengers on the way from Louisville, Kentucky, to Nashville, Tennessee, with separate accommodations for colored passengers





DBQ: Effects of Reconstruction* Using Evidence

*Note: This is a modified version of the June 2004 NYSED Regents Exam in US History and Government. The original exam can be found here: [NYSESED Regents - USHG Archive](#)

Objective *How did Jim Crow laws impact American society and African Americans?*

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

The Civil War and the period of Reconstruction brought great social, political, and economic changes to the American society. The effects of these changes continued into the 20th century.

Task:

Using the information from the eight documents in part A and your knowledge of US history, write an essay in Part B in which you

Identify and discuss:

- one *social*, one *political*, **AND** one *economic* change in American society that occurred as a result of the Civil War or the period of Reconstruction

- **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part A: Short answer questions - Analyze the documents and answer the short answer questions that follow each document.

Document 1

. . . 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 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. . . .

14th Amendment, Section 1, 1868

1a) How does document 1 define citizenship?

1b) Based on document 1, what was one major effect of Reconstruction?

Document 2

. . . History does not furnish an example of emancipation under conditions less friendly to the emancipated class than this American example. Liberty came to the freedmen of the United States not in mercy, but in wrath [anger], not by moral choice but by military necessity, not by the generous action of the people among whom they were to live, and whose good-will was essential to the success of the measure, but by strangers, foreigners, invaders, trespassers, aliens, and enemies. The very manner of their emancipation invited to the heads of the freedmen the bitterest hostility of race and class. They were hated because they had been slaves, hated because they were now free, and hated because of those who had freed them. Nothing was to have been expected other than what has happened, and he is a poor student of the human heart who does not see that the old master class would naturally employ every power and means in their reach to make the great measure of emancipation unsuccessful and utterly odious [hateful]. It was born in the tempest and whirlwind [turmoil] of war, and has lived in a storm of violence and blood...

...When the Hebrews were emancipated, they were told to take spoil [goods or property] from the Egyptians. When the serfs of Russia were emancipated [in 1861], they were given three acres of ground upon which they could live and make a living. But not so when our slaves were emancipated. They were sent away empty-handed, without money, without friends, and without a foot of land to stand upon. Old and young, sick and well, were turned loose to the open sky, naked to their enemies. The old slave quarter that had before sheltered them and the fields that had yielded them corn were now denied them. The old master class, in its wrath, said, "Clear out! The Yankees have freed you, now let them feed and shelter you! . . ."

- Source: Frederick Douglass, *Life and Times of Frederick Douglass*, (Park Publishing Co.) 1881

2a) According to document 2, what did Frederick Douglass identify as a problem with the way the US government emancipated the slaves?

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2) According to document 2, what was one major change that occurred in American society as a result of the end of the Civil War?

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Document 3

. . . We believe you are not familiar with the description of the Ku Klux Klans riding nightly over the country, going from county to county, and in the county towns, spreading terror wherever they go by robbing, whipping, ravishing, and killing our people without provocation [reason], compelling [forcing] colored people to break the ice and bathe in the chilly waters of the Kentucky river. The [state] legislature has adjourned. They refused to enact any laws to suppress [stop] KuKlux disorder. We regard them [the Ku-Kluxers] as now being licensed to continue their dark and bloody deeds under cover of the dark night.

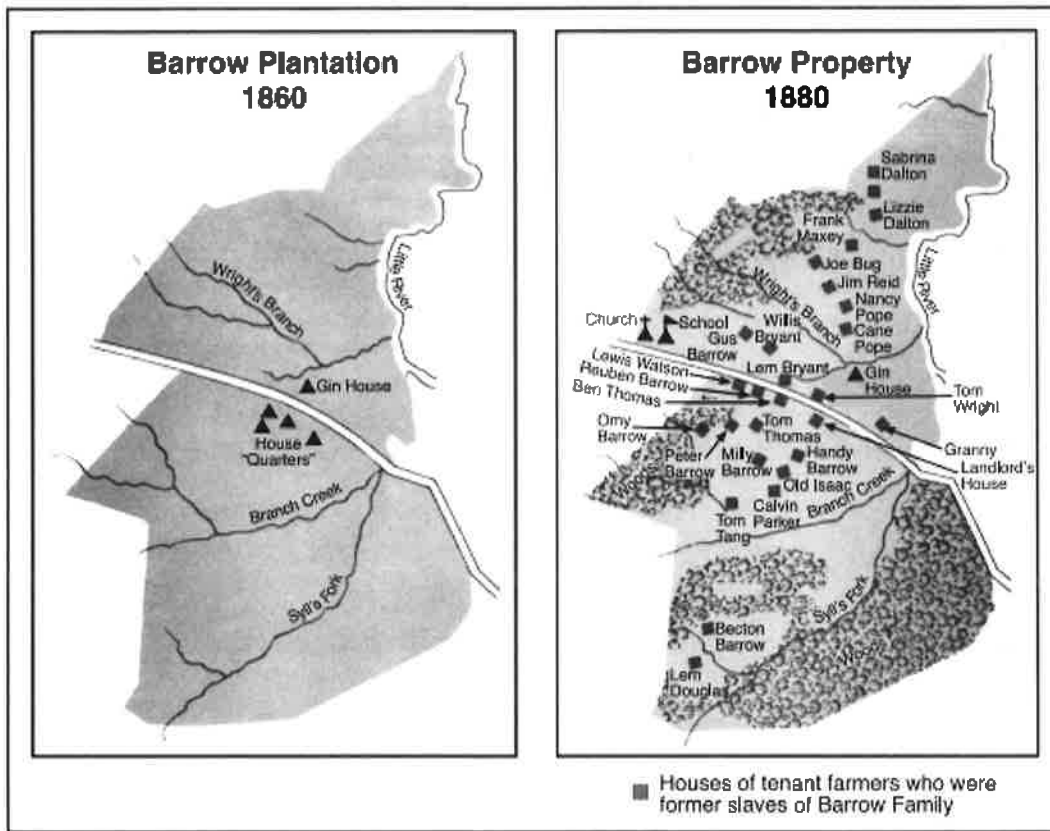
...They refuse to allow us to testify in the state courts where a white man is concerned. We find their deeds are perpetrated [carried out] only upon colored men and white Republicans. We also find that for our services to the government and our race we have become the special object of hatred and persecution...Our people are driven from their homes in great numbers, having no redress [relief from distress] We would state that we have been law-abiding citizens, pay our taxes, and in many parts of the state our people have been driven from the polls, refused the right to vote. Many have been slaughtered while attempting to vote. We ask, how long is this state of things to last? . . .

- **Source: Petition to the United States Congress, March 25th 1971, Misc. Documents of the US Senate 42nd Congress, 1st session 1871**

3a) Based on this document, identify **one** way that the Ku Klux Klan terrorized African Americans.

3b) According to this document, what was one major change in American society as a result of Reconstruction?

Document 4



Sources: *Scribner's Monthly*, "A Georgia Plantation," April 1881 and Græbner and Richards, *The American Record*, McGraw Hill, 2001 (adapted)

4) According to these maps, what was one major economic effect of Reconstruction?

Document 5

. . . When we come to the New Industrial South the change is marvellous, and so vast and various that I scarcely know where to begin...Instead of a South devoted to agriculture and politics, we find a South wide-awake to business, excited and even astonished at the development of its own immense resources in metals, marbles, coal, timber, fertilizers, eagerly laying lines of communication, rapidly opening mines, building furnaces, foundries [workplace where melted metal is poured into molds], and all sorts of shops for utilizing the native riches. It is like the discovery of a new world.

When the Northerner finds great foundries in Virginia using only (with slight exceptions) the products of Virginia iron and coal mines; when he finds Alabama and Tennessee making iron so good and so cheap that it finds ready market in Pennsylvania; and foundries multiplying near the great furnaces for supplying Northern markets; when he finds cotton-mills running to full capacity on grades of cheap cottons universally in demand throughout the South and Southwest; when he finds small industries, such as paper-box factories and wooden bucket and tub factories, sending all they can make into the North and widely over the West; when he sees the loads of most beautiful marbles shipped North; when he learns that some of the largest and most important engines and mill machinery were made in Southern shops;and when he sees Roanoke iron cast in Richmond into car irons, and returned to a car factory in Roanoke which last year sold three hundred cars to the New York and New England Railroad—he begins to open his eyes.

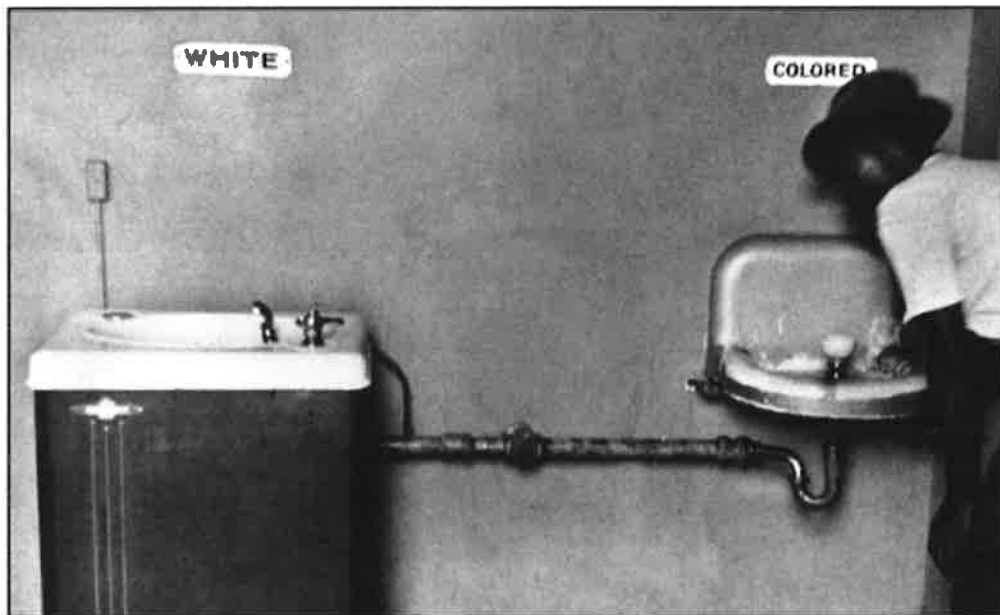
The South is manufacturing a great variety of things needed in the house, on the farm, and in the shops, for home consumption, and already sends to the North and West several manufactured products. With iron, coal, timber contiguous [adjoining] and easily obtained, the amount sent out is certain to increase as the labor becomes more skillful. The most striking industrial development today is in iron, coal, lumber, and marbles; the more encouraging for the self-sustaining life of the Southern people is the multiplication of small industries in nearly every city I visited. . . .

- Source: Charles Dudley Warner, "The South Revisited", *Harper's New Monthly Magazine* (March 1887)

5) According to this passage, what was **one** economic change that occurred in the South by 1887?

Document 6

A Public Fountain in North Carolina, 1950



— Photograph by Elliott Erwit
Source: Steve Kasher, *The Civil Rights Movement: A Photographic History, 1954–68*,
Abbeville Press

6) What does this photograph illustrate about one major change in American society after Reconstruction?

Document 7

. . . Since 1868 there has been a steady and persistent determination to eliminate us from the politics of the Southern States. We are not to be eliminated. Suffrage is a federal guaranty and not a privilege to be conferred [given] or withheld by the States. We contend for the principle of manhood suffrage as the most effective safeguard of citizenship. A disenfranchised citizen [one who is deprived of the right to vote] is a pariah [outcast] in the body politic. We are not opposed to legitimate restriction of the suffrage, but we insist that restrictions shall apply alike to all citizens of all States. We are willing to accept an educational or property qualification, or both; and we contend that retroactive legislation depriving citizens of the suffrage rights is a hardship which should be speedily passed upon by the courts. We insist that neither of these was intended or is conserved [protected] by the new constitutions of Mississippi, South Carolina or Louisiana. Their framers intended and did disfranchise a majority of their citizenship [deprived them of the right to vote] because of “race and color” and “previous condition,” and we therefore call upon the Congress to reduce the representation of those States in the Congress as provided and made mandatory by Section 2 of Article XIV of the Constitution. We call upon Afro-Americans everywhere to resist by all lawful means the determination to deprive them of their suffrage rights. If it is necessary to accomplish this vital purpose to divide their vote in a given State we advise that they divide it. The shibboleth [custom] of party must give way to the shibboleth of self-preservation. . . .

- African American council public statement, 1898, Source: Francis L. Broderick and August Meier, *Negro Protest Thought in the 20th Century*, Bobbs-Merrill Company

7a) What political problem is being described in this passage?

7b) What major Reconstruction era legislation provided for a solution to this political problem?

Document 8



Source: A Man Was Lynched Yesterday, Flag flying above Fifth Avenue, New York City, ca. 1938
Copyprint. NAACP Collection, [Prints and Photographs Division](#) [Library of Congress]

8a) Which major backlash of Reconstruction does this image illustrate?

8b) Why do you think the National Association for the Advancement of Colored People (NAACP) chose to hang this flag in 1938?

Part B:

Theme: Effects of the Civil War & Reconstruction

Task:

Using the information from the eight documents in part A and your knowledge of US history, write an essay in which you

Identify and discuss:

- one social, one political, AND one economic change in American society that occurred as a result of the Civil War or the period of Reconstruction

In developing your answers to part B, be sure to keep these general definitions in mind:

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from at least **four** documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

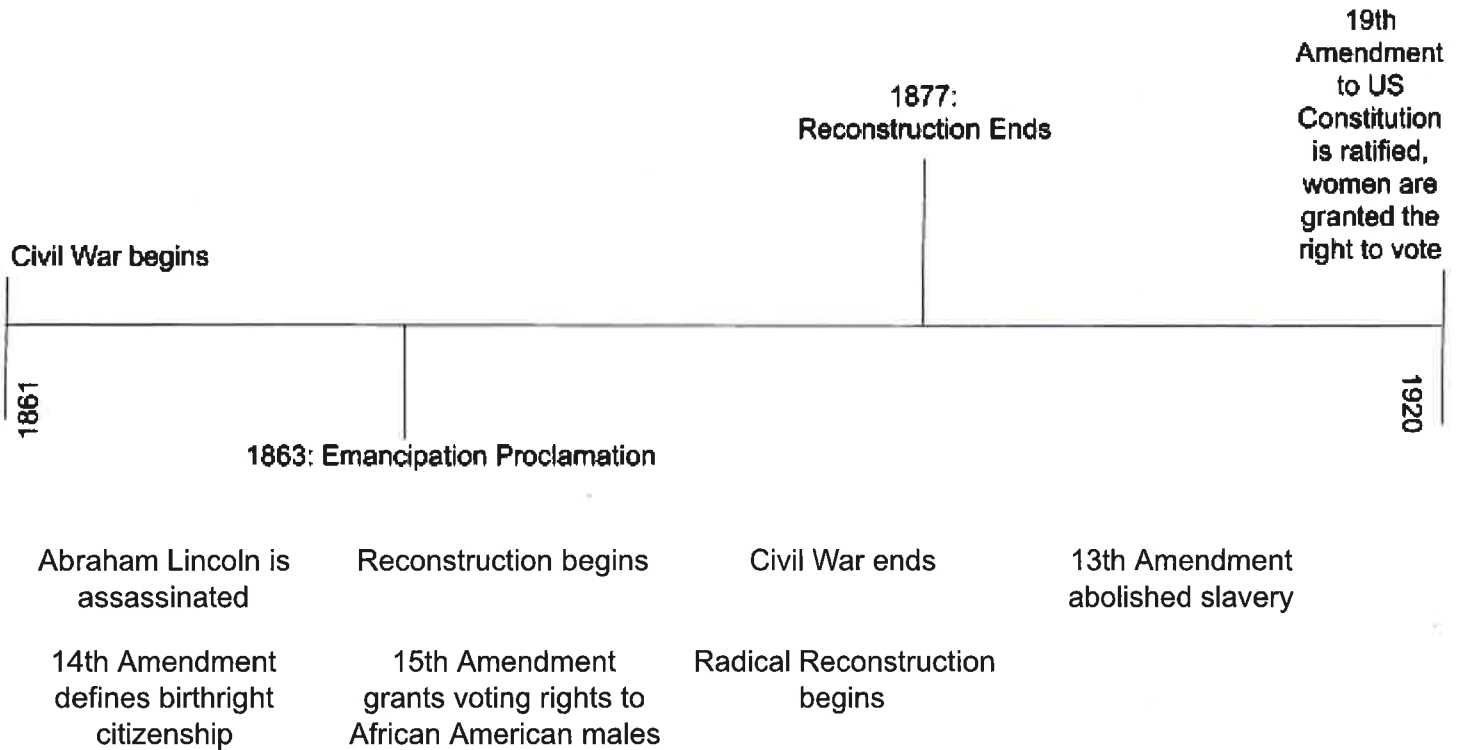


Impact of Reconstruction on Women's Rights

Analysis

Objective *How did Reconstruction influence the Women's Rights movement?*

Historical Context - Directions: Below is a timeline of US History. Add the events in the box below onto the timeline in the appropriate spaces. Do not worry about including the dates for each event; instead, focus on the sequence of events. When you are done, answer the analysis and contextualization questions below.



Analysis and Contextualization Questions:

1) *Contextualization:* What do you remember about the relationship between the early women's rights movement and the abolitionist movement?

2) *Contextualization and Analysis:* When did women get the right to vote in relation to African American men - before or after (soon after, before, or much later)?

Document Analysis

Directions: Below are three documents from US History on the impact of Reconstruction on the women's suffrage movement. Read each document carefully and answer the analysis questions that follow.

Document 1: Call for the first Annual American Equal Rights Association Meeting (March 12th 1867)
[Library of Congress](#)

Historical Context: AREA (American Equal Rights Association) was formed by a group of female suffragists and abolitionist leaders, many of whom were most active in New York. The group was formed in 1866 and held its first meeting in 1867. Below is an announcement for the group's first public meeting.

The first Annual Meeting of the American Equal Rights Association will be held in the City of New York, at the Church of the Puritans, on Thursday and Friday, the 9th and 10th of May next, commencing on Thursday morning, at 10 o'clock. The object of this Association is to "secure Equal Rights to all American citizens, especially the Right of Suffrage, irrespective of race, color or sex." American Democracy has interpreted the Declaration of Independence in the interest of slavery, restricting suffrage and citizenship to a white male minority. The black man is still denied the crowning right of citizenship, even in the nominally free States, though the fires of civil war have melted the chains of chattelism, and a hundred battle-fields attest his courage and patriotism. Half our population are disfranchised on the ground of sex; and though compelled to obey the law and taxed to support the government, they have no voice in the legislation of the country.

This Association, then, has a mission to perform, the magnitude and importance of which cannot be overestimated.

The recent war has unsettled all our governmental foundations. Let us see that in their restoration, all these unjust proscriptions are avoided. Let Democracy be defined anew, as the government of the people, AND THE WHOLE PEOPLE.

Let the gathering, then, at this anniversary be, in numbers and character, worthy, in some degree, the demands of the hour. The black man, even the black soldier, is yet but half emancipated, nor will he be, until full suffrage and citizenship, are secured to him in the Federal Constitution. Still more deplorable is the condition of the black woman; and legally, that of the white woman is no better!

Shall the sun of the nineteenth century go down on wrongs like these, in this nation, consecrated in its infancy to justice and freedom? Rather let our meeting be pledge as well as prophecy to the world of mankind, that the redemption of at least one great nation is near at hand.

Analysis Questions:

- 1) *Sourcing:* Who created this document? When was it created? What kind of document is it? Why might that be important to keep in mind?

- 2) *Contextualization:* When was this document created in relation to: Reconstruction? 13th Amendment? 14th Amendment? 15th Amendment?

- 3) *Close Reading and Analysis:* How would you describe the tone of this document? How do you think the purpose of this document impacted or shaped the tone of the document? Cite evidence from the text to support your claims.

- 4) *Analysis:* Where do you see the influence of Radical Reconstruction ideas in this document? Support your claims with evidence from the document.

Document 2: Susan B. Anthony: Is It A Crime For Women To Vote? (1873)

Original Document adapted from Facing History

Historical Context: Susan B. Anthony was a women's rights activist. She voted in the 1872 presidential election. Because women did not have the right to vote, she was arrested, put on trial, convicted, and fined \$100. The following is an excerpt from a speech she delivered in 1873, prior to her trial.

Friends and Fellow-citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last Presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's right, guaranteed to me and all United States citizens by the National Constitution... The preamble of the federal constitution says: "*We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States of America.*"

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed this Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men...

[To women], this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy of sex. ...this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters of every household; which ordains all men monarchs, all women subjects...

The only question left to be settled, now, is: Are women persons?... Being persons, then, women are citizens, and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states, is to-day null and void...

Analysis Questions:

- 1) *Sourcing:* Who created this document? When was it created? What kind of document is it?

- 2) *Contextualization:* Under what circumstances was this document created? Why might that be important to keep in mind?

- 3) *Contextualization*: When was this document created in relation to: Reconstruction? 13th Amendment? 14th Amendment? 15th Amendment?

- 4) *Close Reading and Analysis*: What are *three* main arguments that Susan B. Anthony makes in this speech?

Argument 1: _____

Argument 2: _____

Argument 3: _____

- 5) *Analysis*: Where do you see the influence of Radical Reconstruction ideas, such as the 14th Amendment, on the arguments that Susan B. Anthony makes in support of women's suffrage? Support your claims with evidence from the document.

Document 3: Elizabeth Cady Stanton “*Home Life*” (1875)

Library of Congress

Historical Context: Elizabeth Cady Stanton was a women’s rights activist. She wrote this speech while working with Susan B. Anthony on the women’s suffrage movement.

We are in the midst of a social revolution, greater than any political or religious revolution, that the world has ever seen, because it goes deep down to the very foundations of society...A question of magnitude presses on our consideration, whether man and woman are equal, joint heirs to all the richness and joy of earth and heaven, or whether they were eternally ordained, one to be the ruler, and another to be the slave... Can all this be made to change base without prolonged discussion, upheavings, heartburnings, violence, and war?

The male sex cannot yet tolerate the idea of living with an equal at the fireside....Men are not ready to recognize it in the home. This is the real danger apprehended in giving women the ballot, for as long as man makes, interprets, and executes the laws for himself, he holds the power under any system... This is woman’s transition period from slavery to freedom and all these social upheavals...are necessary incidents in her progress to equality... Conservatism cries out we are going to destroy the family. Timid reformers answer, the political equality of women will change it. They are both wrong. It will revolutionize it.

Analysis Questions:

- 1) *Sourcing:* Who created this document? When was it created? What kind of document is it?

- 2) *Contextualization:* When was this document created in relation to: Reconstruction? 13th amendment? 14th amendment? 15th amendment?

- 3) *Close Reading*: What point do you think the author is trying to make when she writes, "Can all this be made to change without prolonged discussion, upheavings, heartburnings, violence, and war?" (Hint: Think about the impact of the recent Civil War on America.)

- 4) *Analysis*: Where do you see the influence of Reconstruction ideas and/or Radical Reconstruction ideas on the claims Elizabeth Cady Stanton makes in support of women's suffrage? Support your claims with evidence from the document.



Impact of Reconstruction on Women's Rights

Analysis

Objective *How did Reconstruction influence the Women's Rights movement?*

Directions: Using information from the document above, please respond to the following task.

Task: Using the information from the documents above and your knowledge of US history, complete the following:

In ONE paragraph **evaluate** to what extent Reconstruction and/or Radical Reconstruction had an impact on the arguments made in favor of Women's Suffrage in the late 1800's?

- Cite evidence from at least two documents above to support your claims.

- **evaluate** means to "examine and judge the significance, worth, or condition of; to determine the value of "