

THE PLIGHT OF FOUR MILLION NEWLY EMANCIPATED SLAVES: RECONSTRUCTION 1865-1877

Grade level: 5th Grade
Presented by: Patricia Hooks Gray, Xavier University, Cincinnati, Ohio
Length of Unit: 5 –7 days

I. ABSTRACT

Reconstruction was to be a time when the south would be rebuilt after the devastating destruction from the Civil War. All citizens were to be embraced and fully protected by the government. Newly freed slaves, for a brief period, enjoyed the guaranteed rights of the Constitution due to the passage of the 13th, 14th, and 15th Amendments. This unit will focus on the various reconstruction plans, President Johnson’s impeachment, the Freedmen’s Bureau, groups who fervently fought for or against reconstruction, and codes and laws passed that either promoted or impeded the educational, economic, political, and social progress of blacks. Through role playing, creative projects, discussions, and writing, students will gain an understanding of the Reconstruction Era and its place in American history.

II. OVERVIEW

- A. Concept Objective(s):
1. Students will learn about the problems facing the South after the Civil War.
 2. Students will critique the various plans for rebuilding the South.
 3. Students will understand the varying viewpoints of individuals and groups concerning the effects of war.
 4. Students will learn about the legislature passed during the Reconstruction.
 5. Students will understand what brought Reconstruction to an end.
- B. Content from the *Core Knowledge Sequence*:
1. The south in ruins, p117
 2. Struggle for control of the South
 3. President Andrew Johnson vs. Radical Republicans
 4. President Johnson’s Impeachment
 5. Carpetbaggers and Scalawags
 6. Freedmen’s Bureau “40 acres and a mule”
 7. 13th, 14th, and 15th Amendments to the Constitution
 8. Black Codes, the Ku Klux Klan and “vigilante justice”
 9. End of Reconstruction, Compromise of 1899, all federal troops removed from the South.
- C. Skill Objectives:
1. The students will compare and contrast reconstruction plans..
 2. To express facts and opinions orally and written emphasizing the viewpoints of individuals and groups rebuilding in the South.
 3. To evaluate and apply information about how the Black Codes restricted the rights of blacks.
 4. To draw conclusions about the Compromise of 1877 and the legacy of Reconstruction

5. To analyze the cause and effect of the legislature passed during Reconstruction.
6. To think critically and make predictions about the problems the newly freed slaves faced.
7. To sequence the steps in an impeachment process.

III. BACKGROUND KNOWLEDGE

- A. For Teachers:
 1. Katz, L. *An Album of Reconstruction*, New York: Franklin Watts, Inc., 1974.
 2. Hansen, J. *"Bury Me Not in a Land of Slaves"* African Americans in the time of Reconstruction. New York: Franklin Watts, 2000.
 3. Naden, C. J. & Blue, R. *Civil War Ends, Assassination, Reconstruction, and the Aftermath*. Austin: Raintree Steck Vaughn, 2000.
- B. For Students:
 1. Students need a basic knowledge of the causes and results of the Civil War and President Lincoln's reconstruction plan before his assassination.
 2. Core Knowledge Sequence - Grades p. 117.

IV. RESOURCES

- A. Hakim, J. *Reconstruction and Reform 1856 – 1896*.
- B. Hanson, J. *Thought My Soul Would Rise and Fly, The Diary Patsy, Freed Slave Girl*.
- C. Hazen, W. *Everyday Life: Reconstruction to 1900*.
- D. Hirsch, Jr. E.D. *What Your 5th Grader Needs, to Know*.
- E. Katz, L. *An Album of Reconstruction*.
- F. Naden, C.J. & Blue, R. *Civil War Ends, Assassination, Reconstruction, and the Aftermath*.
- G. Patrick, Diane. *Amazing African American History*.
- H. Robinet, H.G. *Forty Acres and Maybe a Mule*.
- I. Yoder, C. *Cobblestone*.
- J. Appendices A - I

V. LESSONS

Lesson One: The South In Ruins

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Students will learn about the problems facing the South after the Civil War
 - b. Students will understand the varying viewpoints of individuals and groups concerning the effects of the war.
 2. Lesson Content
 - a. The South in ruins
 - b. Struggle for control of the South
 3. Skill Objectives
 - a. To express facts and opinions orally and written emphasizing the viewpoints of individuals and groups concerning the South.
 - b. To think critically and make predictions about the problems of the newly freed slaves faced.
- B. *Materials*
 1. Content writing journals (spiral notebook)

2. Appendix A
 3. Hakim, J. *Reconstruction and Reform* pp.12-14
 4. Appendix B
- C. *Key Vocabulary*
1. Reconstruction- the period after the Civil War when people attempted to reorganize and remake the region. (1865-1877)
 2. Civil War- the war fought between the Northern states, the Union and the Southern states, the Confederacy
 3. Rebels- Southerners who fought against the North in the Civil War
- D. *Procedures / Activities*
1. Review factual information about the Civil War
 2. Have students review what they know about slavery during the Civil War
 3. Have students respond to the following question in their content journals. What new problems might the newly emancipated slaves encounter? Make a list. Discuss and refer to Appendix A.
 4. Students will list in journals the devastation caused by the war in the South. Read Hakim, *Reconstruction and Reform* pp.12-14 to gain additional information to add to their list.
 5. Students will complete Appendix B, Our Feelings Are Varied. Students can add new information as they encounter new lessons.
 6. Students will write a new paragraph, poem, or short essay in their journals about the individual or group they identified with the most.
 7. Students can role-play how different people felt.
- E. *Assessment / Evaluation*
1. List of problems, Appendix B, Content journals, oral discussions, and written assignments.

Lesson Two: Reconstruction Plans and the Struggle For Control Of the South

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will critique the various plans for rebuilding the South
 - b. Students will understand the varying viewpoints of individuals and groups concerning the effects of the war.
 - c. Students will learn about the legislature passed during Reconstruction.
 2. Lesson Content
 - a. Plans for reconstructing the South, Presidential and Radical Republicans
 - b. 13TH, 14TH, 15TH Amendments
 - c. Scalawags and Carpetbaggers
 - d. Freedmen's Bureau
 - e. Black Codes
 3. Skill Objectives
 - a. Students will compare and contrast reconstruction plans.
 - b. Analyze the causes and effects of the legislature passed during Reconstruction
 - c. Express facts and opinions orally and written emphasizing the viewpoints of individual and groups in rebuilding the South
 - d. To analyze how the Black Codes restricted blacks.
- B. *Materials*

1. Appendix C- Restructuring the Rebellng States
 2. Student content journals
 3. *Cobblestone*, Yoder pp. 7-10 and pp.26-28
 4. *What Your 5th Grader Needs to Know*, Hirsch, pp. 189-190
 5. Appendix – D Reconstruction Plans
 6. Appendix E – The work of the Freedmen’s Bureau
 7. Poster Paper
 8. Index Cards
- C. *Key Vocabulary*
1. Radical Republicans – Strong members of the Republican Party who opposed slavery
 2. Freedmen’s Bureau – A federal agency established after the war to help blacks make the transition from slavery to freedom
 3. 13TH Amendment – A law that eliminated slavery in the US
 4. 14TH Amendment – A law that established blacks as US citizens
 5. 15th Amendment – Give blacks the right to vote.
 6. Carpetbaggers – Northerners who went to South during Reconstruction (Carried belongings in carpetbag cases)
 7. Scalawags – White Southerners who supported the Republican Party.
 8. Black Codes – Laws that were passed in the southern states that granted or denied certain rights to blacks
 9. Amnesty – A pardon
- D. *Procedures / Activities*
1. Create cards from Appendix C and place across the board. Discuss how the questions were attempted to be answered in the various discussion plans for the South, Discuss
 2. Give students information about President Lincoln’s plan. Appendix D.
 3. Different groups can be assigned to read Yoder, *Cobblestone* and Hirsch, *What Your 5th Grader Need to Know* – Share information on posters
 4. Students will fill in information under President Johnson’s plan and the Radical Republican’s (Congress) plan. Add other information not listed in the book.
 5. Students will compare and contrast plans. In their journals, they will write about which plan emphasizes more protection for the newly freed slaves
 6. Create a web to show how the Freedmen’s Bureau provided aid. Appendix E
 7. Create a list of laws passed during Reconstruction and how they helped to protect blacks.
 8. Create a series of drawings or pictures to show the Black Codes.
 9. Students can have a choice of completing numbers 6,7,or 8.
- E. *Assessment / Evaluation*
1. Evaluate student responses Appendices C, D, and E
 2. Take note of discussions and answers to questions
 3. Analyze written responses

Lesson Three: The Impeachment Of President Johnson

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will understand the varying viewpoints of individuals and groups concerning the effects of the war.

2. Content Objectives
 - a. The Impeachment of President Johnson
3. Skill Objectives
 - a. Express facts and opinions orally and written emphasizing the viewpoints of individuals and groups in rebuilding the South
 - b. To sequence the steps in an impeachment process.
- B. *Materials*
 1. Student content journals
 2. *Cobblestone*, Yoder, pp.17-20
 3. *What Your 5th Grader Needs To Know*, Hirsch, pp. 190
 4. Encyclopedias and other books on reconstruction.
 5. *Civil War Ends*, Naden, pp. 41-45
- C. *Key Vocabulary*
 1. Impeachment – A charge of misconduct in office against a public official.
 2. Treason – Betrayal of one’s country to an enemy
 3. Bribery – An illegal wrongdoing.
 4. Misdemeanors – A minor offense less than a felony
- D. *Procedure / Activities*
 1. Discuss the term, impeachment. Ask students if they have heard the term before. Discuss what happened. Review what’s happening between the Radical Republicans and President Johnson.
 2. Ask them why the Radicals might want to impeach President Johnson?
 3. Read p.190 (Hirsch) to students. Discuss. Have them complete Appendix F, The Impeachment Process.
 4. Students will read pp. 17-20 *Cobblestone*.
 5. Students in their journals will write a list of the wrongdoings of President Johnson.
 6. Write a short essay giving reasons for or against President Johnson’s impeachment. Pay attention to the meanings of the individual words in the definition of impeachment.
- E. *Assessment / Evaluation*
 1. Note student responses, evaluate the correct sequence of an impeachment process, and evaluate the written assignment

Lesson Four: The KKK and “Vigilante Justice”

- A. *Daily Objectives*
 1. Concept Objectives
 - a. To understand varying viewpoints of individuals and groups concerning the effects of the war.
 2. Content Objectives
 - a. The KKK and “Vigilante Justice”
 3. Skill Objectives
 - a. To think critically and make predictions about the problems the newly freed slaves faced.
 - b. To express facts and opinions orally and written emphasizing the viewpoints of individuals and groups in rebuilding the South.
- B. *Materials*
 1. Student content journals
 2. *An Album of Reconstruction*, Katz, pp.43-45

3. *The Civil War Ends, Assassination, Reconstruction, and the Aftermath*, Naden, pp. 67-69
 4. *Amazing African American History*, Patrick, pp. 52, 55-57
 5. Encyclopedias and other books on Reconstruction.
 6. Appendix G – Who’s Behind the Hooded Robes?
- C. *Key Vocabulary*
1. KKK – Klu Klux Klan, A group that terrorized blacks during Reconstruction
 2. Lynchings – Murders committed by mobs
 3. White Supremacy – Belief that the white race is superior over other races
 4. Vigilante – An unauthorized group organized to keep order.
- D. *Procedures / Activities*
1. Print KKK in bold letters. Ask students why the KKK would have hated blacks during the Reconstruction.
 2. Students will work in groups to find answers to the questions on the development and activity of the KKK and other hate groups
 3. Students should read from different sources. Answers can be compiled for a class booklet.
 4. Complete Appendix G.
 5. Students will write in their journals their own impression of hate groups. Did they have valid reasons for inflicting terror against blacks? What could have been done to protect blacks?
- E. *Assessment / Evaluation*
1. Note responses during discussion
 2. Evaluate Appendix G
 3. Analyze students written answers on points of view

Lesson Five: The End of Reconstruction: The Compromise of 1877

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will understand what brought Reconstruction to an end.
 2. Lesson Content
 - a. End of Reconstruction
 - b. Compromise of 1877
 - c. Removal of Federal troops
 3. Skill Objectives
 - a. To draw conclusions about the Compromise of 1877 and the legacy of Reconstruction
- B. *Materials*
1. Student content journal
 2. *The Assassination, Reconstruction, and the Aftermath*, Naden, pp. 69-71
 3. *An Album Of Reconstruction*, Katz, pp.58-60
 4. *Forty Acres and Maybe a Mule*, Robinet, pp.128-131, Appendix H
 5. Appendix H
- C. *Key Vocabulary*
1. Compromise – An agreement
 2. Compromise of 1877 – An agreement between President Rutherford Hayes and the southern Democrats that enabled whites to gain control of state government because federal troops were removed.
 3. Legacy – Anything handed down from one generation to another
- D. *Procedures / Activities*

1. Discuss the term, compromise
 2. Give students some background information on how blacks exercised their right to vote in elections in the South and how they were often intimidated.
 3. Explain how the Democrats wanted total power of the South. They wanted the federal troops to be removed from the southern states. Lead into the election of 1876.
 4. Students will read pp. 58-62 *Album of Reconstruction*, Katz.
 5. Students will complete Appendix H giving facts about the compromise and showing how both parties benefited.
 6. After reading *Forty Acres and Maybe a Mule.*, Robinet, pp. 128-31, students will complete a class mural or collage depicting the positive legacy of the Reconstruction period. Students can also use information from other sources
- E. *Assessment / Evaluation*
1. Appendix H – Drawing conclusions, how both parties benefited from the compromise.
 2. The class mural or collage depicting the legacy of Reconstruction.

VI. CULMINATING ACTIVITY

- A. History in a Box
1. Students will choose a topic from Appendix I to research. They are related to the Reconstruction Era.
 2. Obtain an empty shoebox with a lid to decorate with information on the topic event or person that is chosen.
 3. Use many resources. The outside and inside of the box should be covered and filled with information
 4. The name chosen should be placed in bold letters on the top lid.
 5. Suggestions – Add facts, primary and secondary documents, pictures, objects, quotes, etc.
 6. Make sure the box is neatly covered and very visual
 7. Be prepared to present to the class

VII. HANDOUTS / WORKSHEETS

- A. Appendices A-I

VIII. BIBLIOGRAPHY

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- B. Hakim, J. *Reconstruction and Reform 1865-1896.* New York: Oxford Press, 1999. 0-190512-764-1.
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- E. Hazen, W A. *Everyday Life: Reconstruction to 1900,* Glenview, Ill.: Good Year Books, 1999. 0-673-58652-9.
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- K. Patrick, D. *Amazing African American History*. New York: John Wiley and Sons, Inc., 1998. 0-471-19217-1.
- L. Robinet, H.G. *Forty Acres and Maybe A Mule*. New York; Aladdin Paperbacks, 2000. 0-689-83317-2.
- M. Yoder, C. Cobblestone; *The History Magazine for Young People*. Peterborough, NH: Cobblestone Publishing Inc., 1987. 038-240378-9.

Appendix A-Lesson 1

A Whole Set Of New Problems

These concerns can be presented to students after they have had a chance to predict their own about the newly emancipated slaves.

1. Where were they to go?
2. Where would they live?
3. How would they make a living?
4. What should the Federal government do to aid the freed slaves?
5. Should blacks be entitled to full rights as citizens?
6. Should blacks be paid for their past labor?
7. How were blacks to be assimilated into society?
8. What kind of work would they do? Would they be limited?
9. Should they be given free land?
10. How would they learn to read and write?
10. What laws should be passed to protect the newly emancipated slaves?
11. Would they be allowed to marry?
12. How would they be able to find members of their family?
13. How would they survive?
14. Would they work for whites again?

Appendix B-Lesson 1

Our Feelings Are Varied

After reading in Lesson 1, list information about how each individual or group felt about the aftermath of the war. In your content journals, choose one of the individuals or groups to express who you personally sympathized with. Fully Explain.

Northerners	President Lincoln	Southerners (Rebels)
Blacks	Most US Citizens	

Appendix C-Lesson 2

Punishing the Rebellious States

Create cards containing the questions and place across a board. Emphasizing why the questions were discussed to decide how the South should be reconstructed after the war. Other questions can be added.

How should the punishment be carried out?

Should confederate leaders be denied public office?

Who should carry out the punishment the President or Congress?

Should the South be controlled by Union troops?

What should happen to the large plantations and the land?

How should the South replace slave labor with free labor?

Appendix D-Lesson 2

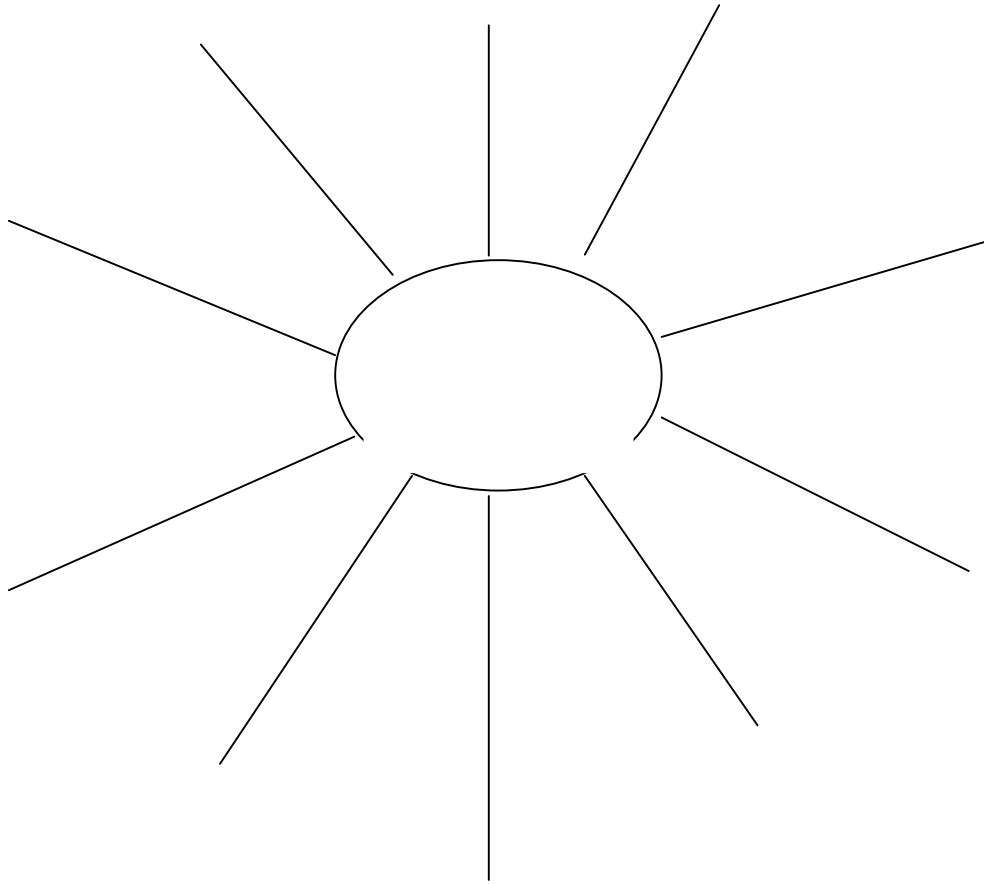
Reconstruction Plans

Fill in information about President Johnson's plan and the Radical Republican's plan. In your content journals, write about which plan gave more protection to blacks. What would be your suggestions to make the plan better?

President Lincoln's Plan	President Johnson's Plan	Radical Republican's Plan
<p>Was called the Proclamation of Amnesty and Reconstruction</p> <p>Southerners could take an oath of allegiance to the U.S.</p> <p>After 10% took the oath, the state could elect delegates to state convention. (Ten Percent Plan)</p> <p>Slavery was to be abolished</p> <p>High-ranking officials of the Confederacy and Government officials could not take the oath.</p> <p>Called for Forgiveness wanted a peaceful reconciliation.</p>		

Appendix E Lesson 2
Everyone Needs a little Help
The Freedman's Bureau

Add Information to the Web to show how the Freedman's Bureau aided blacks and whites during the Reconstruction.



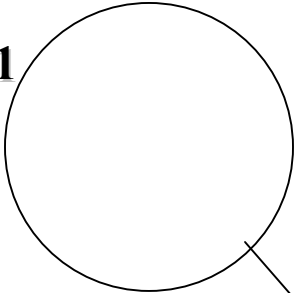
- **Find out about the General who headed the Bureau. A famous black school was named after him**

Appendix F Lesson 3

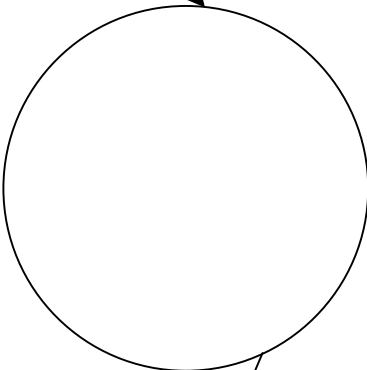
The Impeachment Process

After reading, fill in information about the steps of the impeachment process in the circles. On the side lines include what is involved in that step.

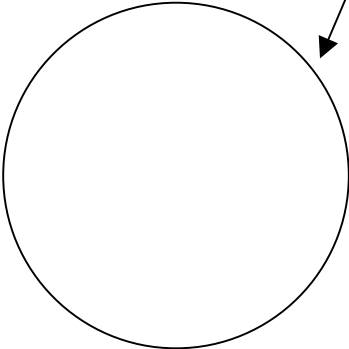
STEP 1



STEP 2



STEP 3



*** Look for other information about the impeachment process in other books and sources.**

- 1.
- 2.
- 3.
- 4.
- 5.

Appendix G Lesson 4

Hiding Behind the Hooded Robes

Use different sources to find answer to the questions about the KKK and other hate groups during Reconstruction.

- 1. Who started the KKK?**
- 2. When was the KKK started?**
- 3. Where was it started?**
- 4. What was the original name of the KKK?**
- 5. How did the KKK terrorize its victims?**
- 6. What were the names of some other hate groups?**
- 7. What was the primary goal of the KKK?**
- 8. What kind of people were members of the KKK?**
- 9. Why did they hide behind hoods?**
- 10. When did the KKK usually attack?**
- 11. Why did Nathan Forest disband the KKK in 1869?**
- 12. What is the leader of the KKK called?**
- 13. Why did the KKK especially in 1868 and 1869 try to keep Blacks from voting?**
- 14. What were symbols of the KKK?**
- 15. Later what other groups were targets besides Blacks?**

Appendix H-Lesson 5

Who Benefits In A Compromise?

Provide information about the election of 1876 and the Compromise of 1877.

Candidate State	Republicans	Corruption in the South	Democrats
	1.	1.	1.
	2.	2.	
	3.	3.	2.
	4.	4.	
	5.	5.	3.
	6.	6.	
	7.	7.	
	8.	8.	
	9.	9.	
	10.	10.	

- In your content journals write brief paragraphs on the following:
 - a. Explain how both the Republicans and the Democrats benefited from the compromise.
 - b. Explain how blacks loss because of the compromise.

Appendix I – Culminating Activity

Choose one of the following to create a History In a Box Project

Political Cartoons

Black Codes

Charles Sumner

Women’s Reaction to the 15th Amendment

14th Amendment

Nathan Bedford Forrest

Presidential Election of 1876

President Andrew Johnson

Reconstruction Acts of 1869

Wade-Davis Bill 1864

States Rights Vs Federal Government

Radical Republicans

Black Politicians and Their Work in Congress

Federick Douglass

Scalawags Carpetbaggers

Jobs and occupations of Blacks

Edwin M. Stanton

“Forty Acres and a Mule”

Sharecropping Education

Blanche K. Bruce

Edmund G. Ross, Kansas Senator

Fisk University

Quotable Moments and Why?

Hiram Revels

General Oliver O. Howard

Howard University

Sea Islands

President Johnson’s Impeachment

President Grant

Laura M. Towne

Thaddeus Stevens

Freedmen’s Bureau

Civil Rights Acts 1866 & 1875

15th Amendment

Charlotte

Forteen

Morril Acts 1862 & 1890