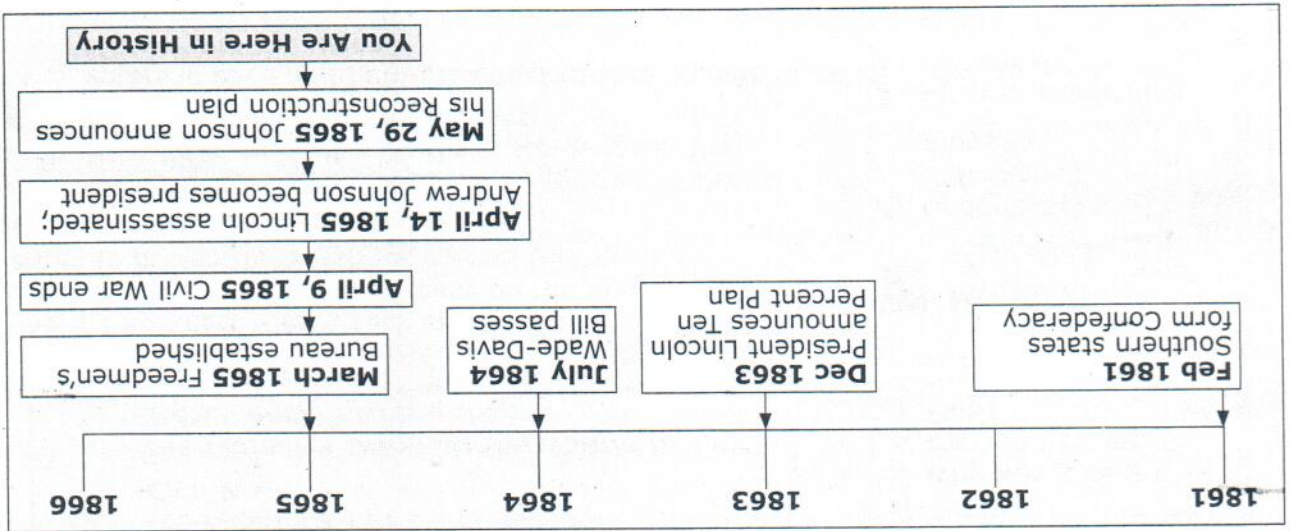


Now...	When did the North begin planning on ways to bring Southern states back into the Union?	Why was the Thirteenth Amendment to the Constitution important?
Later...	Who opposed Lincoln's plan?	

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

### What do you know?



### When did it happen?

1. Why did leaders disagree about the South rejoining the Union?
2. How did Lincoln's assassination change the plans for the South rejoining the Union?

### GUIDING QUESTIONS

How do new ideas change the way people live?

### ESSENTIAL QUESTION

## Lesson 1 Planning Reconstruction

### The Reconstruction Era



*\*This packet is due in class Friday Jan 17th  
Open Note Book TEST will take place on Friday*

NAME \_\_\_\_\_ DATE \_\_\_\_\_ CLASS \_\_\_\_\_

### Terms to Know

**Reconstruction** the period of rebuilding the South and readmitting Southern states into the Union  
**amnesty** the granting of a pardon to a large number of persons

The Civil War was fought from 1861 until 1865. The North, or Union, won the war. Now that the war was over, it was time for the country to become whole again. The states in the South needed to rejoin the states in the North. The nation needed to be rebuilt, or reconstructed.

The period of time that followed the Civil War is called **Reconstruction**. Reconstruction also refers to the plans for bringing the Southern states back into the Union. Northern leaders began forming these plans before the war even ended.

- RECONSTRUCTION**
- the rebuilding of the South after the Civil War
  - the plans for bringing the Southern states back into the Union

The president and Congress did not agree about how to bring the Southern states back into the Union. Some Northern leaders wanted to go easy on the South. Others wanted to punish the South for leaving the Union and starting a war.

President Abraham Lincoln wanted to go easy on the South. He wanted to let the Southern states rejoin the Union if they agreed to these conditions:

- Voters in each Southern state had to take an oath of loyalty to the Union.
- When ten percent of the voters had taken the oath, the state could form a new government.
- The state would have to adopt a new constitution that banned slavery.

Lincoln's plan was called the Ten Percent Plan.

10% Plan

Lincoln went even further. He wanted to give **amnesty** to Southerners who would promise loyalty to the Union. Amnesty means a pardon, or forgiveness. Louisiana, Arkansas, and Tennessee agreed to Lincoln's requirements. However, Congress refused to accept the new states. They also did not allow their senators and representatives in Congress.

There were others who thought the South should be punished. They wanted a more radical, or extreme, approach. This group was called the Radical Republicans, or the Radicals. Thaddeus Stevens, a radical leader, said

**1. Defining** A B C What are the two meanings of Reconstruction?

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**2. Explaining** A B C Who proposed the Ten Percent Plan?

---

**3.** Why was it called the Ten Percent Plan?

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**4. Marking the Text** A B C Underline the definition of amnesty.

**5.** Circle the definition of radical.

\* Complete All

**Johnson's Reconstruction Plan**

President Lincoln was assassinated on April 14, 1865, as he was watching a play in Washington, D.C. During the play, John Wilkes Booth shot Lincoln in the head. Booth was an actor who sympathized with the South. African Americans and white Northerners mourned Lincoln's death.

Vice President Andrew Johnson became president. He had different ideas about Reconstruction than Lincoln did. Johnson wanted to give amnesty to most Southerners. However, he would not give amnesty to Southern leaders unless they asked the president. Johnson wanted to humiliate these leaders. He thought they had tricked ordinary Southerners into the war. Johnson opposed equal rights for African Americans. He said, "White men alone must manage the South."

Meanwhile, Lincoln and Congress worked together to create a new government department called the Freedman's Bureau. The Freedman's Bureau helped poor Southerners, especially freed African Americans, adjust to life after slavery. It provided food, clothing, and shelter. It set up schools. It helped people find work. It also helped some people get their own land to farm.

The Wade-Davis Bill was harsher than Lincoln's Ten Percent Plan. The bill passed Congress, but President Lincoln refused to sign it. The bill did not become law. There were still no plans for Reconstruction.

////// Give foldable here ////

- A majority (more than 50 percent) of the state's white male adults had to promise loyalty to the Union.
- Only white males who swore they had not fought against the Union could vote for representatives to a convention to write a new constitution.
- All new states had to ban slavery.

three things:

The Wade-Davis Bill required the Southern states to do the following:

that Southern institutions "must be broken up or relaid, or all our blood and treasure will have been spent in vain," Reconstruction in Congress passed their plan for Davis Bill. The Wade-Davis Bill would make it difficult for Southern states to rejoin the Union.

**The Reconstruction Era**

**Lesson 1 Planning Reconstruction, Continued**



NAME \_\_\_\_\_ DATE \_\_\_\_\_ CLASS \_\_\_\_\_

~~8. Use a two-tab foldable and cut each tab in half to make four tabs. Place it along the dotted line to cover the text beginning with "Meanwhile, Lincoln and Congress..." Write the title Freedman's Bureau on the anchor tab. Label the four tabs Who, What, Why, and How. Use both sides of the tabs to write information about the Freedman's Bureau.~~

**FOLDABLES**  
**Describing**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What were the three requirements for rejoining the Union stated in the Wade-Davis Bill?

**Reading Check**

\_\_\_\_\_

6. Why did the Wade-Davis Bill not become a law?

**Explaining**

COMPLETE  
X/11

# The Reconstruction Era

## Lesson 1 Planning Reconstruction, Continued



NAME \_\_\_\_\_ DATE \_\_\_\_\_ CLASS \_\_\_\_\_

Johnson's plan for Reconstruction required Southern states to write new constitutions that banned slavery. Johnson's plan also required Southern states to ratify, or approve, the Thirteenth Amendment to the Constitution. The Thirteenth Amendment banned slavery throughout the United States. By the end of 1865, all the former Confederate states except Texas had set up new governments under Johnson's plan. They were ready to rejoin the Union.

**Check for Understanding**  
 How did Lincoln and the Radical Republicans disagree over Reconstruction?

1. \_\_\_\_\_

2. \_\_\_\_\_

List two ways that Lincoln's Ten Percent Plan and Johnson's Reconstruction plan were alike.

1. \_\_\_\_\_

2. \_\_\_\_\_

COMPLETE

**Reading Check**

9. What did the Thirteenth Amendment accomplish?

COMPLETE

**FOLDABLES**

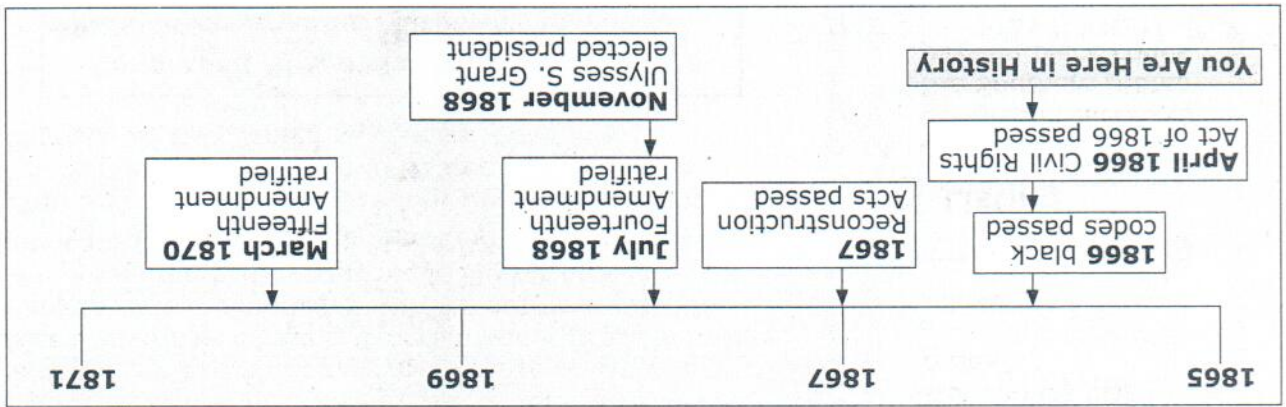
10. Place a three-tab Venn diagram along the dotted line to cover

Check for Understanding. Write the title *Reconstruction on the anchor tab.* Label the tabs *Lincoln, Both, and Johnson.* Write information about each president's approach to Reconstruction. What did they have in common? Use the Foldable to help answer Check for Understanding.

Now...	How did Southern states try to control newly freed African Americans?	Why did Congress pass amendments to the Constitution during this period?	How did the United States govern the Southern states during Reconstruction?
Later...			

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

### What do you know?



### When did it happen?

### ESSENTIAL QUESTION

How do new ideas change the way people live?

### GUIDING QUESTIONS

1. How did the North attempt to assist African Americans in the South?
2. What elements were included in the Radical Republican idea of Reconstruction?

**Terms to Know**

**black codes** laws passed in the South just after the Civil War aimed at controlling freed men and women, and allowing plantation owners to take advantage of African American workers

**override** to reject or defeat something that has already been decided

**impeach** to formally charge a public official with misconduct in office

### Lesson 2 The Radicals Take Control

### The Reconstruction Era



NAME \_\_\_\_\_

DATE \_\_\_\_\_

CLASS \_\_\_\_\_

The Reconstruction Era

Lesson 2 The Radicals Take Control, *Continued*

**Protecting African Americans' Rights**

In 1865, former Confederate states began creating new governments. They elected leaders to Congress, but the Radical Republicans would not seat them. They thought that Johnson's Reconstruction plan was too easy on the Southerners. Radicals wanted it to be difficult for Southerners to join the Union again.

White people in the South were unhappy that they had lost the war. They were angry that the slaves had been freed. To keep control of former slaves, Southern states passed laws called **black codes**. These laws were meant to control newly freed African Americans. Some made it illegal for African Americans to own or rent farms. Some made it easy for white employers to take advantage of African American workers. Others made it possible to fine or arrest African Americans who did not have jobs. In many ways, the black codes made life for African Americans little better than slavery.

The U.S. Congress was unhappy about the black codes. They wanted former slaves to be free and equal. So Congress did two things:

- Empowered the Freedmen's Bureau to set up courts to try people who violated African Americans' rights.
- Passed the Civil Rights Act of 1866.

The Civil Rights Act gave citizenship to African Americans. It also gave the federal government the power to get involved in state affairs to protect African Americans' rights.

President Johnson vetoed both bills. He argued that they were unconstitutional because they were passed without Southern representatives. Radical Republicans in Congress were able to **override**, or overrule, each veto. Both bills became law.

Congress worried that the Civil Rights Act might be overturned in court, so it passed another amendment to the Constitution. The Thirteenth Amendment had ended slavery. The Fourteenth Amendment made African Americans citizens. It promised equal protection under the law. It also banned former Confederate leaders from

**Explaining**

1. Why would Radical Republicans not seat Southern senators and representatives in Congress?

**Explaining**

2. Why did Southern states pass black codes?

**Listing**

3. List two ways that Congress reacted to the Southern states passing black codes.

**Marking the Text**

4. Underline the reason Congress passed the Fourteenth Amendment to the Constitution.

5. What did this amendment do?

COMPLETE ALL

*A COMPLETE*

# The Reconstruction Era

## Lesson 2 The Radicals Take Control, *Continued*



NAME \_\_\_\_\_ DATE \_\_\_\_\_ CLASS \_\_\_\_\_

holding office unless they had been pardoned. However, many Southern states would not ratify it. This made the Radical Republicans more determined than ever to treat the South harshly.

### Radical Republicans in Charge

Radical Republicans were a powerful force in Congress. They became an even more powerful force in 1866. It was an election year, and they won many seats in Congress. There was no way Johnson could stop them. A period known as Radical Reconstruction began. The Radical Republicans passed the Reconstruction Acts.

Radical Reconstruction: The Reconstruction Acts	
Act	What it did
First Reconstruction Act	<ul style="list-style-type: none"> <li>• said that states that had not ratified Fourteenth Amendment must form new governments</li> <li>• divided ten states into five military districts governed by generals</li> <li>• banned Confederate leaders from serving in new state governments</li> <li>• required new state constitutions</li> <li>• guaranteed African American men the right to vote</li> </ul>
Second Reconstruction Act	<ul style="list-style-type: none"> <li>• empowered army to register voters and help organize state constitutional conventions</li> </ul>

The Southern states were now under the control of army generals. This angered Southerners. It also brought the differences between Radical Republicans in Congress and President Johnson to the boiling point.

The Radical Republicans in Congress had the majority. But as president, Johnson was in charge of the Army. He was in charge of the generals who governed the South. This meant that he could control Reconstruction directly. He could avoid Congress by giving orders to his generals.

**Determining Cause and Effect**

6. What allowed Radical Reconstruction to take place?

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**Analyzing**

7. How were the Southern states governed during Reconstruction?

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**Identifying Central Issues**

8. Why was Johnson able to control Reconstruction directly?

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20100

Lesson 2 The Radicals Take Control, Continued

The Reconstruction Era

Congress knew this. So, to keep President Johnson from becoming too powerful, they passed laws to limit his power. One such law was the Tenure of Office Act. It said that the president could not fire any government officials without the Senate's approval. They were afraid Johnson would fire the Secretary of War, Edwin Stanton, because he supported Radical Reconstruction.

This did not stop Johnson. He suspended Stanton, or stopped him from working temporarily, without the Senate's approval. Radical Republicans in Congress believed that Johnson had violated the Tenure of Office Act.

The Radical Republicans reacted strongly. The House of Representatives voted to **impeach** Johnson—that is,

formally charge him with wrongdoing. In 1868 the case went to the Senate for a trial. Not enough senators voted Johnson guilty, so he was able to remain president until Ulysses S. Grant was elected president in 1868.

In 1869, Congress took one more major step in Reconstruction. The Thirteenth Amendment had abolished slavery. The Fourteenth Amendment had granted citizenship to African Americans. This new Amendment—the Fifteenth—granted African American men the right to vote.

When the Fifteenth Amendment was ratified in 1870, many Americans thought Reconstruction was complete. However, there was still a long way to go.

*\* COMPLETE ALL \**


Check for Understanding

List two ways that Congress tried to help African Americans before Radical Reconstruction began.

1. \_\_\_\_\_  
2. \_\_\_\_\_

List three measures passed by Congress during Radical Reconstruction.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

**9. Defining**  Write a definition of *impeach*.  
\_\_\_\_\_  
\_\_\_\_\_

**10. Identifying**  What did the Fifteenth Amendment do?  
\_\_\_\_\_  
\_\_\_\_\_

**11. FOLDABLES**  Place a three-tab foldable along the dotted line to cover Check for Understanding. Write the title *Amendments* on the anchor tab. Label the three tabs *13th*, *14th*, and *15th*. Write what you remember about the importance of each amendment. Use the foldable to help answer Check for Understanding.

~~Understanding.  
answer Check for  
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importance of each  
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Write what you  
14th, and 15th.  
the three tabs 13th,  
anchor tab. Label  
Amendments on the  
Write the title  
Understanding.  
Check for  
dotted line to cover  
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11. Place a three-tab~~

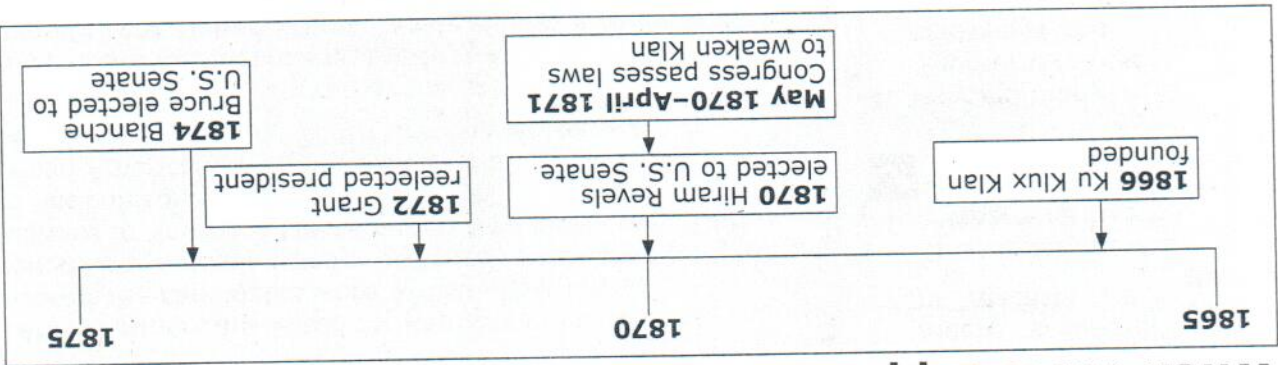
*\* COMPLETE ALL \**



Now...	How did African Americans affect Southern politics and government during Reconstruction?	Who were "scalawags" and "carpetbaggers"?	What was life like for African Americans in the South during this period?	How many white and African American children attended school?	How does sharecropping work?
Later...					

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

### What do you know?



### When did it happen?

- How were African Americans discouraged from participating in civic life in the South?
- What were some improvements and some limitations for African Americans?

### GUIDING QUESTIONS

**ESSENTIAL QUESTION**  
How do new ideas change the way people live?

**Terms to know**

scalawag name given by former Confederates to Southern whites who supported Republican Reconstruction of the South

corruption dishonest or illegal actions

integrate to unite, or blend into a united whole

sharecropping system of farming in which a farmer works land for an owner who provides equipment and seeds and receives a share of the crop

## Lesson 3 The South During Reconstruction

# The Reconstruction Era



NAME \_\_\_\_\_ DATE \_\_\_\_\_ CLASS \_\_\_\_\_

# Republicans in Charge

The Republicans were more powerful than the Democrats during Reconstruction. The groups in charge of state governments in the South supported Republicans. These included African Americans and some white Southerners. They also included whites from the North who moved to the South.

African Americans had fewer rights than white Southerners. But they supported the Republican Party and had a great effect on Southern politics. The Republican Party helped African Americans participate in government. Reconstruction marked the first time African Americans participated in government, both as voters and as elected officials.

African Americans voted for Republican candidates. Some of the candidates were African Americans themselves. A small number of African Americans held top positions in Southern states during Reconstruction. They did not control any state government. For a short time, African Americans held a majority of elected positions in the lower house of the South Carolina legislature.

African Americans served at the national level, too. In 1870, Hiram Revels became the first African American elected to the United States Senate. Blanche Bruce was elected to the Senate in 1874. He was the first African American senator to serve a full term. Eighteen African Americans served in the Senate and House of Representatives between 1869 and 1880.

Most Southern whites opposed the Republican Party, but some supported it. They were usually business people who had never owned slaves. These people were called **scalawags** by other whites. The word means "scoundrel" or "worthless rascal."

Some who supported the Republican Party were Northerners who moved South during Reconstruction. Many white Southerners did not trust their reasons for moving South. They suspected that the Northerners wanted to take advantage of the troubles in the South. Some of the Northerners were dishonest. Others were looking for opportunities. Many sincerely wanted to help rebuild the South. White Southerners called the Northerners "carpetbaggers."

## Lesson 3 The South During Reconstruction, Continued

### The Reconstruction Era



NAME \_\_\_\_\_ DATE \_\_\_\_\_ CLASS \_\_\_\_\_

**Ab** **Marking the Text**

1. Underline the sentences that tell how many African Americans served in the national government.

**Ab** **Defining**

2. What word for a white Southerner means "scoundrel" or "rascal"?

**✓** **Reading Check**

3. Why did many Southerners resent scalawags and carpetbaggers?

In addition to education, freed people wanted land. Having their own land to farm would allow them to feed and support their families. Some African Americans were able to buy land with the help of the Freedmen's Bank. But

In addition to education, freed people wanted land. Having their own land to farm would allow them to feed and support their families. Some African Americans were able to buy land with the help of the Freedmen's Bank. But

integration laws were not enforced. In most cases, white and African American students. Schools that are integrated have both to be **integrated**. Schools that are integrated have both different schools. A few states had laws requiring schools African American and white students usually went to attending school.

### Education and Farming

African Americans started their own schools during Reconstruction. Many whites and African Americans from the North came to teach in these schools. In the 1870s, Reconstruction governments set up public schools for both races. Soon about 50 percent of white children and 40 percent of African American children in the South were attending school.

violence as a way to oppose Republican rule. other white Southerners supported the Klan. They saw schools, and churches. Many Democrats, planters, and white friends. They burned African American homes, beat, and killed thousands of African Americans and their themselves in white sheets and hoods. They threatened, violence to control them. Klan members disguised Secret societies like the Ku Klux Klan used fear and Even worse, African Americans were victims of violence. the jobs available were often jobs whites would not do. refused to rent land to them. Store owners refused to give Americans to have more rights. White landowners often Americans. Most Southern whites did not want African Life during reconstruction was hard for African North.

Some officials did make money illegally. But there is no proof that corruption in the South was worse than in the North.

White Southerners said that Reconstruction governments suffered from **corruption**, or dishonest or illegal activities. Some officials did make money illegally. But there is no proof that corruption in the South was worse than in the North.

**Why Were They Called Carpetbaggers?**  
 Northerners who moved South were called carpetbaggers because they sometimes arrived with their belongings in cheap suitcases made of carpet fabric.

# The Reconstruction Era

## Lesson 3 The South During Reconstruction, Continued



NAME \_\_\_\_\_ DATE \_\_\_\_\_ CLASS \_\_\_\_\_

6. **Integrate** is the opposite of **segregate**. **Segregate** means "to separate." What does **integrate** mean?

### Defining

5. Who taught in African American schools in the South?

### Describing

4. How did the Klan's use of violence against African Americans help resist Republican rule?

### Critical Thinking

The Reconstruction Era


Lesson 3 The South During Reconstruction, Continued


most failed in their efforts to get their own land. Many freed people had no other choice but to farm on land owned by whites.

In a system called **sharecropping** a landowner let a farmer farm some of the land. In return, the farmer gave a part, or share, of his crops to the landowner. The part demanded by landowners was often very large. This made the system unfair. After giving landowners their share, sharecroppers often had little left to sell. Sometimes there was not even enough to feed their families. For many, sharecropping was little better than slavery.

**Check for Understanding**  
Name three ways that former slaves were discouraged from fully participating in Southern society.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
What improvements did Reconstruction bring for African Americans?

**Explaining**  7. What "rent" did the farmer pay the landowner under the sharecropping system?

**Reading Check**  8. How would you describe the relationship between sharecroppers and landowners?

9. Place a two-tab Foldable along the dotted line to cover Check for Understanding. Write the title *Reconstruction on the anchor tab.* Label the tabs *Improvements and Limitations.* Write words or phrases that you remember about life for African Americans during Reconstruction in the South. Use the Foldable to help answer Check for Understanding.

