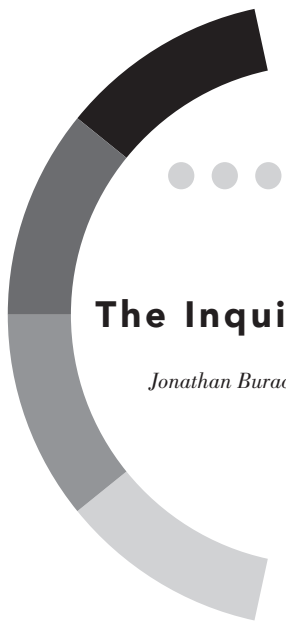


# The Civil War and Reconstruction



## **The Inquiry Arc** in U.S. History

*Jonathan Burack*

## **Reconstruction**

**MindSparks®**

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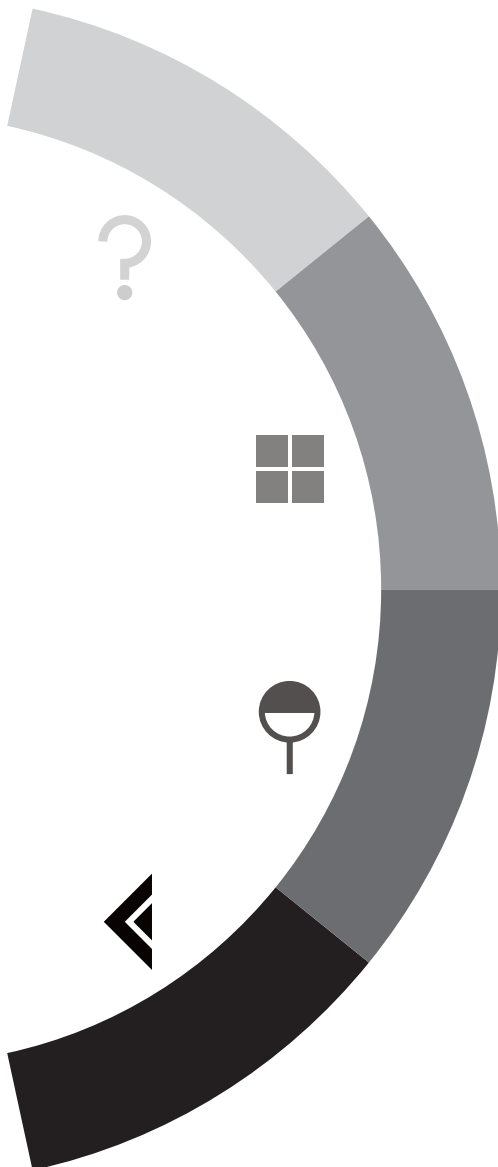
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### C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



### Four Dimensions of the Inquiry Arc

#### 1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

#### 2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

#### 3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

#### 4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these units stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lesson.

## **How to Use This Book**

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and they include individual and group tasks in an integrated way.

Each lesson includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to implement the lesson’s assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each lesson is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading and information texts, making these lessons ideal for integration into English Language Arts instruction.



**C3 Disciplines**



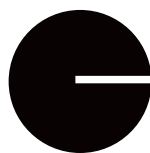
**History**



**Civics**



**Economics**



**Geography**



# Reconstruction

*Why Did It Fail?*



## Overview

### Introduction

More than 600,000 soldiers lost their lives in the Civil War. It took this horrifying destruction to force the South to give up. Once it did, it had to accept that its independence and its slave-labor system were at an end. Suddenly, the task facing the North was how to reunify the nation, not tear it apart. Would more harsh treatment of the South work best? Or would a more lenient approach be better? Which would persuade Southerners to accept black freedom and full citizenship for the freed slaves? As it turned out, this great effort at “reconstruction” failed, and a new era of unequal rights and strict racial segregation set in. Why did Reconstruction fail? That is the compelling question for this lesson. Students will work with ten primary sources. These primary sources form the core content for a set of tasks that will help them answer the compelling question.

### Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the era of Reconstruction. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

### C3 Standards Addressed by This Lesson

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- ◆ **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- ◆ **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.

- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

### Common Core Anchor Standards Addressed by This Lesson

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

## Teaching Instructions

### Compelling Question

Why did Reconstruction fail?

### Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.



#### Asking Questions about Reconstruction

*This part of the task stresses Dimensions 1 and 2 of the C3 Framework*

### Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the primary sources for this lesson. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources, and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.



#### Applying Disciplinary Concepts and Evaluating Sources and Evidence

*This part of the task stresses Dimensions 2 and 3 of the C3 Framework*

### Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.

7. Using the evidence gathered from primary sources, each group will then prepare a brief (five- to ten-minute) presentation about the era of Reconstruction from the group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or similar type of presentation. Allow time for students to prepare by discussing and debating topics with the members of their group.

### Day Three

8. Each group will deliver its presentation (prepared by the students as their final task on Day Two). Allow time for class discussion following each presentation, and for a final effort to answer the central compelling question for the lesson.



### Communicating Results and Taking Action

*This part of the task stresses Dimension 4 of the C3 Framework*

Students will complete a final project that expresses an understanding of the topic and responds clearly to the unit's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Reconstruction Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

### *Communicating Results*

- ◆ Have students study Primary Source 4.7. It is a cartoon with two panels depicting the South's "strong" government and "weak" government. As a group discuss this cartoon by focusing on this question: Does your history textbook's treatment of Reconstruction back the point of view expressed by the cartoon? Have students pretend to be Thaddeus Stevens (Primary Source 4.5), an African American legislator from Primary Source 4.6, Adalbert Ames (Primary Source 4.8), or Robert Ingersoll (Primary Source 4.9). As one of these figures, each student will write a long letter to the editor analyzing the cartoon and evaluating the overall success or failure of Reconstruction.
- ◆ Separate students into small groups. Each group should read and discuss Primary Source 4.2. Each group should prepare a brief statement addressing this question: Would Reconstruction have succeeded had Sherman's Special Field Order No. 15 (Primary Source 4.2) been implemented throughout the South after the Civil War? Each group will make a five-minute presentation of its views and answer questions from the rest of the class.
- ◆ Have students closely read and discuss Primary Source 4.10, the passages from the *Plessy v. Ferguson* decision. Then have students read Primary Sources 4.2, 4.4, 4.5, 4.8, and 4.9. Students will write a short dialogue in which at least two of the authors of those five primary sources respond to and discuss the *Plessy v. Ferguson* decision.

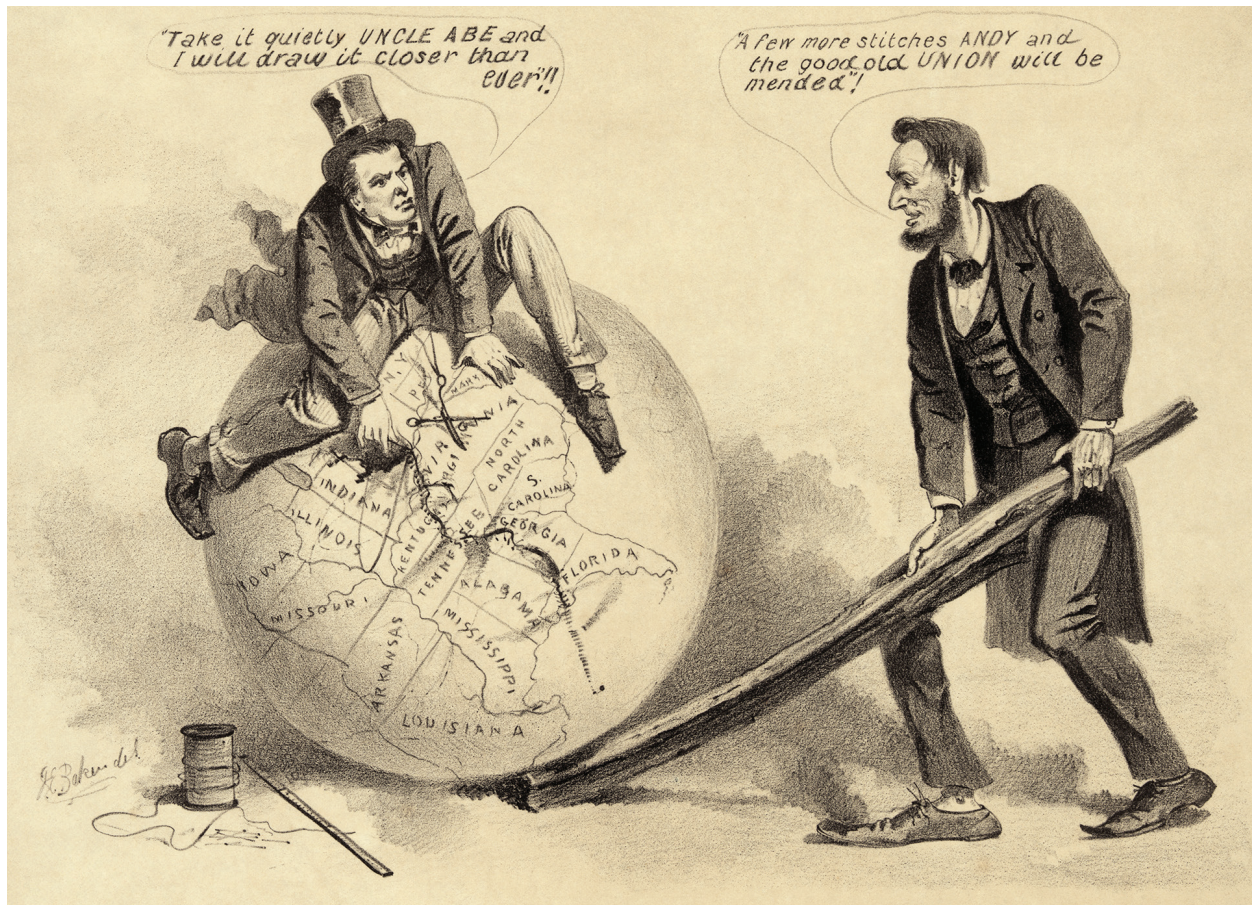


### *Taking Action*

- ◆ Have the class read more about the Supreme Court's decision in the case of *Plessy v. Ferguson* (1896). Also have the students read more about the *Brown v. Board of Education* decision of 1954. Discuss these cases in class and have students create a questionnaire of ten questions to administer to other students in the school. Based on the results of the questionnaire, create a bulletin board display or online presentation for the school about the two cases. Title it "The Long Legacy of Reconstruction."
- ◆ Based on the work in the previous assignment, use social media to share with others the results of the questionnaire about the *Plessy v. Ferguson* and the *Brown v. Board of Education* decisions. Ask those contacted in this way to comment on the significance of these two decisions and their impact on issues that still face the nation.

## Introductory Essay

# *The Failure of Reconstruction*



*The "Rail Splitter" at Work Repairing the Union*

The Civil War ended with a crushing defeat for the South. Union general William T. Sherman's sweep through Georgia and the Carolinas in 1864–1865, known as his scorched-earth march, left large areas smoldering in ruins. Sherman's aim was to destroy everything that might aid the South in a last-ditch effort to save the dying Confederacy. Elsewhere throughout the South, life was already badly disrupted. Union forces besieged the Confederate capitol of Richmond, Virginia. In April, Confederate

general Robert E. Lee finally surrendered to Union general Ulysses S. Grant. More than 600,000 soldiers lost their lives in the Civil War. It took this horrifying destruction to force the South to give up. Now it had to accept that its independence and its slave-labor system were at an end.

Suddenly, however, the task was to reunify the nation, not tear it apart. Would more harsh treatment of the South work best? Or would a more lenient approach be better? Which would convince Southerners to accept black freedom and full citizenship for the freed slaves? Lincoln hoped to ease the South back into the Union gently. We'll never know if he could have accomplished that task. On April 14, 1865, Lincoln was assassinated. His successor, Andrew Johnson, was both weak and hot-headed. He was also a Southerner, and he immediately began to make things easy for the former Confederacy. By the end of 1865, Johnson's mild form of Reconstruction was clearly having an impact. Former rebel leaders were allowed to resume control over their states. "Black codes" in several states limited the freedom of former slaves to travel, change jobs, and exercise other ordinary rights. Also, the Ku Klux Klan and other secretive groups began using terror tactics to keep blacks from voting or exercising other citizenship rights.



*Andrew Johnson*

Northern antislavery lawmakers mistrusted Johnson from the start. These "Radical Republicans" in Congress soon began to oppose his every move. They ultimately impeached Johnson and tried to remove him from office. They failed, but it hardly mattered. They had the two-thirds majorities in Congress needed to override any presidential veto. As a result, Congress soon imposed harsh military rule on the South. It did so partly to enforce black equality. Republicans then won control of Southern state governments. They did this with the votes of African Americans and with the protection of the Army. The Fourteenth Amendment (ratified in 1868) said that no state could deny any person "life, liberty, or property, without due process of law" or "deny to any person within its jurisdiction the equal protection of its laws." The Fifteenth Amendment (ratified in 1870) guaranteed blacks the right to vote.

Many idealistic Northerners went south to work for the Freedmen's Bureau. It created schools and provided other help for former slaves. Yet concern for the former slaves was not the only motive behind Reconstruction. Many Republicans also used black voters to ensure their party's political control. Corruption in these governments and in the Freedmen's Bureau was common. However, that was true also across the whole nation





*Segregation in North Carolina*

in those years. Corruption scandals inside President Ulysses S. Grant's administration (1869–1877) led many Northerners to turn against Republican rule. They grew tired of Reconstruction. They came to distrust the ideology used to justify it. In the South, military rule only added to white racist contempt for black voters and legislators.

The North pulled the last troops out of the South in 1877. After that, Southern all-white governments soon put an end to black political participation.

Republican Reconstruction did little to deal with the former slaves' economic problems. The Union army did grant lands to some of them during the war. However, these efforts were quickly dropped. No large-scale redistribution of land ever took place. Lacking property and schooling, former slaves were often forced to become tenant farmers and sharecroppers. This did little to help them move ahead. It left many of them weak and dependent. Soon, "Jim Crow" segregation laws were imposed. The races were separated. African American voting and other rights were denied. Decades of second-class citizenship followed.

Reconstruction ended in failure. Why? Did African Americans simply need more help in creating churches, independent farms, businesses, black colleges, and political organizations? Were racial prejudices in the North too strong to support Reconstruction for long? Was the bitterness of the defeated South simply too deep to overcome? There are no easy answers to these questions. The primary sources for this lesson should help you think through these issues and make up your own mind about these difficult questions.

Image Source: The "Rail Splitter" at Work Repairing the Union, by Joseph E. Baker, 1865, courtesy of the Library of Congress, LC-DIG-ppmsca-17158

Official White House portrait of Andrew Johnson via Wikimedia Commons

Bus station in Durham, North Carolina, by Jack Delano, 1940, courtesy of the Library of Congress, LC-DIG-ppmsc-00199



## GROUP MEMBERS:

## *The Era of Reconstruction*

Your group's task is to explore the history of the era of Reconstruction. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

### Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Explain how racial attitudes in both the North and the South contributed to the failure of Reconstruction.

3. Read and discuss Primary Sources 4.3, 4.5, and 4.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

Slavery affected all Southerners in many ways. Most Southern whites did not own slaves, yet they shared with the slave owners a belief that only blacks were fit to be enslaved. This gave them a sense of white superiority. And that sense helped to keep whites united on the need to protect slavery. Even non-slaveholding whites feared Northern abolitionist ideas. They were terrified that such ideas might lead the slaves to rise in violent revolt. They were also afraid that millions of freed slaves would compete with them for jobs and wages. During Reconstruction, these fears led to new efforts to separate the races and limit the rights of African Americans.

Racial fears before the Civil War also led many in the North to oppose the spread of slavery. Abolitionists said slavery was morally wrong. Many others, however, wanted only to keep black slaves out of the territories or the North itself. They feared that black slave laborers would do the jobs that free white workers were doing. This fear continued after the Civil War in a different form. It focused on the idea that freed slaves would move North in search of work.

In these various ways the legacy of racism made a humane and fair Reconstruction much harder to achieve.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.3

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Primary Source 4.5

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Primary Source 4.10

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### **Day Two**

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Explain how racial attitudes in both the North and the South contributed to the failure of Reconstruction.

State your group's claim here:

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7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

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Reason for choosing this source:

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8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.



## GROUP MEMBERS:

## *The Era of Reconstruction*

Your group's task is to explore civics issues in the era of Reconstruction. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

### Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Did Republican and Democratic party politics after the Civil War contribute to the failure of Reconstruction? Why or why not?
3. Read and discuss Primary Sources 4.5, 4.7, and 4.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

When the Civil War ended, the Republican Party was in complete control of Congress. The 1865 party makeup of the House was 132 Republicans to just 40 Democrats. In the Senate, 39 Republicans faced 9 Democrats. One key reason for this huge Republican majority was the fact that eleven Southern states had not been admitted back into the Union. The Democratic Party's greatest support had been in those states. Without the South's representatives in Congress, Republicans were sure to hold large majorities.

During Reconstruction, radical Republicans worked hard to protect African American political rights in the South. Many of them did this because they honestly believed in equal rights for all. However, they also saw partisan political gain from it. They knew the former slaves would almost all vote for Republicans. That is what happened. With U.S. troops in place, Republican politicians were able to win Southern elections by relying heavily on black votes. Was this an admirable aspect of Reconstruction? Or was it a mistake that only added to white resentment of the



freed slaves? In the 1870s, Republicans in the North tired of Reconstruction. When the troops were removed, white-ruled Democratic governments returned and put an end to black political participation.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.5

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Primary Source 4.7

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Primary Source 4.9

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## Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Did Republican and Democratic party politics after the Civil War contribute to the failure of Reconstruction? Why or why not?

State your group's claim here:

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7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

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Reason for choosing this source:

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8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.



## Economics Group

GROUP MEMBERS:

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### *The Era of Reconstruction*

Your group's task is to explore the economics of Reconstruction. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

#### Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Some say Reconstruction failed because the freed slaves' economic needs were not dealt with effectively. Explain why you do or do not agree with this view.

3. Read and discuss Primary Sources 4.2, 4.4, and 4.6.
4. Read and discuss the following background information. Use the information to help complete the handout.

During Reconstruction, tens of thousands of former slaves took to the roads. Many searched for relatives from whom they had been separated because of slavery. Others moved to towns in search of work. Some headed for the western frontier. Some became landowners and built lives as independent farmers. They were the lucky ones.

The majority soon became trapped as sharecroppers or tenant farmers, often working for their former owners. Sharecroppers paid a portion of their crop to the landowner in exchange for land, tools, supplies, and other necessities. Usually, the crop was not valuable enough to cover all the sharecropper's debts. Endless debt and growing racial segregation made this form of labor almost as harsh and confining as slavery.

Why did this happen? Why did Reconstruction fail former slaves so badly? In part it was because lands were rarely seized and divided

among the freed slaves. Some generals during the war did this, but the antislavery Radical Republicans stressed political rights. They helped many African Americans gain elected office. But they deeply respected private property, even the property of former Confederate rebels. As a result, they failed to see how vital an economic resource such as land could be to give blacks the independence they would need once Reconstruction came to an end.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.2

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Primary Source 4.4

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Primary Source 4.6

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## Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Some say Reconstruction failed because the freed slaves' economic needs were not dealt with effectively. Explain why you do or do not agree with this view.

State your group's claim here:

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7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

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Reason for choosing this source:

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8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's compelling question. Use the space below for notes or to create an outline of your group's presentation.



## Geography Group

GROUP MEMBERS:

### *The Era of Reconstruction*

Your group's task is to explore the geographical factors influencing Reconstruction. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

#### Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

The Civil War split the nation in half geographically. How did this sharp geographical divide make it harder to carry out an effective program of Reconstruction?

3. Read and discuss Primary Sources 4.1, 4.3, and 4.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

Winning a war against a powerful army is hard enough. Even harder is conquering an entire society. Perhaps hardest of all is pacifying and reuniting that society within the conquering nation. That third task is what Reconstruction tried to do. Given the bitterness and destruction of the Civil War, it is not surprising that Reconstruction did not work well. Making it all the harder was the huge geographical size and diversity of the Confederacy. It was larger than several European nations. It had thousands of miles of sea coast, with many fine ports. It was divided by major river systems; fertile cotton-producing lands; and rugged, hard-to-reach mountainous regions. It had a few key cities—Charleston, New Orleans, Richmond, Mobile—but most of its people were scattered in thousands of widely separated rural communities.

Conquering such a region was hard enough. To police it all during Reconstruction would have been difficult even for a powerful, modern state. Altering attitudes and forcing the races to get along were tasks

that no one really knew how to do all that well. The North was simply not willing to spend the money or send a large enough army to have much effect on this vast region.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.1

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Primary Source 4.3

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Primary Source 4.8

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## Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

The Civil War split the nation in half geographically. How did this sharp geographical divide make it harder to carry out an effective program of Reconstruction?

State your group’s claim here:

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7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can help support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

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Reason for choosing this source:

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8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group’s compelling question. Use the space below for notes or to create an outline of your group’s presentation.



## How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

### ◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

### ◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can help you decide how reliable or typical a source might be.

### ◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

### ◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

### ◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

PRIMARY SOURCE ►

4.I

## A Letter from James Hammond

Senator James H. Hammond of South Carolina was a forceful defender of slavery and of the South's right to secede from the Union. This passage is from a letter he wrote to Francis Lieber dated April 19, 1860.

**Original Document**

I firmly believe that the slave-holding South is now the controlling power of the world—that no other power would face us in hostility. Cotton, rice, tobacco, and naval stores command the world; and we have sense to know it, and are sufficiently Teutonic to carry it out successfully. The North without us would be a motherless calf, bleating about, and die of mange and starvation.

**Adapted Version**

I firmly believe that the slaveholding South is now the controlling power of the world—that no other power would be able to face us in military conflict. Our cotton, rice, tobacco, and naval stores command the world, and we know it; furthermore, we are sufficiently warlike to assert our dominance. The North without us would be a motherless calf, bleating about, and die of mange and starvation.

*Original Document Source:* Letter from James H. Hammond to Francis Lieber dated April 19, 1860, in *History of the United States 1850–1877, Vol. 2, 1854–1860*, edited by James Ford Rhodes (New York: Macmillan, 1904), 440. Available online from the Hathi Trust Digital Library, <https://babel.hathitrust.org/cgi/pt?id=njp.32101059283513;view=1up;seq=458>.



## General Sherman's Special Field Order No. 15

A few months before the end of the Civil War, Union general William T. Sherman issued Special Field Order No. 15. With this order, Sherman's army took control of a thirty-mile-wide strip of land from northern Florida along the coast to Charleston, South Carolina. Several hundred thousand acres of land were turned over to newly freed slaves. The land was divided up into forty-acre sections. Key passages from the order are included here.

### Original Document

II. At Beaufort, Hilton Head, Savannah, Fernandina, St. Augustine and Jacksonville, the blacks may remain in their chosen or accustomed vocations—but on the islands, and in the settlements hereafter to be established, no white person whatever, unless military officers and soldiers detailed for duty, will be permitted to reside; and the sole and exclusive management of affairs will be left to the freed people themselves, subject only to the United States military authority and the acts of Congress. By the laws of war, and orders of the President of the United States, the negro is free and must be dealt with as such. . . . Domestic servants, blacksmiths, carpenters and other mechanics, will be free to select their own work and residence, but the young and able-bodied negroes must be encouraged to enlist as soldiers in the service of the United States, to contribute their share towards maintaining their own freedom, and securing their rights as citizens of the United States.

Negroes so enlisted will be organized into companies, battalions and regiments, under the orders of the United States military authorities, and will be paid, fed and clothed according to law. The bounties paid on enlistment may, with the consent of the recruit, go to assist his family and settlement in procuring agricultural implements, seed, tools, boots, clothing, and other articles necessary for their livelihood.

III. Whenever three respectable negroes, heads of families, shall desire to settle on land, and shall have selected for that purpose an island or a locality clearly defined, within the limits above designated, the Inspector of Settlements and Plantations will himself, or by such subordinate officer as he may appoint, give them a license to settle such island or district, and afford them such assistance as he can to enable them to establish a peaceable agricultural settlement. The three parties named will subdivide the land, under the supervision of the Inspector, among themselves and such others as may choose to settle near them, so that each family shall have a plot of not more than (40) forty acres of tillable ground. . . .

CONTINUED

### **Adapted Version**

II. At Beaufort, Hilton Head, Savannah, Fernandina, St. Augustine and Jacksonville, the blacks may continue to do their chosen work. But on the islands and in settlements soon to be established, no white person may reside, except military officers and soldiers. The freed people themselves will be in charge. They will be subject only to the United States military authority and the acts of Congress. By the laws of war and the president's orders, the Negro is free and must be dealt with as such. Domestic servants, blacksmiths, carpenters, and other mechanics are free to select their own work and residence. However, young, able-bodied Negroes must be encouraged to enlist as soldiers in the Union Army. They will help maintain their own freedom and secure their rights as citizens.

Negro soldiers will be organized into companies, battalions, and regiments. They will be under the orders of the Army. They will be paid, fed, and clothed according to law. The bounties paid to enlisted men may, if they wish, go to assist their families and settlements in buying agricultural tools, seed, boots, clothing, and other necessary articles.

III. Whenever three respectable Negro heads of families select lands to settle on in this designated area, officials in charge will give them a license to settle those lands and will help them to establish peaceable agricultural settlements. The three parties named will subdivide the land among themselves and such others as choose to settle near them. They will do this in such a way that each family gets a plot of not more than forty acres of tillable ground.

Original Document Source: William T. Sherman, "Special Field Orders, No. 15," Headquarters Military Division of the Mississippi, January 16, 1865, in *Orders & Circulars*, series 44, Adjutant General's Office, Record Group 94, National Archives. Available at <http://www.blackpast.org/primary/special-field-orders-no-15#sthash.Vsj0LZZN.dpuf>.



After the Civil War ended, several Southern states passed "Black codes." These codes limited the rights of the newly freed African Americans. The codes regulated many aspects of life, in particular the movement of blacks and the terms under which they could work. The codes were passed in 1865–1866, when Andrew Johnson's lenient policies toward the South were in effect. This document includes parts of Mississippi's Black codes.

### Original Document

Sec. 3. It shall not be lawful for any freedman, free negro, or mulatto to intermarry with any white person; nor for any white person to intermarry with any freedman, free negro, or mulatto; and any person who shall so intermarry, shall be deemed guilty of felony, and on conviction thereof shall be confined in the State penitentiary for life; and those shall be deemed freedmen, free negroes, and mulattoes who are of pure negro blood, and those descended from a negro to the third generation, inclusive, though one ancestor in each generation may have been a white person.

Sec. 6. All contracts for labor made with freedmen, free negroes, and mulattoes for a longer period than one month shall be in writing, and in duplicate, attested and read to said freedman, free negro, or mulatto by a beat, city or county officer, or two disinterested white persons. . . . [A]nd if the laborer shall quit the service of the employer before the expiration of his term of service, without good cause, he shall forfeit his wages for that year up to the time of quitting.

Sec. 7. Every civil officer shall, and every person may, arrest and carry back to his or her legal employer any freedman, free negro, or mulatto who shall have quit the service of his or her employer before the expiration of his or her term of service without good cause; and said officer and person shall be entitled to receive for arresting and carrying back every deserting employee aforesaid the sum of five dollars, and ten cents per mile from the place of arrest to the place of delivery; and the same shall be paid by the employer, and held as a set-off for so much against the wages of said deserting employee: Provided, that said arrested party, after being so returned, may appeal to the justice of the peace or member of the board of police of the county, who, on notice to the alleged employer, shall try summarily whether said appellant is legally employed by the alleged employer, and has good cause to quit said employer; either party shall have the right of appeal to the county court, pending which the alleged deserter shall be remanded to the alleged employer or otherwise disposed of, as shall be right and just; and the decision of the county court shall be final.

CONTINUED

### Adapted Version

Sec. 3. No freedman, free Negro, or mulatto may intermarry with any white person. Nor may any white person marry any freedman, free Negro, or mulatto. Any person who does so will be considered guilty of a felony. If convicted, that person will be confined in the State penitentiary for life. Anyone is considered a freedman, free Negro, or mulatto who is of pure Negro blood, as well as anyone who is descended from a Negro to the third generation—even if one ancestor in each generation was a white person.

Sec. 6. All labor contracts with freedmen, free Negroes, and mulattoes for more than a month shall be in writing, in duplicate. They shall be witnessed and read to said freedman, free Negro, or mulatto by a beat, city or county officer, or two neutral white persons. And if the laborer quits without a good reason before his term of service is up, he loses all wages up to the time of quitting.

Sec. 7. Every civil officer and other person may arrest and return to his employer any freedman, free Negro, or mulatto who quits without good reason before the term of service is up. The employer shall pay the arresting officer or other person five dollars, plus ten cents per mile from the place of arrest to the place of delivery. The employer may then deduct that from the wages of the deserting employee. The alleged employee may appeal this decision. Then officials will notify the alleged employer and will try to decide whether the alleged employee was legally employed by the employer and had a good reason to quit. Either party may then appeal the decision to the county court. After that, the alleged deserter will either be turned over to the employer or disposed of in some other way as the court sees fit.

*Original Document Source:* Mississippi Black Codes. Available online from BlackPast.org at <http://www.blackpast.org/primary/1866-mississippi-black-codes#sthash.MuwUIVuY.dpuf>.



## Baley Wyat: A Freedman Speaks

Baley Wyat was a freed slave who had been granted lands taken by Union forces during the war. In May 1865, however, President Andrew Johnson's lenient amnesty plan allowed former Confederates to take back lands distributed in this way. As a result, Wyat was among a group of former slaves who had to give up their land. In 1866, Quaker school officials of the Freedmen's Bureau met to help the freed slaves deal with this situation. Wyat spoke at that meeting. The superintendent of the Friend's Freedom School had Wyat repeat the speech to him so that he could record it. This passage is from that record of the speech.

**Original Document**

We now, as a people desire to be elevated, and we desire to do all we can to be educated, and we hope our friends will aid us all they can. . . .

I may state to all our friends, and to all our enemies, that we have a right to the land where we are located. For why? I tell you. Our wives, our children, our husbands, have been sold over and over again to purchase the lands we now locate upon; for that reason we have a divine right to the land. . . .

And then didn't we clear the land and raise the crops of corn, of cotton, of tobacco, of rice, of sugar, of everything? And then didn't the large cities in the North grow up on the cotton and the sugars and the rice that we made? Yes! I appeal to the South and the North if I haven't spoken the words of truth. . . .

God heard our groans. He saw our afflictions, and he came down and delivered us; but another king has now arisen—Andy Johnson! I will not call him king or President; He is not our friend; he has forgotten the afflictions of Joseph, If he ever knew them, and we are now turned back to the old taskmasters.

*Original Document Source:* Baley Wyat, "A Freedman's Speech," Philadelphia: Friends' Association of Philadelphia and Its Vicinity for the Relief of Colored Freedmen," circa 1866. Available online from the Library of Congress at <http://hdl.loc.gov/loc/rbc/1590140b>.

Andrew Johnson's mild approach to Reconstruction angered many in the North. This was especially true of those Republicans who had been strong opponents of slavery. One of the key leaders of these "radical Republicans" was Representative Thaddeus Stevens of Pennsylvania. On September 6, 1865, Stevens gave a speech outlining a new, radical program for Reconstruction.

### Original Document

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

We propose to confiscate all the estate of every rebel belligerent whose estate was worth \$10,000, or whose land exceeded two hundred acres in quantity. Policy if not justice would require that the poor, the ignorant, and the coerced should be forgiven. They followed the example and teachings of their wealthy and intelligent neighbors. They would never have started the rebellion, fortunately those who would thus escape, form a large majority of the people, though possessing but a small portion of the wealth. . . .

There are about six millions of freedmen in the South. The number of acres of land is 465,000,000. Of this, those who own above two hundred acres each number about 70,000 persons, holding, in the aggregate, (together with the States,) about 394,000,000 acres. . . . By thus forfeiting the estates of the leading rebels, the government would have 394,000,000 of acres, beside their town property, and yet nine-tenths of the people would remain untouched. Divide this land into convenient farms. Give, if you please, forty acres to each adult male freedm[a]n. Suppose there are one million of them. That would require 40,000,000 of acres, which, deducted from 394,000,000, leaves 354,000,000 of acres for sale. . . .

The whole fabric of Southern society must be changed, and never can it be done if this opportunity is lost. Without this, this government can never be, as it never has been, a true republic. Heretofore, it had more the features of aristocracy than of democracy. The Southern States have been despotisms, not governments of the people. It is impossible that any practical equality of rights can exist where a few thousand men monopolize the whole landed property. The larger the number of small proprietors the more safe and stable the government.

CONTINUED



### Adapted Version

We say the government has a duty to punish the rebel war makers. We must make sure they can never again threaten the Union. We must also reform their local institutions so as to make them republican in spirit as well as name.

We say take away the estate of every rebel worth \$10,000. Or every rebel with two hundred acres or more. The poor, the ignorant, and the coerced should be forgiven. They only followed their wealthy and intelligent neighbors. They would never have started the rebellion on their own. Fortunately, they are most of the people, though they own little wealth.

There are about six million freedmen in the South. Of the South's 465,000,000 acres, about 394,000,000 acres are owned by those with 200 acres or more (or by the states). By taking away this land, the government would have 394,000,000 of acres, beside their town property. And yet nine-tenths of the people would not be affected by this. Divide this land into workable farms. Give forty acres to each adult male freedman. Suppose there are one million of them. That would require 40,000,000 acres. Deducted from 394,000,000 acres, that leaves 354,000,000 acres for sale.

Southern society must be totally changed. It will never be done if we don't act now. Unless we do what is proposed here, the government can never become a true republic. Before now, it was more of an aristocracy than a democracy. The Southern states have been despotisms, not governments of the people. No practical equality of rights can exist where a few thousand men control all landed property. The more small landowners there are, the safer and more stable the government will be.

Original Document Source: Thaddeus Stevens, "An Address Delivered to the Citizens of Lancaster, Sept. 6, 1865," in the *Lancaster Daily Evening Express*, September 10, 1865. Available online from *The New York Times* at <http://www.nytimes.com/1865/09/10/news/reconstruction-hon-thaddeus-stevens-great-topic-hour-address-delivered-citizens.html?pagewanted=all>.



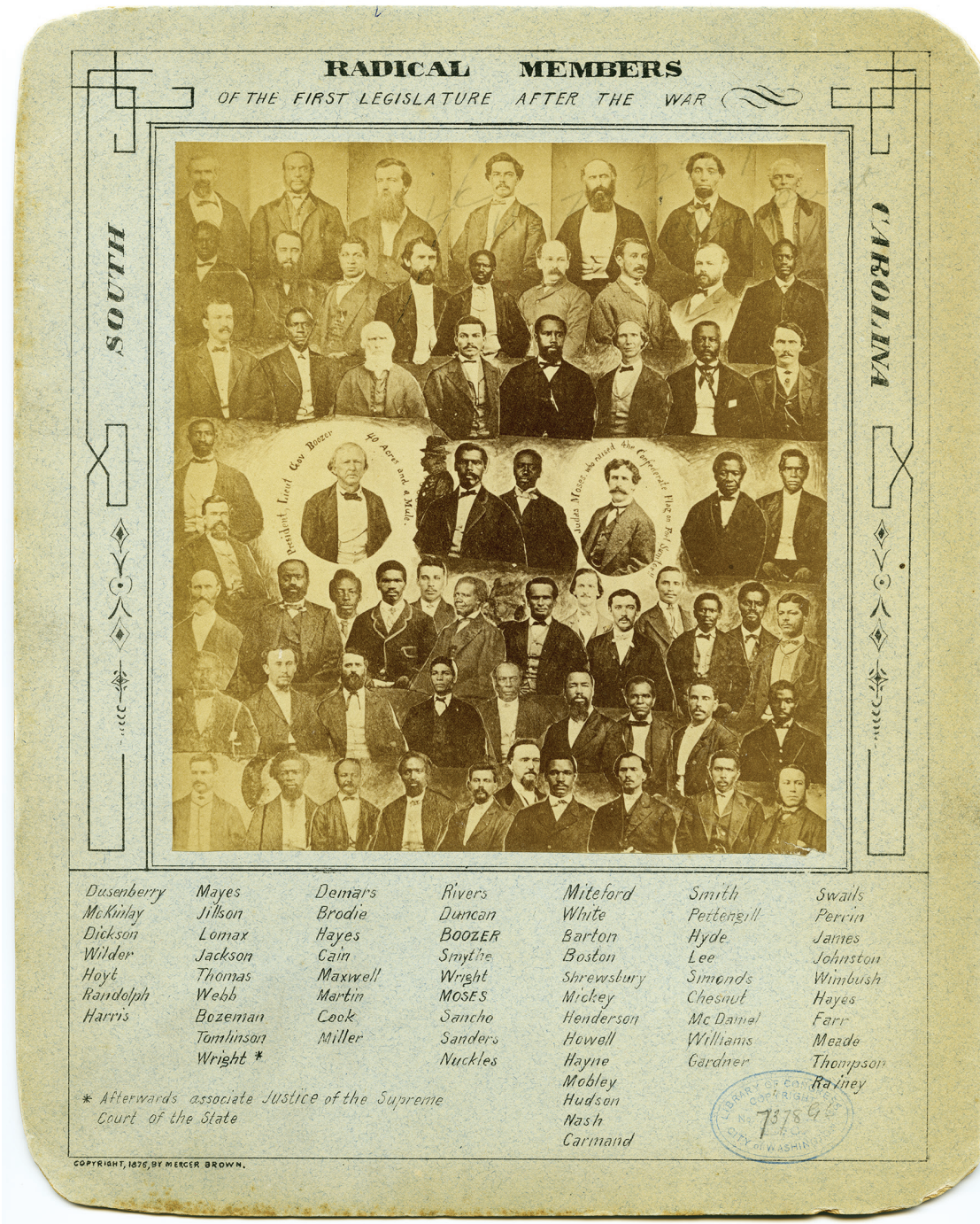
PRIMARY SOURCE ▶

4.6

## A Reconstruction Legislature

During Radical Reconstruction, federal troops were sent to protect African American political rights. A large number of blacks served in various Reconstruction governments. This photomontage shows members of the first South Carolina legislature following the Civil War.

## Original Document



Original Document Source: From "Radical Members of the First Legislature after the War, South Carolina."  
Courtesy of the Library of Congress Prints and Photographs Division, Reproduction No. LC-DIG-ppmsca-30572.



PRIMARY SOURCE ▶

4.7

## A "Strong" South and a "Weak" South

Reconstruction finally ended when Rutherford B. Hayes became president in 1877 and the last troops were removed from the South. This two-part cartoon expresses an opinion about the end of Reconstruction once President Hayes took office. The cartoon was published in 1880. On the left, it shows a female figure labeled "the Solid South" straining under the weight of former president Ulysses S. Grant in a huge piece of luggage labeled "carpet bag and bayonet rule." On the right, Rutherford B. Hayes is plowing under the carpet bag and bayonets with a plow marked "Let 'em alone policy." The title is "The 'Strong' Government 1869-1877—The 'Weak' Government 1877-1881."

## Original Document



Original Document Source: "The 'Strong' Government 1869-1877—The 'Weak' Government 1877-1881." Courtesy of the Library of Congress Prints and Photographs Division, Reproduction No. LC-DIG-ppmsca-15783.



## Adalbert Ames on the Abandonment of Reconstruction

By 1875, the Grant administration was giving up on Radical Reconstruction. Federal officials in the South were told that troops would be used less often to control whites and protect blacks. In Mississippi, former governor Adalbert Ames, a Republican, wrote to his wife on October 12, 1875. He admitted that his efforts to protect the rights of the freed slaves had failed.

**Original Document**

Yes, a revolution has taken place—by force of arms—and a race are disfranchised—they are to be returned to a condition of serfdom—an era of second slavery. Now it is too late. The nation should have acted, but it was “tired of the annual autumnal outbreaks in the South”—see Grant’s and Pierrepont’s letter to me. The political death of the Negro will forever release the nation from the weariness of such “political outbreaks.” You may think I exaggerate. Time will show you how accurate my statements are.

**Adapted Version**

Yes, a revolution has taken place—by force of arms—and the black race is disfranchised and are now to be returned to a condition of serfdom, an era of second slavery. Now it is too late. The nation should have acted, but it was “tired of the annual autumnal outbreaks in the South”—see Grant’s and Pierrepont’s letter to me. The political death of the Negro will forever release the nation from the weariness of such “political outbreaks.” You may think I exaggerate. Time will show you how accurate my statements are.

Original Document Source: Letter from Adalbert Ames to his wife dated October 12, 1875, in *The Class of 1861: Custer, Ames, and Their Classmates after West Point*, edited by Ralph Krushner (Carbondale: Southern Illinois University Press, 1999), 105–106. Available online from Google Books at [https://books.google.com/books?id=hCR6CgAAQBAJ&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.com/books?id=hCR6CgAAQBAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false).

Even as Reconstruction ended, not everyone in the North was willing to forgive and forget the South's rebellion and its defense of slavery. This can be seen in this passage from "The Veteran Soldiers," a speech by Robert Ingersoll, delivered to a soldiers' and sailors' reunion in Indianapolis, Indiana, in 1876.

### Original Document

I am opposed to the Democratic Party, and I will tell you why. Every State that seceded from the United States was a Democratic State. Every ordinance of secession that was drawn, was drawn by a Democrat. Every man that endeavored to tear the old flag from the heaven that it enriches, was a Democrat. Every man that tried to destroy this nation was a Democrat. Every enemy this great Republic has had for twenty years has been a Democrat. Every man that shot Union soldiers, was a Democrat. Every man that starved Union soldiers, and refused them in the extremity of death, a crust, was a Democrat. Every man that loved slavery better than liberty, was a Democrat. The man that assassinated Abraham Lincoln, was a Democrat. Every man that sympathized with the assassin—every man glad that the noblest President ever elected was assassinated, was a Democrat. Every man that wanted the privilege of whipping another man to make him work for him for nothing, and pay him with lashes on his naked back, was a Democrat.

### Adapted Version

I oppose the Democratic Party. I will tell you why. Every state that seceded from the United States was a Democratic state. Every ordinance of secession, was drawn by a Democrat. Every man who tried to tear down the old flag was a Democrat. Every man who tried to destroy this nation was a Democrat. Every enemy this great republic has had for twenty years has been a Democrat. Every man who shot Union soldiers was a Democrat. Every man who starved Union soldiers or refused one a crust as he was dying was a Democrat. Every man who loved slavery better than liberty was a Democrat. The man who assassinated Abraham Lincoln was a Democrat. Every man who sympathized with the assassin and was glad to see the assassination of the noblest president ever was a Democrat. Every man who wanted the right to whip another man to make him work for him for nothing, and to pay him with lashes on his naked back, was a Democrat.

Original Document Source: Robert Ingersoll, speech delivered to a soldiers' and sailors' reunion, 1876, in *American Orators and Oratory*, edited by G. M. Whitman (San Francisco: Occidental, 1884), 606. Available online from Google Books at [https://books.google.com/books?id=9yBNAQAAMAAJ&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.com/books?id=9yBNAQAAMAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false).



*Plessy v. Ferguson* was a case heard before the Supreme Court in 1896. In its decision, the Supreme Court upheld state racial segregation laws for public facilities. It justified such laws under the concept of "separate but equal." That is the view that separate facilities for African Americans were legal as long as they were equal to those for whites. In reality, they rarely were equal. In this case, the law under review required railway companies to provide separate coaches for "white and colored races." This separate but equal rule was finally rejected by the 1954 Supreme Court decision in *Brown v. Board of Education of Topeka, Kansas*. These passages are from the *Plessy v. Ferguson* decision.

### Original Document

This case turns upon the constitutionality of an act of the general assembly of the state of Louisiana, passed in 1890, providing for separate railway carriages for the white and colored races. Acts 1890, No. 111, p. 152.

The first section of the statute enacts 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. . . . 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. . . .

By the fourteenth amendment, all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are made citizens of the United States and of the state wherein they reside; and the states are forbidden from making or enforcing any law which shall abridge the privileges or immunities of citizens of the United States, or shall deprive any person of life, liberty, or property without due process of law, or deny to any person within their jurisdiction the equal protection of the laws. . . .

The object of the 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

CONTINUED

with the establishment of separate schools for white and colored children, which have 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.

### **Adapted Version**

This case is about the constitutionality of an 1890 act of the state of Louisiana providing for separate railway cars for the white and colored races.

The act orders all railway companies carrying passengers in this state to provide equal but separate accommodations for the white and colored races. They are to do this by providing two or more passenger coaches for each passenger train. Or they must divide the passenger coaches by a partition separating the races. No one may occupy seats in coaches other than the ones assigned to them by their race.

The Fourteenth Amendment says that all persons born or naturalized in the United States, and under its official power, are citizens of the United States and of their state. It says states may not take away any “privileges or immunities” from those citizens. Nor may it deprive any person of life, liberty, or property without due process of law. Nor can it deny to any person the equal protection of the laws.

The amendment is meant to enforce the equality of the two races before the law. However, it is clearly not meant to abolish all distinctions based upon color. Nor is it meant to enforce social equality along with political equality. It is also not meant to force a mixing of the two races in ways unacceptable to either. Laws requiring their separation in places where they come into contact do not necessarily imply the inferiority of either race. Such laws have usually been accepted as a legal use of police power by state legislatures. The most common example has to do with creating separate schools for white and colored children. This has been held to be a valid state power even by courts of states where the colored race has held political rights longest.



## Communicating Results and Taking Action

### Communicating Results

- ◆ Study Primary Source 4.7. It is a cartoon with two panels depicting the South's "strong" government and "weak" government. As a group, discuss this cartoon by focusing on this question: Does your history textbook's treatment of Reconstruction back the point of view expressed by the cartoon? You will pretend to be Thaddeus Stevens (Primary Source 4.5), an African American legislator (Primary Source 4.6), Adalbert Ames (Primary Source 4.8), or Robert Ingersoll (Primary Source 4.9). As one of these figures, you will write a long letter to the editor analyzing the cartoon and evaluating the overall success or failure of Reconstruction.
- ◆ The teacher will separate students into small groups. Each group should read and discuss Primary Source 4.2. Each group should prepare a brief statement addressing this question: Would Reconstruction have succeeded had Sherman's Special Field Order No. 15 (Primary Source 4.2) been implemented throughout the South after the Civil War? Each group will make a five-minute presentation of its views and answer questions from the rest of the class.
- ◆ Closely read and discuss Primary Source 4.10, the passages from the Supreme Court's decision in the *Plessy v. Ferguson* case of 1896. Then read Primary Sources 4.2, 4.4, 4.5, 4.8, and 4.9. Write a short dialogue in which at least two of the authors of those five primary sources respond to and discuss the *Plessy v. Ferguson* decision.

### Taking Action

- ◆ Read more about the Supreme Court's decision in *Plessy v. Ferguson*. Also read more about the *Brown v. Board of Education* decision of 1954. Discuss these cases in class and create a questionnaire of ten questions to administer to other students in the school. Based on the results of the questionnaire, create a bulletin board display or an online presentation for the school titled "The Long Legacy of Reconstruction" that summarizes the two cases and their long-term effects.
- ◆ Based on the work in the previous assignment, use social media to share with others the results of the questionnaire about the *Plessy v. Ferguson* and the *Brown v. Board of Education* decisions. Ask those contacted in this way to comment on the significance of these two decisions and their impact on issues that still face the nation.



## The Reconstruction Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
<b>Focus</b>	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
<b>Research</b>	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
<b>Development and Use of Evidence</b>	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
<b>Content</b>	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
<b>Conventions</b>	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

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- 4.2 Sherman, William T. “Special Field Orders, No. 15,” Headquarters Military Division of the Mississippi, January 16, 1865. In *Orders & Circulars*, series 44, Adjutant General’s Office, Record Group 94, National Archives. Available online from BlackPast.org.
- 4.3 Mississippi Black Codes. Available online from BlackPast.org.
- 4.4 Wyatt, Baley. “A Freedman’s Speech.” Philadelphia: Friends’ Association of Philadelphia and Its Vicinity for the Relief of Colored Freedmen, circa 1866. Available online from the Library of Congress.
- 4.5 Stevens, Thaddeus. “An Address Delivered to the Citizens of Lancaster, Sept. 6, 1865.” *Lancaster Daily Evening Express*, September 10, 1865. Available online from *The New York Times*.
- 4.6 “Radical Members of the First Legislature after the War, South Carolina.” Library of Congress Prints and Photographs Division, Reproduction Number: LC-DIG-ppmsca-30572. Available online from the Library of Congress.
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- 4.8 Krishner, Ralph, ed. *The Class of 1861: Custer, Ames, and Their Classmates after West Point*. Carbondale: Southern Illinois University Press, 1999.
- 4.9 Whitman, G. M., ed. *American Orators and Oratory*. San Francisco: Occidental, 1884.
- 4.10 *Plessy v. Ferguson*. 163 U.S. 537, 1896. Available online from Cornell University Law School, Legal Information Institute.

## Sources for Further Study

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Oakes, James. *The Scorpion's Sting: Antislavery and the Coming of the Civil War*. New York: W. W. Norton, 2015.

Thomas, Velma Maia. *Freedom's Children: The Journey from Emancipation into the Twentieth Century*. New York: Crown, 2000.

