

## INTRODUCTION

This unit focuses on the period immediately following the Civil War. As Americans struggled over how to integrate former Confederate states back into the nation, new technologies and economic opportunities led to great financial and business gains for some Americans — and to losses for others.

## LEARNING OBJECTIVES

In this session, teachers will

- explore the political conflicts that arose during Reconstruction concerning the integration of former Confederate states back into the Union;
- learn about the experiences of former slaves and white Southerners in the aftermath of the Civil War;
- examine the economic, social, and demographic changes that shaped the period of Reconstruction.

## Before You Begin

Before the day of the *Reconstructing a Nation* session, familiarize yourself with the reading materials assigned to the participating teachers. Review this facilitator's guide. Be sure to prepare the correct number of overheads, handouts, maps, charts, and illustrations needed for each activity. Each teacher should read the text materials for Unit 10 before attending the session (estimated reading time: two hours). Teachers should also complete the Web interactive *Curating an Exhibit*, which allows teachers to select from a number of artifacts, letters, paintings, etc., to curate their own museum exhibit. Activities during the session will draw heavily on the content in the text materials, the interactive, as well as the video. Teachers should bring the unit text materials to the workshop session.

## MATERIALS NEEDED

- This *America's History in the Making* facilitator's guide
- Text Materials for Unit 10: *Reconstructing a Nation*
- VHS tape and VCR, DVD and DVD player, or access to streaming video of *America's History in the Making* video for Unit 10: *Reconstructing a Nation* available at [www.learner.org](http://www.learner.org)
- Overhead projector
- Multiple copies of handouts (in the Appendix of this guide)
- Pens and paper for participating teachers and facilitator
- Chalkboard, blank transparencies, or overhead for reporting out

## OVERHEAD AND HANDOUT INSTRUCTIONS

1. Using Appendix A, “Themes for *Reconstructing a Nation*,” create an overhead transparency.
2. Using Appendix B, “Proposed Reconstruction Policies Cards,” cut out the four cards.
3. Using Appendix C, “Proposed Reconstruction Policies Questions,” create an overhead transparency.
4. Using Appendix D, “Goals of Black Freedpeople During Reconstruction,” create an overhead transparency.
5. Using Appendix E, “Conflicting Goals During Reconstruction Cards,” cut out the five cards.
6. Using Appendix F, “Successes and Failures of Reconstruction Visual Organizer,” make one handout for each participating teacher, also an overhead transparency.
7. Using Appendix G, “Primary Sources for Unit 10,” make one handout for each participating teacher.

**Facilitator’s Note:** You may want to prepare overheads of the reflection questions for teachers to reference during the workshop activities.

## LEADING THE SESSION

As participating teachers arrive, have an overhead set up that lists the main themes of the unit for teachers to review (Appendix A).

After you have completed any housekeeping announcements, ask one of the teachers to read the themes aloud. Explain that they will expand their understanding of these three themes through activities and video segments that build on the reading they did prior to the workshop session.

## Activity 1 (35 minutes)

This activity serves as an icebreaker for the group, giving teachers an opportunity to review what they learned from the reading about the different proposed policies for integrating former Confederate states back into the Union. Teachers will identify the dates, proponents, and opponents of major policy proposals made in the early years of Reconstruction and will evaluate the potential effectiveness of each plan.

### Part 1 (20 minutes)

Divide the teachers into four groups. Give each group one of the “Proposed Reconstruction Policies Cards” (Appendix B). Put the “Proposed Reconstruction Policies Questions” (Appendix C) on the overhead, and have the teachers in each group review the reading for Unit 10 to answer the questions.

### Part 2 (10 minutes)

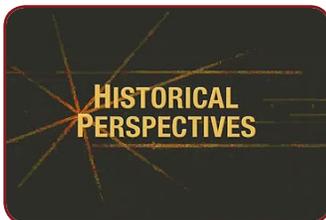
Have each group read its card aloud and share its answers to the questions on the overhead. Once all the groups have made their presentations, have the collective workshop group vote on whether it would support each proposed policy or entity.

### Part 3 (5 minutes)

Allow teachers to share their responses to the following reflection questions with the group.

#### Reflection Questions

1. How might different people in each region (the North, the South, and the West) have responded to these policies?
2. What factors would influence their responses?



**Watch Video Segment 1:**  
**Historical Perspectives** (approximately 10 minutes)

## Activity 2 (50 minutes)

Teachers should rely on material from the video and the readings to complete this activity. They should be encouraged to refer to the text materials as a resource.

### Activity Overview

The goal of this activity is to examine the experiences of freed slaves, while also exploring the concerns and priorities that other groups of Americans had during Reconstruction.

#### Part 1 (10 minutes)

Divide the teachers into five groups. Have each group review the *Protest of the Freedmen of Edisto Island to General Howard*, 1865, from the reading for this workshop and write an outline of the concerns raised by the authors of this historical artifact.

#### Part 2 (10 minutes)

Put up the overhead “Goals of Black Freedpeople During Reconstruction” (Appendix D). Ask each group to identify specific evidence of these goals in the *Protest of the Freedmen of Edisto Island*.

#### Part 3 (15 minutes)

Distribute one of the “Conflicting Goals During Reconstruction Cards” (Appendix E) to each of the groups. Have each group brainstorm how they think the people on their card would respond to the *Protest of the Freedmen of Edisto Island*, based on the information on the card and any other knowledge they have about the period. Designate one teacher in each group to take notes as the group completes this part of the activity.

#### Part 4 (15 minutes)

Have each group present their work from Part 3 to the other teachers. After all the groups have presented, have the collective workshop group share responses to the following reflection questions.

#### Reflection Questions

1. How did this activity deepen your understanding of the primary source?
2. How did this activity deepen your understanding of the concerns and beliefs different groups had during Reconstruction?
3. What is the most challenging aspect of imagining how a particular group of people in the past would respond to a specific primary source?
4. How could you adapt this activity for use with your students?

Place the “Successes and Failures of Reconstruction Visual Organizer” (Appendix F) on the overhead, and tell teachers they will be filling out a copy after the “Faces of America” video segment.



**Watch Video Segment 2:**  
**Faces of America** (approximately 10 minutes)

## Activity 3 (25 minutes)

### Activity Overview

The goal of this activity is to review the lives of the Americans featured in “Faces of America” as examples of what was achieved and was not achieved during Reconstruction.

#### Part 1 (15 minutes)

Distribute copies of the “Successes and Failures of Reconstruction Visual Organizer” (Appendix F) to each of the teachers. Read the following directions to them:

Some people have viewed Reconstruction largely in terms of the failure to ensure equal rights for African Americans; others have defended Reconstruction as the successful integration of former Confederate states back into the nation. The introduction to the “Faces of America” video segment suggests that in many ways, the era of Reconstruction was marked by both successes and failures — as the lives of Hiram Rhodes Revels, Ella Clanton Thomas, and Grenville Dodge illustrate. Working in pairs, fill out the visual organizer by noting what parts of each of their stories show the successes of Reconstruction, and what parts show the failures.

#### Part 2 (10 minutes)

Have the teachers report out their results for Part 1, recording their contributions on the overhead. Ask teachers to discuss their responses to the following reflection questions with the group.

### Reflection Questions

1. Were the varied goals of Reconstruction — re-establishing state governments in the former Confederate states, establishing the rights and liberties of former slaves, pursuing economic and technological advancements throughout the country, and integrating new immigrant groups into the nation — necessarily at odds?
2. What measures could have been taken to make Reconstruction more successful for all Americans?



### Watch Video Segment 3: Hands on History

(approximately 5 minutes to the end of the tape)

## Activity 4 (10 minutes)

### Activity Overview

This activity serves as a conclusion to this session of the workshop. It will provide you with an opportunity to reflect on what you have learned.

#### Part 1 (5 minutes)

Have the teachers review the list of “Primary Sources for Unit 10” (Appendix G). Which items would they have expected to be preserved? Which items do they think were less likely to be preserved, and why? Have the teachers share their answers to the following reflection question with the group.

#### Reflection Question

Microfilming and digitizing (scanning materials into digital files that can be stored on a computer or on the internet) have made more primary sources than ever available to teachers and students. How has access to primary source materials changed the way you might teach history — and the way you deepened your own content knowledge during this workshop series?

## **APPENDICES – *Reconstructing a Nation***

- A: “Themes for *Reconstructing a Nation*”  
overhead transparency
- B: “Proposed Reconstruction Policies Cards”  
cut out the four cards
- C: “Proposed Reconstruction Policies Questions”  
overhead transparency
- D: “Goals of Black Freedpeople During Reconstruction”  
overhead transparency
- E: “Conflicting Goals During Reconstruction Cards”  
cut out the five cards
- F: “Successes and Failures of Reconstruction Visual Organizer”  
one handout for each participating teacher;  
also, an overhead transparency
- G: “Primary Sources for Unit 10”  
one handout for each participating teacher



## **Appendix A: Themes for *Reconstructing a Nation***

### **THEME 1**

Reconstruction, the process of integrating the former Confederate states back into the Union, caused political conflicts in both the North and the South.

### **THEME 2**

Emancipation was only the beginning of a long road to equality for former slaves, as they improved their lives in the face of strong and determined opposition.

### **THEME 3**

The period known as Reconstruction was shaped by rapid economic, social, and demographic changes.

## Appendix B: Proposed Reconstruction Policies Cards

<p>Under this plan, each former Confederate state would be able to form a new state government and earn re-admittance into the Union once ten percent of the voters who participated in the 1860 presidential election took an oath of loyalty to the Union and renounced slavery.</p>	<p>Under this plan, each former Confederate state would be able to form a new state government and earn re-admittance into the Union once a majority of the voters who participated in the 1860 presidential election took a loyalty oath affirming their allegiance to the United States.</p>
<p>This government entity was to address matters concerning newly freed slaves in the former Confederate states. It was to ensure food, shelter, medical care, and education for former slaves; and to oversee the labor agreements under which they would work.</p>	<p>Under this plan, the former Confederate states (except for Tennessee) would be divided into five military districts under the supervision of the Union army. The military commander would oversee the formation of new state governments and the ratification of the Fourteenth Amendment. Black men would be allowed to vote in elections within these districts, while former Confederates would be barred from voting.</p>

## Appendix C: Proposed Reconstruction Policies Questions

### **Factual Questions:**

1. What is the name of the proposed policy or government entity on your group's card?
2. Who proposed or supported this policy or entity?
3. Who opposed it?
4. Was it enacted?
5. When was it proposed or enacted?

### **Evaluation Questions:**

1. What positive effects do you think the policy or entity would have had?
2. What negative effects would it have had?
3. Would you support this policy or entity?

## Appendix D: Goals of Black Freedpeople During Reconstruction

- Secure physical protection from abuse and terror by local whites.
- Achieve economic independence through land ownership and equal access to trades.
- Receive educational opportunity and foster the development of family and cultural bonds.
- Obtain equal civil rights and protection under the law.
- Commence political participation through the right to vote.

# Appendix E: Conflicting Goals During Reconstruction Cards

<p><b>Victorious Northern “Radical” Republicans</b></p> <ul style="list-style-type: none"> <li>• Justify the war by remaking Southern society in the image of the North.</li> <li>• Inflict political but not physical or economic punishment on Confederate leaders.</li> <li>• Continue programs of economic progress begun during the war: high tariffs, railroad subsidies, national banking.</li> <li>• Maintain the Republican party in power.</li> <li>• Help the freedpeople make the transition to full freedom by providing them with the tools of citizenship (suffrage) and equal economic opportunity.</li> </ul>	<p><b>Northern Moderates (Republicans and Democrats)</b></p> <ul style="list-style-type: none"> <li>• Quickly establish peace and order, reconciliation between North and South.</li> <li>• Bestow on the Southern states lenience, amnesty, and merciful readmission to the Union.</li> <li>• Perpetuate land ownership, free labor, market competition, and other capitalist ventures.</li> <li>• Promote local self-determination of economic and social issues; limit interference by the national government.</li> <li>• Provide limited support for black suffrage.</li> </ul>
<p><b>New “Other South”: Yeoman Farmers and Former Whigs/ Unionists</b></p> <ul style="list-style-type: none"> <li>• Quickly establish peace and order, reconciliation between North and South.</li> <li>• Achieve recognition of loyalty and economic value of yeoman farmers.</li> <li>• Create greater diversity in Southern economy: capital investments in railroads, factories, and the diversification of agriculture.</li> <li>• Displace the planter aristocracy with new leaders drawn from new economic interests.</li> <li>• Limit the rights and powers of freedpeople; extend suffrage only to the educated few.</li> </ul>	<p><b>Old Southern Planter Aristocracy (Former Confederate Leadership)</b></p> <ul style="list-style-type: none"> <li>• Ensure protection from black uprising and prevent excessive freedom for former slaves.</li> <li>• Secure amnesty, pardon, and restoration of confiscated lands.</li> <li>• Restore traditional plantation-based, market-crop economy with blacks as cheap labor force.</li> <li>• Restore traditional political leaders in the states.</li> <li>• Restore traditional paternalistic race relations as basis of social order.</li> </ul>
	<p><b>Western Native American Tribes</b></p> <ul style="list-style-type: none"> <li>• Preserve land from encroachment by miners, railroads, and other economically motivated groups.</li> <li>• Respond to U.S. government efforts to relocate remaining tribes onto reservations.</li> <li>• Defend themselves against the presence of Federal troops deployed by President Hayes.</li> <li>• Resist the hardships of performing low-wage manual labor for white landowners in some parts of the West.</li> <li>• Maintain cultural and social ways of life in the face of increasing pressures from whites.</li> </ul>

## Appendix F: Successes and Failures of Reconstruction Visual Organizer

	SUCCESSSES	FAILURES
<b>Hiram Rhodes Revels</b>		
<b>Ella Clanton Thomas</b>		
<b>Grenville Dodge</b>		

## Appendix G: Primary Sources for Unit 10

*“King Andy”* political cartoon

Thomas Nast, KING ANDY: HOW HE WILL LOOK AND WHAT HE WILL DO, FROM HARPER’S WEEKLY (1866). Courtesy of HarpWeek, LLC.

Want Ads for Lost Relatives

*The Colored Tennessean*, ABSTRACTIONS FROM MARCH 24, 1865, WANT ADS, DAVIDSON COUNTY, TENNESSEE. Courtesy of the Library of Congress.

Illustrations of the 1866 Memphis race riot

Alfred Rudolph Waud, SCENES IN MEMPHIS, TENNESSEE DURING THE RIOT (1866). Courtesy of the Library of Congress.

*Texas Black Code*

Eleventh Texas Legislature, TEXAS BLACK CODE (1866). Courtesy of the Brazoria County Historical Museum.

*A Freedman’s Work Contract*

Tait labor contract (LPR 35, Box 1, Folder 2), Alabama Department of Archives and History, [www.archives.state.al.us/teacher/recon/recon1.html](http://www.archives.state.al.us/teacher/recon/recon1.html).

*Protest of the Freedmen of Edisto Island to General Howard*, 1865

Henry Bram et al. to Maj. Gen. O. O. Howard, [Oct. 28?, 1865]; and Henry Bram et al. to the President of these United States, Oct. 28, 1865; B-53 1865 and P-27 1865, Letters Received (series 15), Washington Headquarters, RG 105, NARA.

Photograph of the Completing of the Transcontinental Railroad

Andrew J. Russell, PHOTOGRAPH OF GOLDEN SPIKE CEREMONY AT PROMONTORY, UTAH (1869). Courtesy of the National Archives and Records Administration.

*“What shall we do with John Chinaman?”* political cartoon

Frank Leslie’s Illustrated Newspaper, WHAT SHALL WE DO WITH JOHN CHINAMAN? (1869). Courtesy of the Library of Congress.



# NOTES

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