

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **www.tcmpub.com**.

For correlations to state standards, please visit
www.tcmpub.com/administrators/correlations

Exploring Primary Sources— Reconstruction

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Resource** (5 pages)
- Card Lesson Plan** (4 pages)
- Card** (2 pages)
- Document Lesson Plan** (7 pages)
- Document** (1 page)

To Create a World ⁱⁿ which
Children **love** to Learn!

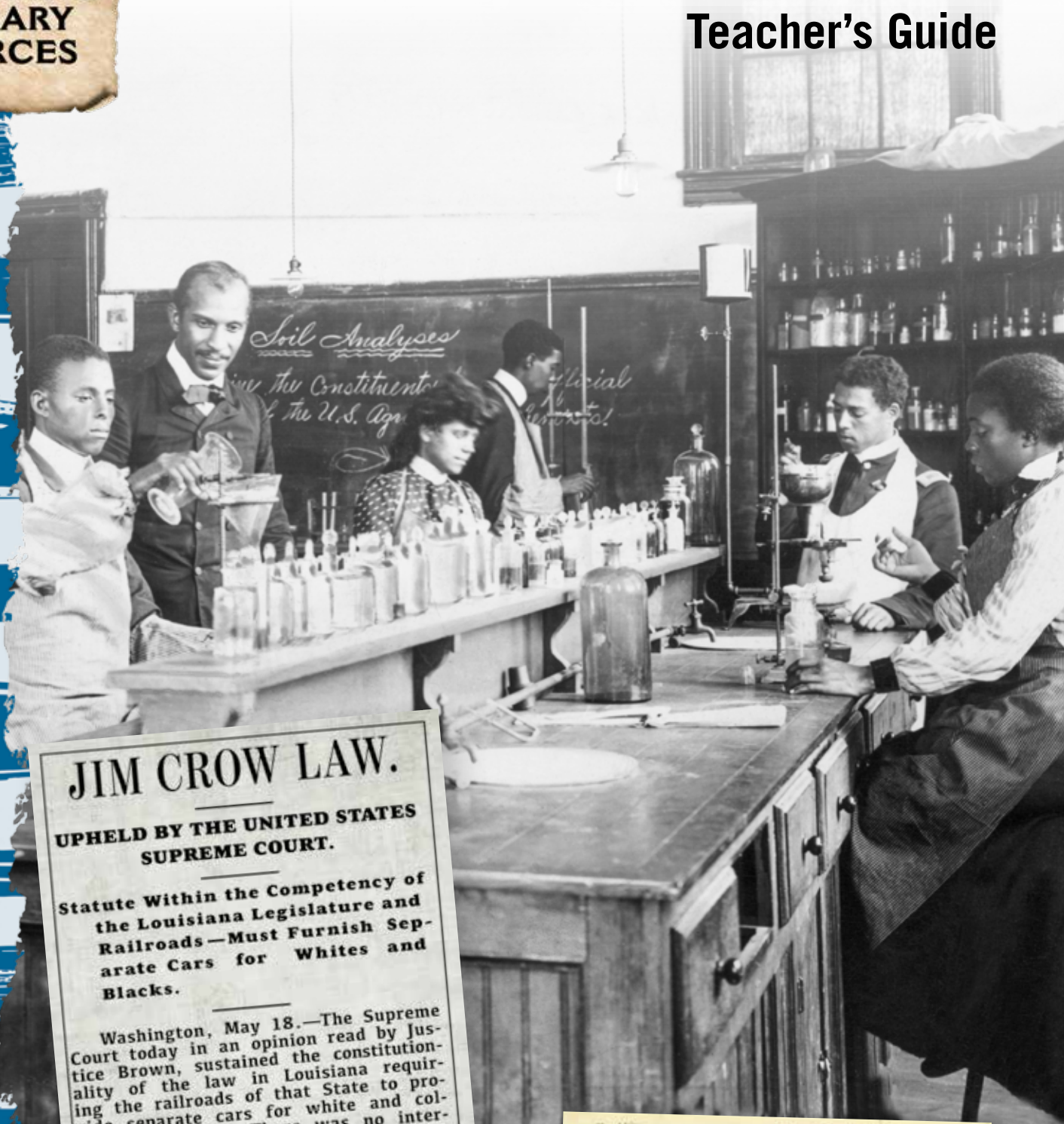
800-858-7339 • www.tcmpub.com



EXPLORING
PRIMARY
SOURCES

Reconstruction

Teacher's Guide

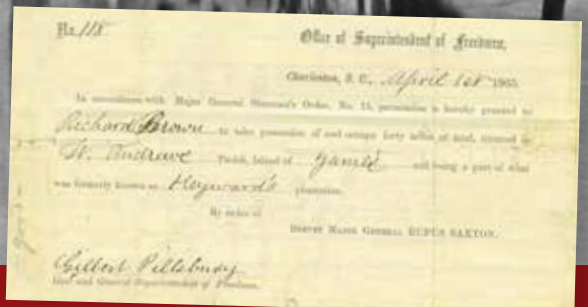


JIM CROW LAW.

UPHELD BY THE UNITED STATES
SUPREME COURT.

Statute Within the Competency of
the Louisiana Legislature and
Railroads—Must Furnish Sep-
arate Cars for Whites and
Blacks.

Washington, May 18.—The Supreme Court today in an opinion read by Justice Brown, sustained the constitutionality of the law in Louisiana requiring the railroads of that State to provide separate cars for white and colored passengers. There was no interstate commerce feature in the case for the railroad upon which the incident occurred giving rise to case—Plessy vs. Ferguson—East Louisiana railroad, was and is operated wholly within the State, to the laws of Congress of many of the States. The opinion states that by the analogy of the laws of Congress, and of many of the laws of Congress, the statute in question was within competency of the Louisiana Legislature, exercising the



Introduction

Why Are Primary Sources Important?	4
Research on Using Primary Sources	6
Analyzing Primary Sources with Students	11
Components of This Resource	15
How to Use This Resource	18
Standards Correlation	23
Creating Strong Questions	28

Primary Source Card Activities

Southern Destruction	31
Thirteenth Amendment	35
Lincoln and Johnson	39
New Orleans Massacre	43
The Carpet Bagger	47
Hiram Rhoades Revels	51
Scene on a Plantation	55
Tuskegee Institute Laboratory	59

Primary Source Reproduction Activities

Special Field Order No. 15	63
National Calamity!	69
Advertisement Against the Freedmen’s Bureau	75
Andrew Johnson’s Reconstruction and How It Works	81
Fifteenth Amendment	87
Migration Poster	93
White Supremacy	99
<i>Plessy v. Ferguson</i>	105

Culminating Activities

Project-Based Learning Activity	111
Document-Based Questions	114

Making Connections

Technology Connections	119
Young-Adult Literature Connections	122

Appendix

References Cited	123
Answer Key	124
Digital Resources	128

How to Use This Resource

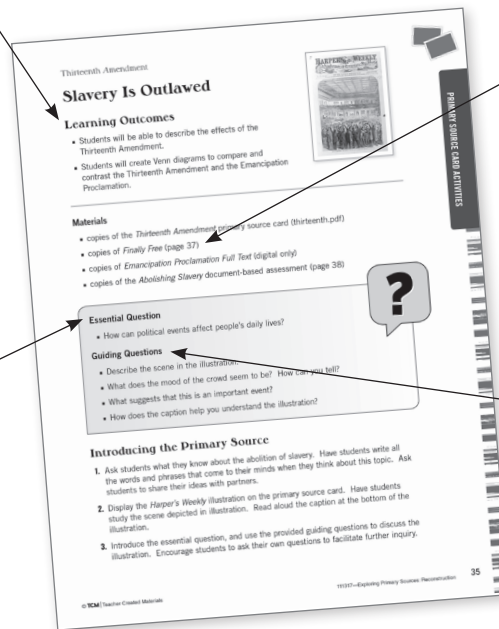
Lesson Plans

The learning outcomes are the focus throughout each lesson.

Page references and/or digital filenames make lesson preparation easy.

Essential questions provide inquiry anchors for students as they investigate enduring understandings.

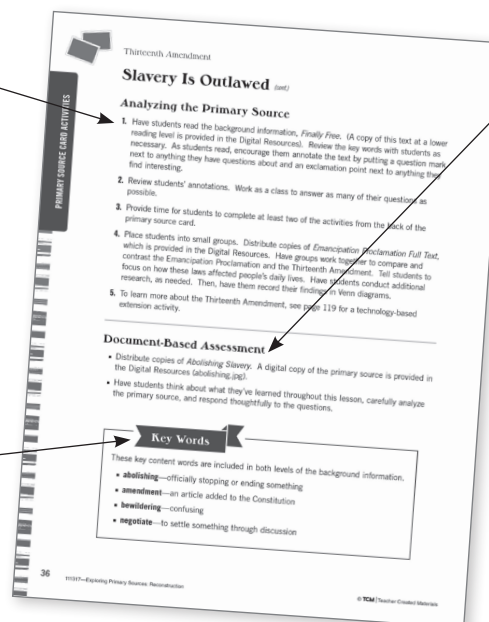
The guiding questions help support development of inquiry by focusing on the primary source being studied.



Students collaborate to interact with the primary source through inquiry, textual analysis, and engaging activities.

These assessments provide opportunities for students to independently practice primary source analysis.

Key content vocabulary from the historical background information is bolded in student texts and defined here for reference.



How to Use This Resource *(cont.)*

Background Information

The historical background information provides students with key information about both the time period and the primary source. It is provided at two different reading levels to support differentiation. When preparing for a lesson, decide which level best meets the needs of your students. Use one level for all students, or differentiate the reading levels by student need.

- Encourage students to write strong questions they have as they read these texts. The *Creating Strong Questions* lesson on pages 28–30 will prepare students for this important aspect of the inquiry arc.
- Suggestions for annotations students could make while reading are provided in each lesson plan.

Within the Teacher's Guide, the texts are leveled at a seventh- to eighth-grade reading level and are denoted by a triangle in the top right of each page.

Glossary terms are bolded to highlight their importance to the content. All glossary words are included in both levels of the information. A Student Glossary is provided in the Digital Resources. This document includes the vocabulary words and definitions from all 16 lessons.

Texts leveled at a fifth- to sixth-grade reading level are denoted by a square and are only provided in the Digital Resources.

How to Use This Resource *(cont.)*

Student Activity Pages

Thirteenth Amendment

About the Illustration
This illustration comes from a cover of Harper's Weekly. This magazine was started in 1857 in New York. It covered stories on major events of the day. The image shows the House of Representatives after the Thirteenth Amendment was passed. This new law made slavery illegal in all parts of the United States. The law passed quickly in the Senate. But it had taken a year to pass in the House.

Analyzing History

- What do the details above the illustration tell you about this publication?
- What might this illustration look like if it were created today?
- Write a new caption for the illustration. It should accurately describe the event shown in the picture.
- Write a short dramatic scene to bring the illustration to life. Include dialogue and at least three characters.

Historical Writing Fiction
Pretend you are Abraham Lincoln on the day the Thirteenth Amendment passed in the House of Representatives. Write a journal entry to describe your thoughts and feelings on this day.

Historical Writing Nonfiction
Create a time line to show the events that led up to the Thirteenth Amendment.

Writing Challenge
Find out what the white plantation owners feared the freed slaves might do with their new freedom. Write about how many plantation owners reacted to the passing of the Thirteenth Amendment.

Background information provides a concise description of the primary source image students will study.

Activities for students increase in complexity, providing scaffolded opportunities for student engagement.

Fiction and nonfiction writing prompts promote deeper connections to the primary source.

An inquiry-driven writing task challenges students to take their learning to the next level.

Key information about the primary source reproduction prepares students for the activity.

Engaging activities encourage students to use higher-order thinking skills as they analyze the primary source.

Extension challenges are provided to engage students in more complex tasks.

Name _____ Date _____

Dedication Speech

About the Print
This print was created by Thomas Kelly in 1870. It celebrates the passage of the Fifteenth Amendment. This amendment gave black people the right to vote. The scene in the center shows a parade for the amendment. The scenes around it show the different ways in which the right to vote affects life for African Americans. The scenes are numbered, and a legend at the bottom of the print shows what each one represents.

Directions: You have been chosen to dedicate a monument. It will show the successes and struggles of Congressional Reconstruction. Write a speech for the dedication ceremony.

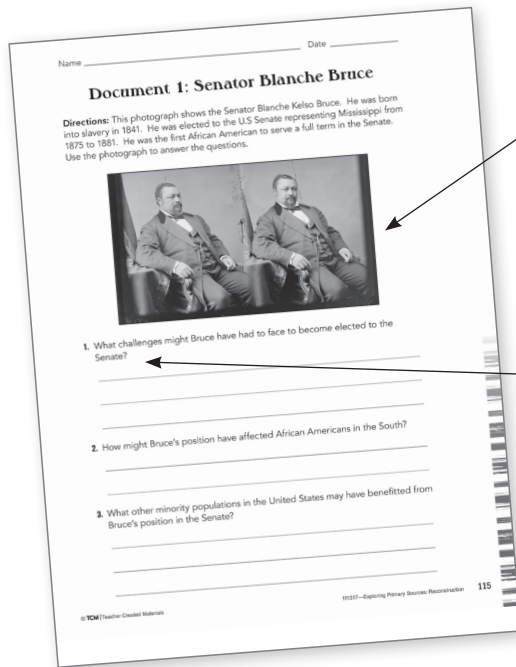
Challenge
For years, the abolitionist movement and the women's rights movement were closely tied. But the Fifteenth Amendment did not grant voting rights to women. Find out how women eventually won the right to vote.

- **Hint:** Find and use the photograph button on your copier when copying student reproducibles, including document-based assessments. This will produce clearer images that will be easier to analyze.

How to Use This Resource *(cont.)*

Document-Based Assessments

A document-based assessment (DBA) connected to the content of each lesson gives students an opportunity to practice primary source analysis. These DBAs practice key skills needed for many social studies assessments in middle school and high school.



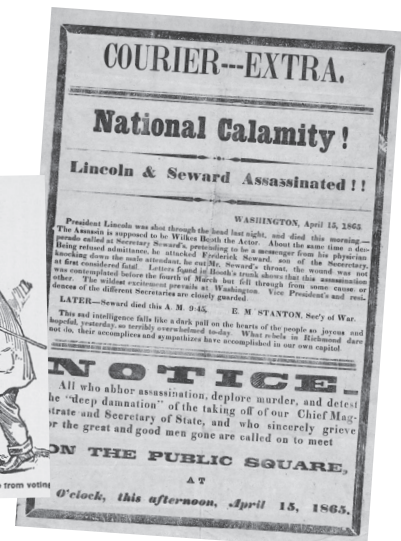
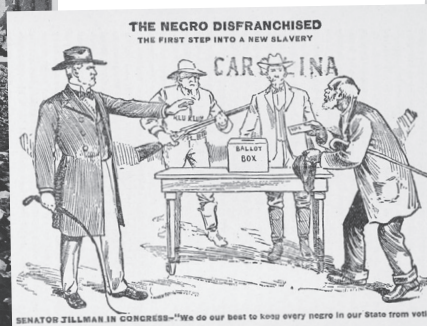
Each DBA includes a visual or textual primary source.

Students use general knowledge of the time period, what they learned in the lesson, and details in the primary source to respond to the constructed-response questions.

Digital Resources

Projecting primary sources while students are analyzing them allows for whole-class discussions.

At times, projecting full-color versions of a primary source may be more beneficial than copying them on black-and-white copiers.



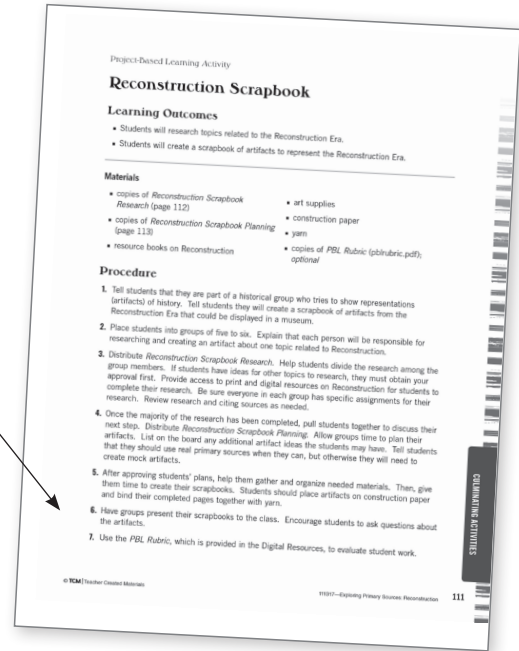
How to Use This Resource *(cont.)*

Culminating Activities

Project-Based Learning Activity

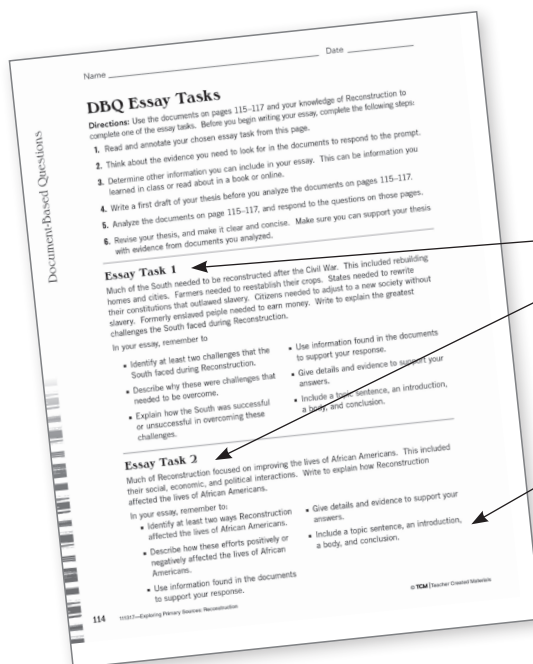
Engaging project-based learning (PBL) activities provide opportunities for students to work collaboratively and share what they've learned about the content.

Student presentations of PBL work are excellent for inviting guests to visit and see what students are doing.



Document-Based Questions

Document-based questions (DBQs) require students to analyze multiple DBAs and then respond to essay tasks in cohesive, well-supported essays.



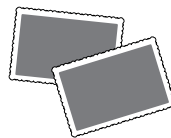
Two essay tasks allow students to choose which DBQ they'd like to answer.

Each has a specific question and indicators to guide student responses.

African Americans Take Office

Learning Outcomes

- Students will be able to describe Black Reconstruction.
- Students will create posters of the first black political leaders in the United States.



Materials

- copies of the *Hiram Rhoades Revels* primary source card (revels.pdf)
- copies of *Political Pioneers* (page 53)
- copies of *The First Vote* document-based assessment (page 54)
- chart paper or poster boards
- art supplies



Essential Question

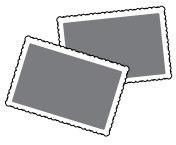
- How do politics affect people's everyday lives?

Guiding Questions

- Describe the photograph using as many adjectives as possible.
- To what social class do you think this man belonged? Why do you think so?
- What type of work do you think this man did? Use details from the photograph to support your answer.

Introducing the Primary Source

1. Ask students what they know about our representatives in government. Discuss the levels of government from local to federal. Tell students that during Reconstruction, African Americans were able to participate in government for the first time in American history.
2. Display the photograph of Hiram Rhoades Revels on the primary source card. Have students analyze the photograph.
3. Introduce the essential question, and use the provided guiding questions to discuss the photograph. Encourage students to ask their own questions to facilitate further inquiry.



African Americans Take Office *(cont.)*

Analyzing the Primary Source

1. Have small groups of students read the background information, *Political Pioneers*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, encourage them to annotate the text by highlighting achievements African Americans made that would not have been possible before Reconstruction.
2. Provide time for students to complete at least two of the activities from the back of the primary source card.
3. Have students return to their small groups. Assign each group one of the politicians listed in the historical background information (Hiram Rhoades Revels, Joseph H. Rainey, John Roy Lynch, Benjamin Sterling Turner, Robert DeLarge, R. Brown Elliot, Josiah Walls, Jefferson Long, or Blanche Bruce). Have groups research the lives of their politicians. Then, have each group use the information they've learned to create a poster about their politician on chart paper or poster boards. Allow time for groups to share their posters with the class.

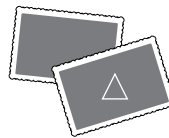
Document-Based Assessment

- Distribute copies of *The First Vote*. A digital copy of the primary source is provided in the Digital Resources (firstvote.jpg).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

Key Words

These key content words are included in both levels of the background information.

- **corrupt**—doing illegal or dishonest things to gain money or power
- **ignorant**—lacking knowledge or education
- **legislatures**—groups of people who make laws



Political Pioneers

In 1870, the Fifteenth Amendment became law. It gave African Americans the right to vote. They also had the right to run for office. For the first time in history, African Americans would have a say in politics. The newly freed men jumped into the political ring.

In many Southern states, African Americans outnumbered white people. Black churches and Republican groups made sure their members signed up to vote. They also helped African Americans run for office.

Most black politicians could read. Many had been born free. They started out as farmers, business owners, teachers, or ministers. Nearly all of them first won election to their state's constitutional convention. After that, many of them won seats in state **legislatures**. Some of them went on to serve in Congress. During Reconstruction, 16 African Americans were elected to Congress. Two were elected to serve in the U.S. Senate. This era of progress became known as *Black Reconstruction*.

Hiram Rhoades Revels was the country's first black senator. Joseph H. Rainey was the first African American elected to the House of Representatives. John Roy Lynch was elected to the House at the age of 25. Other leaders include Benjamin Sterling Turner, Robert DeLarge, R. Brown Elliot, Josiah Walls, Jefferson Long, and Blanche Bruce. They were all members of the House of Representatives in the 1870s.

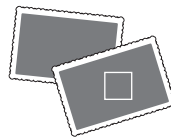
These men and many others made amazing gains in a short time. They triumphed over the racism that plagued

the South. Most Southern white people still believed that it went against the natural order for black people to be free. In 1868, the Democratic presidential candidate's motto was, "This is a white man's country. Let white men rule." Southern white people called the black politicians "**ignorant** field hands." They accused the black lawmakers of being **corrupt**.

In reality, the Reconstruction governments were no more or less corrupt than any of the others. The people who ran them worked hard to modernize the South. They brought industry to the region. They built hospitals, roads, and railroads. They expanded the South's public school system for both black and white children.

White Southerners worked just as hard to reverse the gains that black people had made during Reconstruction. By the late 1800s, they had thrown the black politicians out of office. They made new laws to keep African Americans from voting. There were no more Southern black senators until Tim Scott was elected in 2013.





Political Pioneers

In 1870, the Fifteenth Amendment became law. It gave African Americans the right to vote. They also had the right to run for office. For the first time, African Americans would have a say in how they were governed. The newly freed men seized their chance to represent their cause.

In many Southern states, there were more black people than white people. Black churches and Republican groups made sure their members signed up to vote. They also helped black people run for office.

Most black politicians could read. Many had been born free. Some started out as farmers and business owners. Others had been teachers and ministers. Nearly all of them first served at their state's constitutional convention. After that, many of them won seats in state **legislatures**. Some of them went on to serve in Congress. During Reconstruction, 16 African Americans were voted into Congress. Two were elected to serve in the U.S. Senate. This era of progress became known as *Black Reconstruction*.

Hiram Rhoades Revels was the country's first black senator. Joseph H. Rainey was the first black person to serve in the House of Representatives. John Roy Lynch was elected to the House at the age of 25. Other leaders include Benjamin Sterling Turner, Robert DeLarge, R. Brown Elliot, Josiah Walls, Jefferson Long, and Blanche Bruce. They were all members of the House in the 1870s.

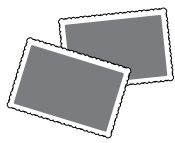
These men and many others made huge gains in a short time. They

triumphed over the racism that plagued the South. Most Southern white people still thought that it went against the natural order for black people to be free. In 1868, the Democratic presidential candidate ran a racist campaign. His motto was, "This is a white man's country. Let white men rule." Southern white people called the black politicians "**ignorant field hands**." They accused the black lawmakers of being **corrupt**.

In reality, the Reconstruction governments were no more or less corrupt than any of the others. The people who ran them worked hard to modernize the South. They brought industry to the region. They built hospitals, roads, and railroads. They expanded the South's public school system for both black and white children.

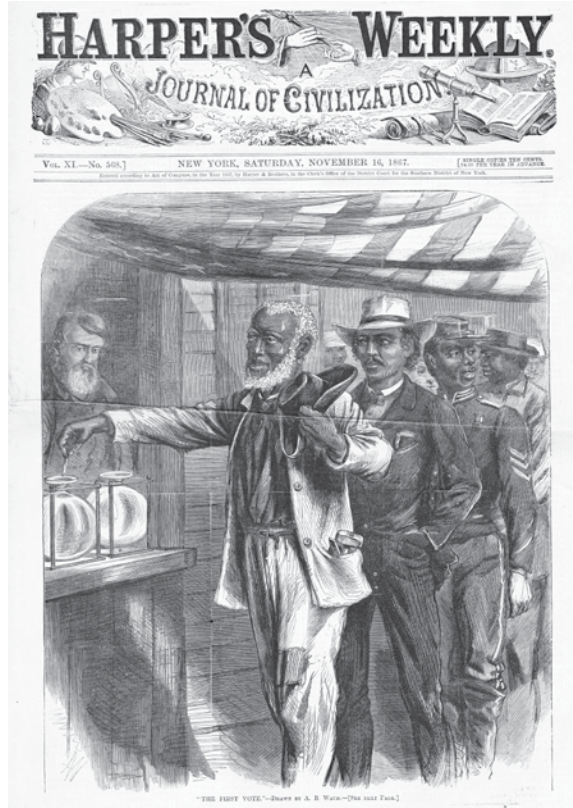
Southern white people worked just as hard to reverse the gains that black people had made. By the late 1800s, they had thrown the black politicians out of office. They made new laws to keep black people from voting. There were no more Southern black senators until Tim Scott was elected in 2013.





The First Vote

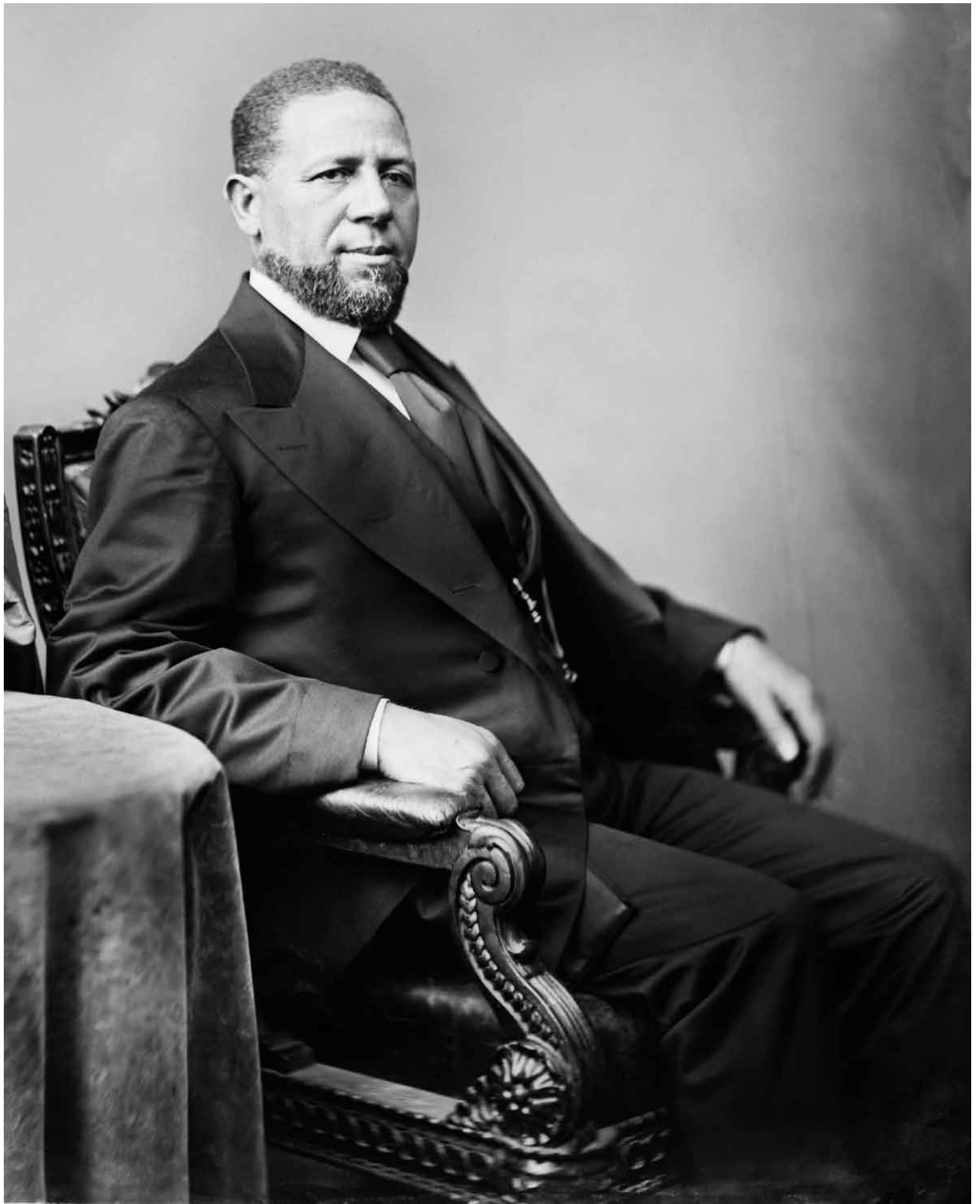
Directions: This 1867 illustration shows African Americans voting for the first time. Use the image to answer the questions.



1. Why might one of the men be wearing his Union army uniform while voting?

2. How do you think the men in the photograph felt about what they were doing?

3. The Fifteenth Amendment gave African American men the right to vote. Why do you think that is considered one of only a few successful outcomes of Reconstruction?



Hiram Rhoades Revels

About the Photograph

This is a photo of Hiram Rhoades Revels. He was the first African American senator. He was elected in 1870. He fought for the rights of African Americans. Many black people were voted into office during Reconstruction. But most white Southerners did not like these changes. They held onto their racist views. They worked to reverse the progress that black leaders made. There was not another Southern black senator until 2013.

Analyzing History



- Write a caption for the photo of Hiram Rhoades Revels.
- Conduct research to find out how Revels felt about carpetbaggers.
- Design a greeting card to congratulate Revels on his success. Include a message to him inside the card.
- Imagine that you are a newspaper reporter during Reconstruction. Your assignment is to interview Revels. Write five open-ended questions to ask him.

Historical Writing



Fiction

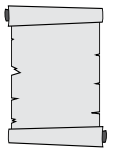
The African American politicians who held office during Reconstruction were heroes to many people. Choose one of these men and turn him into a superhero. What are his superpowers? What problems does he solve? Draw a comic strip starring your new superhero.

Nonfiction

Make a time line showing the steps African Americans took to get from slavery to the U.S. Congress. Use both text and pictures to make your time line interesting.

Writing Challenge

Find out how many African Americans are currently serving in the U.S. House of Representatives and Senate. Are you surprised by the answer? Explain why or why not.



Congressional Reconstruction

Learning Outcomes

- Students will be able to describe the major events during Congressional Reconstruction.
- Students will write dedication speeches for a monument.



Materials

- *Fifteenth Amendment* reproduction (15thamendment.pdf)
- copies of *Congress Steps In* (page 89)
- copies of *Legend Details* (page 90)
- copies of *Dedication Speech* (page 91)
- copies of *The Constitutional Amendment!* document-based assessment (page 92)

Essential Question

- How do politics affect people's everyday lives?

Guiding Questions

- Do you think the artist, Thomas Kelly, was a white man or an African American? What makes you think so?
- What is the tone of this print? What sets that tone?
- Why do you think things such as marriage, school, and church are included in a print about the Fifteenth Amendment?



Introducing the Primary Source

1. Have students write all the words that come to mind when they think about voting. Ask students why voting is an important right. As a class, discuss what might happen to a group if they were consistently not allowed to vote.
2. Share the reproduction *Fifteenth Amendment*, and ask students to study it carefully. You can project the digital image or share the printed reproduction. Distribute copies of *Legend Details* so students can easily read the legend at the bottom of the print and write any questions or observations they have. As a class, match the vignettes to the legend at the bottom of the print. The numbers start at the top left with the man reading the document and move counter clockwise.
3. Introduce the essential question, and ask students the first two guiding questions. Encourage students to ask their own questions to facilitate further inquiry.

Congressional Reconstruction *(cont.)*

Analyzing the Primary Source

1. Have small groups of students read the background information, *Congress Steps In*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, encourage them to annotate the text by highlighting the laws that Congress passed.
2. Discuss the historical background information. Ask students the third guiding question, and revisit the essential question.
3. Distribute copies of *Dedication Speech*. Have student pairs brainstorm ideas for their speeches. Then, have students write their speeches using information from the historical background information. Once students are finished, have them read their speeches to their partners.
4. If time allows, have students illustrate the monuments they are dedicating.

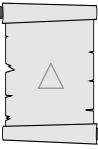
Document-Based Assessment

- Distribute copies of *The Constitutional Amendment!* A digital copy of the primary source is provided in the Digital Resources (constitutional.jpg).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

Key Words

These key content words are included in both levels of the background information.

- **harassed**—attacked or bothered repeatedly
- **martial law**—a system in which the military polices an area
- **ratify**—to approve legally or officially



Congress Steps In

At the beginning of Reconstruction, the Republican Party controlled Congress. Its goal was to change Southern society completely. President Andrew Johnson fought Congress every step of the way. Johnson was a Southerner and a supporter of states' rights. When he took office, he started policies that outraged Republicans. So Congress started passing laws to support their goals for the South. Johnson vetoed them. But with enough votes, Congress was able to overturn his vetoes. This started the era of Congressional Reconstruction. It brought dramatic changes to the South.

In 1866, Republicans passed several bills to help freed slaves. Some of the bills helped the Freedmen's Bureau. Another was the Civil Rights Act. This act said that African Americans were full citizens. It helped give them basic rights. This law was a step, but the Constitution needed to be amended.

So Congress passed the Fourteenth Amendment. It said that laws had to protect African Americans the same way white people were protected. It also made them full citizens. It banned racist laws, such as the Black Codes.

In 1867 and 1868, Congress passed a series of Reconstruction Acts. One of these laws split the South into five military districts and put them under **martial law** until new state governments were formed. It also spelled out how Southern states would be readmitted to the Union. First, the states had to rewrite their constitutions. They had to let African Americans vote. They also had to **ratify** the Fourteenth Amendment.

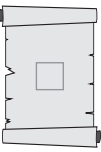
Now under martial law, federal troops were sent to the South to make sure that Southerners followed the new laws protecting freedmen. The troops also made sure elections were fair. For the first time in U.S. history, white men and black men voted in the same elections. African Americans were elected to many offices.

At this time, African Americans still did not have voting rights in the North. So in 1869, Congress passed the Fifteenth Amendment. This guaranteed all men the right to vote, regardless of color or race. By 1870, enough states had ratified it that it became law.

Despite these steps, this was also a time of violence. Race riots were common. In 1866, major riots broke out in Memphis and New Orleans. The Ku Klux Klan also terrorized African Americans. They **harassed** and killed them on many occasions.

The main goal of Reconstruction was to bring Southern states back into the Union. By 1870, all Southern states had rejoined the Union. The nation was whole again. Congress helped African Americans achieve basic rights. But it was short-lived. By the early 1900s, Southern states had found new ways to rob African Americans of basic rights. It was not until the 1960s that African Americans in the South would get to exercise their full rights.





Congress Steps In

At the start of Reconstruction, the Republican Party controlled Congress. Its goal was to change Southern society completely. President Andrew Johnson fought Congress every step of the way. Johnson was a Southerner. He supported states' rights. When he took office, he started policies that outraged Republicans. So Congress started passing laws to support their goals for the South. Johnson vetoed them. But with enough votes, Congress was able to overturn his vetoes. This started the era of Congressional Reconstruction. It brought huge changes to the South.

In 1866, Congress passed several bills to help freed slaves. Some of the bills helped the Freedmen's Bureau. Another was the Civil Rights Act. This act said that African Americans were full citizens. It helped give them basic rights. This law was a step. But the Constitution needed to be amended.

So Congress passed the Fourteenth Amendment. It said that laws had to protect African Americans the same way white people were protected. It also made them full citizens. It banned racist laws such as the Black Codes.

In 1867 and 1868, Congress passed a series of Reconstruction Acts. One of these laws split the South into five military districts. It put them under **martial law** until new state governments were formed. It also spelled out how Southern states would be let back into the Union. First, the states had to rewrite their constitutions. They had to let black people vote. They also had to **ratify** the Fourteenth Amendment.

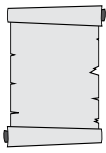
Now under martial law, U.S. troops were sent to the South. Their job was to make sure that Southerners followed the new laws protecting freedmen. The troops also made sure elections were fair. For the first time in U.S. history, white men and black men voted in the same elections. African Americans were elected to many offices.

At this time, black people still did not have voting rights in the North. So in 1869, Congress passed the Fifteenth Amendment. This gave all men the right to vote, regardless of color or race. By 1870, enough states had ratified it that it became law.

Despite these steps, this was also a time of violence. Race riots were common. In 1866, major riots broke out in Memphis and New Orleans. The Ku Klux Klan also terrorized African Americans. They **harassed** and killed them on many occasions.

The main goal of Reconstruction was to bring Southern states back into the Union. By 1870, all Southern states had rejoined the Union. The nation was whole again. Congress helped black people achieve basic rights. But it was short-lived. By the early 1900s, Southern states had found new ways to rob African Americans of basic rights. It was not until the 1960s that black people in the South would get to enjoy their full rights.



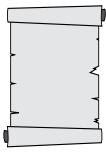


Name _____ Date _____

Legend Details

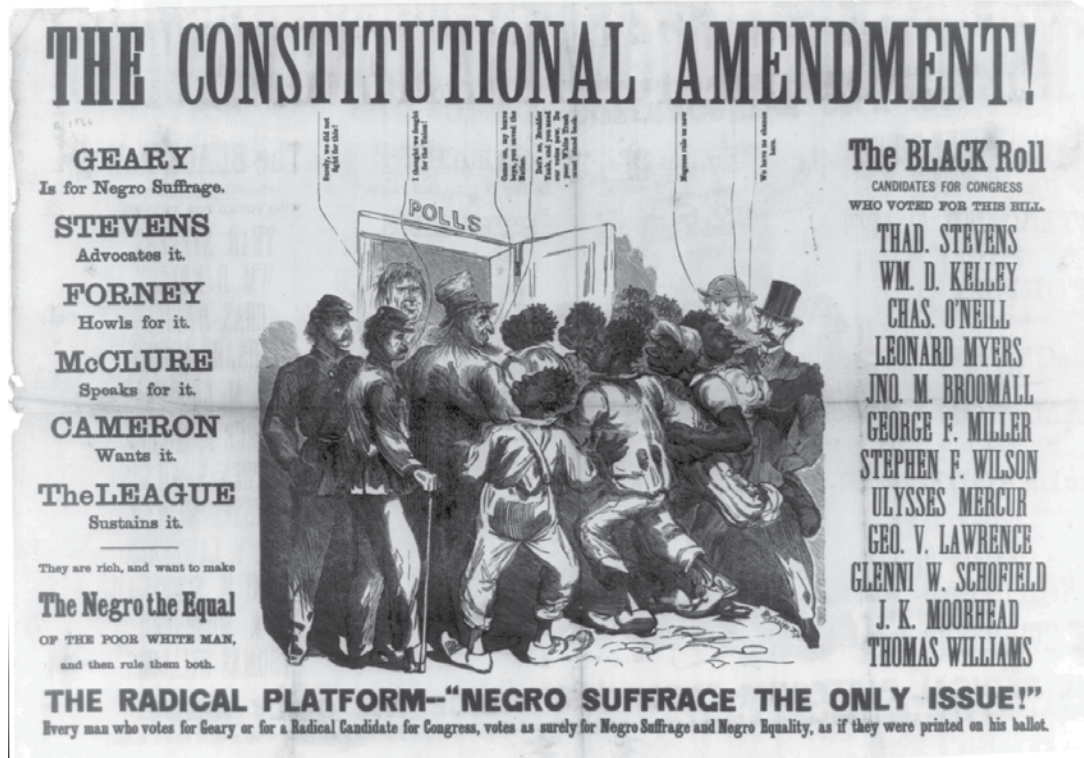
Directions: Use this legend from Thomas Kelly's Fifteenth Amendment print to write questions or observations you have about each section.

1. *Reading Emancipation Proclamation*
2. *Life Liberty and Independence*
3. *We Unite the Bonds of Fellowship*
4. *Our Charter of Rights the Holy Scriptures*
5. *Education will prove the Equality the Races.*
6. *Liberty Protects the Mariage Alter*
7. *Celebration of Fifteenth Amendment May 19th 1870*
8. *The Ballot Box is open to us.*
9. *Our representative Sits in the National Legislature*
10. *The Holy Ordinances of Religion are free*
11. *Freedom unites the Family Circle*
12. *We will protect our Country as it defends our Rights*
13. *We till our own Fields*
14. *The Right of Citizens of the U.S. to vote shall not be denied or abridged by the U.S. or any State on account of Race Color or Condition of Servitude 15th Amendment*



The Constitutional Amendment!

Directions: This broadside was published before the Fifteenth Amendment was passed. It says that if the officials listed on the left are elected, African Americans will win the right to vote. Use the document to answer the questions.



1. How are African Americans depicted in this cartoon?

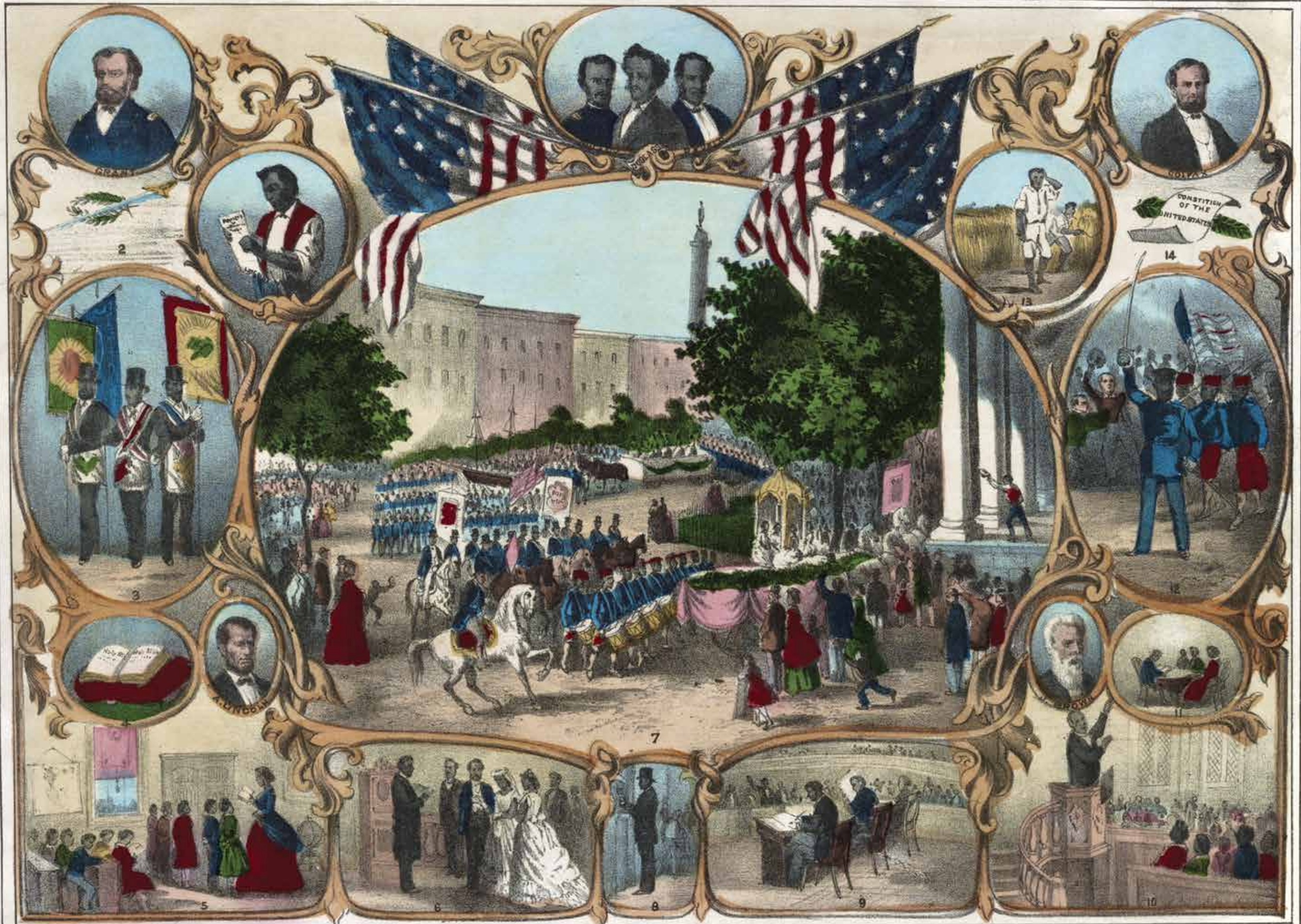
2. What does the artist want the viewer to think about African Americans voting? How do you know?

3. Why would this broadside be considered racist?

Grant.

Dulany Douglass Revels.

Colfax.



PUBLISHED & PRINTED BY

Entered according to act of Congress in the year 1877 by Th. Kelly in the Office of the Librarian of Congress at Washington D.C.

THOMAS KELLY 17 BARCLAY ST. N.Y.

THE FIFTEENTH AMENDMENT

1 Reading Emancipation Proclamation.
 2 Life Liberty and Independence
 3 We Unite the Bonds of Fellowship.
 4 Our Charter of Rights the Holy Scriptures.

5 Education will prove the Equality the Races.
 6 Liberty Protects the Marriage Alter.
 7 Celebration of Fifteenth Amendment May 19th 1870
 8 The Ballot Box is open to us.

9 Our representative Sits in the National Legislature
 10 The Holy Ordinances of Religion are free
 11 Freedom unites the Family Circle.
 12 We will protect our Country as it defends our Rights.

13 We till our own Fields.
 14 The Right of Citizens of the U.S. to vote shall not be denied or abridged by the U.S. or any State on account of Race Color or Condition of Servitude 15th Amendment
 15