

World History and U.S. History (Mr. McDaniel) Students

*1950s: Civil Rights Movement. Segregation

1. What is the difference between *de facto segregation* and *de jure segregation*?

2. Describe: *Brown v. Board of Education (1954)*-

a. What previous Supreme Court case did Brown overturn?

3. Describe Rosa Parks and her contribution to the Civil Rights Movement:

a. What did her arrest led to in Montgomery, Alabama?

b. Who led this protest?

4. Describe the Little Rock Nine and their purpose:

a. Who is Orval Faubus and what did he do to prevent the nine from entering?

b. What did President Eisenhower do in response?

c. What Supreme Court case was being upheld?

5. Define: Southern Christian Leadership Conference

a. What type of protest?

b. Most well known member of SCLC?

*1960s: Civil Rights Movement Segregation

1. Describe: Sit-ins-

- a. What type of protest?
- b. Define SNCC-
- c. Where was the first sit-in?

2. Describe: Freedom Rides(1962)-

- a. What was the purpose of rides?
- b. Which group led the rides?

3. Describe: James Meredith and his contribution to the Civil Rights Movement

4. Describe: Birmingham March of 1963

- a. What was the purpose?

5. Describe: March on Washington(1963)

- a. What was the purpose of March?
- b. Who and what speech became famous at March?

6. Define: Civil Rights Act of 1964-

1960s: Civil Rights Movement Voting

1. Describe: Freedom Summer(1964)-
 - a. What tragic event occurred during Freedom Summer?

2. Define: 24th Amendment(1964)

3. Describe: Selma March(1965)-
 - a. How did media coverage of this event help the movement?

4. Define: Voting Rights Act of 1965-
 - a. Describe the impact of the law for African Americans:

5. What is considered the end of the Civil Rights Movement?

*Black Power Movement

1. Describe: Nation of Islam and role in the Civil Rights Movement

- a. Who is Malcolm X?

2. Describe: Black Panthers and their role in the Civil Rights Movement

3. Describe: Stockley Carmichael and his Black Power Movement

*Movements of the 1960s and 1970s

1. Describe the purpose of the Women's Movement of the 1960s and 1970s.

- a. Define: The Feminine Mystique-
 - a. Who wrote it?
- b. Define: National Organization of Women (NOW)-
 - a. What was their purpose?
- c. Define: Equal Rights Amendment(ERA)-
 - a. Debate the two sides: For and Against
 - b. Who were the leaders of each side?
- d. Define: Title IX-
- e. Describe successes of the Women's Movement
- f. What is the one major failure of the Women's Rights movement

2. Mexican-American Rights of 1960s and 1970s

a. Define: United Farm Workers (UFW)

- What did this union want?
- Who led the union?
- What tactic did they use to get what they wanted?

b. Define: Bilingual Education Act (1968)-

c. Define: Voting Rights Act of 1975-

3. Native American Movement of 1960s and 1970s

a. Describe American Indian Movement (AIM)

b. What were some protests used by AIM?

c. What success came out of the movement?

4. Environmental Movement of 1960s and 1970s

a. Define: Silent Spring-

- What did this book led the US government do about DDT?
- What is DDT?

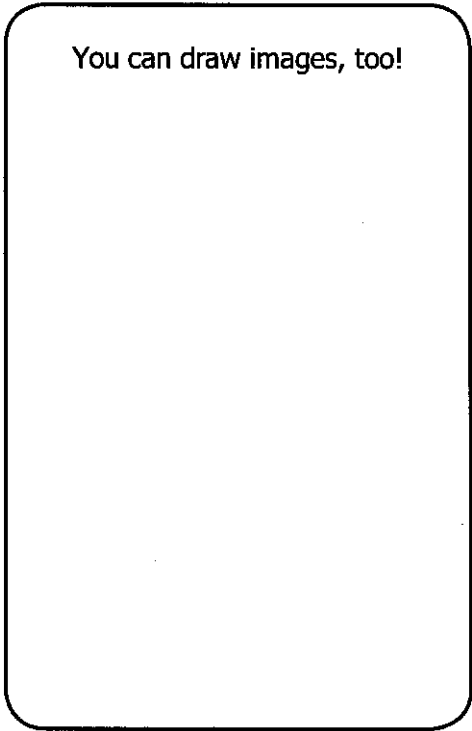
Civil War & Reconstruction

Name: _____

What do you know about the Civil War? List as many terms, ideas, names, and events as you can that relate to this period of history.

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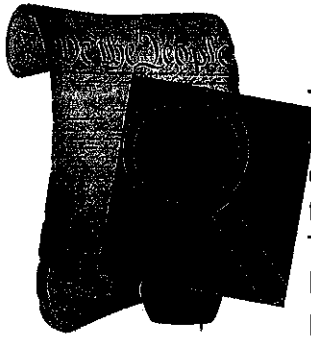
You can draw images, too!



Civil War & Reconstruction

Do you know or have any family members who were apart of the civil war

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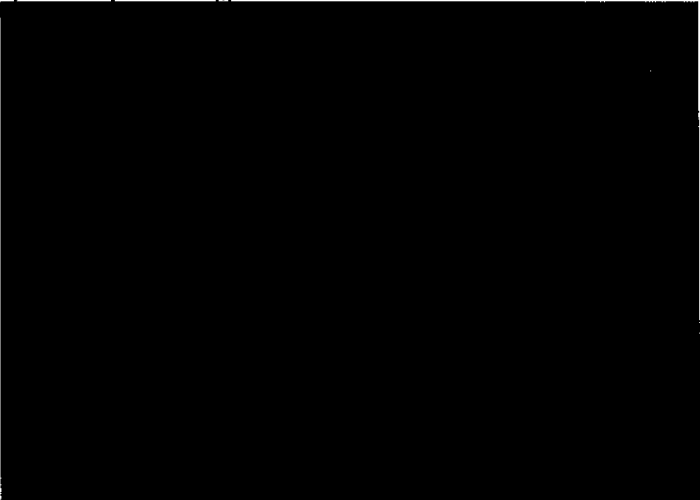


The Constitution: Something's Missing

The Constitution set up the rules for our government. The first ten constitutional amendments, called the Bill of Rights, listed the rights that citizens should expect. But when these documents were written, over one-fifth of the population of the United States was not considered citizens. These were enslaved and free blacks living in the United States. They were born in the U.S., worked in the U.S., and died in the U.S.—but were not protected by the founding documents or by state laws. It took a war between the states to bring changes to the Constitution that would end slavery and set the path for equality.

States Taking Sides

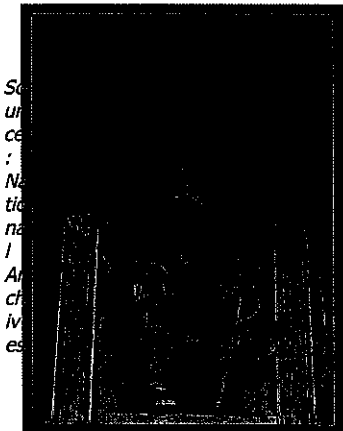
We don't hear much about new states being added to the United States anymore. But in the early 1800s, several new states were added to the union. One of the hot topics of the day was whether these new states would allow slavery (like the Southern states) or ban it (like most of the Northern states). Over time, these two regions developed in different ways, which led to conflict. Check out the map to see which states allowed slavery and which didn't.



Civil War!

The debate over slavery and rights was a main factor leading to the bloodiest war in our country's history. The slave states in the South decided they would be better off as a separate nation, so they seceded from the United States. **Secession** means separation or breaking away. But President Abraham Lincoln did not want the nation to be divided. War began between the southern states, which called themselves the Confederate States of America, and the northern states, which were still known as the United States of America. President Lincoln led the United States during the war. The Confederate States set up their own government and military. This "War Between the States," now known as the Civil War, deeply and bitterly divided Americans on both sides.

There is a mural depicting the Emancipation Proclamation in the Lincoln Memorial in Washington, D.C.

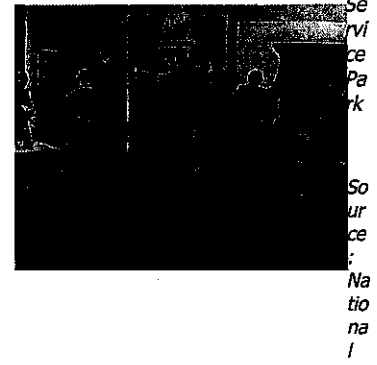


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Ending the War, Ending Slavery

In January 1865—three months before the war ended—Congress passed the **13th Amendment** to the Constitution, outlawing slavery in the United States. The war ended when the Confederacy surrendered in April of 1865. After that, all states were once again part of the United States of America. In December 1865, slavery was finally abolished in the entire United States when the last state ratified (passed) the 13th Amendment.



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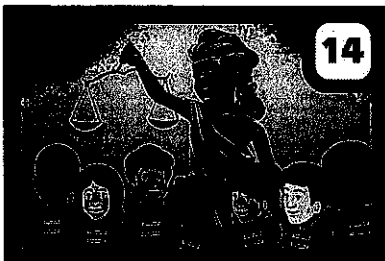
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This painting shows the surrender of the Confederacy to the Union.

Reconstructing a Nation

President Abraham Lincoln is said to have saved or “preserved the Union” by winning the war to keep the states together. But the war left much of the South destroyed and disorganized, and the Southern states needed to be made part of the United States again. The new president, Andrew Johnson, believed the Southern states should be let back into the U.S. with no consequences. But many in Congress wanted to make sure the Southern politicians were punished for seceding. They also did not want Southern politicians to interfere with the new freedom of African Americans. This period of rebuilding after the Civil War is known as **Reconstruction**. Many in the South resisted the changes, and the federal government had to send troops to enforce the new civil rights laws.

Changing the Constitution



The 14th Amendment promised that any person born in the U.S. would be a citizen.

The 13th Amendment did not end the troubles of formerly enslaved people. Many Southern states quickly passed laws to restrict what little freedom the those who had formerly been enslaved had. Something more was needed to expand and protect their rights. As part of the Reconstruction effort, Congress added two more amendments to the Constitution. In 1868, the **14th Amendment** guaranteed citizenship to all people born in the U.S. This amendment also gave all citizens the right to *due process* and *equal protection under the law*. In 1870, the **15th Amendment** gave all men the right to vote regardless of their race or whether they had been enslaved before the war.

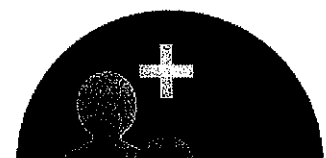


When the 15th Amendment was ratified, it only protected the rights of men, not women—who generally were not allowed to vote at that time.

Due Process

Due process means people have the right to be treated fairly by the government. There are two kinds of due process. One has to do with what a law actually says. Laws must be fair and reasonable. The government cannot pass laws that unfairly limit people’s life, liberty, or property. The other type of due process has to do with how laws are enforced. Government officials must follow certain rules or procedures when they enforce laws. They cannot take away or limit someone’s life, liberty, or property without following those rules.

Equal Protection



Civil War & Reconstruction

Name: _____

What If? At the end of the Civil War, the Southern states had to become part of the United States again. Which of these steps would you recommend if you were in charge of creating a united country in 1865? Select items from each column and add up the total.

Plan One

- Punish the South, so those states don't try to secede again!

- Forbid former Confederate leaders from voting and running for office.

- Send troops into the South and have them keep an eye on things.

- Replace the old state governments with new officials who will protect the rights of African Americans and follow the new rules.

- Make the Southern states rewrite their constitutions, pass the 14th Amendment, and give formerly enslaved males voting rights before they can get back into the Union.

Total Selected

Plan Two

- Let the Southern states come back into the Union without being punished.

- Let the Southern states decide how they will enforce civil rights laws.

- Pardon (officially forgive) former Confederate soldiers if they promise to support emancipation.

- Allow the people that were in charge before the war regain control of the state governments.

- Try to forgive and forget. It will be better if everyone puts this mess in the past.

Total Selected

Civil War & Reconstruction

Name: _____

A. Vocabulary.

Use the word bank to complete each sentence.

due process secession Emancipation Proclamation equal protection
 Reconstruction

1. In the _____, Lincoln announced that all enslaved people in the South were free.
2. The period of rebuilding after the Civil War is called _____.
3. The _____ crisis occurred when eleven southern states declared their independence from the United States.
4. The 14th Amendment says that the government must treat all people the same way. This idea is called _____.
5. Fair treatment by the government, or _____, comes in two types: substantive (what the law says) and procedural (how the law is enforced).

B. Taking Sides.

"I grow cotton, but I can't afford to own slaves. If they are freed, they might try to take my job!"



"I think slavery is terrible! Slavery is not needed and should be illegal! The government should do something about this."



"Slaves are necessary to my cotton business. The government shouldn't tell me how to run my plantation!"



C. Confederacy or Union? Connect the person or term with the correct side of the war.



President: Abraham Lincoln



Civil War & Reconstruction

Name: _____

D. Name that Amendment! Select the correct Reconstruction amendment for each item.

1. Former slaves and men of all races can vote.
13th 14th 15th

2. If you are born in the U.S. you are a U.S. citizen.
13th 14th 15th

3. Slavery is illegal in the United States!
13th 14th 15th

4. Former slaves are protected by law and are considered citizens.
13th 14th 15th

5. Due process and equal protection are guaranteed to all.
13th 14th 15th

E. Impacting the Future. Which of the three Reconstruction amendments do you think had the greatest impact? Explain your answer.

notify the parents and give a reason for the suspension.

_____ 5. People who look irresponsible cannot get a driver's license.

_____ 6. Evidence obtained illegally cannot be used to convict someone in court.



F. Is That Fair? Based on the idea of due process, do you think these laws are constitutional? Write yes or no.

_____ 1. People accused of a crime must be told what crime they're being accused of.

_____ 2. People are only allowed to vote if they can pass a reading test.

_____ 3. The government can disconnect your television service if you're watching unapproved programs.

_____ 4. A school that suspends a student must

In the end, the president chose how to organize Reconstruction. After President Lincoln was assassinated,⁷ his successor⁸ President Andrew Johnson decided not to punish the South harshly. During the Civil War, Johnson remained loyal to the Union, even though his home state of Tennessee was one of the states that seceded from the Union. As president, Johnson provided pardons⁹ to most Confederate leaders, many of who returned to power. And while he outlined steps to create new state governments, he allowed each state to decide how it would treat its black citizens. Many southern states adopted Black Codes¹⁰ of law that sought to maintain white power. The North was furious. Recently freed African-Americans found the postwar South very similar to the prewar South.

President Johnson faced strong opposition in Congress. In the 1866 Congressional Elections, a group known as the Radical Republicans came to power. They wanted to punish the South and take power from the long-ruling white Southern Democrats. The Radical Republicans passed the Military Reconstruction Acts of 1867 to do so. They divided the South into five military districts with new governments. They also forced southern whites to allow blacks to vote, hold political office, and serve as judges or police chiefs. This power shift angered many Southerners.

President Johnson vetoed¹¹ all of the Radical Republican initiatives,¹² but Congress overrode him each time.¹³ It was the Radical Republicans who impeached¹⁴ President Johnson in 1868.¹⁵ The Senate, by a single vote, failed to convict him,¹⁶ but his power to create radical reform was reduced.

The End of Reconstruction

Many Southern whites could not accept the idea that former slaves could not only vote, but also hold office. Their anger created the white supremacist¹⁷ Ku Klux Klan.¹⁸ The Klan targeted Republican leaders and blacks trying to exercise their new rights. The Klan would beat, lynch,¹⁹ or massacre their enemies. Targets of the attacks looked to the federal government for protection, with few results. Entire armed militias²⁰ of citizens formed in the South dedicated to fighting Republican intervention²¹ and suppressing²² black voters.

5. **Amendment (noun):** an addition to a document
6. **Abolish (verb):** to put an end to
7. **Assassinate (verb):** to murder
8. **Successor (noun):** a person who has a job after someone else
9. **Pardon (noun):** an official act that forgives one for a crime and prevents their punishment
10. The Black Codes were a series of laws passed in 1865 and 1866 about former slaves that kept them from voting or being citizens. The Black Codes also tried to force blacks to work for low wages or in debt, similar to a slave-based system. The Civil Rights Act of 1866 abolished the Black Codes (although President Johnson vetoed the Act in 1865, Congress overrode him in 1866).
11. **Veto (verb):** to vote to not approve something
12. **Initiative (noun):** a plan or program intended to solve a problem
13. Congress can override a presidential veto if two thirds of both Houses vote to approve the law.
14. **Impeach (verb):** to charge with crime done while in office
15. Eight of the 11 articles of impeachment were focused on Johnson trying to dismiss Secretary of War Edwin M. Stanton, who was chosen by Lincoln and often supported Congress over Johnson, from office. In 1867, Congress enacted the Tenure of Office Act to protect Stanton and other Senate-approved officials from removal and in 1868 Johnson dismissed him from office specifically to challenge the new act.
16. The House of Representatives impeaches a president by charging him with crimes. The Senate votes whether to convict the president of those crimes or not.
17. White Supremacy is the racist belief that whites are superior to all other races and deserve more power as a result.
18. The Klu Klux Klan is a hate group that supports white power and acts through terrorism against those it opposes.
19. **Lynch (verb):** to kill illegally as punishment for a supposed offence by hanging without trial
20. **Militia (noun):** a body of citizen soldiers
21. **Intervention (noun):** involvement in the affairs of others

When Ulysses S. Grant became president in 1868, he failed as well to oversee lasting reform. Grant was a revered and decorated Union general during the Civil War, yet turned out to be less effective as a politician. From 1869 to 1876, the Republican President Grant faced multiple scandals and corruption that allowed Democrats to gain seats and power in Congress.

In the 1876 election, Democratic nominee Samuel J. Tilden won the popular vote²³ over Republican nominee Rutherford B. Hayes. However, Tilden was one vote short of the majority needed to win the Electoral College,²⁴ and 20 electoral votes were disputed. A special electoral commission, or official group, established in 1877 decided in favor of Hayes, but Democrats resisted the decision. Finally, through informal meetings, Democrats and Republicans agreed to the Compromise of 1877. The compromise stated that if Hayes were elected, he would withdraw federal troops from the South, effectively ending Reconstruction. Democrats gave the election to Hayes, knowing that the end of Reconstruction governments would allow them to return to power in the South.

In 1877, Union Troops withdrew from the South. Without their support, Reconstruction state governments fell, Democrats retook positions in local governments, and southern whites renewed their efforts to strip African-Americans of their rights.²⁵ It would take another century before the Civil Rights Movement made meaningful racial change in the South.

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22. **Suppress (verb):** to prohibit or restrain
23. The popular vote is the final tally of how every citizen votes in an election.
24. The Electoral College is a small body of people who elect the president and vice president. They usually pledge to vote in support of the popular vote of the people they represent. However, the complex process by which the Electoral College votes can result in elections that do not support the overall popular vote.
25. After Reconstruction, the South worked to block much of the Fourteenth and Fifteenth Amendment. The South also created Jim Crow laws meant to keep blacks inferior to whites.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What are TWO central ideas of this text? [RI.2]
 - A. Northerners and Southerners wanted to put the war quickly behind them and return to peace.
 - B. President Johnson wanted to punish the South for its rebellion but Congress limited his power to do so.
 - C. Many Northerners wanted to punish the Southerners for their treason and defiance.
 - D. Reconstruction ended in a stalemate, with neither the Republicans nor Democrats wielding significant power in the South.
 - E. President Johnson was impeached for continuously working against Congress by not only vetoing their approved laws, but defying new approved, legal legislation.
 - F. It was fortunate that that President Johnson was not removed from office because it would have set a dangerous precedent for American politics.

2. PART A: Which statement best describes the relationship between the Ku Klux Klan and Reconstruction? [RI.3]
 - A. The Klan emerged to fight for stronger protection of whites against retaliating former slaves.
 - B. The Klan formed after Reconstruction ended in order to provide structure to disorderly states.
 - C. The Klan formed to fight against Reconstruction policies that gave citizenship and rights to freed blacks.
 - D. The Klan formed to create terror in the Reconstruction Era South as punishment to the ruling Southern Democrats.

3. PART B: Which phrase from paragraph 7 best supports the answer to Part A? [RI.1]
 - A. "The Klan targeted Republican leaders and blacks trying to exercise their new rights."
 - B. "The Klan would beat, lynch, or massacre their enemies."
 - C. "Targets of the attacks looked to the federal government for protection."
 - D. "Entire militias formed in the South dedicated to fighting Republican intervention"

4. How do the Black Codes help us understand the Radical Republicans? [RI.3]
 - A. Radical Republicans rose to power in order to enforce the Black Codes and racial equality.
 - B. Radical Republicans rose to power to fight inequality found in institutionalized discrimination such as slavery or the Black Codes.
 - C. Radical Republicans rose to power because they feared the Black Codes would legalize slavery once again.
 - D. After the Black Codes were created, southern freed blacks voted Radical Republicans into power to protect their voting rights.

5. What was the major cause of the end of Reconstruction? Provide evidence from the text in your answer. [RI.2]

6. What was the likely reason that the author chose to include several rhetorical questions in paragraph 1? [RI.5]

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Imagine you became the President after President Lincoln was assassinated. What would have been your goals? How would your actions have been similar or different to the actions chosen by President Johnson? Explain.
2. Why do you think Reconstruction failed to make lasting change towards racial equality in the South? What elements of postwar racial inequality can we still see in society today? How do we fight against these towards a more equal society for all?
3. Why do you think the North was so quick to punish the destroyed South after the war? If they had succeeded in harsher punishment, do you think Reconstruction would have been more effective?
4. Was the deal struck between the Republicans and Democrats in the Election of 1876 fair or unfair? Who got the better deal?