Differentiated Instruction

Section 2
Step-by-Step Instruction

Review and Preview

Students have learned that President Lincoln and Congress disagreed on a plan for reuniting the nation. Now they will focus on how the Radical Republicans controlled Reconstruction.

Section Focus Question

How did disagreements over Reconstruction lead to conflict in government and in the South?

Before you begin the lesson for the day, write the Section Focus Question on the board. 

Prepare to Read

Build Background Knowledge

Tell students that they will learn about three constitutional amendments in this section. Using the Idea Wave strategy (TE, p. T24), have students brainstorm for what they know about constitutional amendments—what they are and how they come about.

Set a Purpose

• Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

Reading Skill

Analyze Proposals Proposals must be carried out in order to be effective. The proposal must include details on how to put the proposal into action. As you read Section 2, look at the suggested ideas for carrying out proposals.

Key Terms and People

Andrew Johnson Scalawag
Black codes Carpetbagger
Hiram Revels Impeachment
Blanche Bruce

The Battle Over Reconstruction

Objectives

• Explain why conflicts developed over plans for Reconstruction.
• Describe the changes in the South brought about by Radical Reconstruction.
• Explain how Congress tried to remove President Johnson from office.
• Describe how the Ku Klux Klan and other secret societies tried to prevent African Americans from exercising their rights.

Why It Matters

The Radical Republicans in Congress wanted a strict form of Reconstruction. However, President Johnson had a more lenient plan. The stage was set for a battle between Congress and the Presidency.

Section Focus Question: How did disagreements over Reconstruction lead to conflict in government and in the South?

A Growing Conflict

Like President Lincoln, Andrew Johnson proposed a relatively lenient plan of Reconstruction. He followed Lincoln’s example in putting his plan into effect himself, without consulting legislators.

The Thirteenth Amendment

In January 1865, Congress approved a constitutional amendment to abolish slavery throughout the nation. The Thirteenth Amendment banned both slavery and forced labor. The amendment gave Congress the power to make laws to enforce its terms.

Johnson’s Plan

Like Lincoln, Johnson issued a broad amnesty to most former Confederates. Johnson allowed southern states to organize new governments and elect representatives to Congress. Each state, though, was required to abolish slavery and ratify the Thirteenth Amendment. By late fall, most of the states had met Johnson’s requirements. When Congress met in December 1865, the representatives and senators elected by white southerners included many former Confederate leaders.

Who Shall Rule the South?

“Rebels found themselves in places of trust, while the truehearted Unionists, who had watched for the coming of our flag and ought to have enjoyed its protecting power, were driven into hiding places.”

—Senator Charles Sumner, criticizing President Johnson’s Reconstruction actions in the South, 1868

Gaining Comprehension

English language learners may have difficulty understanding the term black codes. Looking up each of the words in the dictionary will be of little help. Explain that codes can be defined as a set of rules for how to act. Ask students to use that definition of codes to explain the meaning of the term black codes.
Teach

A Growing Conflict
The Fourteenth Amendment
pp. 552–553

Instruction

- **Vocabulary Builder** Before teaching this lesson, preteach the High-Use Words critic and register, using the strategy on TE p. T21.

- **Key Terms** Have students continue to fill in the See It–Remember It chart.

- **Read** A Growing Conflict and The Fourteenth Amendment with students using the Oral Cloze strategy (TE, p. T22)

- **Ask**: What was the purpose of the Thirteenth Amendment? (to ban slavery throughout the United States) Why was it necessary? (Even after the Civil War, slavery was legal in some parts of the country.)

- **Have students describe** the two key goals of Radical Republicans. (to prevent southern planters from regaining control of the government and to protect freedmen and guarantee them the right to vote)

- **Ask**: Why do you think the struggle over Reconstruction was getting more bitter? (Possible answer: Radical Republicans saw signs that the southern states were trying to turn back the clock.)

- **Ask students to describe** in their own words the details of the Fourteenth Amendment. (Answers will vary, but students should mention due process, equal protection of the laws, definition of a citizen, and reduction of a state’s representation in Congress if any male citizen over age 21 was denied the right to vote.)

Answers

- **Make Predictions** Possible answer: Northerners probably reacted with horror and outrage.

- **Checkpoint** Congress rejected his approach and appointed a committee to form a new plan.
Differentiated Instruction

Ask: Why do you think the Fourteenth Amendment failed to win approval until Radical Republicans took control of Reconstruction? (Possible answer: Former Confederate leaders did not want to give the vote to African Americans.)

Independent Practice
Have students continue filling in the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 16, Section 2 (Adapted Version also available.)

Monitor Progress
As students fill in the Notetaking Study Guide, circulate to make sure individuals understand the purpose of the Thirteenth and Fourteenth amendments and the nature of the conflict between President Johnson and Congress over Reconstruction. Provide assistance as needed. If students do not seem to have a good understanding of the material, have them reread the section.

Answers
Reading Charts (a) Radical Republican plan (b) Johnson’s plan allowed former Confederate officials political rights and did not do enough to protect African Americans.

Reading Skill It says that everyone born or naturalized in the U.S. is a citizen with the rights guaranteed to citizens; states cannot pass laws that take away these rights; and states cannot pass laws that deprive citizens of equal protection from laws. These laws helped protect the rights of freedmen.

Checkpoint It gave freedmen the same rights as people of other races and forbade states from passing laws that took away their rights.

Congress also drew up the Fourteenth Amendment to the Constitution, seeking to make sure that the Supreme Court did not strike down the Civil Rights Act. Republicans remembered the Court’s Dred Scott decision. In that ruling, the Court declared that no one descended from an enslaved person could be a United States citizen.

The amendment failed at first to win the approval of three fourths of the states. It finally was approved in 1868, after Radicals took control of Reconstruction.

The Fourteenth Amendment says that all people born or naturalized in the United States are citizens. The amendment also declares that states may not pass laws that take away a citizen’s rights. Nor can a state “deprive any person of life, liberty, or property, without due process of law; nor deny to any person . . . the equal protection of the laws.”

Another provision declares that any state that denies the vote to any male citizen over the age of 21 will have its representation in Congress reduced. That provision was not enforced until the 1970s.

The Fourteenth Amendment became a powerful tool for enforcing civil rights. However, almost a century passed before it was used for that purpose.

Checkpoint How did the Fourteenth Amendment seek to protect the freedmen?

Radical Reconstruction
Tempers rose as the elections of 1866 approached. White rioters and police attacked and killed many African Americans in two southern cities, Memphis and New Orleans. Outrage at this violence led Congress to push a stricter form of Reconstruction.

Differentiated Instruction

Advanced Readers
Debating Tell students to suppose it is 1867 and Congress is debating whether the Reconstruction Act is necessary. Divide students into two groups—one group should argue for the passing of the act and the other should argue against it. Have groups develop evidence using library or Internet sources for their position on the issue and then hold the debate in class.
Radicals in Charge  By early 1867, the Radical Republicans had won enough support from moderates to begin a “hard” Reconstruction. This period is known as Radical Reconstruction.

The Reconstruction Act of 1867 removed the governments of all southern states that had refused to ratify the Fourteenth Amendment. It then imposed military rule on these states, dividing them into five military districts. Before returning to the Union, each state had to write a new constitution and ratify the Fourteenth Amendment. Each state also had to let African Americans vote.

Under military rule, the South took on a new look. Soldiers helped register southern blacks to vote. In five states, African American voters outnumbered white voters. In the election of 1868, Republicans won all southern states. The states wrote new constitutions and, in June 1868, Congress seated representatives from seven “reconstructed” states.

Time of Hope and Advancement  For the first time, African Americans in the South played an active role in politics. Prominent among them were free-born African Americans—carpenters, barbers, preachers—and former Union soldiers.

African Americans were elected as sheriffs, mayors, judges, and legislators. Sixteen African Americans served in the U.S. House of Representatives between 1867 and 1901. Two others, Hiram Revels and Blanche Bruce, served in the Senate.

Historians once took a critical view of Radical Reconstruction, focusing on the widespread corruption and excessive spending during this period. More recently, however, historians have written about important accomplishments of Reconstruction. They noted that during Reconstruction, southern states opened public schools for the first time. Legislators spread taxes more evenly and made fairer voting rules. They gave property rights to women. In addition, states rebuilt bridges, roads, and buildings destroyed by the war.

Radical Reconstruction brought other sweeping changes to the South. Old leaders lost much of their power. The Republican Party built a strong following based on three key groups. One group, called scalawags by their opponents, were southern whites who had opposed secession. Freedmen voters made up a second group.

The third group were carpetbaggers, a name given by southerners to northern whites who went south to start businesses or pursue political office. Critics claimed that these northerners were in such a rush to head south that they just tossed their clothes into cheap satchels called carpetbags.

Radical Reconstruction p. 554

Instruction

■ Have students read Radical Reconstruction. Remind students to look for propositions and their support.

■ Discuss the details of the Reconstruction Act of 1867. (It threw out any southern state government that had refused to ratify the Fourteenth Amendment and divided the South into five military districts that were governed by army commanders.) Ask:

Under the Radical Republican plan, what did southern states have to do to rejoin the Union? (write new constitutions, ratify the Fourteenth Amendment, and allow African Americans to vote)

■ Ask students to list the important accomplishments of Reconstruction. (African Americans played an active role in politics for the first time; southern states opened public schools for the first time; legislators spread taxes more evenly, made fairer voting rights, and gave property rights to women; states rebuilt bridges, roads, and buildings destroyed by the war.)

■ Ask: Why do you think Radical Republicans wanted President Johnson removed from office? (Possible answers: Johnson and the Radicals disagreed on many aspects of Reconstruction, so the Radicals may have believed it would be easier to carry out Reconstruction their way if Johnson was removed from office.)

■ Distribute the Readmitting the Confederacy worksheet. After students have completed the activity individually, have them share their answers with the class. Use their answers to guide a class discussion on why they think southern states resisted approving the Fourteenth Amendment. (African American voters often outnumbered white voters, and whites did not want to lose control of the government.)

■ Teaching Resources, Unit 5, Readmitting the Confederacy, p. 83

Answer

Some senators tried to keep Revels out of the Senate by arguing that he had not been a citizen for the nine required years, as they believed African Americans had only become citizens with the passage of the 1866 Civil Rights Act.

African Americans in Government  In 1966, Republican Edward W. Brooke of Massachusetts became the first African American to be elected to the Senate since Reconstruction. In 1992, Democrat Carol Moseley Braun of Illinois became the first African American woman to be elected senator. In 1995, there was a record number of African Americans in Congress—40.

Vocabulary Builder

register (v.) enrolls or records officially

Biography Quest

Hiram Revels 1822–1901

In his early years, Hiram Revels was a minister and preached to African American congregations across the Midwest. Throughout the Civil War, he was a staunch supporter of the Union.

In 1870, Revels was elected to the U.S. Senate and thus became the nation’s first African American senator. He was elected to complete the unfinished term of former Confederate president Jefferson Davis.

Economics and the War

Reconstruction had a major impact on the South’s economy. Before the war, the cotton economy dominated the region. After the war, the economy diversified. The South began to produce crops other than cotton, such as peanuts and peaches. Industry also grew in the South. In the 1870s, textile mills and tobacco factories were built. The South was no longer as dependent on agriculture as it had been before the war.

Society and Culture

Reconstruction had a major impact on society and culture. African Americans gained new rights and freedoms. They were able to vote, hold public office, and attend public schools. They also gained the right to own property. Women gained new rights, too. They were able to vote and hold public office. They also gained property rights.

Section 2 The Battle Over Reconstruction  555

Teaching Resources, Unit 5, Readmitting the Confederacy, p. 83

Chapter 16 Section 2  555
Instruction (continued)

- Ask students to explain the purpose of the Fifteenth Amendment. (to bar states from denying the right to vote on account of race, color, or previous status as a slave)
  - Ask: How were some southern states still able to prevent African Americans from voting? (by requiring that voters own property or pay a tax, which African Americans often could not afford)
- Display the Ku Klux Klan transparency and have students answer the questions.

Color Transparencies, Ku Klux Klan

Independent Practice

Have students complete the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 16, Section 2 (Adapted Version also available.)

Monitor Progress

- Check Notetaking Study Guide entries for student understanding of the accomplishments of Radical Reconstruction and the strides and setbacks associated with the African American right to vote.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

Assess and Reteach

Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.

Teaching Resources, Section Quiz, p. 88

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 16, Section 2

Answers

Reading Political Cartoons (a) Two of the following: the skull and crossbones, the weapons, the burning school, the KKK member, the White League member, the hanging person, the frightened couple; Possible answers: frightened, sad, disturbed, devastated, worried (b) Nast thinks the Klan is evil and violent.

Targeting President Johnson

Meanwhile, the Radicals mounted a major challenge against President Johnson. The Radicals tried to remove Johnson from office by impeachment. Impeachment is the bringing of formal charges against a public official. The Constitution says the House may impeach a President for “treason, bribery, or other high crimes and misdemeanors.” After impeachment, there is a trial in the Senate. If convicted, the President is removed from office.

Johnson escaped removal—but barely. The House voted to impeach him in February 1868. The Senate trial took place from March to May. In the end, the votes went 35 for and 19 against Johnson. This was one vote short of the required two-thirds majority.

The Election of 1868

General Ulysses S. Grant, a war hero, won the presidential election for the Republicans in the fall of 1868. With southern states back in the Union under military rule, some 500,000 African Americans voted, mainly for Republicans. Grant won the electoral votes of 26 of the 34 states.

Grant was a moderate who had support from many northern business leaders. With his election, the Radicals began losing their grip on the Republican Party.

Fifteenth Amendment

Over opposition from Democrats, Congress approved the Fifteenth Amendment in 1869. It barred all states from denying African American males the right to vote “on account of race, color, or previous condition of servitude.”

The Impact of Violence

The Ku Klux Klan used terror and violence to keep African Americans from voting. Northern cartoonist Thomas Nast shows his point of view about the Klan and other secret societies in this cartoon.

(a) Distinguish Relevant Information Point out two negative images in the cartoon. Give one word to describe the family.

(b) Detect Points of View
What do you think is Nast’s opinion of the Ku Klux Klan?
Some African Americans said the amendment was too weak. It did not prevent states from requiring voters to own property or pay a voting tax. The amendment took effect in 1870, after three fourths of the states gave their approval.

**The Ku Klux Klan** Angry at being shut out of power, some whites resorted to violence. They created secret societies to terrorize African Americans and their white allies. The best-known secret society was the Ku Klux Klan. Its members donned white robes with hoods that hid their faces. Klansmen rode by night to the homes of African American voters, shouting threats and burning wooden crosses. If threats failed, the Klan would whip, torture, shoot, or hang African Americans and white Republicans. Klan violence took hundreds of lives during the election of 1868. The terror went on even after Congress responded with new laws. The Ku Klux Klan Acts of 1870 and 1871 barred the use of force against voters. Although the original Klan dissolved, new groups took its place. In the face of the terrorism, voting by African Americans declined. The stage was set for the end of Reconstruction.

**Looking Back and Ahead** Although Reconstruction guaranteed rights to more Americans, huge challenges remained. In the next section, you will learn more about the process of rebuilding the South. You will also learn that as time went on, Americans became less interested in Reconstruction. This set the scene for a return of power to former Confederates.

### Check Your Progress

**Comprehension and Critical Thinking**

1. **Recall** Which amendment guaranteed African Americans the right to vote: the Thirteenth, Fourteenth, or Fifteenth?

2. **Apply Information** How did each of these three amendments help to expand democracy?

3. **Evaluate Information** Why do you think the Klan was not formed before the Civil War?

**Reading Skill**

3. **Analyze Proposals** In 1867, the Radical Republicans in Congress proposed the Reconstruction Act. What actions did this proposal involve?

**Key Terms**

4. Radical Republicans in the House of Representatives tried to remove the President by impeachment, which is _____.

5. Former Confederates wanted to control the lives of freedmen through black codes, which were _____.

**Writing**

6. Rewrite the following passage to correct the grammar, spelling, and punctuation errors that you find. Passage: President Johnson wanting to show mercy to the defeated confederacy. Many of the republicans in Congress, however, opposed him. Because they wanted to protect the freedman. This conflict led congress to hold impeachment hearings.

**Terror and Violence**

To spread terror, Ku Klux Klan members wore hoods like the one above when they attacked their victims. They also left miniature coffins as warnings. **Critical Thinking: Draw Conclusions** Why do you think the hoods helped spread terror?

### Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

**Answers**

1. **Checkpoint** to have southern states write new constitutions and ratify the Fourteenth Amendment before rejoining the Union; to give African Americans the right to vote

2. **Draw Conclusions** Possible answer: Hoods hid the identities of Klansmen. It was more frightening to the victims if they did not know who the attacker was.

### Section 2 Check Your Progress

1. **Fifteenth Amendment**

2. **Thirteenth:** By banning slavery, it served as a first step toward granting more rights to African Americans. Fourteenth: It gave citizenship to all people born or naturalized in the United States, except most Native Americans, and gave everyone equal protection of the laws. Fifteenth: It gave African Americans the right to vote by forbid-