



The Agony of Reconstruction

Who's Who? Choose the person who best fits each description below.

Andrew Johnson

Blanche K. Bruce

Thaddeus Stevens

1. As one of the first black U.S. senators, _____ worked for equal rights.
2. _____, leader of the Radical Republicans, believed in equality for all, and never stopped fighting to achieve this goal.
3. President _____ had a tough time filling the shoes of Abraham Lincoln. He was sworn into office after Lincoln's assassination.

4. **Word Wizard!** Choose the definition that best fits each term.

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|---|---|
| ___ veto | a. Southern laws that discriminated against blacks and treated them like slaves. |
| ___ Freedmen's Bureau | b. Period from 1867–1877 when Congress sent soldiers to guarantee freedom for blacks. |
| ___ radical | c. Laws designed to stop antiblack laws from working. |
| ___ Presidential Reconstruction | d. Organization that helped southern blacks get needed supplies, assistance, and education. |
| ___ Congressional/Military Reconstruction | e. Period from 1865–1867 when Johnson led the nation through the rebuilding process. |
| ___ black codes | f. People who came to America from other lands. |
| ___ immigrants | g. Means literally "before the war." In America, it refers to the time before the Civil War. |
| ___ Civil Rights laws | h. A no vote. A president uses this to stop a law from being passed. |
| ___ carpetbaggers | i. Northerners who went south to work for Reconstruction efforts. |
| ___ antebellum | j. Holding extreme political views; revolutionary; going as far as possible with an idea or a change. |

When, Where, and Why?

5. Edmund G. Ross would not make a decision regarding whether the President was guilty or not guilty until he heard the evidence at the trial. His vote of _____ was the deciding vote.
guilty/not guilty
6. A group of men formed a hate organization called the _____. With masks over their faces, they went around terrorizing and killing blacks.
7. The _____ amendment, passed in 1868, says that no state can take away any person's rights.



Thinking Cap Question! The Civil War became a fight for freedom and equal rights. In the years of Reconstruction, both blacks and whites had to figure out just what freedom meant. Use the back of this sheet to explain what freedom means to you with a picture, poem, or written response.



Reconstruction: Tracing the Laws

After the Civil War ended, political leaders had competing ideas about how Reconstruction should occur. Issues that had once been fought on the battlefield were being argued in Congress. Laws regarding the treatment of black Americans sparked disagreements between reformers and Southern conservatives. Refer to chapters 1–10 as you answer the following questions. Remember:

- **Chapters 1–7 focus on the various attempts at making Reconstruction work**
- **Chapters 8–10 highlight why Reconstruction failed**

Leaders of the New South—After the Civil War, Southern leaders passed laws called black codes (ch. 3).

1. What were the **black codes** and what were they meant to do? _____

Radical Republicans—In response to the black codes, the Radical Republicans had three laws passed by Congress: the Civil Rights Act (ch. 4), the 14th Amendment (ch. 4), and the Reconstruction Act (ch. 5).

2. What was the purpose of the **Civil Rights Act** of 1866? _____

3. How did the 14th Amendment help protect the rights of all citizens? _____

4. According to the **Reconstruction Act**:

a. What did the southern states need to do in order to rejoin the Union? _____

b. Who was able to vote? _____

Leaders of the New South—When President Hayes took office in 1878, he kept his promise and pulled federal troops out of the South. This allowed the Southern old guard to resume power. Once in control, they passed state and local laws restricting the rights of blacks.

5. How did the passage of a **poll tax** restrict the rights of blacks? _____



Thinking Cap Question! Imagine that you are a black boy or girl living in Arkansas in the 1870s. Are there things that you would like to do but can't because of the color of your skin? What are your ambitions? Your dreams? On the back of this sheet, describe what you think it may have felt like to live as a "second class citizen" in the segregated South. You may do this in paragraph or poem form.