

SS8H6c

Georgia's History: **Reconstruction**



Standards

SS8H6 The student will analyze the impact of the Civil War and Reconstruction on Georgia.

c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan.

Teacher Directions – Human-True False

- Have students go out into the hallway. Designate one end of the hallway to be the “True” side and the opposite end to be the “False” side. Students will start off in the middle before each question is read aloud.
- Read the first question from the Human True-False teacher sheet. After hearing the question, the students should walk to the side of the hall that they think is the correct answer. After all students have moved, say the correct answer and briefly discuss why it’s correct.
- Continue this process for the remainder of the questions.
- *I like to do this activity BEFORE the lesson as a preview, and then once again AFTER the lesson to check for understanding.
- *There is a copy without the answers that you can give the students after the lesson as a quick quiz.

Reconstruction True-False

	Questions	Answers
1	The 13 th amendment banned slavery.	
2	Abraham Lincoln was president during Reconstruction.	
3	The Freedmen's Bureau is still going strong today.	
4	The 15 th amendment granted all male citizens the right to vote.	
5	Both the worker and the owner were satisfied with the sharecropping agreement.	
6	Henry McNeal Turner was a black minister elected to the GA House of Representatives.	
7	The 14 th amendment granted citizenship to all people born in the US.	
8	The Freedmen's Bureau used a poll tax to keep many African Americans from voting.	
9	Tenant farmers had little chance of making a profit and getting ahead.	
10	The Ku Klux Klan was a hate group that spread terror throughout the South.	

Teacher Info – Who's & What's

- Print off the Who's & What's handout for each student. (Print front and back so that it's only 1 page!)
- BEFORE the unit, have students fill in the squares with what they *think* each term means.
- AFTER the presentation, the students will write down new (factual) information about each term.
- Check the answers as a class.

Teacher Directions – CLOZE Notes

- The next pages are handouts for the students to use for note-taking during the presentation. (Print front to back to save ink and paper.)
- Check the answers as a class after the presentation.

Reconstruction

CLOZE Notes 1

Reconstruction

- Reconstruction means to _____.
- It is the name given to the time period after the Civil War, from _____.
- Georgia and the other southern states needed to be rebuilt and _____.
- President Lincoln's plan for _____ had three parts:
- First, one-tenth of the people in the state had to take an oath to _____.
- Second, the state had to _____.
- Third, they had to _____.
- While Lincoln wanted to be fair to the South, many Radical Republicans felt that _____.
- They felt that _____ for their actions during the Civil War.

13th Amendment

- After Lincoln's assassination, _____ took over the presidency and committed to carrying out Lincoln's Reconstruction plan.
- In December 1865, ratification of the _____ to the Constitution _____ in the United States.
- It _____ in the US and any of its territories.
- President Johnson said that once the amendment passed, Southern states could _____.

14th Amendment

- In 1868, the _____ of the United States.
- It granted citizenship to all persons born in the United States, and it guaranteed all citizens _____.
- At first, _____ was the only Southern state to approve it, but Congress told the states they must approve it to be _____.

15th Amendment

- In 1870, the _____ declared that no citizen of the United States could be _____ on account of race, color, or previous servitude.
- It granted the right to vote to all _____.
- African Americans could _____.

Reconstruction

CLOZE Notes 2

Freedmen's Bureau

- In March 1865, the federal government set up the _____, an organization that helped feed, clothe, and provide medical care _____.
- It also established _____ and helped African Americans with legal problems.
- The bureau also helped poor whites, many of whom _____.
- Georgia had a _____ (who were uneducated and unemployed) than any other state. _____ in Georgia prior to the Civil War.
- The Freedmen's Bureau created the _____ for blacks and whites in the state and set the stage for Georgia's modern public school system.
- It established Clarke Atlanta University and _____.

Sharecropping

- Many former slaves were forced to return to plantations because they _____.
- Freed slaves knew how to grow crops, and landowners _____.
- In the sharecropping arrangement, the owner would lend the worker a _____.
- Sharecroppers received almost no pay, just a _____.
- Because the worker had _____, he would give the owner a share of the crop, plus extra for the cost of rent and supplies.
- The workers had _____ because they rarely made a profit.

Tenant Farmers

- Tenant farmers made similar arrangements with landowners where they _____.
- However, unlike sharecroppers, tenant farmers often _____, so they received more of the harvest.
- Even so, after money was deducted for rent, there was _____ for the farmer.
- It was _____ as a sharecropper or tenant farmer.

Reconstruction

CLOZE Notes 3

Right to Vote

- For a brief period during Reconstruction, Freedmen were given _____ than they had ever had (and _____ would not have again for 100 years).
- With this freedom, _____ were elected to the Georgia General Assembly in 1867.
- Among the delegates was Henry McNeal Turner, an _____ who had served as the first black chaplain in the U.S. Army.

Henry McNeal Turner

- _____ was born in 1834 to a family that had been free for at least two generations.
- At the age of 15, he went to _____ in South Carolina where his employers provided him with an education.
- In 1853, he received his _____ and traveled throughout the South.
- In 1867, Turner helped _____ in the state and was elected to the Constitutional Convention of 1867 and the Georgia House of Representatives.
- In 1868, the Georgia legislature _____, saying that the Georgia Constitution denied blacks the right to _____.
- Turner spoke out against the policy and soon after, he began _____ from the Ku Klux Klan.
- Other black legislators were threatened by the KKK--over 25% were killed, beaten, or _____.

Ku Klux Klan

- The first Ku Klux Klan (KKK) began in 1867 as a _____; however, they became more political and violent.
- The Ku Klux Klan used _____ and keep them from exercising their civil rights.
- Klansmen dressed up in white sheets and hooded masks, and would terrorize blacks _____).
- The KKK used tactics of intimidation, physical violence, and murder in hopes of _____ over African Americans and their white allies.
- The _____ and the southern United States both during and after Reconstruction.
- _____ became the norm in Georgia, and the rest of the South, for several decades.

SS8H6c

Georgia's History: **Reconstruction**

Reconstruction

- Reconstruction means to build something again.
- It is the name given to the time period after the Civil War, from 1865 to 1877.
- Georgia and the other southern states needed to be rebuilt and brought back into the Union.



Railroad Lines Ruins
that had to be Rebuilt

Atlanta 1864

Ruins on
Peachtree
Street

Atlanta 1864



Reconstruction

- President Lincoln's plan for rebuilding the South had three parts:
- First, one-tenth of the people in the state had to take an oath to obey the U.S. Constitution.
- Second, the state had to set up a new government.
- Third, they had to abolish slavery.

Reconstruction

- While Lincoln wanted to be fair to the South, many Radical Republicans felt that Lincoln's plan was too lenient.
- They felt that Southern states should be punished for their actions during the Civil War.

13th Amendment

- After Lincoln's assassination, Andrew Johnson took over the presidency and committed to carrying out Lincoln's Reconstruction plan.
- In December 1865, ratification of the Thirteenth Amendment to the Constitution freed all slaves in the United States.
 - It banned slavery in the US and any of its territories.
- President Johnson said that once the amendment passed, Southern states could come back into the Union.

Thirty-Eighth Congress of the United States.

A Resolution; Submitting to the Legislatures of the several States a proposition to amend the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled (two-thirds of both Houses concurring) That the following article be proposed to the Legislatures of the several States as an amendment to the Constitution of the United States, which, when ratified by three-fourths of said Legislatures, shall be valid, to all intents and purposes, as a part of the said Constitution, to-wit:

ARTICLE XIII.

Section 1. Neither Slavery nor involuntary servitude, except as a punishment for crime; whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate Legislation.

Attest: *W. Moore* Secretary of the Senate; *John C. Schuyler* Speaker of the House of Representatives

W. Moore Secretary of the Senate
W. Moore Clerk of the House of Representatives

W. Hamilton Vice President of the United States and President of the Senate

Approved, February 1, 1865. Abraham Lincoln

In the Senate, April 8, 1864.

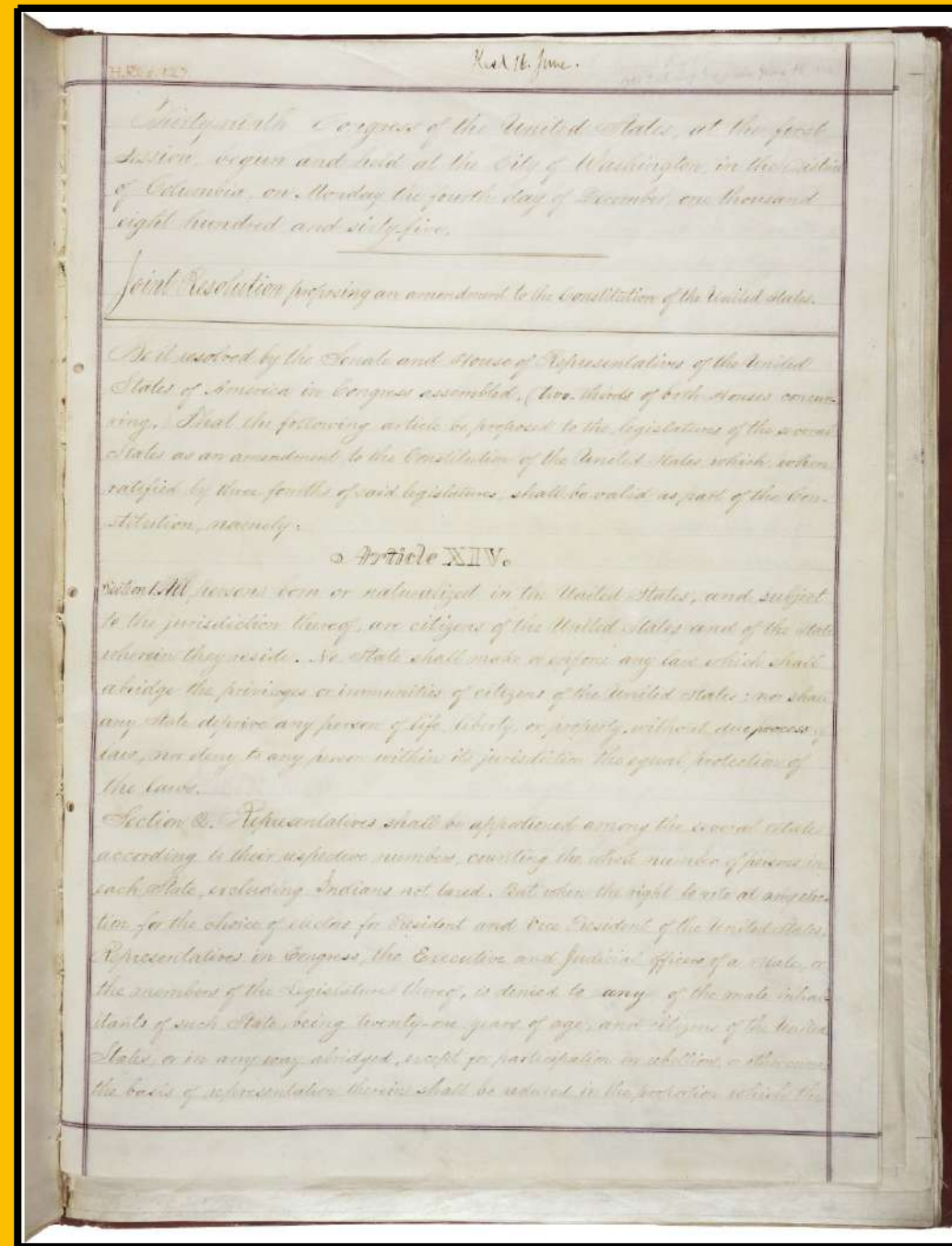
W. A. Butler *J. B. Hudson* *W. Lane* *W. S. Law* *John Comess*
Ab. Ransom *Edgar Cowan* *B. Frantz Brown* *Henry Wilson* *J. C. Schuyler*
James Dixon *Jamieson* *Wm. Clarke* *W. P. Anderson* *W. Doolittle*
Geo. Harlan *W. D. Willey* *L. F. S. Foster* *W. M. Smith* *Lyman Trumbull*
Reuben Johnson *Chas. Sumner* *Wm. Sprague* *John Sherman* *S. M. Howard*
Solomon Foot *W. H. McCreary* *Wm. Harris* *E. D. Morgan* *W. M. McKim*
J. K. Polk *Wm. H. Hunt* *W. C. Van Dyke* *John Hale* *B. H. Harding*

13th Amendment
It was approved by Abraham Lincoln in February, but was not ratified until December.

14th Amendment

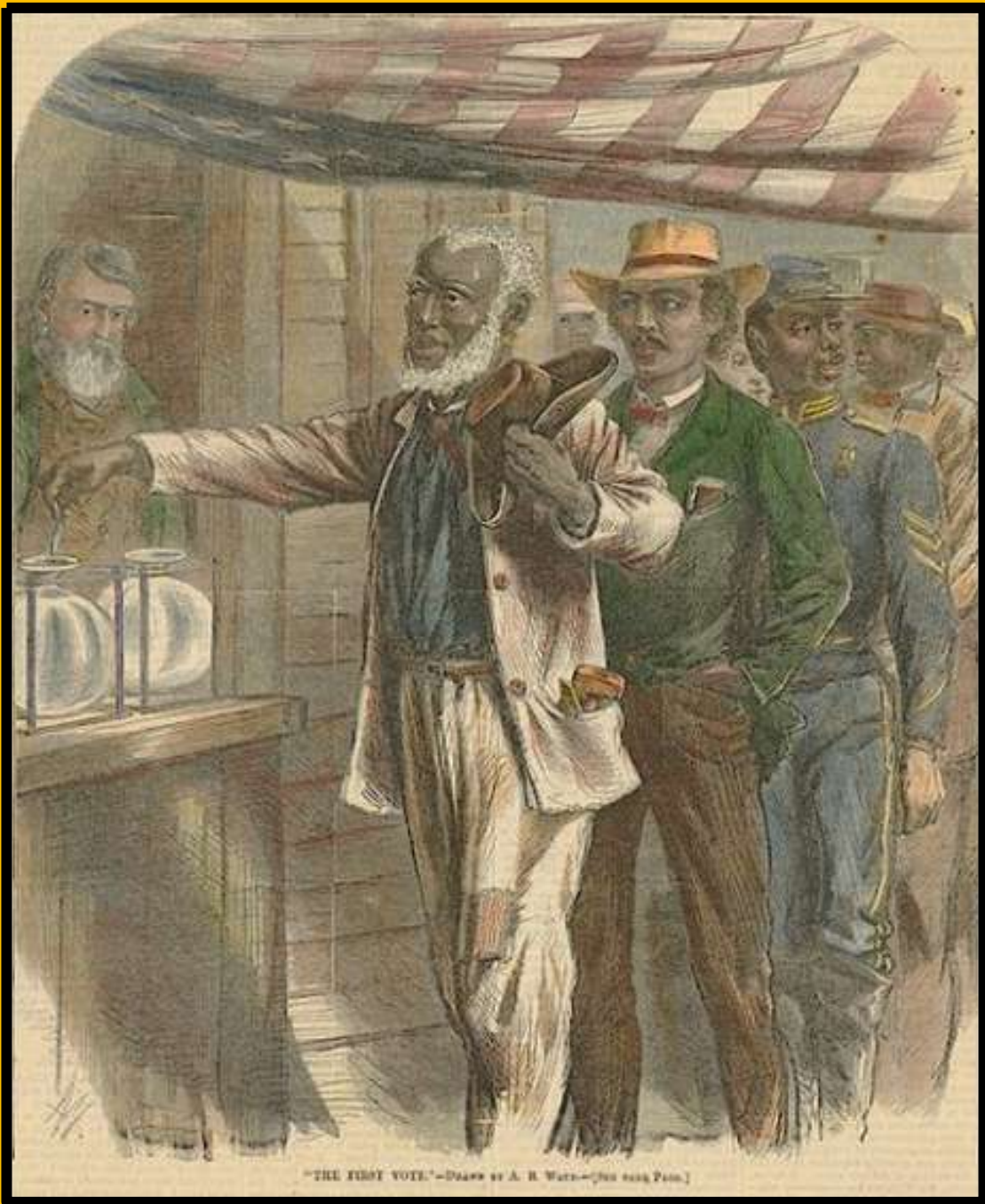
- In 1868, the Fourteenth Amendment made all former slaves citizens of the United States.
- It granted citizenship to all persons born in the United States, and it guaranteed all citizens equal rights under the law.
- At first, Tennessee was the only Southern state to approve it, but Congress told the states they must approve it to be readmitted to the Union.

14th Amendment (Original)



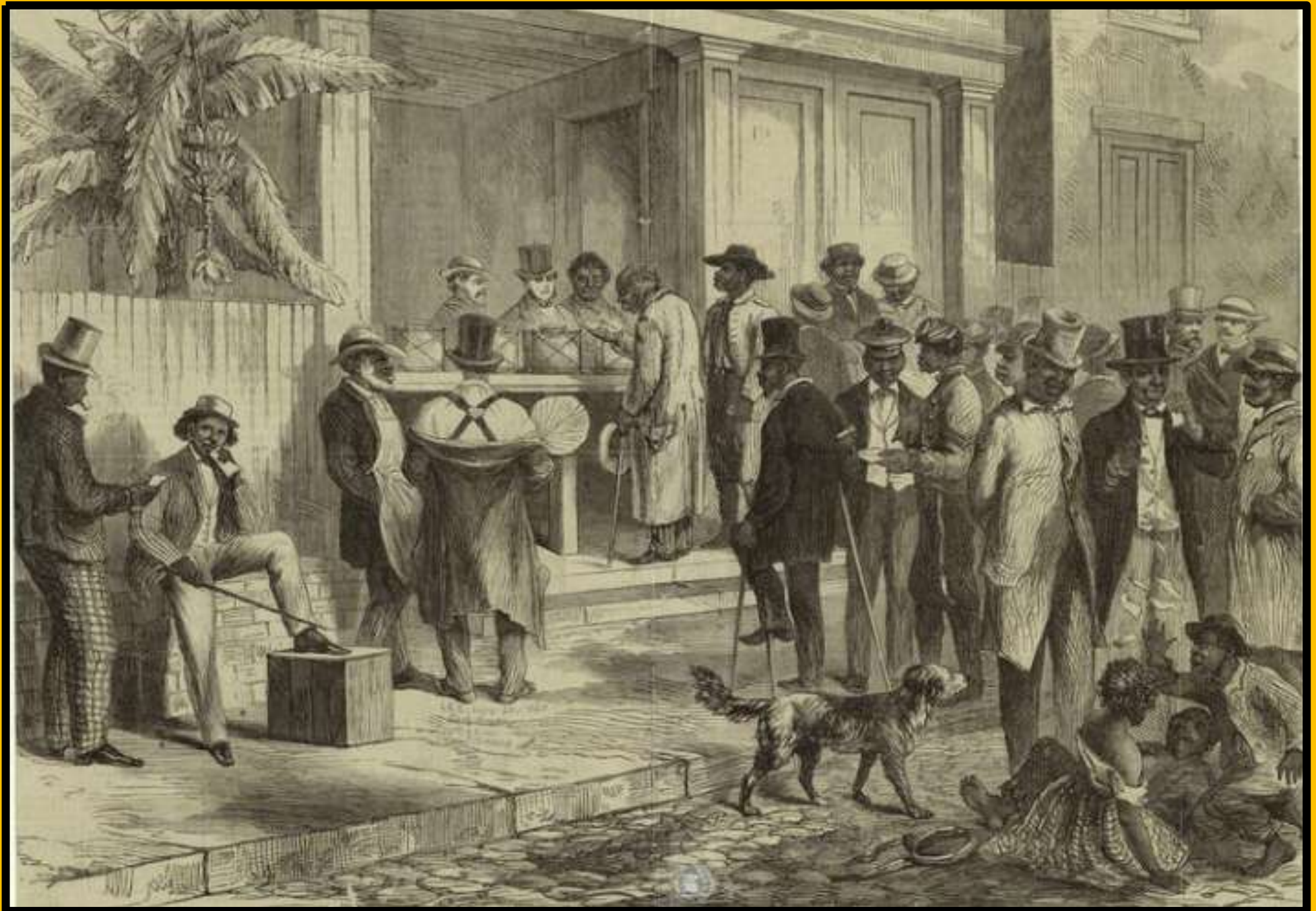
15th Amendment

- In 1870, the Fifteenth Amendment declared that no citizen of the United States could be denied the right to vote on account of race, color, or previous servitude.
- It granted the right to vote to all male citizens.
- African Americans could now vote and run for office.



“The First Vote”

Freedmen
Voting in
New
Orleans,
1867



Freedmen's Bureau

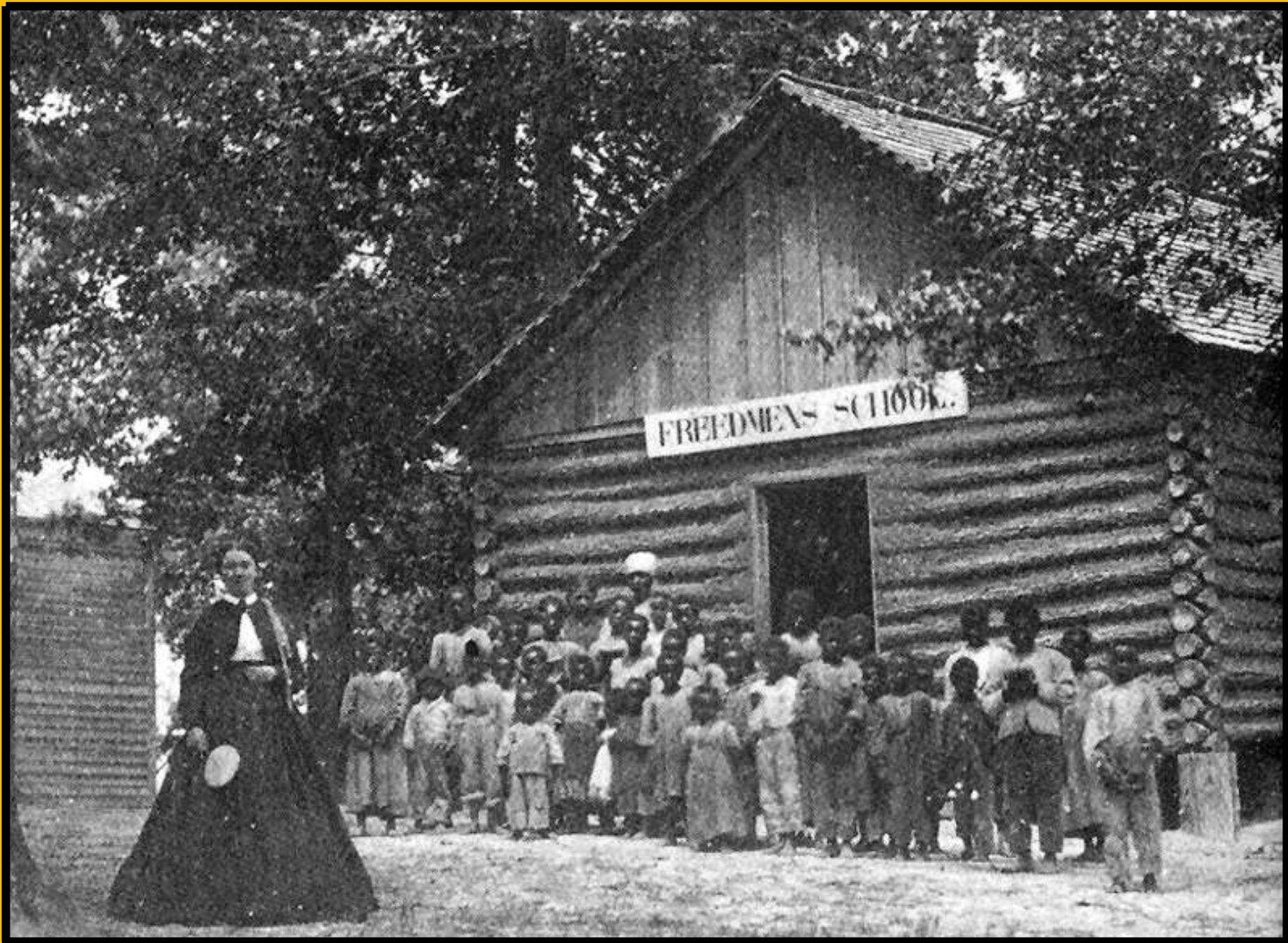
- In March 1865, the federal government set up the Freedmen's Bureau, an organization that helped feed, clothe, and provide medical care to former slaves.
- It also established thousands of schools and helped African Americans with legal problems.
- The bureau also helped poor whites, many of whom lost everything in the war.

A Freedmen's
Bureau Agent
Stands Between
Armed Groups of
Whites and Freed
men
1868



Freedmen's Bureau

- Georgia had a higher population of freed black slaves (who were uneducated and unemployed) than any other state.
 - Educating slaves was forbidden in Georgia prior to the Civil War.
- The Freedmen's Bureau created the first public school program for blacks and whites in the state and set the stage for Georgia's modern public school system.
- It established Clarke Atlanta University and Morehouse College.



Sharecropping

- Many former slaves were forced to return to plantations because they could not find work.
- Freed slaves knew how to grow crops, and landowners still needed labor.
- In the sharecropping arrangement, the owner would lend the worker a place to live, his seeds, and farm equipment.

Sharecroppers Picking Cotton





Sharecroppers and
Cotton Bales



Mississippi
Sharecroppers



Children of African
American
Sharecroppers in
Arkansas

Sharecropping

- Sharecroppers received almost no pay, just a small share of the crops.
- Because the worker had no money for rent, he would give the owner a share of the crop, plus extra for the cost of rent and supplies.
- The workers had little hope of ever owning land because they rarely made a profit.



Sharecropper's
Cabin Surrounded
by Cotton and Corn



Inside a
Sharecropper's
Home





The Families of
Evicted
Sharecroppers in
Arkansas

Tenant Farmers

- Tenant farmers made similar arrangements with landowners where they rented sections of land.
- However, unlike sharecroppers, tenant farmers often owned animals, equipment, and supplies, so they received more of the harvest.
- Even so, after money was deducted for rent, there was little left over for the farmer.
- It was impossible to get ahead as a sharecropper or tenant farmer.



Right to Vote

- For a brief period during Reconstruction, Freedmen were given more political rights than they had ever had (and would not have again for 100 years).
- With this freedom, 32 black legislators were elected to the Georgia General Assembly in 1867.
- Among the delegates was Henry McNeal Turner, an educated minister who had served as the first black chaplain in the U.S. Army.



Engraved according to act of Congress in the year 1872 by Currier & Ives, in the Office of the Librarian of Congress at Washington.

ROBERT C. DE LA RDE, M.C. of S. Carolina. JEFFERSON H. LOND, M.C. of Georgia

U.S. Senator H.R. REVELS, of Mississippi BENJ. S. TURNER, M.C. of Alabama JOSIAH T. WALLS, M.C. of Florida JOSEPH H. RAINY, M.C. of S. Carolina R. BROWN ELLIOT, M.C. of S. Carolina.

THE FIRST COLORED SENATOR AND REPRESENTATIVES.

In the 41st and 42nd Congress of the United States.

NEW YORK, PUBLISHED BY CURRIER & IVES, 225 NASSAU STREET

African Americans in Office 1870–1876^[120]

State	State Legislators	U.S. Senators	U.S. Congressmen
Alabama	69	0	4
Arkansas	8	0	0
Florida	30	0	1
Georgia	41	0	1
Louisiana	87	0	1*
Mississippi	112	2	1
North Carolina	30	0	1
South Carolina	190	0	6
Tennessee	1	0	0
Texas	19	0	0
Virginia	46	0	0
Total	633	2	15

Henry McNeal Turner

- Henry McNeal Turner was born in 1834 to a family that had been free for at least two generations.
- At the age of 15, he went to work for a law firm in South Carolina where his employers provided him with an education.
- In 1853, he received his preaching license and traveled throughout the South.
- In 1867, Turner helped organize the Republican Party in the state and was elected to the Constitutional Convention of 1867 and the Georgia House of Representatives.

Henry McNeal Turner



Henry McNeal Turner

- In 1868, the Georgia legislature expelled its black legislators, saying that the Georgia Constitution denied blacks the right to hold political office.
- Turner spoke out against the policy and soon after, he began receiving threats from the Ku Klux Klan.
- Other black legislators were threatened by the KKK-- over 25% were killed, beaten, or jailed during their term.

Ku Klux Klan

- The first Ku Klux Klan (KKK) began in 1867 as a social club for former confederate soldiers; however, they became more political and violent.
- The Ku Klux Klan used violence to frighten African-Americans and keep them from exercising their civil rights.
- Klansmen dressed up in white sheets and hooded masks, and would terrorize blacks (and whites who tried to help them).

Ku Klux Klan

- The KKK used tactics of intimidation, physical violence, and murder in hopes of establishing social control over African Americans and their white allies.
- The KKK grew in Georgia and the southern United States both during and after Reconstruction.
- White supremacy and racial segregation became the norm in Georgia, and the rest of the South, for several decades.





Teacher Info – Reconstruction Questions

- Print off the Reconstruction Questions handout for each student.
- They should answer the questions after discussing the presentation. Afterwards, check and share answers as a class.
- *You can also use this as a quiz!

Reconstruction Questions

1. What does “reconstruction” mean? What was Reconstruction in America?
2. What did the 13th Amendment do?
3. What did the 14th Amendment do?
4. What did the 15th Amendment do?
5. What was the purpose of the Freedmen’s Bureau?
6. Who were sharecroppers?
7. What was the difference between tenant farmers and sharecroppers?
8. Why was sharecropping and tenant farming bad for workers?
9. Who was the black minister that was elected to the Georgia House of Representatives?
10. What hate group spread terror to African Americans throughout the South during Reconstruction?

Teacher Directions – Foldable

- The next page is for an Interactive Foldable.
- Print out the foldable page for each student.
- The students will cut the template out along the thick outside lines.
- Next, they will cut along the thin center line that divides each half, stopping at the gray rectangle.
- They should attach the side of the template (gray rectangle) to their notebooks.
- They will now be able to open up each flap and write the notes underneath.
- *If time allows, have students color the flaps.

Reconstruction

**Positive
Effects**

**Negative
Effects**

Teacher Info – Amendments Chart

- Print off the Amendments chart for each student.
- The students will write notes about each amendment (that they learned from the presentation).
- They will also draw a quick symbol to represent the amendment so that they can remember it.

Amendments

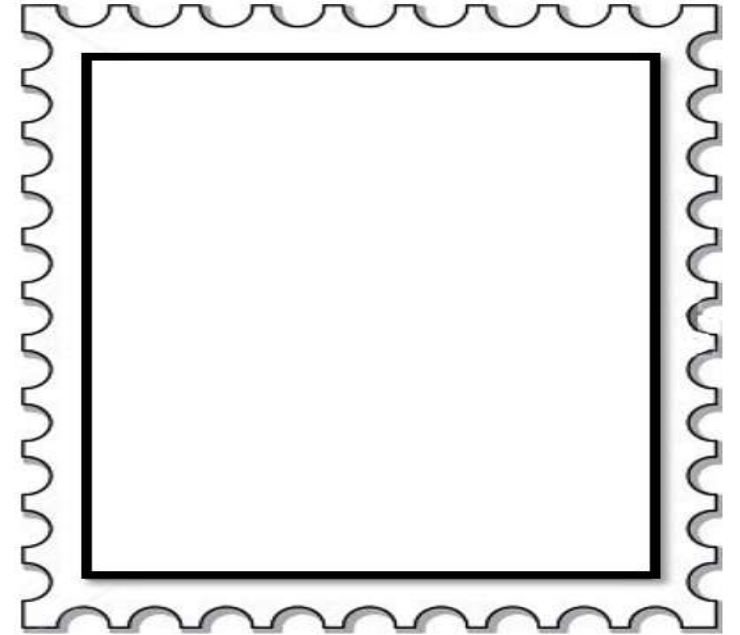
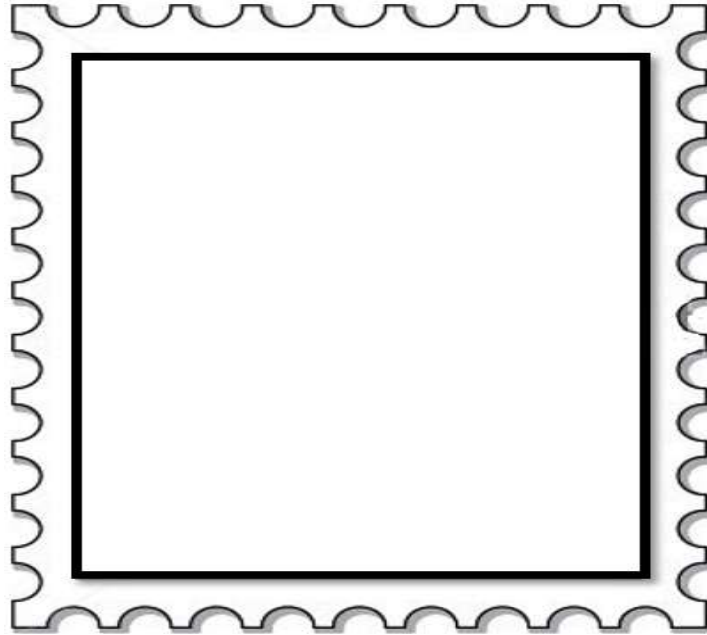
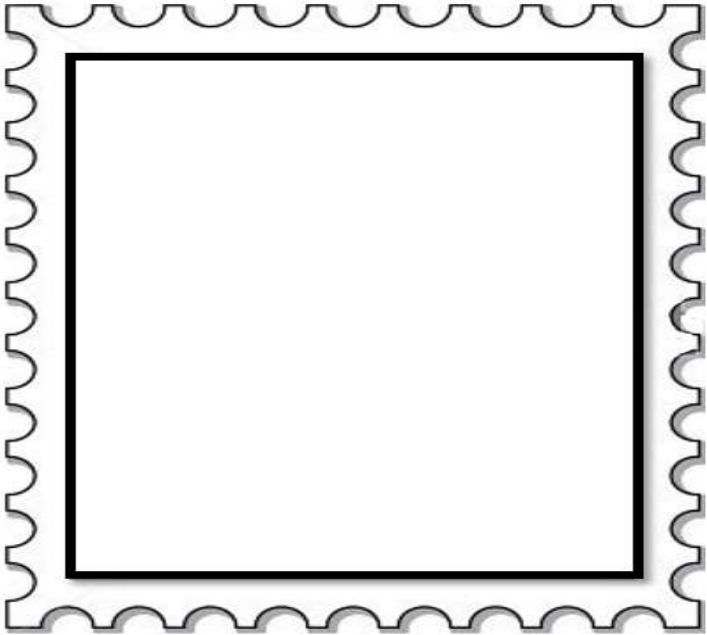
	13 th	14 th	15 th
Description			
Symbol			

Teacher Info – Amendments Commemorative Stamps

- Print off the Commemorative Stamps handout for each student.
- The students will design a stamp for each amendment.
- They will also write a caption that describes the design.

Amendment Commemorative Stamps

Directions: Design a stamp to represent the 13th, 14th, and 15th Amendments to the U.S. Constitution. Also, write a caption that describes each stamp's design.



Teacher Info – Freedmen’s Bureau Business Card

- Print out the business card template for each student.
- Have the students create a business card for a worker in the Freedmen’s Bureau during Reconstruction.
- Project the red directions slide onto the screen so that the students know what goes in each section.

Teacher Info – Reconstruction Caricatures

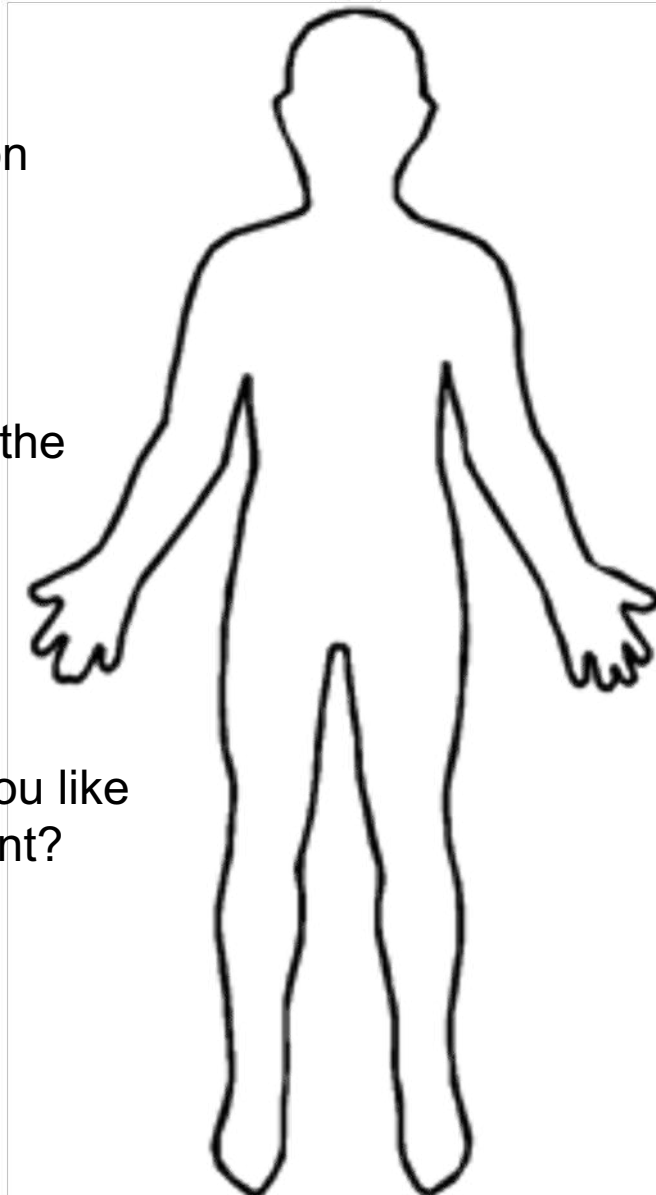
- Have the students create a caricature for a former slave and a plantation owner during Reconstruction.
- They will draw clothes, belongings, and facial expressions to represent the person's situation during this time period.
- Also, they will answer the questions from perspective of each person.

Reconstruction Caricatures

Directions: Create a caricature for former slave and a plantation owner during Reconstruction. Draw clothing and belongings/items on each person that represents the person's situation during Reconstruction.

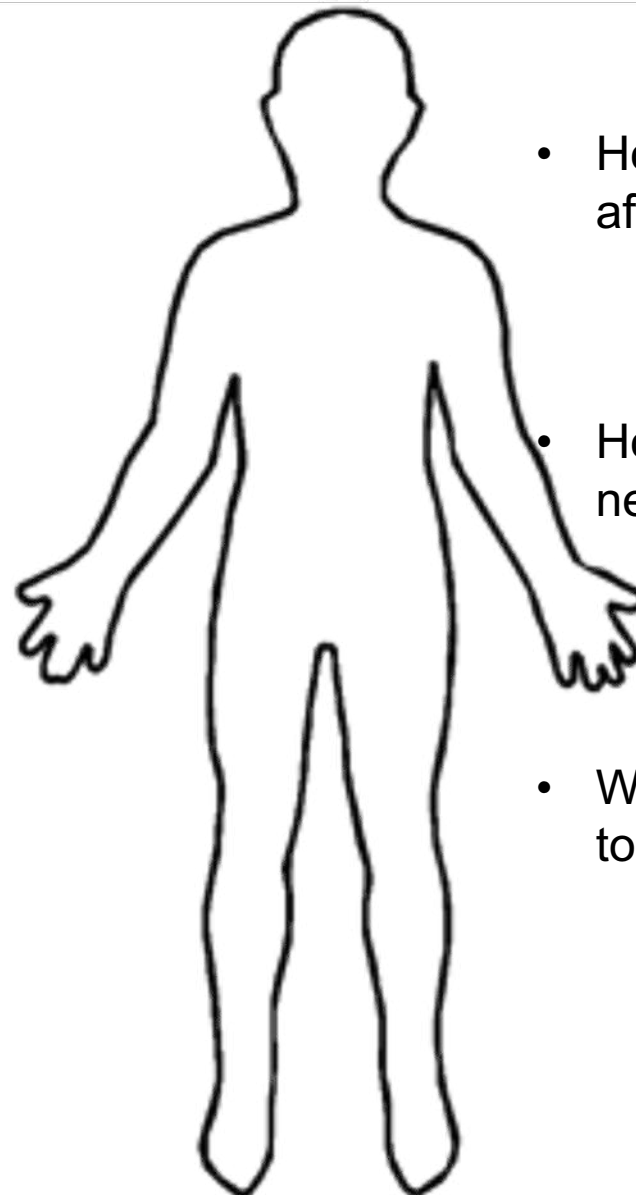
Former Slave

- How has Reconstruction affected your life?
- How do you feel about the new Amendments?
- What changes would you like to see in the government?



Plantation Owner

- How has Reconstruction affected your life?
- How do you feel about the new Amendments?
- What changes would you like to see in the government?



Teacher Info – KKK WANTED Poster

- Have the students create a WANTED poster for the Ku Klux Klan after Reconstruction.
- They will include information about what the KKK was and the crimes that it committed.
- Inside the photograph, they will draw an action shot of the KKK and include a caption.

KKK WANTED Poster

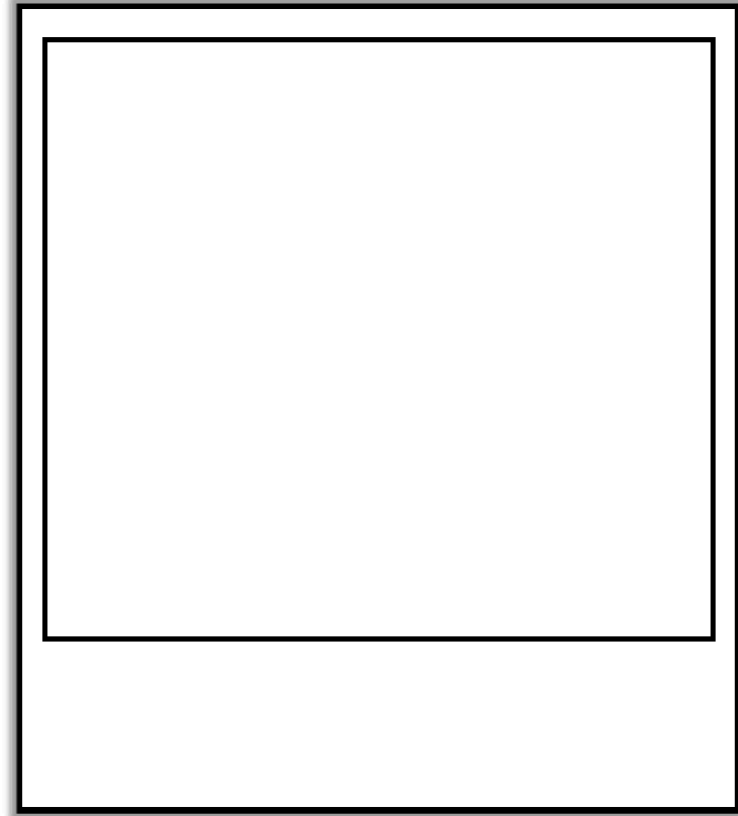
Directions: Created a WANTED Poster for the Ku Klux Klan. Include information about the KKK, a description of the KKK's crimes, and a photograph.

WANTED: _____

Reward Amount:

Who is this group?

What crimes did this group commit?



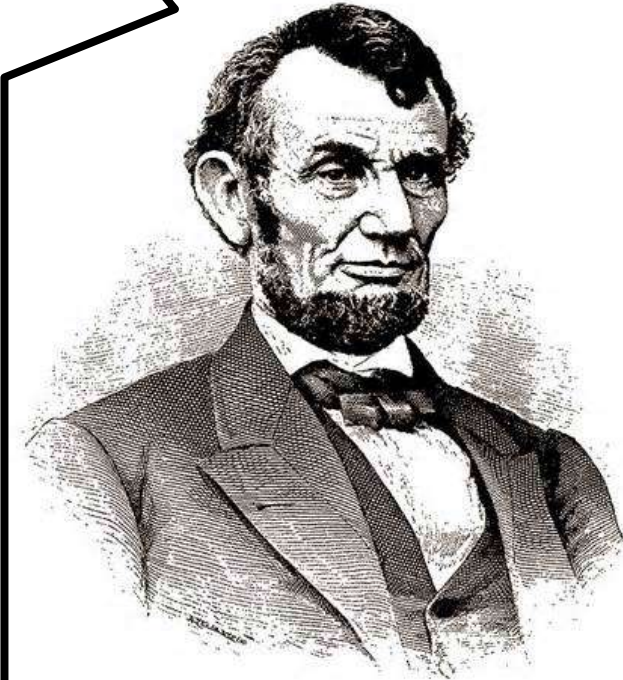
Teacher Directions –What Would Lincoln Think?

- Have the students write a paragraph about how Lincoln would react to Reconstruction.
- They should include how he would feel about the new Amendments, sharecropping and tenant farming, Ku Klux Klan, etc.

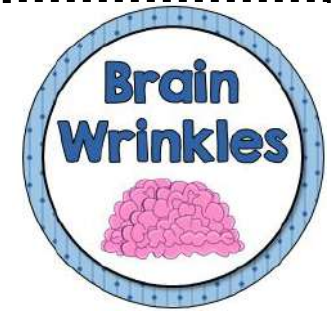
What Would Lincoln Think?

Directions: What would Lincoln think about what happened during Reconstruction? Do you think he would agree with the amendments and plans put into place? How do you think he would react to the South's treatment of former slaves? Write a paragraph sharing Lincoln's "thoughts" below.

A large, empty rectangular box with a black border, intended for writing a paragraph. The box is positioned on the left side of the page, with its right edge connected to the top of the Lincoln portrait by a jagged, speech-bubble-like line.

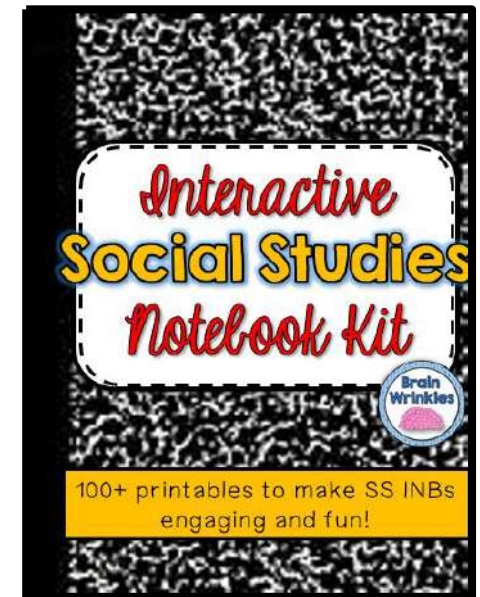


Thank You!



Thank you so much for downloading this file. I sincerely hope you find it helpful and that your students learn a lot from it! I look forward to reading your feedback in my store.

If you like this file, you might want to check out some of my other products that teach social studies topics in creative, engaging, and hands-on ways.



Best of luck to you this school year,

Ansley at Brain Wrinkles

Terms of Use



© 2014 Brain Wrinkles. Your download includes a limited use license from Brain Wrinkles. The purchaser may use the resource for **personal classroom use only**. The license is not transferable to another person. Other teachers should purchase their own license through my store.

This resource is **not** to be used:

- By an entire grade level, school, or district without purchasing the proper number of licenses. For school/district licenses at a discount, please contact me.
- As part of a product listed for sale or for free by another individual.
- On shared databases.
- Online in any way other than on password-protected website for student use only.

© Copyright 2014. Brain Wrinkles. All rights reserved. Permission is granted to copy pages specifically designed for student or teacher use by the **original purchaser** or licensee. The reproduction of any other part of this product is strictly prohibited. Copying any part of this product and placing it on the Internet in any form (even a personal/classroom website) is strictly forbidden. Doing so makes it possible for an Internet search to make the document available on the Internet, free of charge, and is a violation of the Digital Millennium Copyright Act (DMCA).

Clipart, fonts, & digital papers for this product were purchased from:

Thank you,

Ansley at Brain Wrinkles

