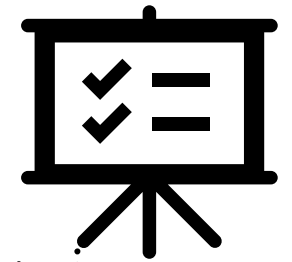




RECONSTRUCTION

IN GEORGIA

OBJECTIVE



SS8H6 Analyze the impact of Reconstruction on Georgia.

1. Explain the roles of the 13th, 14th, and 15th Amendments in Reconstruction.
2. Explain the key features of the Lincoln, the Johnson, and the Congressional Reconstruction plans.
3. Compare and contrast the goals and outcomes of the Freedmen's Bureau and the Ku Klux Klan.
4. Examine reasons for and effects of the removal of African American or Black legislators from the Georgia General Assembly during Reconstruction.
5. Give examples of goods and services produced during the Reconstruction Era, including the use of sharecropping and tenant farming.

TEACHER DIRECTIONS

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

CLOZE NOTES

Fill in the blanks with information from the presentation.

I. RECONSTRUCTION ERA

Reconstruction

- Reconstruction means to _____.
- It is the name given to the time period after the Civil War, from _____.
- During Reconstruction, Georgia and other Southern states needed to be rebuilt and brought back _____.

Georgia

- 1865 was a _____ across the South, particularly in Georgia.
- The state's _____, and Georgia's governor was imprisoned in Washington D.C.
- Confederate soldiers returned from the war to find their plantations and farms _____.
- Many were hungry, poor, and _____.

Recovery

- Recovery was difficult as Georgians _____ needed to rebuild the state's infrastructure (railroads, factories, farms, etc.).
- The Civil War had destroyed Georgia's agricultural economy and Georgians were not sure how to _____ without using free (slave) labor.

Farming

- Freed people in Georgia and other Southern states needed to make a living in order to _____.
- They returned to their _____ and became either sharecroppers or tenant farmers.
- Former enslaved people knew _____, and the landowners still needed labor.

CLOZE NOTES

Sharecropping

- In the sharecropping arrangement, the owner would lend the worker a place to live, his seeds, and _____.
- Sharecroppers received almost no pay, just a small _____.
- Because the worker had no money for rent, he would give the owner a *share of the crop*, plus extra for the cost of _____.
- The workers had little hope of ever owning land because they _____.

Tenant Farmers

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

Cotton

- The Civil War hurt Georgia's _____.
- Agriculture experts urged farmers to grow other crops besides cotton, but there was still a _____ for cotton in the North and Europe.
- Georgia farmers worked hard to _____ since prices were so high.

CLOZE NOTES

Freedmen's Bureau

- Some _____ to the South to support the freed Black Americans who were uneducated and unemployed.
- President Lincoln and the U.S. government established the _____ in 1865 as part of the U.S. Army.
- Its purpose was to "direct such _____, clothing, and fuel, as he may deem needful for the immediate and temporary shelter and supply of destitute and suffering refugees and freedmen and their wives and children."
- The Freedmen's Bureau gave food, clothing, medicine, and other supplies to _____ who had lost everything in the war.
- The agency also helped establish hospitals, built over _____, and provided aid with labor contracts.

Education

- Georgia had a _____ of freed men who were uneducated and unemployed than any other state.
- Educating Black Americans was _____ prior to the Civil War.
- The Freedmen's Bureau created the _____ program for both blacks and whites in the state and set the stage for Georgia's modern public school system.
- It established _____ University and Morehouse College.

CLOZE NOTES

Criticism

- Unfortunately, many white Georgians _____ the work of the Freedmen's Bureau and criticized the organization.
- White Southerners did not want Black Americans to _____.
- They feared Black Americans would want _____ and begin voting in elections.
- President Johnson vetoed the Freedmen's Bureau's renewal and the movement eventually _____.

Voters

- Many white Southerners believed that Black Americans were inferior and unable to _____.
- At the time, there were approximately _____ Black American voters in the South.
- By 1867, _____ of Georgia's black adult males became registered voters.

Ku Klux Klan

- The first Ku Klux Klan began in 1867 as a social club for former _____, but it quickly became more political and violent.
- The Klan was a domestic terror organization with the goal of preventing Black Americans (and whites who tried to help them) from gaining any _____.
- The Ku Klux Klan used tactics of intimidation, _____, and murder in hopes of establishing social control over Black Americans and their white allies.
- The _____ throughout Georgia and the South until it was disbanded by Congress with the Civil Rights act of 1871.
- Even without an organized group, _____ and racial segregation still became the norm in many areas of the South.
- Unfortunately, the Ku Klux Klan came _____ in the early 1900s...

CLOZE NOTES

II. RECONSTRUCTION PLANS

Readmission

- After the Civil War, it was obvious that Southern states had to be admitted _____, but no one could agree on the best way to do so.
- President Lincoln wanted to be as _____ to Southern states and let them back in quickly.
- Lincoln's reconstruction plan was simple and _____ from the Southern states in order to rejoin.

Lincoln

- President Lincoln's plan for rebuilding the South had _____:
- First, one-tenth of the people in the state had to _____ to obey the U.S. Constitution.
- Second, the state had to set up a _____ with a new constitution.
- Third, the state had to _____.

Punishment

- While Lincoln wanted to be fair to the South, many Radical Republicans felt that Lincoln's plan was _____.
- They felt that Southern states _____ for their actions during the Civil War and the readmission process should be long and difficult.

Loyalty

- In July 1864, Congress passed the _____.
- _____ and required the majority of voters to take a loyalty oath to the Union.
- Lincoln _____ and rejected their plan.

CLOZE NOTES

Johnson

- Unfortunately, in April 1865 President _____ before his plan for reconstruction could fully take shape.
- Vice President _____ became president.
- Johnson was a _____ from Tennessee and was lenient towards Southern states.
- His plan for reconstruction was like Lincoln's plan, just _____.
- President Johnson's reconstruction plan included the following:
 1. 10% of eligible voters must swear an _____ to the U.S. Constitution
 2. Former Confederate states must ratify the _____, abolishing slavery.
 3. Former Confederate states must _____ of secession.

13th Amendment

- The _____ freed all slaves in the United States.
- It _____ in the U.S. and any of its territories.
- President Johnson said that once the amendment passed, Southern states could come _____.
- Congress _____ with Johnson.

Congressional

- In 1866, new legislators were elected to Congress and they developed the _____ for reconstruction.
- Congress passed the Reconstruction Acts in 1867 which divided the South into _____ that would be overlooked by generals.
- These acts required all men be _____ regardless of race.
- Each state also had to ratify the _____.

CLOZE NOTES

14th Amendment

- In 1868, Congress passed the _____, which made all former enslaved people citizens of the United States.
- It _____ to all persons born in the United States, and it guaranteed all citizens equal rights under the law.

15th Amendment

- In February 1870, the _____ to the U.S. Constitution was ratified.
- It declared that no citizen of the United States could be denied the _____ on account of race, color, or previous servitude.
- The 15th Amendment granted the right to vote to _____, and African Americans could now vote and run for office.

Government

- For a brief period during Reconstruction, freed men 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.
- This was a _____ because they could improve the lives of all Black Americans in Georgia.

CLOZE NOTES

Objections

- Black American legislators _____ from white citizens and politicians.
- Many were threatened, _____, or jailed during their short terms as legislators.
- White politicians protested that Georgia's Constitution denied blacks the _____.
- In 1868, Georgia's black legislators _____.
- Some were removed for "_____"; while others were removed due to personal character attacks.

Massacre

- On September 19, 1868, expelled legislator Phillip Joiner led a 25-mile march from _____.
- The protest included several hundred Black Americans and a few whites and was intended to end at a _____.
- As marchers entered the Camilla courthouse square, whites opened fire, killing _____ and wounding 40+ others.
- Over the next few weeks, hostile whites warned blacks that they would be _____ in the next election.

Georgia

- Congress felt that the acts of racial violence and the expulsion of Black American legislators proved that Georgia was _____.
- Georgia was placed under _____.
- After several years and some social and political improvements, Georgia was able to ratify the 14th and 15th Amendments and finally _____.



RECONSTRUCTION ERA

RECONSTRUCTION

- Reconstruction means to build something again.
- It is the name given to the time period after the Civil War, from 1867 to 1877.
- During Reconstruction, Georgia and other Southern states needed to be rebuilt and brought back into the Union.

Ruins on Peachtree Street – Atlanta 1864



GEORGIA

- 1865 was a tough year across the South, particularly in Georgia.
- The state's government had collapsed, and Georgia's governor was imprisoned in Washington D.C.
- Confederate soldiers returned from the war to find their plantations and farms destroyed and barren.
- Many were hungry, poor, and homeless.



RECOVERY

- Recovery was difficult as Georgians lacked the money needed to rebuild the state's infrastructure (railroads, factories, farms, etc.).
- The Civil War had destroyed Georgia's agricultural economy and Georgians were not sure how to revamp their farms without using free (slave) labor.

Railroad Lines Ruins that had to be Rebuilt
Atlanta 1864



FARMING

- Freed people in Georgia and other Southern states needed to make a living in order to feed their families.
- They returned to their old masters and became either sharecroppers or tenant farmers.
- Former enslaved people knew how to grow crops, and the landowners still needed labor.

Young Sharecroppers Picking Cotton



SHARECROPPING

- In the sharecropping arrangement, the owner would lend the worker a place to live, his seeds, and farm equipment.
- 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.

Sharecroppers & Cotton Bales



Children of Sharecroppers in Arkansas



Sharecropper's Cabin Surrounded by Cotton





Inside a Sharecropper's Home

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.



TENANT FARMERS

- Even so, after money was deducted for rent, there was little left over for the farmer.
- It was impossible to get ahead as a tenant farmer, and even harder to do so as a sharecropper.



Families of Evicted Sharecroppers in Arkansas

COTTON

- The Civil War hurt Georgia's cotton production.
- Agriculture experts urged farmers to grow other crops besides cotton, but there was still a huge demand for cotton in the North and Europe.
- Georgia farmers worked hard to harvest more cotton since prices were so high.



Mississippi Sharecroppers

FREEDMEN'S BUREAU

- Some Northerners came to the South to support the freed Black Americans who were uneducated and unemployed.
- President Lincoln and the U.S. government established the Freedmen's Bureau in 1865 as part of the U.S. Army.
- Its purpose was to "direct such issues of provisions, clothing, and fuel, as he may deem needful for the immediate and temporary shelter and supply of destitute and suffering refugees and freedmen and their wives and children."

FREEDMEN'S BUREAU

- The Freedmen's Bureau gave food, clothing, medicine, and other supplies to *freed men* and poor whites who had lost everything in the war.
- The agency also helped establish hospitals, built over 4,000 schools, and provided aid with labor contracts.

EDUCATION

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



CRITICISM

- Unfortunately, many white Georgians did not welcome the work of the Freedmen's Bureau and criticized the organization.
- White Southerners did not want Black Americans to become educated.
- They feared Black Americans would want political equality and begin voting in elections.
- President Johnson vetoed the Freedmen's Bureau's renewal and the movement eventually lost steam.

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



VOTERS

- Many white Southerners believed that Black Americans were inferior and unable to understand politics.
- At the time, there were approximately 700,000 eligible Black American voters in the South.
- By 1867, about 80% of Georgia's black adult males became registered voters.

KU KLUX KLAN

- The first Ku Klux Klan began in 1867 as a social club for former confederate soldiers, but it quickly became more political and violent.
- The Klan was a domestic terror organization with the goal of preventing Black Americans (and whites who tried to help them) from gaining any political power.
- The Ku Klux Klan used tactics of intimidation, physical violence, and murder in hopes of establishing social control over Black Americans and their white allies.



KU KLUX KLAN

- The Klan spread terror throughout Georgia and the South until it was disbanded by Congress with the Civil Rights act of 1871.
- Even without an organized group, white supremacy and racial segregation still became the norm in many areas of the South.
- Unfortunately, the Ku Klux Klan came back in full force in the early 1900s...



TEACHER DIRECTIONS

- Print off the Venn diagram for each student.
- The students will compare and contrast sharecroppers and tenant farmers. They should include at least two details per section and then answer the question at the bottom.
- Check the answers as a class after the presentation.

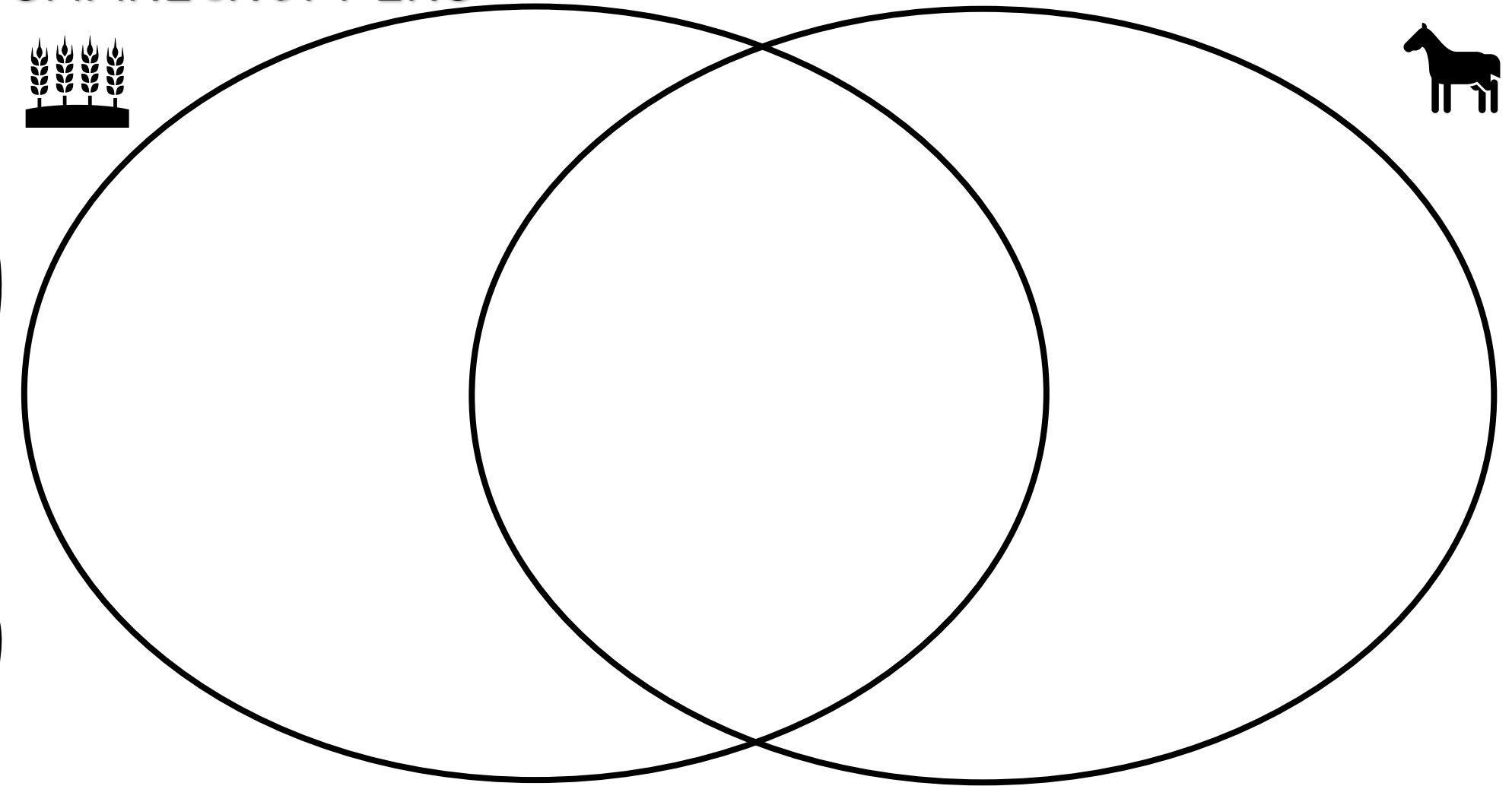
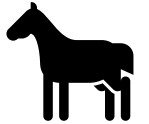
COMPARE

Reconstruction Era

SHARECROPPERS



TENANT FARMERS



Who is more likely to remain in the cycle of debt—sharecroppers or tenant farmers?
Explain:

TEACHER DIRECTIONS

- Print off the chart and the statement tiles (there are two sets per page on this sheet) for each student.
- The students will read the statements and then cut & paste them into the correct section of the chart.
- Check the answers as a class after the presentation.

COMPARE

Reconstruction Era

	<i>Goals</i>	<i>Outcomes</i>
FREEDMEN'S BUREAU		
KU KLUX KLAN		

HOPED TO KEEP BLACK AMERICANS AND REPUBLICANS FROM GAINING ANY POLITICAL POWER

USED VIOLENT INTIMIDATION TACTICS TO SUPPRESS BLACK AMERICANS AND WHITE REPUBLICAN SUPPORTERS

INTENDED TO HELP FREED MEN AND POOR WHITES ADJUST TO POST-CIVIL WAR LIFE

PROVIDED FOOD, CLOTHING, SHELTER, EDUCATION AND MEDICAL AID TO BLACKS AND WHITES THROUGHOUT THE SOUTH.

BUILT 4,000 SCHOOLS & CREATED FIRST PUBLIC SCHOOL PROGRAM FOR WHITES AND BLACKS

ESTABLISHED CLARK ATLANTA UNIVERSITY & MOREHOUSE COLLEGE

INTENDED TO MAINTAIN WHITE SUPREMACY OVER BLACK AMERICANS

INTENDED TO MAINTAIN WHITE SUPREMACY OVER BLACK AMERICANS

HOPED TO KEEP BLACK AMERICANS AND REPUBLICANS FROM GAINING ANY POLITICAL POWER

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BUILT 4,000 SCHOOLS & CREATED FIRST PUBLIC SCHOOL PROGRAM FOR WHITES AND BLACKS

ESTABLISHED CLARK ATLANTA UNIVERSITY & MOREHOUSE COLLEGE

TEACHER DIRECTIONS

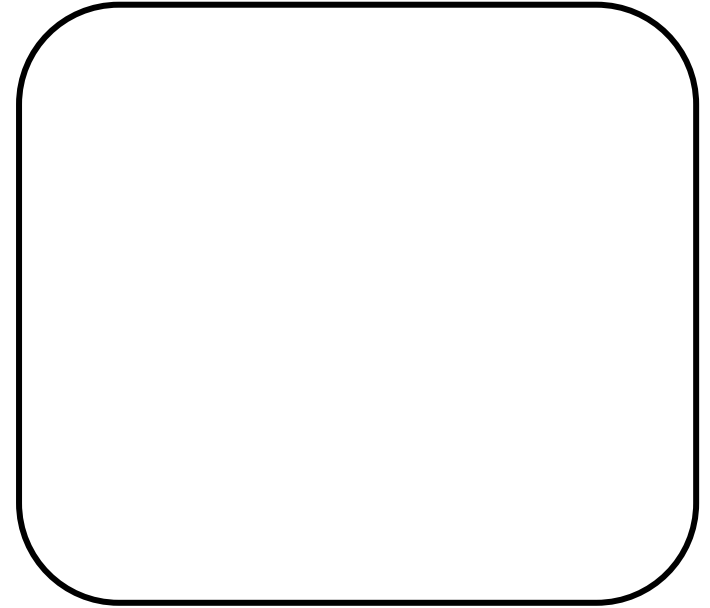
- Print off the Business Card handout for each student.
- The students will create a business card for a worker in the Freedmen's Bureau during Reconstruction. They should include the person's job description, awards or honors, and past experiences on the card. Also, they will create a logo (symbol) and a catchy slogan.

BUSINESS CARD

Freedmen's Bureau

JOB DESCRIPTION:

AWARDS, HONORS, EXPERIENCES:



NAME:

COMPANY:

SLOGAN:



RECONSTRUCTION PLANS

READMISSION

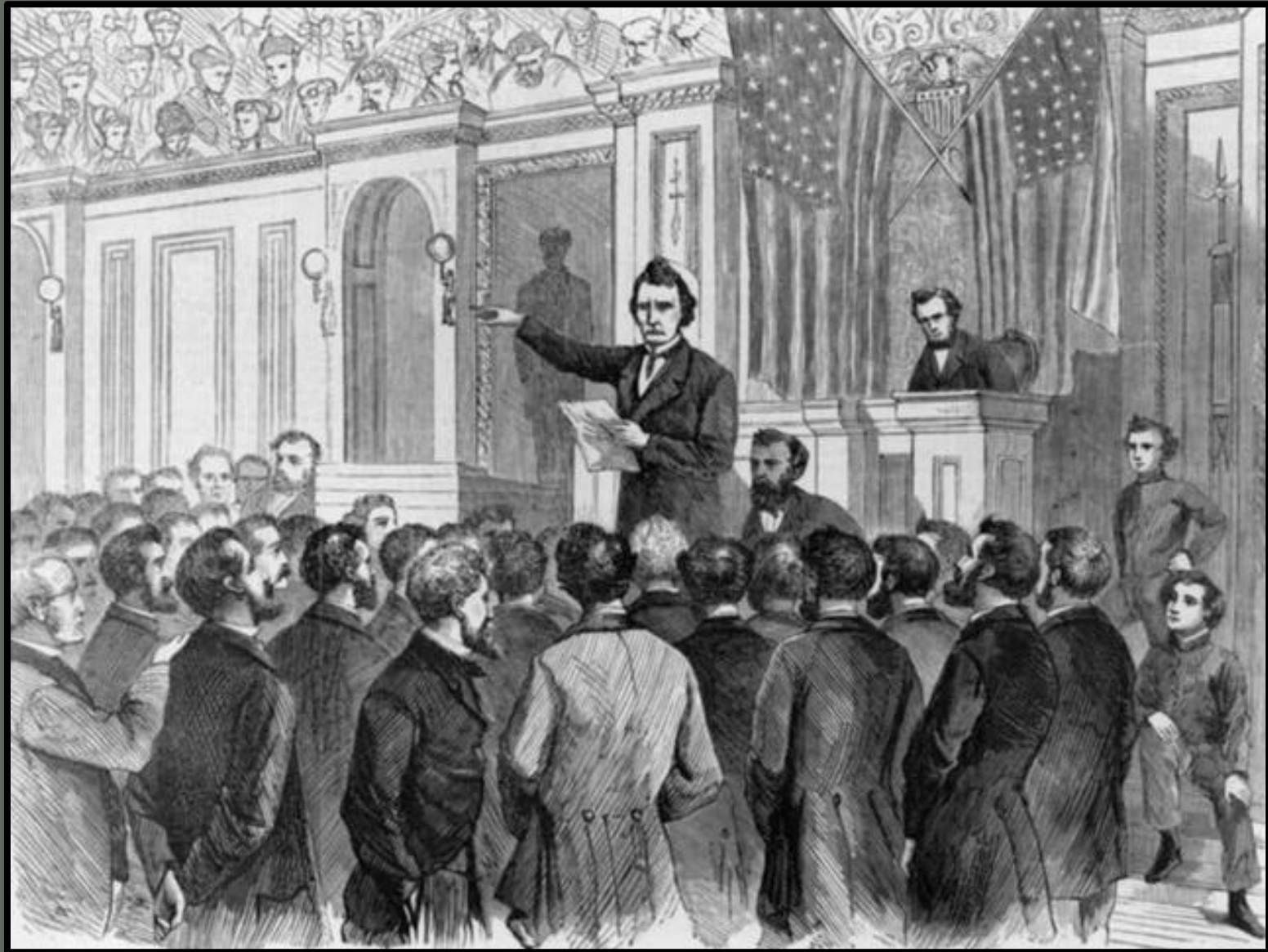
- After the Civil War, it was obvious that Southern states had to be admitted back into the Union, but no one could agree on the best way to do so.
- President Lincoln wanted to be as fair as possible to Southern states and let them back in quickly.
- Lincoln's reconstruction plan was simple and did not require much from the Southern states in order to rejoin.

LINCOLN

- 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 with a new constitution.
- Third, the state had to abolish slavery.

PUNISHMENT

- 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 and the readmission process should be long and difficult.



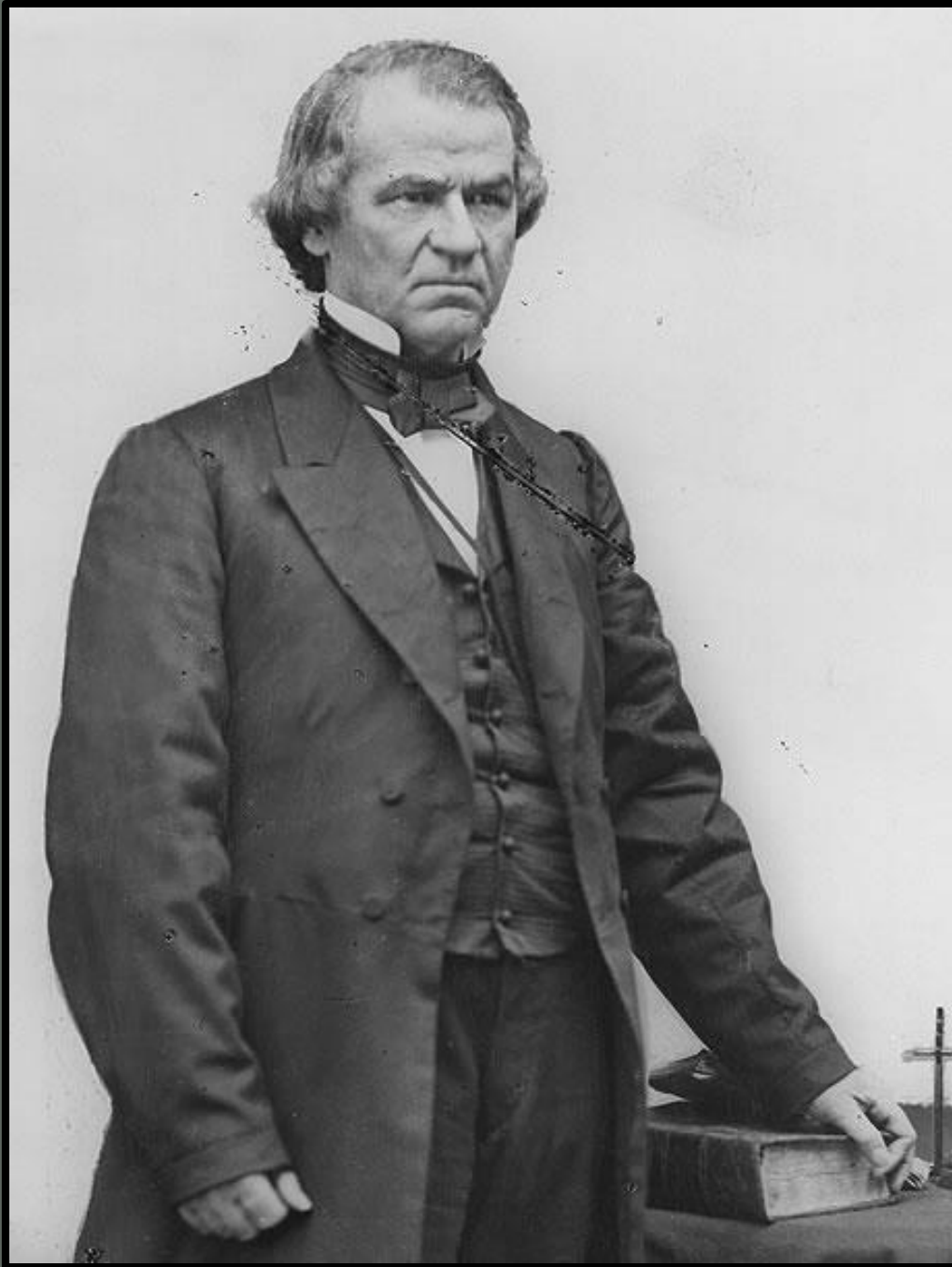
Radical Republicans were against Lincoln's Plan for Reconstruction.

LOYALTY

- In July 1864, Congress passed the Wade-Davis bill.
- This was stricter and required the majority of voters to take a loyalty oath to the Union.
- Lincoln vetoed the bill and rejected their plan.

JOHNSON

- Unfortunately, in April 1865 President Lincoln was assassinated before his plan for reconstruction could fully take shape.
- Vice President Andrew Johnson became president.
- Johnson was a former slave owner from Tennessee and was lenient towards Southern states.
- His plan for reconstruction was like Lincoln's plan, just slightly stricter.



17th U.S. President
Andrew Johnson

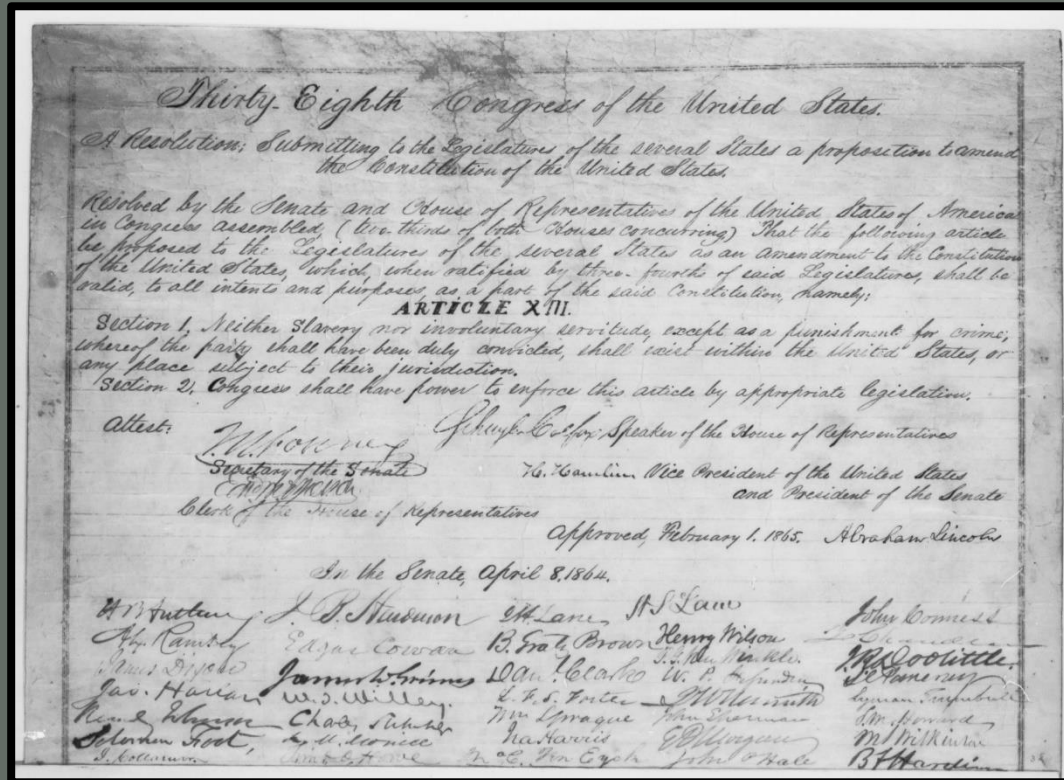
JOHNSON

- President Johnson's reconstruction plan included the following:
 1. 10% of eligible voters must swear an oath of allegiance to the U.S. Constitution
 2. Former Confederate states must ratify the 13th Amendment, abolishing slavery.
 3. Former Confederate states must repeal ordinances of secession.

13TH AMENDMENT

- The 13th Amendment freed all slaves in the United States.
- It abolished slavery in the U.S. and any of its territories.
- President Johnson said that once the amendment passed, Southern states could come back into the Union.
- Congress did not agree with Johnson.

13th Amendment to the U.S. Constitution



It was approved by Abraham Lincoln in February but was not ratified until December.

The 13th Amendment says, "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."

CONGRESSIONAL

- In 1866, new legislators were elected to Congress and they developed the **Congressional Plan** for reconstruction.
- Congress passed the Reconstruction Acts in 1867 which divided the South into five military districts that would be overlooked by generals.
 - These acts required all men be allowed to vote regardless of race.
- Each state also had to ratify the 14th Amendment.

Congressional Plan - Military Districts

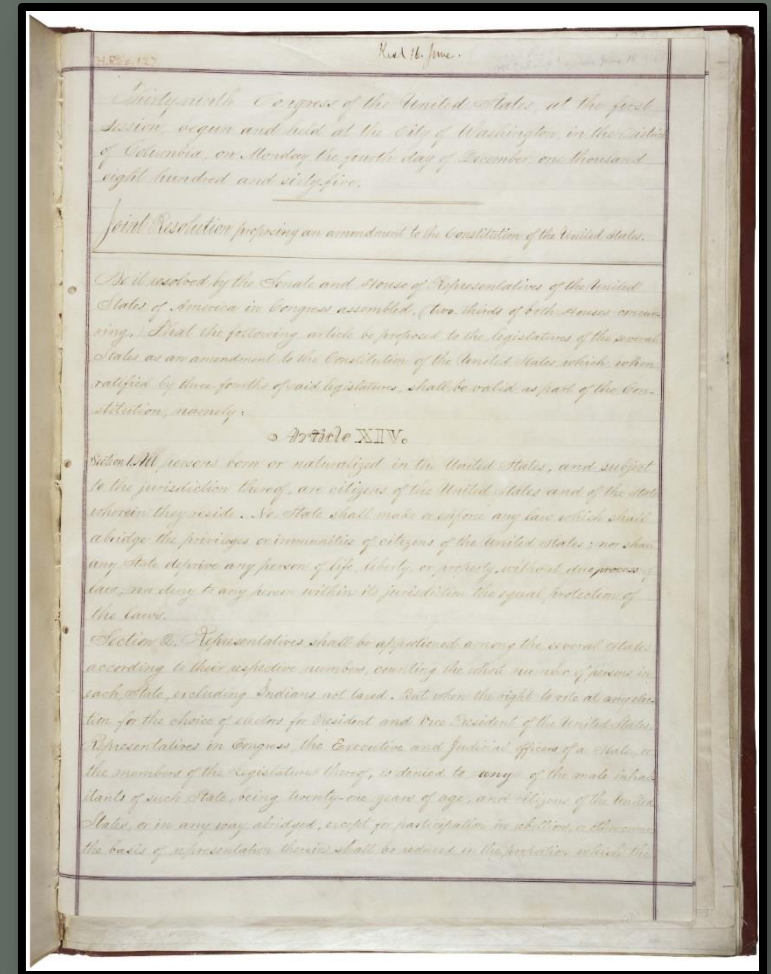


14TH AMENDMENT

- In 1868, Congress passed the 14th Amendment, which made all former enslaved people 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.

14th Amendment to the U.S. Constitution

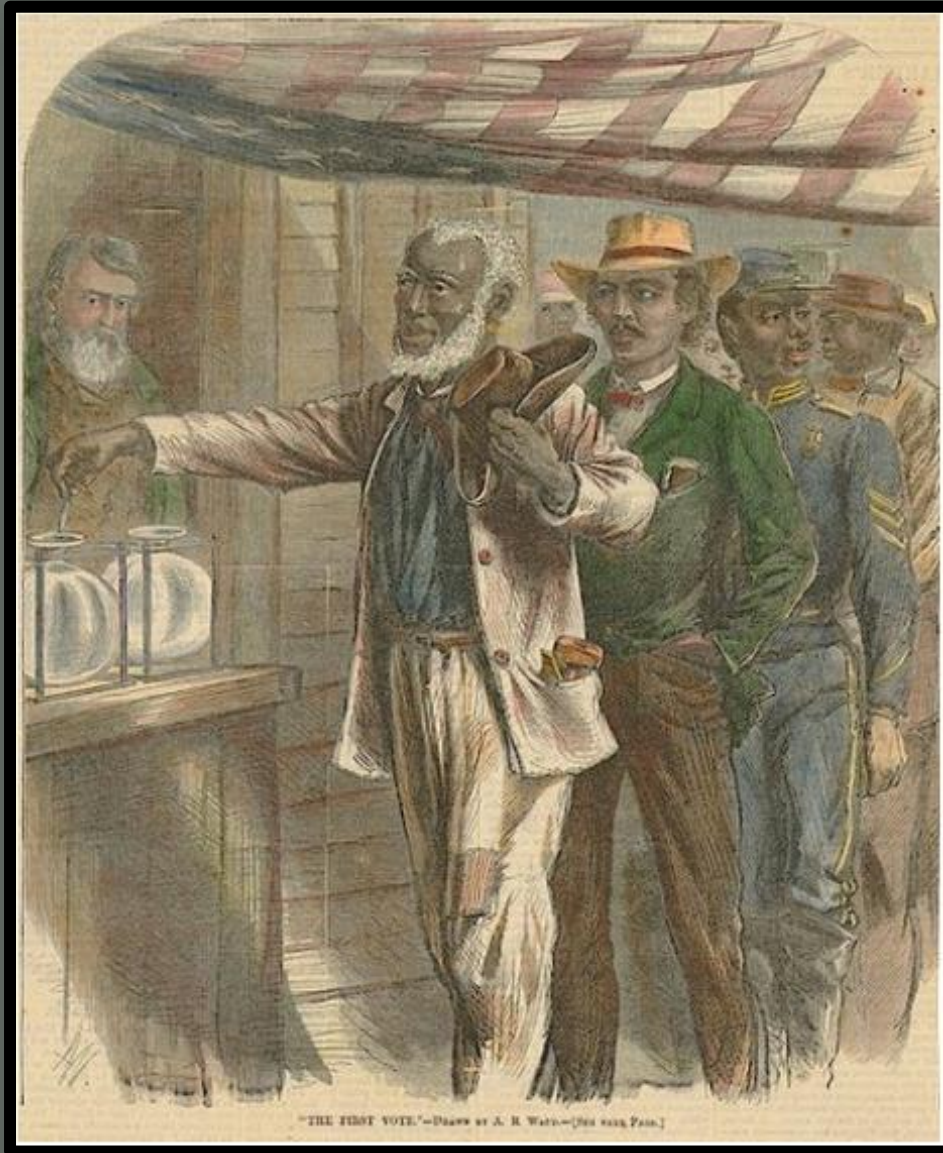
The 14th Amendment says, "All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside."



15TH AMENDMENT

- In February 1870, the 15th Amendment to the U.S. Constitution was ratified.
- It declared that no citizen of the United States could be denied the right to vote on account of race, color, or previous servitude.
- The 15th Amendment granted the right to vote to all male citizens, and African Americans could now vote and run for office.

15th Amendment to the U.S. Constitution



The 15th Amendment says, "The right of citizens of the United States to vote shall not be denied or abridged by the color, or previous condition of servitude."

GOVERNMENT

- For a brief period during Reconstruction, freed men were given more political rights than they had ever had (and would not have again for 100 years).
- With this freedom, 33 Black American legislators were elected to the Georgia General Assembly in 1867.
- This was a major victory because they could improve the lives of all Black Americans in Georgia.



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

OBJECTIONS

- Black American legislators faced harassment from white citizens and politicians.
- Many were threatened, beaten, or jailed during their short terms as legislators.
- White politicians protested that Georgia's Constitution denied blacks the right to hold political office.
- In 1868, Georgia's black legislators were expelled.
 - Some were removed for "illiteracy", while others were removed due to personal character attacks.

MASSACRE

- On September 19, 1868, expelled legislator Phillip Joiner led a 25-mile march from Albany to Camilla.
- The protest included several hundred Black Americans and a few whites and was intended to end at a Republican political rally.
- As marchers entered the Camilla courthouse square, whites opened fire, killing at least 15 people and wounding 40+ others.
- Over the next few weeks, hostile whites warned blacks that they would be killed if they voted in the next election.

GEORGIA

- Congress felt that the acts of racial violence and the expulsion of Black American legislators proved that Georgia was not fully reconstructed.
- Georgia was placed under military rule.
- After several years and some social and political improvements, Georgia was able to ratify the 14th and 15th Amendments and finally rejoin the Union in 1870.



“In 1976 the Black Caucus of the Georgia Assembly honored the *Original 33* with a statue that depicts the rise of the African American politicians, on the grounds of the Georgia State Capitol. The “Expelled Because of their Color” monument, done by sculptor John Riddle, has an inscription of the names of the thirty-three members on its base along with the counties they represented.”

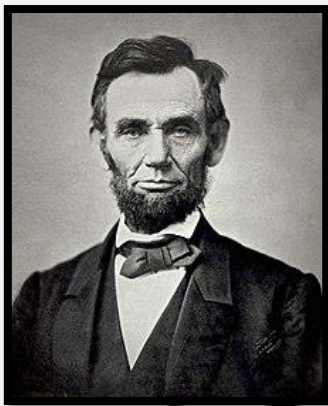
TEACHER DIRECTIONS

- Print off the Reconstruction Plans handout for each student.
- The students will create posters that outline the main parts of the three different plans for reconstruction.
- Share and correct answers when finished.

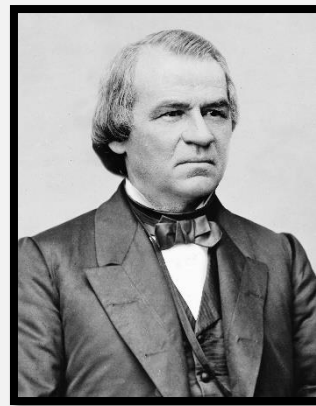
EVALUATE

Reconstruction Plans

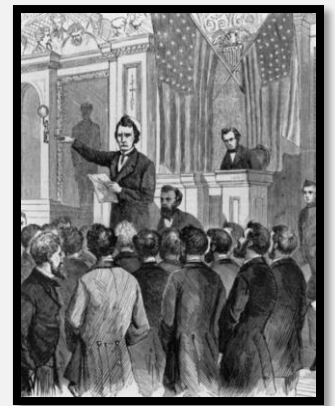
LINCOLN'S PLAN



JOHNSON'S PLAN



CONGRESSIONAL PLAN

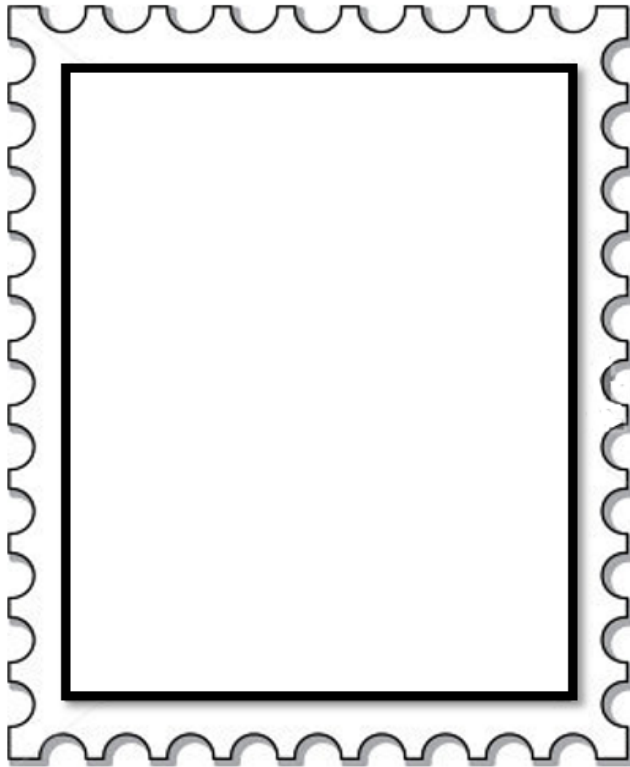


TEACHER DIRECTIONS

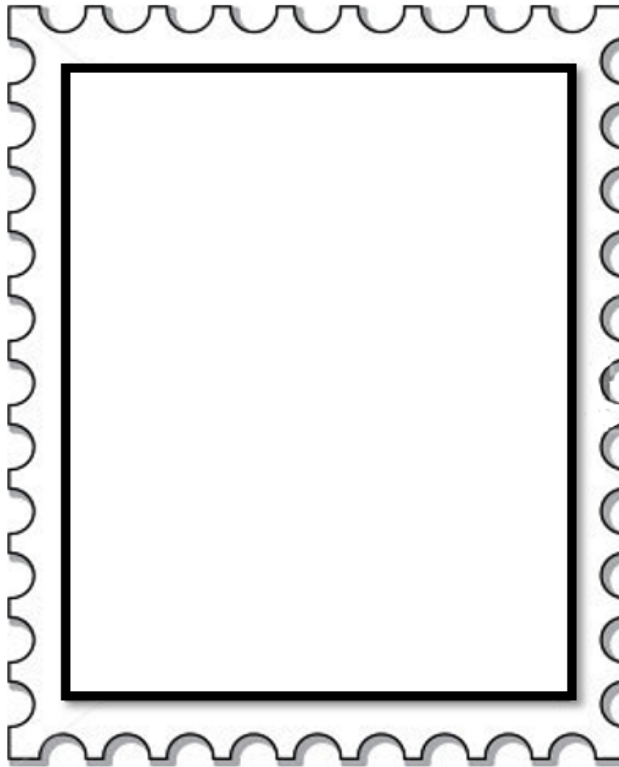
- Print off the Amendment Stamps handout for each student.
- The students will design stamps to represent the 13th, 14th, and 15th Amendments to the U.S. Constitution. They may use images, symbols, and text in the designs.
- Also, they will write a descriptive caption for each stamp that describes the purpose of the amendment and then answer the question at the bottom.
- Share and correct answers when finished.

STAMPS

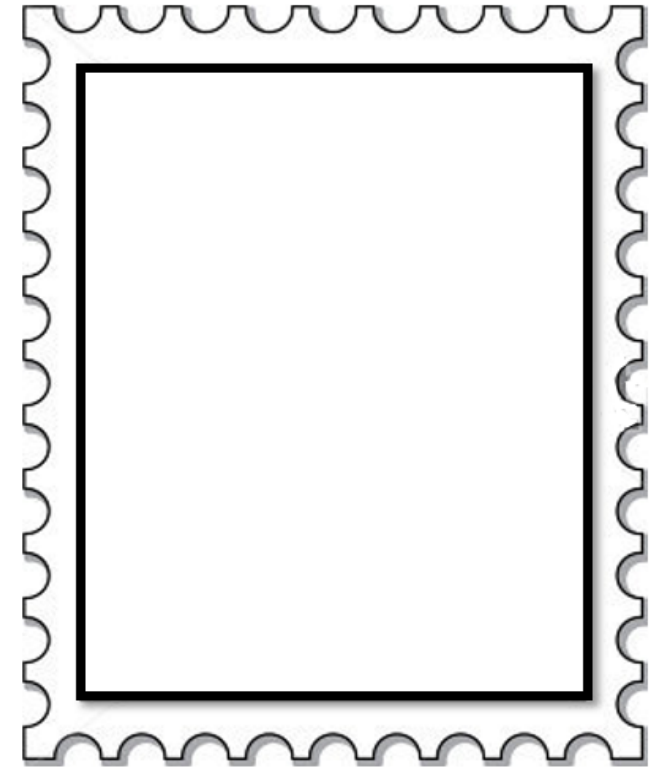
New Amendments



13TH AMENDMENT



14TH AMENDMENT



15TH AMENDMENT

Explain how the 13th and 14th Amendments were necessary to hold the Union together during this time in American history:

TEACHER DIRECTIONS

- Print off the Georgia's Black Legislators handout for each student.
- The students will complete the chart with information from the presentation. They should have at least two statements per section.
- Share and correct answers when finished.

EVALUATE

Georgia's Black Legislators

POLITICAL
RIGHTS (1867)

REASONS FOR
REMOVAL

EFFECTS OF
REMOVAL

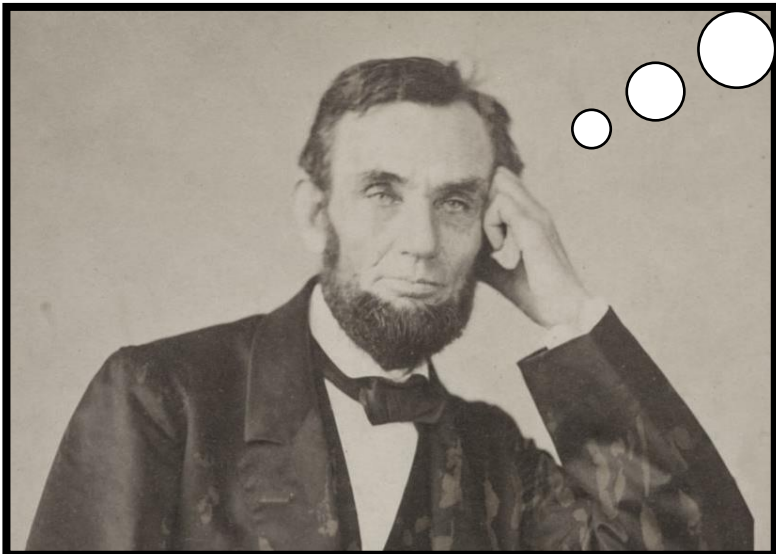
TEACHER DIRECTIONS

- Print off the Penny for Your Thoughts handout for each student.
- The students will write a statement about how they think Lincoln would feel about what happened during Reconstruction.
- They should include vocabulary words from this unit (Freedmen's Bureau, Ku Klux Klan, sharecropping, tenant farming, expulsion of Black Legislators in the South, Johnson's Reconstruction Plan, Congressional Reconstruction Plan, etc.) in order to explain why they feel this way.

PENNY FOR YOUR THOUGHTS?



What would Abraham Lincoln think about what happened during Reconstruction? Do you think he would agree with the amendments and plans put into place? Write a paragraph sharing what you think and why you feel this way.



A large, empty rectangular area with a hand-drawn, irregular border, intended for writing a paragraph in response to the prompt.

TEACHER DIRECTIONS

- Print off the review chart and the vocabulary tiles for each student.
- The students will read the vocabulary words and then cut & paste them onto the correct definitions on the chart.
- Check the answers as a class afterwards.

REVIEW

Match the vocabulary terms with the correct descriptions.

	Abolished slavery	Congress divided South into military districts that worked to readmit former Confederate states to the Union	The years of the Reconstruction era	A group of African Americans elected into Georgia's General Assembly were expelled for racist reasons
Organization created in 1865 under Lincoln; intended to help freedmen adjust to post-war life. Provided clothing, food, shelter, education, and medical aid.	The rebuilding of the South after the Civil War	Southern farming system where landowner would rent land to a farmer (who came with most of their own supplies); the farmer would pay rent with money they acquired from selling crops.	Granted citizenship & equal protection under the law, regardless of race	10% of eligible voters must swear an oath of allegiance to the U.S. Constitution The state had to set up a new government with a new constitution. The state had to abolish slavery.
Southern farming system where landowner would provide land, seeds, supplies, and other items to farmers, who would provide a share of their crop as payment to the landowner.	Year that Georgia was readmitted to the Union	Granted voting rights to African American males	10% of eligible voters must swear an oath of allegiance to the U.S. Constitution Former Confederate states must ratify the 13 th Amendment. Former Confederate states must repeal ordinances of secession.	Southern organization that used violence and intimidation tactics to prevent African Americans and Republicans from gaining any political power.

13TH
AMENDMENT

CONGRESSIONAL
RECONSTRUCTION
PLAN

1867-1877

BLACK
LEGISLATORS

FREEDMEN'S
BUREAU

RECONSTRUCTION

TENANT
FARMING

14TH
AMENDMENT

LINCOLN'S
RECONSTRUCTION
PLAN

SHARECROPPING

1870

15TH
AMENDMENT

JOHNSON'S
RECONSTRUCTION
PLAN

KU KLUX KLAN

TEACHER DIRECTIONS

- Print off the Comprehension Check for each student.
- The students will answer the questions with information that they learned during the presentation.
- You could count this as a quiz grade.

THE RECONSTRUCTION PERIOD

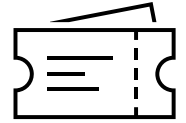
Comprehension Check

1. What was the name for the period after the Civil War when Southern states rejoined the Union?
2. How did Andrew Johnson feel about Lincoln's Reconstruction Plan? How do you know?
3. What did the 13th Amendment do?
4. What did the 14th Amendment do?
5. What did the 15th Amendment do?
6. Why were the 13th, 14th, and 15th amendments added to the U.S. Constitution?
7. What was the purpose of the Freedmen's Bureau?
8. What city was home to the first school for blacks in Georgia?
9. Who were sharecroppers?
10. What was the difference between tenant farmers and sharecroppers?
11. Why was sharecropping and tenant farming bad for workers?
12. Who was the black minister that was elected to the Georgia House of Representatives?
13. What hate group spread terror to African Americans throughout the South during Reconstruction?

TEACHER DIRECTIONS

- Print off the Ticket Out the Door for each student.
- The students will read each statement and decide if it is True or False (and mark it as such).
- If the statement is false, the students should change it to make it true.
- Check answers when finished.

TICKET OUT THE DOOR



STATEMENT	T OR F	CORRECT STATEMENT
1. The 13 th amendment banned slavery.		
2. After the Civil War, Georgia was in social, economic, and political turmoil.		
3. After Lincoln's assassination, Andrew Jackson carried out Lincoln's plan for Reconstruction.		
4. The 15 th amendment granted all male citizens the right to vote.		
5. Both the worker and the landowner greatly benefitted from the sharecropping agreement.		
6. The 14 th amendment granted citizenship to all people born in the US.		
7. It was an easy task for Georgia to rebuild its economy without the use of slave labor.		
8. Tenant farmers had a very small chance of making a profit and getting ahead.		
9. The Freedmen's Bureau was a hate group that spread terror throughout the South.		
10. Johnson's Reconstruction Plan set up military districts that enforced many rules, such as allowing all men to vote regardless of race.		