

Analyzing Evidence, Interpreting Documents, & Defending an Argument ... *Reconstruction*

From the period 5 Revised Framework:

ANALYZE EVIDENCE...

1. Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.
2. Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.

INTERPRET DOCUMENTS...

1. Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.
2. Analyze diverse historical interpretations.

CREATE AND DEFEND AN ARGUMENT...

4. Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

From the Period 5 Content Outline:

Key Concept 5.3: The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

- II. Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
 - A) The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.
 - B) The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.
 - C) Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.
 - D) Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Former slaves sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South.
 - E) Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.

Thematic Learning Objectives:

NAT-2.0: Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

POL-3.0: Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.

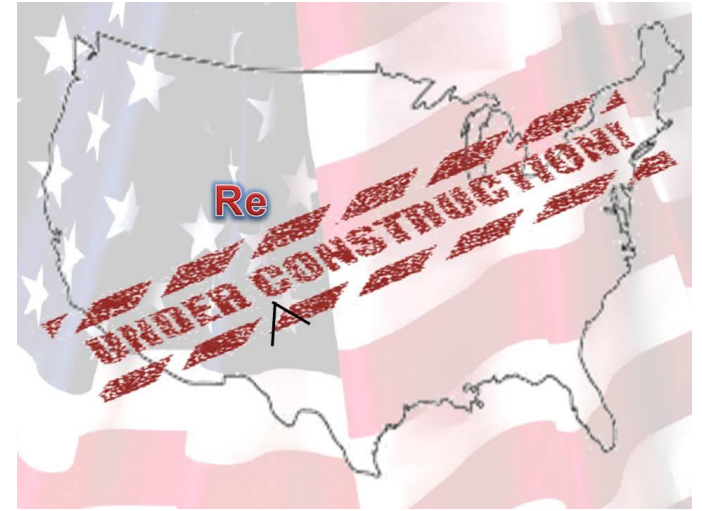
WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

CUL-3.0: Explain how ideas about women's rights and gender roles have affected society and politics.

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Directions:

1. Review notes provided, & **highlight cues**. Keep in mind the key concepts and objectives outlined on page 1 when highlighting cues!
2. Analyze the political cartoon.
3. Address the prompt by writing a complete thesis using the thesis formula.



RECONSTRUCTION review

When was it?

1865 End of the Civil War; Surrender at Appomattox Courthouse

(although Lincoln's 10% plan went into effect before the end of the war)

To 1877... Election of Rutherford B. Hayes... the "Compromise of 1877"

The Challenges of Reconstruction:

1. How to put the pieces back together... restore or reconstruct the Union?
2. How to replace slave labor?
3. How to define the status of former slaves?

The Plans

1. President Lincoln's 10% Plan
2. President Johnson's Plan
3. Radical Republicans' Congressional Plan



... Reconstruction Review

Lincoln's 10% Plan; Proclamation of Amnesty and Reconstruction 1863	Johnson's Plan; Amnesty Proclamation 1865	Congressional Plan; Wade-Davis Bill, 1864; Radical Republicans' Plan 1865
<p>Rationale for President having power to regulate reconstruction: states had just been in military <u>rebellion</u>...not actual secession; Union was "Constitutionally indestructible."</p> <p>Rationale: <u>Restore not</u> Reconstruct... re-unite and move forward as quickly as possible</p> <p>How did it work? states could organize new governments after <u>10% of 1860 voters took loyalty oath and accepted emancipation</u>; each state would hold constitutional convention, elect new reps to Congress; <u>general amnesty</u> to all except high ranking Confederate officers</p> <p>Provisions for freed slaves: <u>None</u>; Lincoln felt states would have to work out transitions on their own rather than having the federal government dictate... However he worked with Congress on the creation of the <u>Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen's Bureau)</u> which did address needs (Lincoln compromising with Congress)</p> <p>Results: <u>3 states re-join</u> (Louisiana and Arkansas recognized in 1864, Tennessee in 1865); <u>Freemen's Bureau</u> established (assisted freed slaves in getting clothing, provisions, and fuel to relieve "destitute and suffering refugees and freemen and their wives and children." Schools were built, teachers hired, courts set up to allow colored people to file suit against whites); Congress passed <u>Wade-Davis Bill</u> to increase oath to 50% ...white, male citizens take ironclad oath (that they never voluntarily bore arms against the Union), only those taking ironclad oath could vote or vote in constitutional convention, new state constitutions must abolish slavery but Lincoln pocket-vetoed... which led to the <u>Wade-Davis "Manifesto"</u> (Congress refusing to seat new delegates from Arkansas, Louisiana, and Tenn.)</p>	<p>Rationale for President having power to regulate reconstruction: states were in <u>rebellion</u>...Congress had no authority to act, because they were conquered lands</p> <p>Rationale: <u>Restore not</u> Reconstruct...continue Lincoln's plan and re-unite country ASAP... with a little Confederate gravel thrown in for fun (he resented Confederates & wanted to shift power from Planter elite to small farmers)</p> <p>How did it work? Fully implemented while Congress out of session; Appointed <u>provisional governor</u> for each state (except LA, AR, TN), instructed governors to hold <u>constitutional convention</u>, must <u>revoke ordinances of secession</u>, must <u>repudiate the Confederate debt</u> (meant North would not pay Southern debt), must <u>ratify the 13th amendment</u>, <u>amnesty and pardon with property restored</u> to almost all southerners who took loyalty oath (except leaders and wealthy planters, but they could ask for pardon... gravel)</p> <p>Provisions for freed slaves: <u>None</u>; didn't support rights for blacks, saying, "This is a country for white men, and by God, as long as I am President it shall be a government for white men." (Johnson unwilling to compromise with Congress like Lincoln did)</p> <p>Results: <u>All states back in by December, 13th ratified</u>; at first Radicals supported it but changed their minds after they realized the rebels were returning to power and restoring their way of life before the war.... <u>Congress refused to seat new delegates</u>; <u>Black Codes</u> passed, (South Carolina's Edmund Rhett, "the general interest both of the white man and of the negroes requires that he should be kept as near to the condition of slavery as possible, and as far from the condition of the white man as is practicable.") Codes varied state to state, but all were designed to disenfranchise (examples: -labor contracts necessary for blacks to leave the Plantation, could be charged with vagrancy; punishment included involuntary servitude (slavery) which was still legal in spite of 13th amendment, laws prevented land ownership, serving on juries, and inter-racial marriage); <u>Joint Committee of Fifteen on Reconstruction</u> to investigate (dominated by Radicals) held-public hearings revealing violence against freed slaves; <u>riot in Memphis</u> (mob led by police and firemen...5 black women raped, 48 killed (2 whites), hundreds of homes, churches, and schools burnt); <u>riot in New Orleans</u> (mob led by police killed 34 blacks and 3 white radicals after the governor tried to remove Confederates from office and enfranchise blacks)</p>	<p>Rationale for Congress having power to regulate reconstruction: States had broken constitutional ties and were "<u>conquered provinces</u>" subject to their authority.</p> <p>Rationale: <u>Reconstruct not</u> Restore (Stevens said the North must "revolutionize Southern institutions, habits, and manners... or all our blood and treasure have been spent in vain." They wanted to confiscate southern plantations and redistribute the land to freed slaves and white southerners who had been loyal to the Union.)</p> <p>How did it work? <u>Wade-Davis Bill</u> (see column #1) January 1866- <u>Freedmen's Bureau extended</u> and enlarged – <u>Johnson vetoed</u>... Congress then passed another extension... vetoed again...but Congress successfully overrode veto (following news of riots); February 1866, <u>Civil Rights Bill</u> to extend federal courts to blacks, Johnson vetoed but <u>Congress overrode veto</u> ...By overriding two vetoes... Congress took control of Reconstruction in 1866; <u>14th Amendment</u> and <u>15th Amendment</u> (14th -protected blacks by defining citizenship, "all persons born or naturalized in the United States" were "citizens" and were guaranteed "equal protection" and "due process" under the law; tried to force southerners to treat blacks fairly; asserted federal power; weakened states rights/power; didn't enfranchise blacks -- was a compromise between radicals and moderates, also had provision in it so if any state keeping men from voting would have their representation reduced (white south faced with losing power... or giving blacks the vote which would give power to Republicans... either way they lost), had provision preventing Confederate leaders from running for office... but Congress could make exceptions (again... compromising)</p> <p>Provisions for freed slaves: Johnson said blacks didn't need federal protection... Radicals believed otherwise... <u>First Reconstruction Act</u> guaranteed black male suffrage, & <u>tried</u> to confiscate lands and give every black , adult male 40 acres and force rebels to pay for black schools; <u>1866 Homestead Act</u> provided cheap lands to freemen and loyal whites (but few could afford it); extended <u>Freedmen's Bureau</u></p> <p>Results: Fall 1866, 14th Amendment was campaign issue in Congressional elections; Johnson denounced them and urged southern states not to ratify (3/4 states needed to ratify amendment) → "<u>swing around the circle</u>" campaign tour to speak out against it, tried to turn public opinion against radical republicans, backfired...<u>Republicans won 3-1 majority</u>... this begins Radical Reconstruction... go to next page. ☺</p>

... Reconstruction Review Continued



March 2, 1867 Congress moves on reconstruction... **RADICAL RECONSTRUCTION**

The First Reconstruction Act

1. Declared "no legal government" existed in the south
2. Divided into 5 military districts
3. Each under command of Union general
4. New constitutional convention with all male citizens eligible to vote
5. New constitutions had to give black men suffrage
6. Had to ratify 14th amendment

1868: NC, SC, FL, AL, LA, AR met requirements

Tried to go even further and disenfranchise ex-Confederate leaders and pay for black schools, some wanted to redistribute land from Confederate leaders to freed slaves (Thaddeus Stevens wanted to confiscate millions of acres from the "chief rebels" and give 40 acres to every adult male freeman) "How can republican institutions, free schools, free churches, free social intercourse exist" in a "community" of wealthy planters and "serfs?" – T. Stevens regarding plan

DYK... during William T. Sherman's March to the Sea he gave blacks (they were following) land and loaned them army mules... Sea Islands off Georgia coast... 40,000 blacks were settled on "Sherman's land"

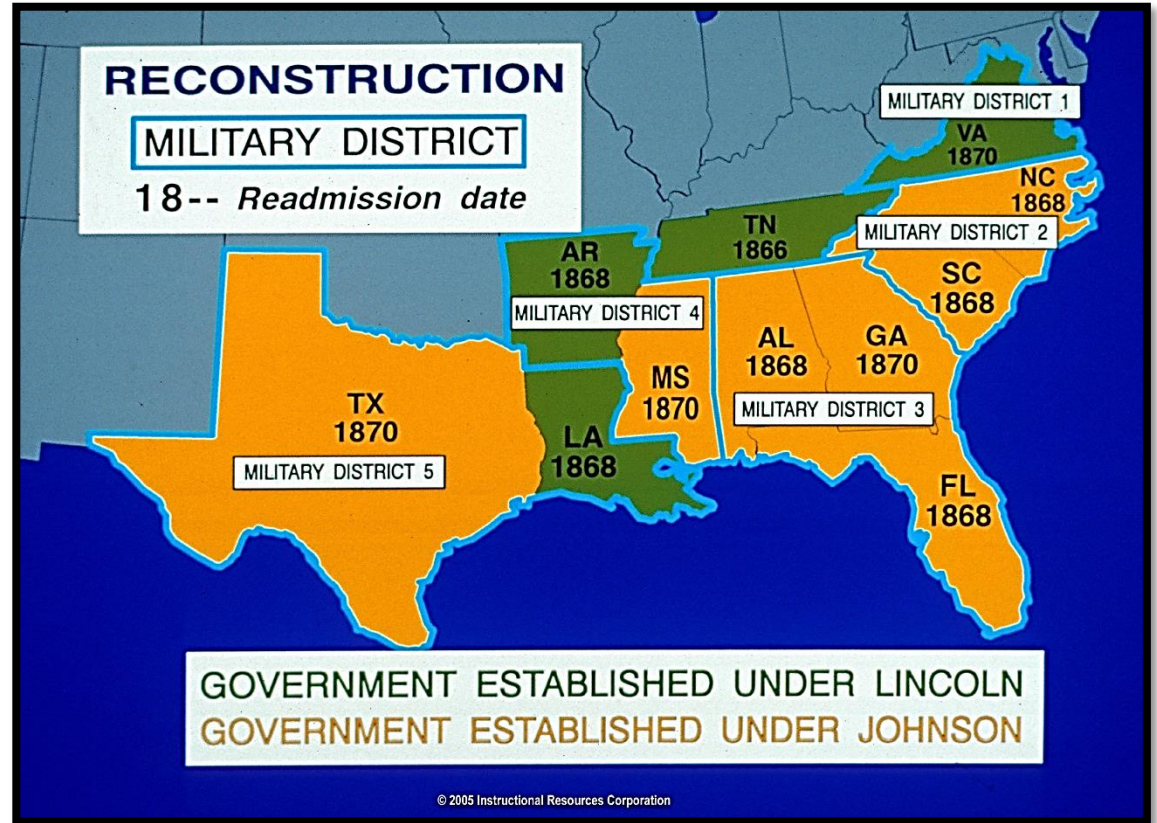
Southern Homestead Act, 1866

-set aside 44 million acres of federal land for freedmen and loyal whites... but few could afford it or had any tools to work land... Why did it fail? They could guarantee rights... but couldn't seize property and give it away for free... they still believed in rugged individualism... wanted to provide opportunity, not handouts

March 1867

-**The Tenure of Office Act** (required president to seek Senate approval before removing any officeholder who had been previously approved by Senate) to protect Edwin M. Stanton, Secretary of War, who cooperated with radicals

-Johnson followed the law... Congress refused... Johnson physically removed him and replaced him with Grant... then the House impeached him... but Senate fell one vote shy of removing him from office



Map captured from humbolt.edu. Image of President Grant, public domain.

... Reconstruction Review Continued

15th Amendment, ratified March 1870

- forbade states to deny right to vote based on "race, color, or previous condition of servitude"
- gave Congress power to enforce
- not universal manhood suffrage (still wanted ex Confederates to be banned from voting)
- didn't prevent poll taxes and other controlling methods (Radicals wanted, moderates prevented because they wanted to keep restrictions in the north against immigrants... literacy tests in MA and CN... in California they had them to keep Chinese from voting)
- Parades in DC of blacks and whites holding signs "The Nation's Second Birth" and "15th Amendment: Uncle Sam's bleaching powder"

1868 – U.S. Grant elected President

Grant supported Radical Reconstruction; southern, black vote enabled him to win election

Congress and Grant responded to KKK... Ku Klux Klan Act 1871

- Authorized president to use federal prosecutions to stop conspiracies
- Broke up Klan by 1872

Unfortunately, corruption in Grant's administration along with economic and social forces prevented the Radicals from continuing... and by the end of Grant's second term... the attempt to "Reconstruct" was over... for a while.

Why not women?

Up until this time, female suffrage was tightly bound to black suffrage. During the war, women stopped everything to support war and abolish slavery. Once it ended... refocused on women.

-Radical republicans saw no gain from the female vote

-Many feared adding women would reduce effectiveness of reconstruction

Wendell Phillips said, "One question at a time. This hour belongs to the

negroes."

-14th amendment (civil rights) wrote the word "male" for the first time into the

Constitution

-upset women... creating sexism in govt

1866 – Elizabeth Cady Stanton and Susan B. Anthony and Lucy Stone created the Equal Rights Association to lobby and petition for the removal of racial and sexual restrictions at the state level (gave up on federal level)... didn't work

...Women stood alone... and had to defend themselves with little support from men.

...Stanton and Anthony lobbied against the 15th Amendment... because it would create an "aristocracy of sex"... she even got racial... "black men should not be elevated over women of wealth, education, virtue, and refinement"

...Stanton and Anthony formed National Suffrage Association (NWSA) formed in 1869 to work on amendment

...Lucy Stone supported the amendment. Formed AWSA (American Suffrage Association) to fight at state level for women's suffrage

Defending an Argument ... *Reconstruction*

Prompt: To what extent did Radical Reconstruction maintain continuity and foster change in American values, politics, and society?

From the 2015 Revised Framework:

ANALYZE PATTERNS OF CONTINUITY AND CHANGE OVER TIME...

1. Identify patterns of continuity *and* change over time and *explain the significance* of such patterns.
2. *Explain* how patterns of continuity and change over time *relate to larger historical processes or themes*.

Step #1 Read the question or prompt carefully:

Read the question *three times* and be able to paraphrase the question and know the essential task demanded by it. Answering the question will be the central focus of your essay, and you want to be sure to **ATFP!**
What is the purpose of this essay? What skill is being tested? Do you understand how to use this skill?

Step #2 Brainstorm on paper everything that comes to mind regarding the topic at hand. Aim for at least 5 specific things. (at least one per ABC, one for the intro, and one for the conclusion) What do you know about the topic? What is the era/context? Put this down on paper to get your brain generating ideas and content before writing the essay. Once you have ample information, categorize by theme. (ABC) Use the review notes if needed.

Step #3 Clarify your thesis/view and identify an opposing view before writing your thesis... then... write your introductory paragraph using the formula below (or another version of the formula using the same variables.)

LC. X. However A and B. Therefore, Y.

LC= local context of main topic

Y = your assertion statement

X = continuity or change, your counter-argument – linked to a theme or organizational category which will also be topic of first body paragraph

A, B = continuity or change during the specified time period linked to your Y, broken into 2 organizational categories (topics of your 2nd and 3rd body paragraphs)

Interpreting a Document & Defending an Argument ... *Reconstruction*

Consider the same prompt when analyzing the political cartoon:

To what extent did Radical Reconstruction maintain continuity and foster change in American values, politics, and society?



Source: A **Thomas Nast** cartoon, *Harper's Weekly*. Here, Columbia is replacing the seceded states in the Union. She has laid down her sword and shield and now proclaims "Let us have peace." She advances under the banner "Equal Rights, With Malice Towards None And Charity To All."*

*From President Lincoln's Second Inaugural Address, 1865

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

In complete sentences, contextualize the cartoon. Remember to include Historical Context and one of the following: Intended Audience, Purpose, or Author's Point of View. Be sure your analysis serves to support your thesis – not only analyzing the document.

Food For Thought: In what ways and to what extent was the impeachment of President Johnson by the House of Representatives in 1868 similar to the resignation of President Richard Nixon in 1974 and the impeachment of President Bill Clinton in 1998?

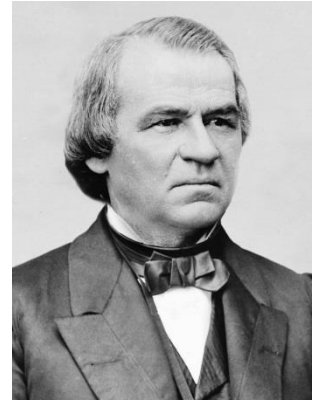
Articles of Impeachment Against President Johnson, 1868

The full House of Representatives passed (eleven articles of impeachment. In the Senate, the vote fell short of the 2/3 majority that was required to convict Johnson and remove him from office.)...RESOLVED, That Andrew Johnson, President of the United States. . . .

Article One: . . . did unconstitutionally [without the advice and consent of the Senate, as required in the 1867 Tenure of Office Act] issue an order removing Secretary Edwin M. Stanton from his position as the head of the Department of War. . . .

Article Four: . . . did unlawfully attempt to intimidate the Secretary for the Department of War [to cause his resignation from the post]. . . .

Articles Five, Six and Seven: . . . did unlawfully conspire with another government official to prevent the execution of the Tenure of Office Act and An Act to Define and Punish Certain Conspirators. . . .**Article Ten:** . . . did, designing and intending to set aside the rightful authorities of Congress, attempt to bring into ridicule, disgrace, hatred, and contempt the United States Congress...by saying things such as..."We have seen a Congress in a minority assume to exercise power which, if allowed to be consummated, would result in despotism or monarchy itself. . . ." **Article Eleven:** . . . did, in disregard to the Constitution, declare in a public speech that the Thirty-Ninth Congress of the United States was not a valid Congress for all of the people in the United States . . . thereby denying its power. . . .



Articles of Impeachment against President Nixon, 1974

These articles were passed by the House Judiciary Committee but never voted upon by the full House because President Nixon resigned before a vote could occur...RESOLVED, That Richard M. Nixon, President of the United States, is impeached for high crimes and misdemeanors. . . .

Article One: [for] making false or misleading statement to delay, cover up, or conceal evidence relating to the Watergate break-ins by:

- making false and misleading statements to the government and the people -withholding information
- allowing/encouraging witnesses to give false or misleading statements -attempting to interfere with FBI and other investigations into the break-ins
- allowing secret payments to influence witnesses -attempting to misuse the CIA
- insinuating that people who refuse to testify against him or who give false testimony will receive favors
- leaking information about the investigation to help the accused

Article Two: . . . [for having] engaged in conduct violating the constitutional rights of citizens . . . and impairing the due and proper administration of justice . . . by:

- using confidential tax return information to initiate tax audits in a discriminatory manner
- misusing the FBI, Secret Service, and other government employees by allowing their information to be used for purposes other than national security or the enforcement of laws
- allowing a secret investigative unit within his office -using campaign contributions and the CIA in an attempt to sway the fair trial process
- has failed in faithfully executing the law
- knowingly misusing the executive power by interfering with agencies within the executive branch

Article Three: . . . has willfully disobeyed the subpoenas of and failed without lawful cause or excuse to produce papers and information for the House Judiciary Committee . . . assuming to himself the functions and judgments given to the House of Representatives by the Constitution.



Articles of Impeachment against President Clinton, 1998

While four articles of impeachment were created by the House Judiciary Committee, only the two below were approved by the full House. In the Senate, the vote fell short of the 2/3 majority that was required to convict Clinton and remove him from office.

RESOLVED, That William Jefferson Clinton, President of the United States, is impeached for high crimes and misdemeanors . . .

Article One: In his conduct while President of the United States . . . in violation of his constitutional oath to faithfully execute the office of the President . . . has . . . undermined the integrity of his office . . . betrayed his trust as President . . . and acted in a manner subversive of the rule of law by:

- willfully corrupting and manipulating the judicial process of the United States for his personal gain and exoneration
- willfully committing perjury by providing false and misleading testimony to the grand jury in relation to his relationship with an employee
- willfully committing perjury by providing false and misleading testimony to the grand jury in relation to prior perjurious testimony in a civil rights action brought against him
- allowing his attorney to make false and misleading statements in the same civil rights action
- attempting to influence witness testimony and slow the discovery of evidence in that civil rights action

Article Three: . . . has [in the Paula Jones Case] prevented, obstructed, and impeded the administration of justice by:

- encouraging a witness to give a perjurious affidavit -encouraging a witness to give false testimony if called to the stand
- allowing and/or encouraging the concealment of subpoenaed evidence -attempting to sway a witness testimony by providing a job for that witness
- allowing his attorney to make misleading testimony -giving false or misleading information to influence the testimony of a potential witness in a Federal civil rights action
- giving false or misleading information to influence the testimony of a witness in a grand jury investigation



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