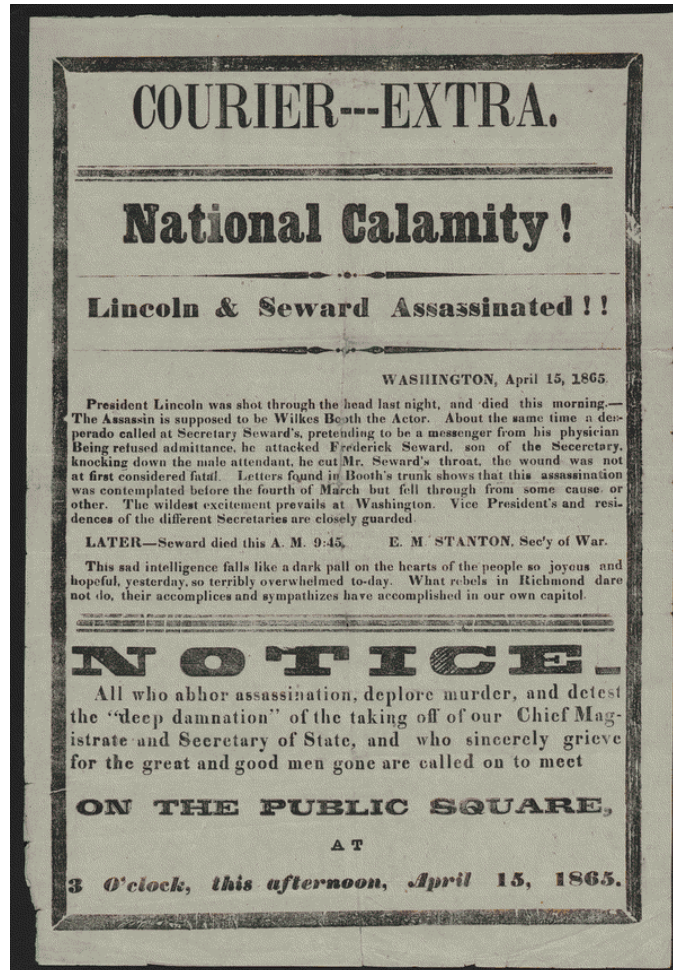


“A Brief Moment in the Sun”:
Reconstruction
1865–1877

Year 2
History Unit 2
Workbook

Lesson 1: The Assassination of Abraham Lincoln



"National Calamity! Lincoln & Steward Assassinated!!"
published in Courier — Extra, April 15, 1865 (Library of Congress)

Why did American responses to the assassination of President Lincoln differ?

Lesson 1
Do Now



"Shall I trust these men, and not this man?" by Thomas Nast, 1865 (Library of Congress)

1. What are **two** things you notice about the engravings above?

2. What are **two** questions you have about the engravings above?

Lesson 2: A Lincoln Memorial

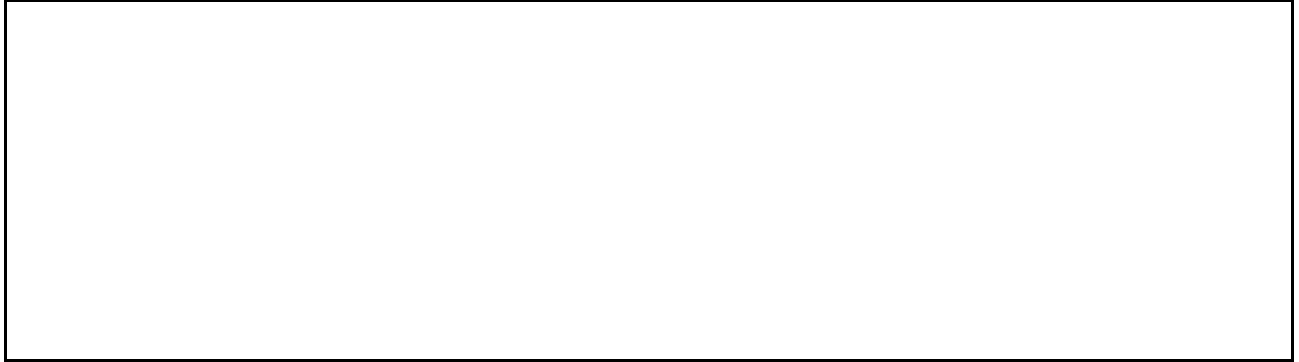


The Lincoln Memorial, Washington, D.C., 1910 (Library of Congress)

**How should Americans remember
President Lincoln?**

Lesson 2
Lincoln Memorial Planning Guide

Ask: *What is the idea of my piece?*



Ask: *What visual details will I include in my artwork to support my idea?*



Draft a clear, compelling title and caption to support your idea.



Lesson 2
Lincoln Memorial Template

The image shows a large, empty rectangular frame that occupies most of the page. This frame is divided into two equal horizontal sections by a single horizontal line. The top section is currently blank, and the bottom section is also blank, suggesting this is a template for a drawing or a specific type of content related to the Lincoln Memorial.

Lesson 3: Impact of the Civil War



A picture from Photographic History of the Civil War, by Francis Miller, published in 1911 (Wikimedia)

How did the impact of the Civil War differ in the North and the South?

Lesson 3
Do Now



“The Great East River Bridge to Connect the Cities of New York and Brooklyn,” Currier & Ives, 1872 (New York Public Library)

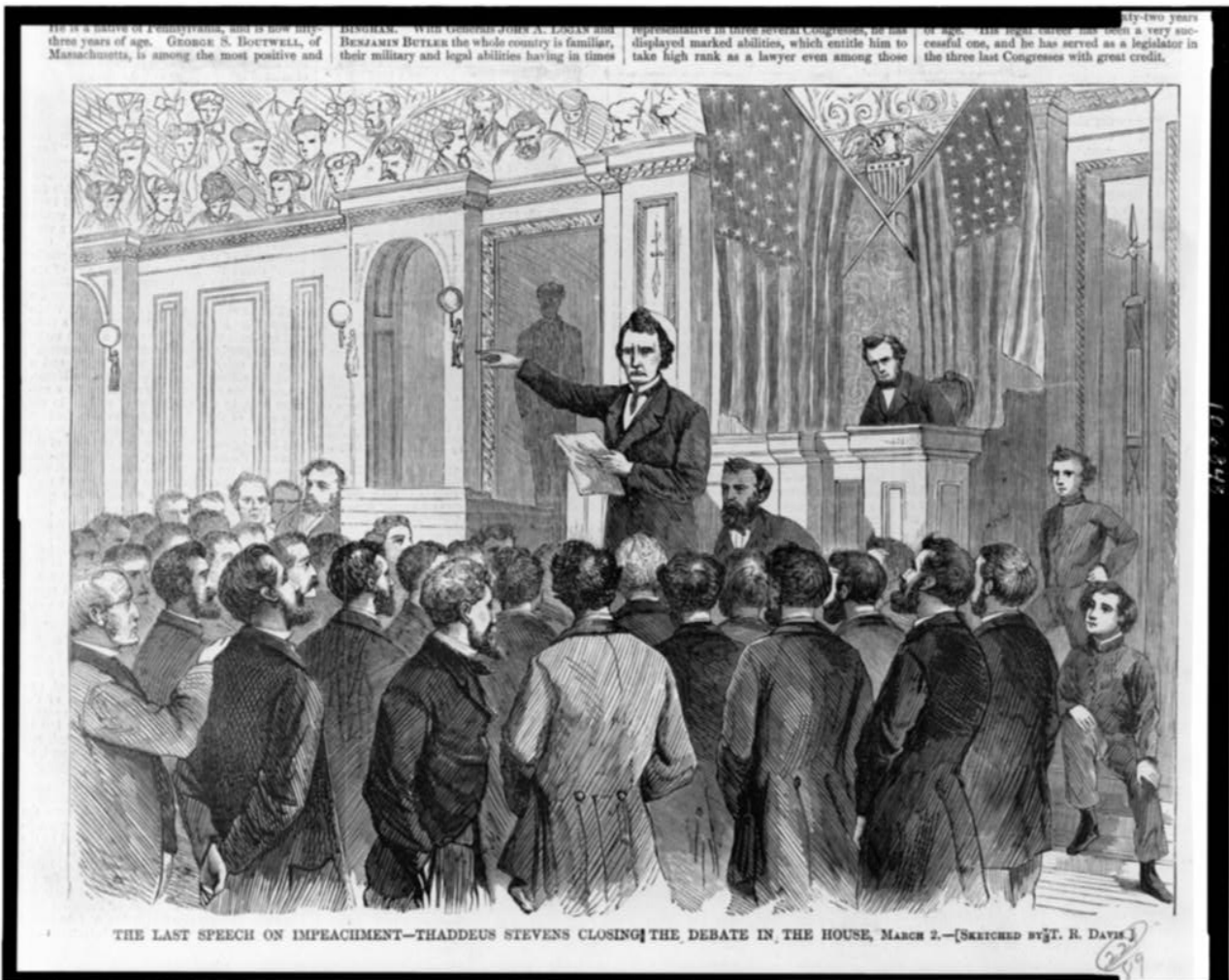


Mill house, Charleston, 1865 (War Department, National Archives)

1. What are **two** things you notice about the images above?

2. What are **two** questions you have about the images above?

Lessons 5–7: Radical Reconstruction



“The last speech on impeachment — Thaddeus Stevens closing the debate in the House, March 2” is the caption on this political drawing by T. R. Davis, 1868. (Library of Congress)

Why was the Republican Congressional Reconstruction plan considered “radical”?

Lessons 5–7
DBQ

Historical Context: In the years immediately following the Civil War, the debate about how to rebuild the nation grew heated. While President Johnson wanted Reconstruction to be brief, the Republican Congress had other plans. They passed a number of acts intended to give equal rights to African Americans, and they attempted to impeach President Johnson in the process.

Task: Using the information from the documents and your knowledge of history, answer the questions that follow each document. Your answers will help you write the essay that follows: *Why was the Republican Congressional Reconstruction plan considered “radical”?*

As you read documents A through D, answer the questions below:

1. According to Thaddeus Stevens’s speech in Document A, what is the “goal” of Radical Reconstruction? Be sure to think carefully about your claim and to articulate it simply and clearly.

2. According to his speech in Document B, why did Andrew Johnson veto the First Reconstruction Act? Be sure to think carefully about your claim and to articulate it simply and clearly.

3. How does Senator Grimes challenge the ideas expressed by Senator Sumner in Document C? Be sure to think carefully about your claim and to articulate it simply and clearly.

4. Why did Congress pass the 14th and 15th amendments? Be sure to think carefully about your claim and to articulate it simply and clearly.

DBQ Planning Page

Directions: Write a well-organized essay of no more than 400 words that answers the following question: **Why was the Republican Congressional Reconstruction plan considered “radical”?**

In your essay, be sure to:

- Clearly answer the question being asked. **THINK before you write!**
- Use evidence from **at least** three of the documents provided.
- Include relevant outside information from your knowledge of U.S. history.

Thesis:

Piece of evidence 1:

Analysis:

Piece of evidence 2:

Analysis:

Piece of evidence 3:

Analysis:

Lesson 8: Black Reconstruction



"Glimpses at the Freedmen's Bureau — issuing rations to the old and sick," by James Taylor, 1866 (Library of Congress)

How did Radical Reconstruction empower African Americans in the South?

Lesson 8
Do Now

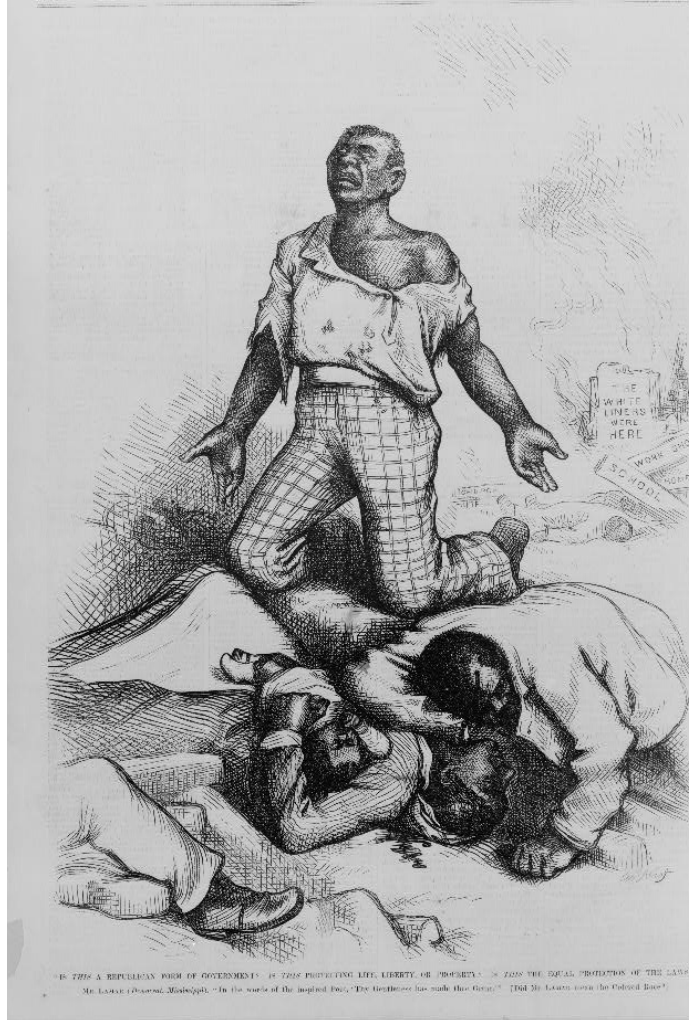


“The First Colored Senator and Representatives in the 41st and 42nd Congress of the United States” by Currier & Ives, 1872 (Library of Congress)

1. What are **two** things you notice about the engraving above?

2. What are **two** questions you have about the engraving above?

Lessons 10–12: The End of Reconstruction



“Is this a republican form of government? Is this protecting life, liberty, or property? Is this the equal protection of the laws?” reads the caption on this cartoon by Thomas Nast, 1876 (Library of Congress)

Was the North or the South more responsible for “killing” Reconstruction?

Lesson 10
Do Now



"The Color Line Is Broken," by Thomas Nast, 1877 (Library of Congress)

1. What are **two** things you notice about the political cartoon above?
2. What are **two** questions you have about the political cartoon above?

Lessons 10–12
DBQ

Historical Context: The 12 years after the Civil War proved to be a difficult time for America. Called Reconstruction by historians, this era saw an increase in legal rights and representation, and social equality for previously enslaved people. However, there was also great resistance to change. In 1877, attempts to reconstruct the South officially ended, leaving whites-only governments in power.

Task: Using the information from the documents and your knowledge of history, answer the questions that follow each document. Your answers will help you write the essay that follows: *Who, North or South, was more responsible for “killing” Reconstruction?*

As you read documents A through D, answer the questions below:

1. According to Tourgee in Document A, why was the KKK using violence in the South? Be sure to think carefully about your claim and to articulate it simply and clearly.

2. According to **both** the cartoon and the caption in Document B, how did Southern Democrats influence the vote in the 1876 election? Be sure to think carefully about your claim and to articulate it simply and clearly.

3. Based on the cartoon in Document C, why did many Americans lose interest in Reconstruction policies? Be sure to think carefully about your claim and to articulate it simply and clearly.

4. According to the political cartoon in Document D, how did some Northerners view black Americans by the 1870s? Be sure to think carefully about your claim and to articulate it simply and clearly.

DBQ Planning Page

Directions: Write a well-organized essay of no more than 400 words that answers the following question: **Who, North or South, was more responsible for “killing” Reconstruction?**

In your essay, be sure to:

- Clearly answer the question being asked. **THINK before you write!**
- Use evidence from **at least** three of the documents (A–D) provided.
- Include relevant outside information from your knowledge of U.S. history.

Thesis:

Piece of evidence 1:

Analysis:

Piece of evidence 2:

Analysis:

Piece of evidence 3:

Analysis:

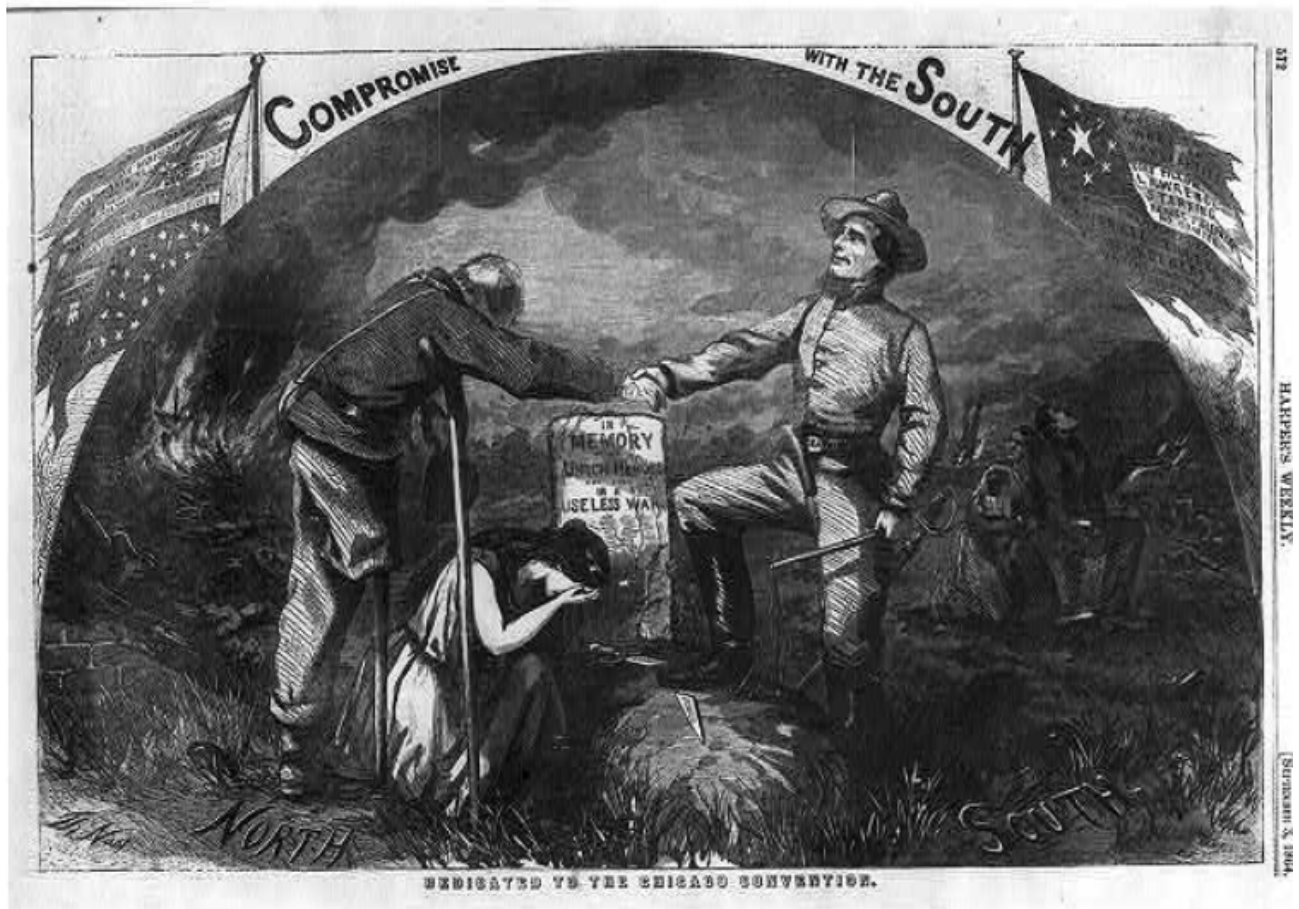
Lesson 13: The Compromise of 1877



“A truce — not a compromise, but a chance for high-toned gentlemen to retire gracefully from their very civil declarations of war” reads the caption on this cartoon by Thomas Nast, 1877 (Library of Congress)

Who were the “winners” and “losers” of the Compromise of 1877?

Lesson 13
Do Now



"Compromise with the South," by Thomas Nast, 1864 (Library of Congress)

1. What are **two** things you notice about the political cartoon above?

2. What are **two** questions you have about the political cartoon above?