

# Grades 6-8 Social Studies for May 11-21



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## **NOTICE**

Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your child's school website to access individual teacher web pages for specific learning/assignment information. If you cannot reach your teacher and have elected to use these resources, please be mindful that some learning activities may require students to reply online, while others may require students to respond using paper and pencil. In the event online access is not available, please record responses on paper. Completed work should be dropped off at your child's school. Please contact your child's school for the dates and times to drop off your child's work.

If you need additional resources to support virtual learning, please visit:

<https://www.slps.org/extendedresources>



# St. Louis Public Schools

## Continuous Learning Plans

### 6-8 Social Studies Plans

<b>WEEK 8</b>	<b>Lesson Objective</b> <i>What will you know and be able to do at the conclusion of this lesson?</i>	<b>Instructional Activities</b> <i>What needs to be done in order to learn the material?</i>	<b>Resources</b> <i>What print and electronic resources are available to support your learning?</i>	<b>Assessment / Assignment*</b> <i>How will you show your teacher that you learned the material?</i>
<b>Monday</b> <b>May 11</b>	I can identify the key elements of the Declaration of Independence.	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">Signing the Declaration of Independence</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.
<b>Tuesday</b> <b>May 12</b>	I can explain how the government responds to political challenges at this time.	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">The War of 1812</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.
<b>Wednesday</b> <b>May 13</b>	I can describe the political, social and economic causes of the Civil War.	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">Attack on Fort Sumter</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.
<b>Thursday</b> <b>May 14</b>	I can describe key turning points of the Civil War.	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">Gettysburg</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.
<b>Friday</b> <b>May 15</b>	I can describe the consequences of the Civil War and how the nation moves forward economically, politically and socially.	Analyze the primary sources and answer the questions using historical thinking skills.	<a href="#">Post-Civil War South</a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.

***\*Please be prepared to submit these assignments to your teacher upon returning to school.***

For questions related to this instructional plan, please contact:

Glenn Barnes  
Social Studies Curriculum Specialist  
glenn.barnes@slps.org



# St. Louis Public Schools

## Alternate Instructional Plans

### 6-8 Social Studies Plans

*\*Please be prepared to submit these assignments to your teacher upon returning to school.*

<b>WEEK 9</b>	<b>Lesson Objective</b> <i>What will you know and be able to do at the conclusion of this lesson?</i>	<b>Instructional Activities</b> <i>What needs to be done in order to learn the material?</i>	<b>Resources</b> <i>What print and electronic resources are available to support your learning?</i>	<b>Assessment / Assignment*</b> <i>How will you show your teacher that you learned the material?</i>
<b>Monday-Tuesday May 18-19</b>	I can describe the political, social and economic causes of the Civil War.	Analyze the primary sources and answer the questions using historical thinking skills.  Once finished answer DBQs, be sure to complete the essay.	<b><u>FINAL pt. 1</u></b> <a href="#"><u>A War to End Slavery</u></a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.
<b>Wednesday-Thursday May 20-21</b>	I can describe the political, social and economic causes of the Civil War.	Analyze the primary sources and answer the questions using historical thinking skills.  Once finished answer DBQs, be sure to complete the essay.	<a href="#"><u>Reconstruction, A Noble Effort</u></a>	Your response to the prompts will utilize evidence from the source in your answer. Use complete sentences and reflect upon the subject matter being covered. The answers are contained in the reading source.

For questions related to this instructional plan, please contact:

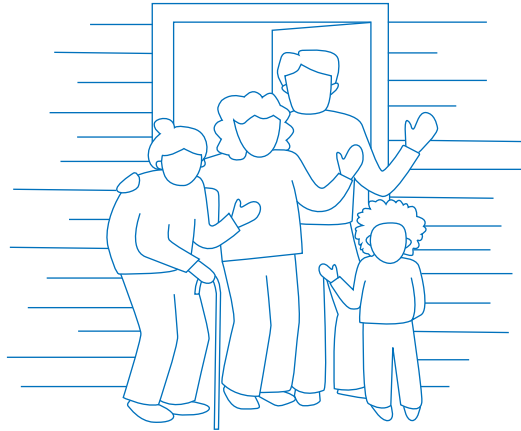
Glenn Barnes  
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# CENSUS 101: WHAT YOU NEED TO KNOW

The 2020 Census is closer than you think!  
Here's a quick refresher of what it is and why it's essential that everyone is counted.

## Everyone counts.

The census counts every person living in the U.S. once, only once, and in the right place.

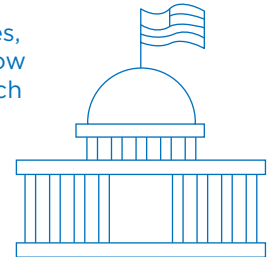


## It's in the constitution.

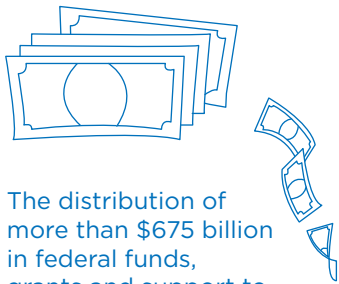
The U.S. Constitution mandates that everyone in the country be counted every 10 years. The first census was in 1790.

## It's about fair representation.

Every 10 years, the results of the census are used to reapportion the House of Representatives, determining how many seats each state gets.

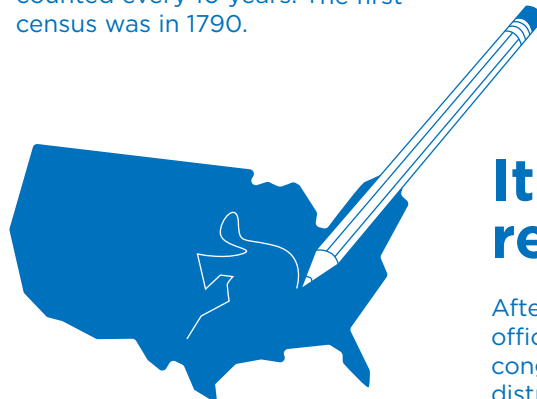


## It's about \$675 billion.



The distribution of more than \$675 billion in federal funds, grants and support to states, counties and communities are based on census data.

That money is spent on schools, hospitals, roads, public works and other vital programs.

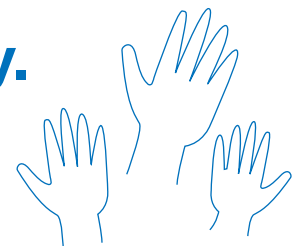


## It's about redistricting.

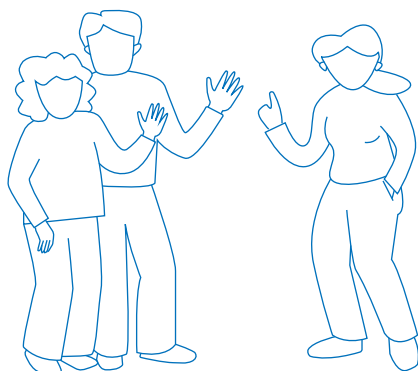
After each decade's census, state officials redraw the boundaries of the congressional and state legislative districts in their states to account for population shifts.

## Taking part is your civic duty.

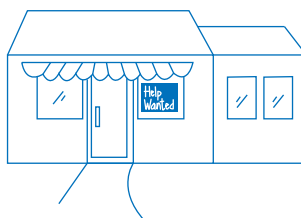
Completing the census is mandatory: it's a way to participate in our democracy and say "I COUNT!"



## Census data are being used all around you.

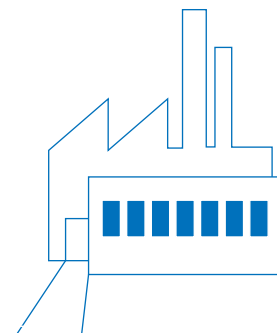
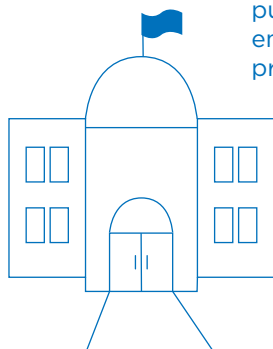


Residents use the census to support community initiatives involving legislation, quality-of-life and consumer advocacy.



Businesses use census data to decide where to build factories, offices and stores, which create jobs.

Local governments use the census for public safety and emergency preparedness.



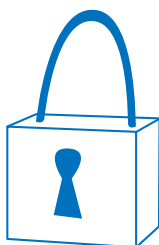
Real estate developers use the census to build new homes and revitalize old neighborhoods.



## Your privacy is protected.

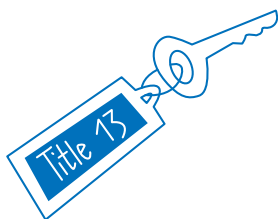
It's against the law for the Census Bureau to publicly release your responses in any way that could identify you or your household.

By law, your responses cannot be used against you and can only be used to produce statistics.



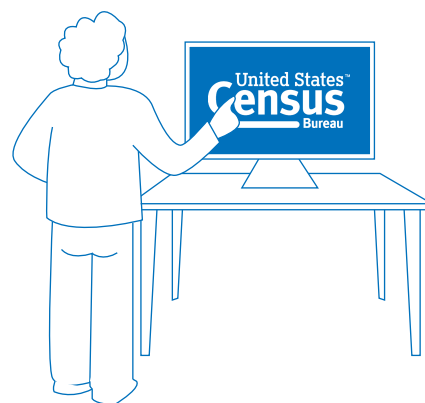
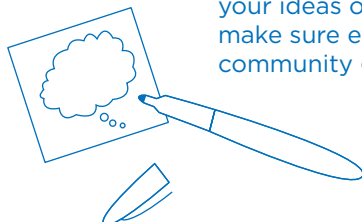
## 2020 will be easier than ever.

In 2020, you will be able to respond to the census online.

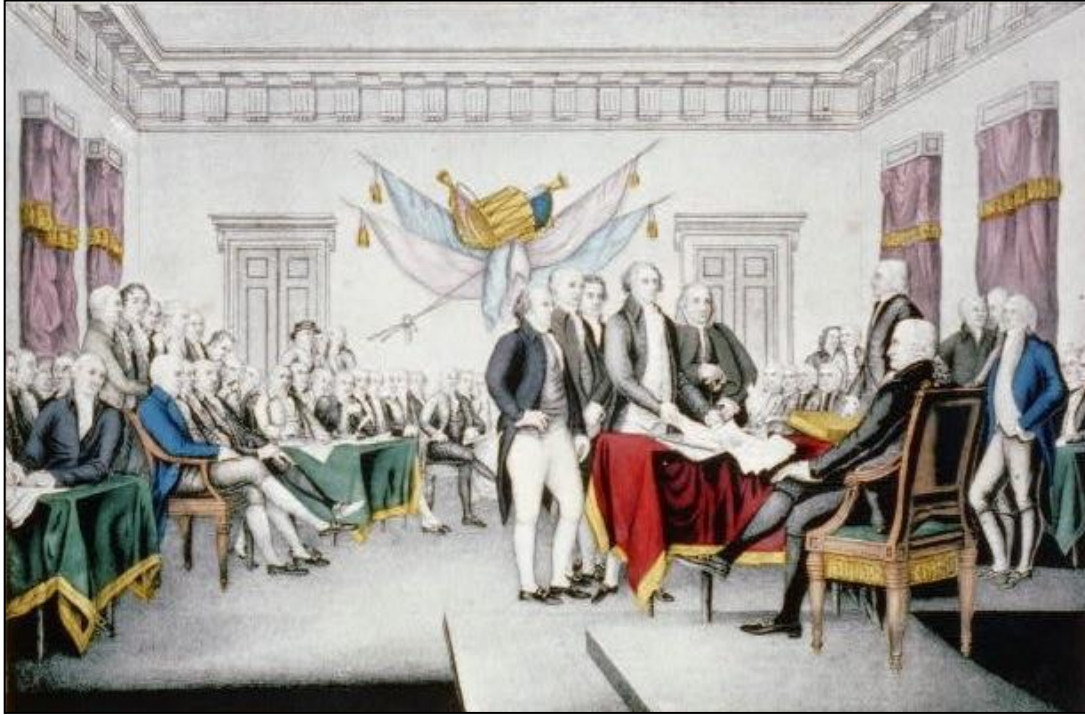


## You can help.

You are the expert—we need your ideas on the best way to make sure everyone in your community gets counted.



**Directions:** Use the image to answer the question below.



**Title:** “Declaration of Independence: July 4th 1776”

**By:** N. Currier

**Date:** Sometime between 1835 and 1856

**Question:** The image, “Declaration of Independence: July 4th 1776,” helps historians understand what happened at the drafting of the Declaration of Independence in 1776.

Do you agree or disagree? (Circle one)

Briefly support your answer:

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**Directions:** Use the background information, your knowledge of history, and the document to answer the questions that follow.

**Background information:** Under pressure from advisors and other politicians, President James Madison issued a proclamation of war on Britain on June 18, 1812. Many Americans believed that the war with Britain would help settle territorial disputes in the Midwest, Canada, and Florida.

**Source:** This passage is from Madison’s official proclamation of war.

“By the President of the United States of America, A PROCLAMATION.  
Whereas the Congress of the United States, by virtue of the Constituted Authority vested in them, have declared by their act, hearing date the eighteenth day of the present month, that WAR exists between the United Kingdom of Great Britain and Ireland, and the dependencies thereof, and the United States of America and their territories; Now, therefore, I, James Madison, President of the United States of America, do hereby proclaim the same to all whom it may concern: and I do specially enjoin on all persons holding offices, civil or military, under the authority of the United States, that they be vigilant and zealous.... And I do moreover exhort all the good people of the United States, as they love their country... that they exert themselves in preserving order, in promoting concord, in maintaining the authority and the efficacy of the laws, and in supporting and invigorating all the measures which may be adopted by the constituted Authorities, for obtaining a speedy, just, and an honorable peace. “

**Question 1:** How are the Napoleonic Wars in Europe connected to the United States’ declaration of war in 1812?

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**Question 2:** How is the settlement of the Northwest Territory connected to the United States' declaration of war in 1812?

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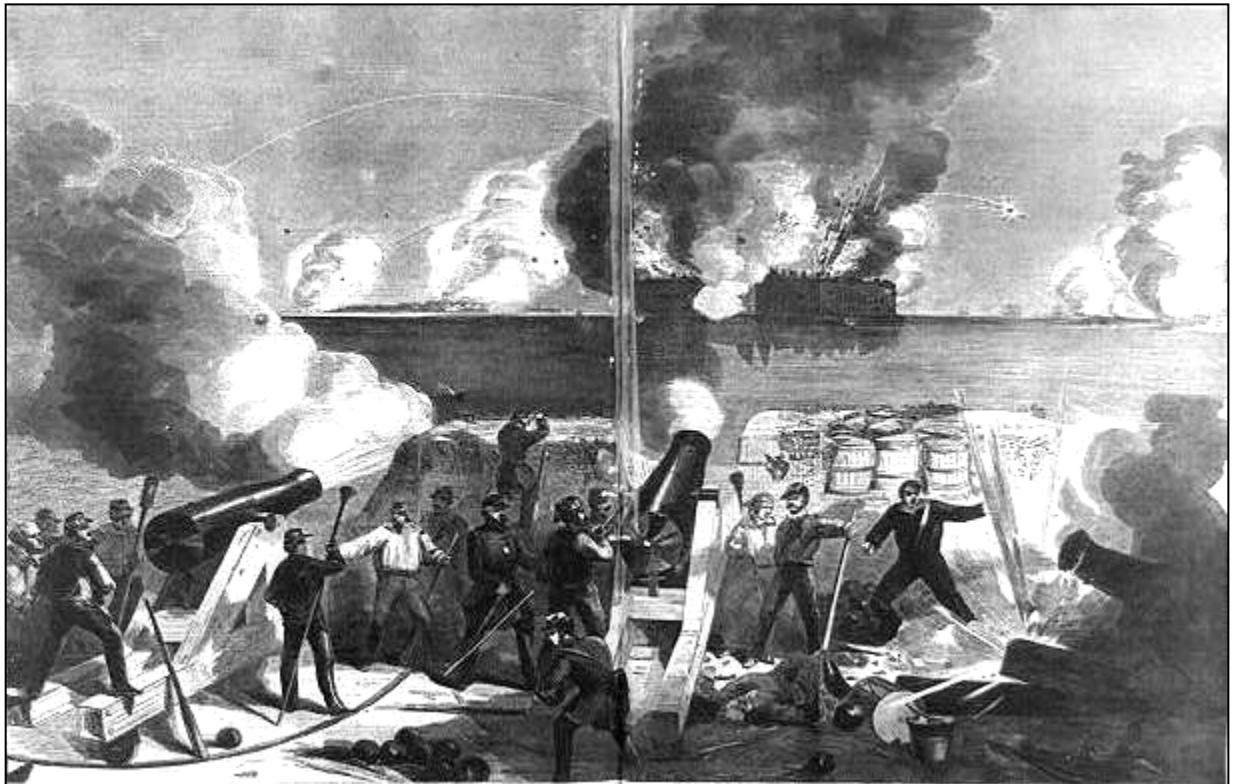
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**Directions:** Use the background information, your knowledge of history, and the photograph to answer the questions that follow.

**Background information:** On April 12-13, 1861, Confederate forces in South Carolina bombarded Fort Sumter, a federal fort at the entrance to the harbor of Charleston, South Carolina. Federal troops surrendered the fort after 34 hours. The battle marked the start of fighting in the Civil War.



**Title:** Bombardment of Fort Sumter by the batteries of the Confederate states

**Publisher:** *Harper's Weekly*

**Date:** April 27, 1861.

**Question 1:** How is the election of Abraham Lincoln as U.S. President in 1860 connected to the Confederate attack on Fort Sumter on April 12-13, 1861?

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**Question 2:** How is the growing demand for cotton by textile mills in England during the first part of the nineteenth century connected to the attack on Fort Sumter on April 12-13, 1861?

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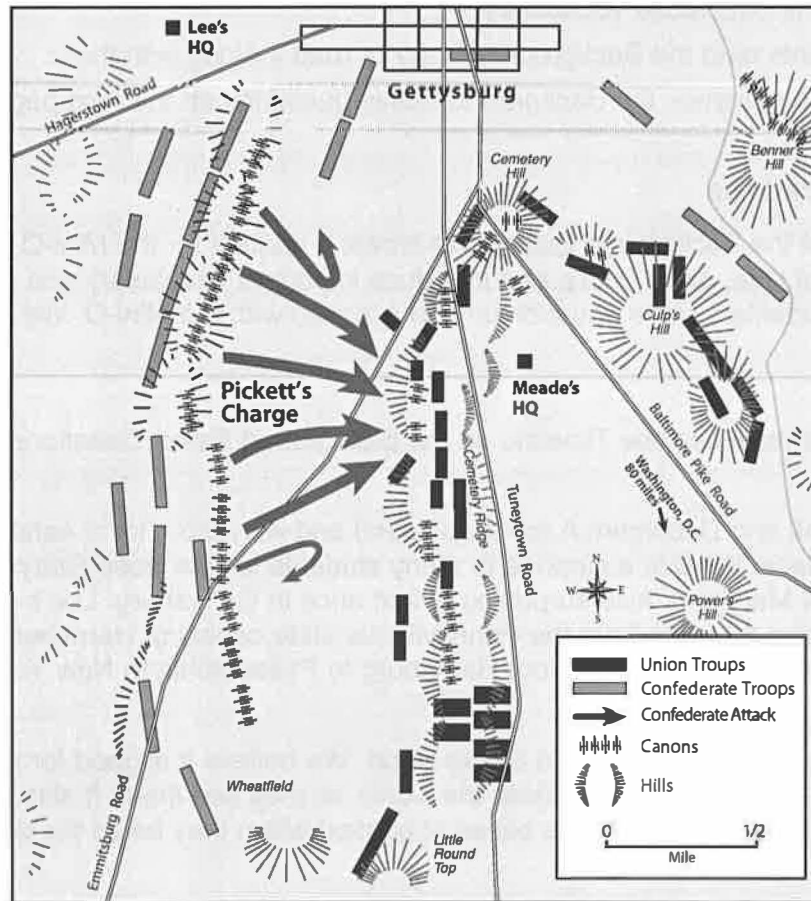
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# Gettysburg

**Directions:** Gettysburg was a three-day event. With over 160,000 soldiers participating, it is the largest battle ever fought in the Western Hemisphere. The climax of the battle came on Day 3. Examine the battlefield map of Gettysburg below and answer the questions that follow.

## Battle of Gettysburg, Day Three: July 3, 1863, Gettysburg, PA

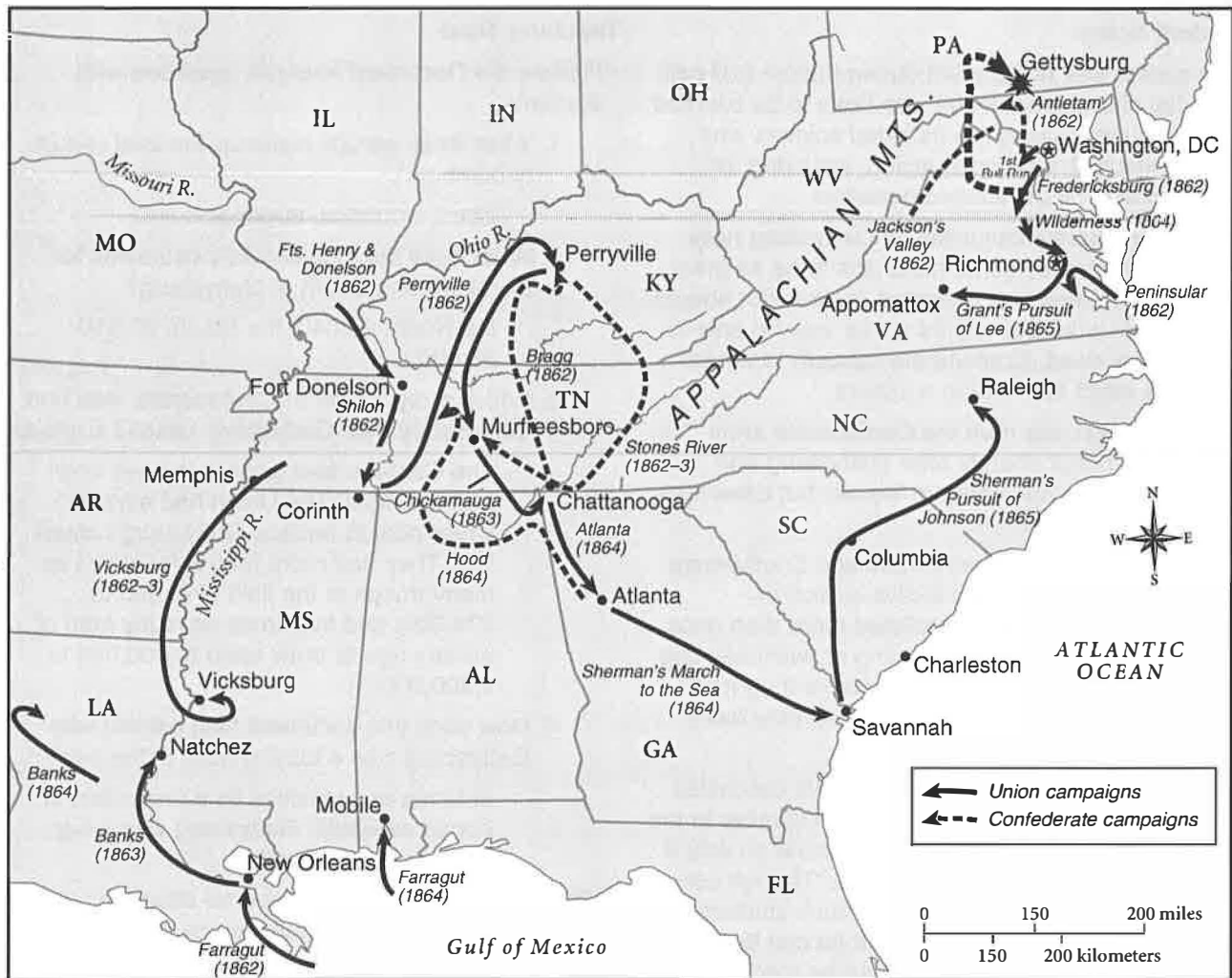


### Questions:

1. On what date, in what town, and in what state did the Day 3 Battle of Gettysburg occur?
2. Which side was on the offensive during Day 3 of the battle? What is your evidence?
2. General Pickett's men attacked with no cover in open view of the Union soldiers. Approximately how far did they have to advance before reaching Union lines?
3. Who had the high ground during Pickett's Charge? Explain why this was important.
4. The Confederates retreated to the south on July 4. What do you infer was the result of Pickett's Charge?
5. If the Confederates had been successful and broken through the Union lines, why might the war have turned out differently?

## Document A

## Major Campaigns of the Civil War



## Document Analysis

1. The title for the map is “Major Campaigns of the Civil War.” What does that mean?
2. Did most of the military campaigns take place in Confederate or Union territory? Why do you think this was the case?
3. Where was Gettysburg located relative to the rest of the fighting?
4. Judging from the map, what do you suppose was Robert E. Lee’s reason for marching his Confederate army to Gettysburg?
5. Why the Battle of Gettysburg is considered a major turning point of the Civil War. How does this map help answer that question?

## Document B

**Sources:** Data compiled from various sources.

Estimated Casualties at the Battle of Gettysburg					
	Killed	Wounded	Missing	Total	% Casualties
<b>Union</b>	3,155	14,530	5,365	23,040	27%
<b>Confederate</b>	2,600-4,500	12,800	5,250	20,650-25,000	30%-34%

Gettysburg Casualties Compared to Overall Troops and Men Available*			
	Total Casualties At Gettysburg	Total Size of Army Dec. 1863	Total Men of Military Age (18 – 45)
<b>Union</b>	23,040	918,000	6,000,000
<b>Confederate</b>	20,000 – 25,000	278,000	1,200,000
*Estimates			

### Document Analysis

1. What three groups make up the total casualty numbers?
2. What were the total casualty estimates for the North and South at Gettysburg?
3. Which army, Union or Confederate, was hurt the most by their Gettysburg losses? Explain.
4. How does this document help explain why Gettysburg was a turning point in the war?

## Document C

**Source:** Excerpts from two letters written by General Robert E. Lee to Confederate President Jefferson Davis, 1863.

Near Gettysburg, Pa., July 4, 1863.

Mr. PRESIDENT:

*It is believed that the enemy suffered severely in these operations, but our own loss has not been light. General Barksdale is killed. Generals Garnett and Armistead are missing... Generals Pender and Trimble are wounded in the leg, General Hood in the arm, and General Heth slightly in the head. General Kemper, it is feared, is mortally wounded. Our losses embrace many other valuable officers and men....*

*Very respectfully, your obedient servant,*

R. E. LEE, General

Camp Orange, Va., August 8, 1863.

Mr. PRESIDENT:

*Your letters of July 28 and August 2 have been received, and I have waited for a leisure hour to reply, but I fear that will never come....*

*I have seen and heard of expression of discontent in the public journals at the result of the expedition.... I therefore, in all sincerity, request Your Excellency to take measures to supply my place {replace me}. I do this with the more earnestness because no one is more aware than myself of my inability for the duties of my position. I cannot even accomplish what I myself desire. How can I fulfill the expectations of others?...*

*With sentiments of great esteem, I am, very respectfully and truly, yours,*

R. E. LEE, General.

**Note:** President Davis did not accept General Lee's request.

### Document Analysis

1. To whom and on what dates did Robert E. Lee write each of these letters?
2. What are "public journals" and why did Lee mention them in his August 8th letter?
3. In the second letter, what were the expectations that Lee had been unable to meet?
4. How do these letters suggest that Gettysburg was a turning point in the war? Explain.

## Document D

**Source:** President Abraham Lincoln, "The Gettysburg Address," November 19, 1863.

**Note:** On November 18, 1863, President Abraham Lincoln traveled by train from Washington, D.C. to Gettysburg, Pennsylvania, to help dedicate a national soldiers' cemetery. Many famous Americans had declined invitations to attend. Lincoln accepted because he wanted to explain his feelings about the battle and the war.

*Four score and seven years ago* our fathers brought forth on this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate – we can not consecrate – we can not hallow – this ground. The brave men, living and dead, who struggled

here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the earth.

### Document Analysis

1. Lincoln refers to a time "four score and seven years" earlier. If "score" means a 20-year period, then what year would that have been? What happened on that occasion?
2. Who, according to Lincoln, has hallowed (made holy) the battlefield ground?
3. What does it mean to give "the last full measure of devotion" to a cause?
4. In your own words, what is it that Lincoln asked the crowd to resolve (pledge)?
5. How does this document support the idea that Gettysburg was a turning point in the war?



**Directions:** Use the account and source information to answer the question that follows.

**Source:** Robert Carter was a member of the famous Carter family of Virginia. He moved to Texas in 1883 and was living in San Angelo, Texas, when he was interviewed by the Federal Writer's Project on February 16, 1938. In this passage, he describes his experience after the Civil War.

“The home was demolished and old Mrs. Henry was killed in her bed. My father was four years in Stuart's Cavalry in the Southern Army and surrendered at Appomattox. I remember well that I was a small boy in the backyard playing with the little negroes, when grandmother came to the little porch, called the slaves and told them they were free. 'You may take the things from your cabins with you,' she said, 'but the plantation will have to be worked and if you wish to stay, you shall be paid.' Most of the slaves cried but thought if they were free they would have to leave. Every night when the sun would begin to get low and the shadows grow long we would see them slipping back to their cabins. Some who got away would write back, 'Dear Missus, send me money to come home. I want to die on the old plantation.'”

**Additional facts related to Carter's perspective:**

1. Although Robert Carter is describing events just after the Civil War, this interview was recorded in 1938.
2. In his interview, Carter makes it clear that his father and most of his family fought for the South in the Civil War.
3. After the Civil War, the Freedman's Bureau assisted many former slaves who were seeking to start a new life in the South.
4. The first slaves were brought to Virginia in 1619.

**Question:** Which 2 of the 4 facts above might cause you to question the reliability of Carter's account?

Explain your reasoning on the following page.

CONTINUE ON BACK

Fact \_\_\_\_\_ might cause me to question the reliability of Carter's account because \_\_\_\_\_

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Fact \_\_\_\_\_ might cause me to question the reliability of Carter's account because \_\_\_\_\_

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*READINGS FROM*

# “A WAR TO END SLAVERY”



# AMERICANS VS. AMERICANS



Did they hate each other, Northerners and Southerners? Often they thought they did, but when they got to know each other it wasn't so. It wasn't unusual for Northerners to camp in trenches facing Southern soldiers while both sides waited for orders to fight and that could take weeks or months. At first they taunted each other, then they talked, occasionally they even sang together. Sometimes they traded things, or exchanged letters. Then, when the orders came, they would settle down to the business of killing, which is what war is about. But they did have beliefs, and most of them knew in their hearts that they were fighting for things that were important. They knew it had to do with slavery, and where they lived, and whether a state has a right to nullify acts of Congress and to secede. This was a defining war. Who were they? Were they Virginians, or North Carolinians, or New Yorkers first? Or were they Americans?

Source: Part 6, "A War to End Slavery," paragraph 4.

## Activity: Vocabulary

Based on their use in context above, match the vocabulary words with their definitions.

- |                |   |
|----------------|---|
| _____ taunted  | a. to invalidate  |
| _____ beliefs  | b. state or describe exactly the nature, scope, or meaning of |
| _____ nullify  | c. provoke or challenge (someone) with insulting remarks      |
| _____ secede   | d. trust, faith, or confidence in someone or something        |
| _____ defining | e. withdraw formally from membership in a federal union       |

## Questions

### 1. Paradox, Cite Evidence

A paradox is a statement that appears to contradict itself but ultimately proves to be true. What is the paradox in this reading? How does the author's use of a paradox help prove the main point of the selection?

### 2. Pull Quotes

In order to attract the reader, editors frequently “pull” and box an important quote from a story. After rereading the selection, identify a significant statement from the reading as a pull quote. Write a short statement in which you justify why you selected that particular statement. Why is it significant?

# “WAR IS NO PICNIC”



When that July day in 1861 began, war seemed a bit like a performance. And hundreds of Washingtonians didn't want to miss the show. They came to Manassas with their picnic baskets and settled down near Bull Run stream to watch the fighting. But it didn't turn out to be a picture-book battle; it was real, and disorderly. Both sides fought for hours. It was a hot, very hot, humid summer day. By afternoon, bodies littered the ground, and the bloody earth was beginning to smell. The Northerners did seem to be winning. Then fresh Southern troops arrived—by train. (This was the first war where troops were transported by trains.) The Rebels attacked with bloodcurdling shouts; they called it the “rebel yell.” It was too much for the Yankees. They dropped their guns and ran.

*Source: Part 6, “A War to End Slavery: Getting Down to Business,” paragraph 2.*

## Activity: Syntax, Craft, and Structure

1. Underline the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.
3. What key words in the reading demonstrate this theme? Place a square around those words.

## Questions

### 1. Simile, Point of View

A simile is a comparison of things using the words “like” or “as.” Identify the simile in the reading. How does it help explain the author's point of view in the selection?

### 2. Compare and Contrast, Cite Evidence

Reread the selection. What does the author describe about the “rebel yell”? How does this compare with the rest of the description of the battle?

# STONEWALL JACKSON



An orphan child who grew into a strange, brooding man, [Stonewall] Jackson, like many of the officers, North and South, had gone to the U.S. military academy at West Point and fought in the Mexican War. He was a teacher at the Virginia Military Institute when this war began. He wasn’t popular—he was strict, deeply religious, and had no sense of humor. The boys called him “Tom Fool” behind his back. Awkward and rumped, he liked to sit on his dumpy horse, Sorrel, sucking a lemon. But when he took command, he knew what he was doing. Nothing scared him. In Virginia’s Shenandoah Valley, he marched a small army 400 miles at a brutal pace, kept a large Union army off balance, seized needed supplies, inflicted heavy casualties, and inspired legends. “Boys,” said one Union general, “he’s not much for looks, but if we had him, we wouldn’t be in this trap.”

Source: Part 6, “A War to End Slavery: Southern Generals,” paragraph 2.

## Activity: Vocabulary, Context

Use the word bank to write the answer for each definition.

- \_\_\_\_\_ : showing deep unhappiness of thought
- \_\_\_\_\_ : lacking social graces or manners
- \_\_\_\_\_ : short and stout, squat
- \_\_\_\_\_ : to take possession of by force or by will
- \_\_\_\_\_ : a mythical tale

Word Bank	
seized	awkward
brooding	dumpy
legends	



## Questions

### 1. Word Picture, Cite Evidence

Reread the selection. Describe the word picture that the author makes of Jackson. Cite specific evidence that the author uses to create this depiction.

### 2. Paradox, Point of View

A paradox is a seemingly absurd or self-contradictory statement or proposition that when investigated or explained may prove to be well-founded or true. Review the reading. What paradox can be found in the selection? Write a short paragraph explaining whether the author's use of this paradox is effective in helping explain the selection's point of view.

# ASSAULT ON FORT WAGNER



The 54th Massachusetts, a regiment of black soldiers under the command of a patrician Bostonian, Colonel Robert Gould Shaw, headed the assault [on Fort Wagner]. . . . Shaw and 272 of his 650 men were killed. Union casualties (dead, wounded and missing) totaled 1,515. Confederate casualties were 174. . . .

After Fort Wagner, no one asked if black men could fight. “Prejudice is down,” wrote a man who was there. “It is not too much to say,” ran an article in the *New York Tribune*, “that if this Massachusetts 54th had faltered when its trial came, 200,000 troops for whom it was a pioneer would never have been put into the field. . . . But it did not falter. It made Fort Wagner such a name for the colored race as Bunker Hill has been for ninety years to the white Yankees.”



Sources: Part 6, “A War to End Slavery: Fighters Against the Odds,” paragraphs 2 and 3.

## Activity: Syntax, Craft, and Structure

1. Underline the sentence that, in your view, best summarizes the reading.
2. Identify what you believe is the main theme the author develops.
3. What key words in the reading demonstrate this theme? Draw a box around those words.

## Questions

### 1. Cite Evidence, Point of View

What point of view does the author put forth about the role of black soldiers in the Civil War?  
What evidence is given that supports this point of view?

### 2. Integrating Visuals and Text, Compare and Contrast, Word Picture, Draw Inferences

Look at the engraving of the assault on Fort Wagner. (Noted artists Currier and Ives made the engraving.) Compare the engraving with the excerpt and the word picture the selection makes. In what ways does the engraving support the statements made in the excerpt? In what ways does it not? What inferences can be made from both sources?

# SURRENDER AT APPOMATTOX



Grant writes out the official surrender terms. They are kinder than anyone expected. The Southern soldiers can go home, and—as long as they give their promise not to fight against the country again—they will not be prosecuted for treason. They must surrender their guns, but they can take their horses and their sidearms. Everyone knows that means Lee will not have to surrender his sword. Lee, noticing one of Grant’s aides—copper-skinned Lieutenant Colonel Ely Parker, a Seneca Iroquois—says, “I am glad to see one real American here.” Parker replies firmly, “We are all Americans.” Robert E. Lee, with all his intelligence and dignity, still doesn’t seem to understand why so many men and women have been willing to fight and die in this terrible war. We are all Americans. It is in those words.

*Source: Part 6, “A War to End Slavery: Mr. McLean’s Parlor,” paragraph 3.*

## Questions

### 1. Irony, Cite Evidence

Irony describes a situation that seems to be intentionally contrary to what is expected. What evidence of irony can be found in the reading?

### 2. Anecdote, Cite Evidence, Point of View

An anecdote is a brief story about an interesting event or occurrence. What anecdote does the author recount regarding a member of Grant’s staff? Write a short paragraph explaining how including this anecdote helps explain the author’s point of view.

### 3. Five-Word Summary

Work with a partner to determine the five most important words in the reading that best summarize the text. Once you and your partner have decided which five words best summarize the text, write a short paragraph defending your choices.

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## DBQ 10: RECONSTRUCTION: A NOBLE EFFORT, OR OPPRESSION AND PUNISHMENT?

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### Historical Background

Few chapters in our nation's history are remembered with such anger and bitterness as is the period we know as Reconstruction. Reconstruction was the effort to bring peace to North and South and to reunite our nation at the conclusion of the Civil War. Making peace after any war is difficult. It's especially difficult after a civil war. It was probably inevitable that resentment and hatred resulted from the effort to reconstruct the nation after the horrific Civil War. But the scale of the ill feelings that grew from Reconstruction was remarkable. Even today, over 140 years after Reconstruction, the arguments continue.

Lincoln's assassination in April 1865 was a huge loss for those who hoped for a generous and welcoming reunion of North and South. Many northern political leaders wanted to punish the South and its "rebel" leaders harshly. Lincoln, though, was planning for a lenient peace. Only a few weeks before the war's end, in his Second Inaugural Address, Lincoln shared his vision for a lenient peace. He called on his fellow Northerners to join with him: "With malice toward none, with charity for all; . . . let us strive on to . . . bind up the nation's wounds. . . ."

A wave of public anger followed Lincoln's murder on April 14, 1865. This anger strengthened those who were calling for revenge against the South. The new president, Andrew Johnson, favored Lincoln's moderate approach toward the South. But the northern Republican majority in Congress soon took control of Reconstruction. Congress passed a series of harsh Reconstruction Acts in 1867. They were designed to force major changes on the South as requirements for rejoining the Union.

These new laws divided the South into five military districts. Union generals, supported by thousands of Union soldiers, governed each district. Each of the former Confederate states was required to grant former slaves the right to vote. At the same time, many whites were denied that right. Southern leaders protested that their states were being unfairly punished. One reply to the South's protests came from Thaddeus Stevens, a Republican congressman from Pennsylvania. He justified the demand to give the vote to the freedmen (the newly freed slaves) in a speech in the House of Representatives. In that speech he said, "I am for Negro suffrage [the right to vote] in every rebel state. If it be just, it should not be denied; if it be necessary, it should be adopted; if it be a punishment to traitors, they deserve it."

Was granting the vote to the freed slaves part of Lincoln's plans? We'll never know for sure. But from what he said and wrote during the war, it appears that he wanted to give voting rights to at least some of the freed slaves. This would include ex-slaves who were educated and those who had fought in the war on the Union side. As Lincoln said in a letter to General James Wadsworth in January 1864, "The restoration of the Rebel States to the Union must rest upon the principle of civil and political equality of both races."

*(continued)*

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**DBQ 10: RECONSTRUCTION: A NOBLE EFFORT, OR  
OPPRESSION AND PUNISHMENT? *CONTINUED***

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Even today historians debate why some Republicans demanded the right to vote for former slaves in the South. What were the true motives and objectives of these men? Were the Republican members of Congress sincere in their belief that the freed slaves should have full political rights, including the right to vote? Or did they want to use the ballots of the freed slaves to maintain political control of the southern states? (This would also preserve Republican control of the national government.) Did they figure that the new black voters would vote for the party – the Republicans – that got them the vote? Or did the Radical Republicans simply impose this requirement on the South as a way to humble and punish the former rebels? You study the evidence, and you decide.

■ **Directions:** The following question is based on the documents (1–6) that follow. Before reading these documents, be sure to

1. Carefully read and think about the document-based question that follows these directions.
2. Ask yourself: What do I already know about this question and its topic? What did I learn from reading the Historical Background section? If I had to answer the document-based question without reading any of the documents, what would I say?
3. Take a few minutes to jot down the major things you already know about this topic and question. What important dates, events, and major ideas do you already know?
4. Now read each document carefully. Ask yourself: How does this document help to answer the document-based question? Underline things of special importance and jot notes in the margins. If you're confused by or don't understand a document, go on to the next one. Later, if you have time, you can go back.
5. Develop a thesis statement that directly answers the document-based question. You'll want to state this thesis early in your essay.
6. Briefly outline your entire essay. Make sure that what you say in it supports and proves your thesis statement. In your essay, plan how you'll use the information found in the documents and what you know already about this topic.
7. Carefully write your essay. As you include supportive information from documents, be sure to cite the sources of this information. This will add authority and credibility to what you're saying.

**Question: Why did the Reconstruction policies imposed on the South by the Republican-controlled Congress include the requirement that freed slaves be granted the right to vote?**

*(continued)*

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**DBQ 10: RECONSTRUCTION: A NOBLE EFFORT, OR  
OPPRESSION AND PUNISHMENT?** *CONTINUED*

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**PART  
A**

The following documents will help you answer the document-based question. Read each document carefully. Answer the question or questions that follow each document.

**Document 1**

Six months before the end of the Civil War, a convention of northern black leaders met in Syracuse, New York. They knew the war was coming to an end. The slaves in the South would soon be released from bondage. These black leaders met in order to provide Congress with clear advice about the future of the newly freed slaves. The following are excerpts from their proclamation. (*Entreat* means “plead.” *Franchise* means “right to vote.” *Vigilance* means “watchfulness.” *Enmity* means “hatred.”)

Fellow-citizens, let us entreat you, have faith in your own principles.

If freedom is good for any, it is good for all. If you need the elective franchise, we need it even more. You are strong, we are weak; you are many, we are few; you are protected, we are exposed. Protect us with this safeguard of our liberty. . . .

. . . give the elective franchise to every colored man of the South and you have at once four millions of friends who will guard with their vigilance, and if need be, defend with their arms, the . . . Federal Liberty from the treason and pollution of her enemies. You are sure of the enmity of the masters,—make sure of the friendship of the slaves; for, depend upon it, your Government cannot afford to encounter the enmity of both.

Source: Proceedings of the National Convention of Colored Men Held in Syracuse, New York, October 4–7, 1864.

Why, according to this proclamation, should Congress grant the right to vote to the newly freed slaves? \_\_\_\_\_

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(continued)



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**DBQ 10: RECONSTRUCTION: A NOBLE EFFORT, OR  
OPPRESSION AND PUNISHMENT?** *CONTINUED*

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**Document 2**

Southern black leaders also made appeals to Congress. In August 1865, four months after the war's end, a convention of freed former slaves met in Alexandria, Virginia. The following excerpt is from a proclamation issued by the convention.

We warn you . . . that our only safety is in keeping [our enemies in the South] under . . . the military . . . until you have so amended the Federal Constitution that it will prohibit the States from [discriminating against us] on account of race or color. In one word, the only salvation for us besides the power of the Government, is in the *possession of the ballot*. Give us this, and we will protect ourselves.

Source: Convention of Colored Citizens of the State of Virginia, meeting in Alexandria, Virginia, August 2–5, 1865.

Why, according to this proclamation, did ex-slaves in the South need to have their right to vote protected and guaranteed? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Document 3**

Pennsylvania Congressman Thaddeus Stevens was a firm, uncompromising supporter of the South's former slaves. Before the Civil War, he had been a fervent opponent of slavery. Like Lincoln, he joined the Republican Party in the 1850s. Both men agreed with the party's opposition to the spread of slavery into the western territories. But unlike Lincoln, Stevens had been an abolitionist. He had strongly believed in putting an end to slavery all through the United States. When he died in 1868, his gravestone was engraved, "Equality of Man Before His Creator."

The following excerpts come from a speech Stevens gave in the U.S. House of Representatives in January of 1867. In this speech, he explained why he supported forcing the southern states to grant the vote to the freed slaves. (*Ascendancy* means "dominance." *Avow* means "admit" or "announce." By "the Union Party," Stevens is referring to the Republican Party.)

(continued)

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**DBQ 10: RECONSTRUCTION: A NOBLE EFFORT, OR  
OPPRESSION AND PUNISHMENT?** *CONTINUED*

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In the first place, it is just. . . . Have not loyal blacks as good a right to choose rulers and make laws as rebel whites?

In the second place, it is a necessity in order to protect the loyal white men in the seceded states. The white Union men are in a great minority in each of those states. With them the blacks would . . . form a majority, control the states, and protect themselves.

Another good reason is that it would insure the ascendancy of the Union Party. "Do [I] avow to a party purpose?"

I do. For I believe . . . that . . . on the continued rise of [the Republican] party depends the safety of this great nation.

What reasons does Congressman Stevens identify for forcing the South to grant the vote to the former slaves? \_\_\_\_\_

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**Document 4**

In April 1861, when the Civil War first broke out, Andrew Johnson had been a U.S. senator from Tennessee. He was also a member of the Democratic Party. He opposed secession and remained loyal to the Union after Tennessee seceded. For this, he earned Lincoln's respect and gratitude. Three years later, Johnson ran as Lincoln's vice presidential candidate in the election of 1864. When Lincoln was killed, Johnson became president. He had been vice president for only a few weeks.

Johnson opposed the Radical Republicans who controlled Congress. He wanted the South to be reunited quickly with the North. He looked forward to the Democratic Party winning control of Congress. He also opposed the Republicans' efforts to give the former slaves the right to vote. The following excerpt is from Johnson's State of the Union message to Congress of December 1867. (*Manifestly* means "obviously." *Disfranchise* means "deny the right to vote to.")

(continued)

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**DBQ 10: RECONSTRUCTION: A NOBLE EFFORT, OR  
OPPRESSION AND PUNISHMENT?** *CONTINUED*

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I would be unfaithful to my duty if I did not recommend the repeal of the acts of Congress which place . . . the Southern States under the domination of military masters.

It is manifestly . . . the object of these laws to confer upon negroes the privilege of voting and to disfranchise such a number of white citizens as will give the former a clear majority at all elections in the Southern States. . . .

Why, according to President Johnson, did the Radical Republican leaders of Congress want the former slaves to have the power to vote? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Document 5**

When Republican congressional leaders demanded voting rights for the newly freed slaves, people wondered about their motives. In the many years since the end of Reconstruction, historians have continued to examine their motives. One of those historians was William A. Dunning. He was a professor at Columbia University in New York City for many years until his death in 1922. The following excerpts come from a collection of his essays published in 1897.

Four important [Northern] states Ohio, Michigan, Minnesota, and Kansas, had refused to extend the right of voting to the blacks, while [supporting] the Congressional policy of reconstruction. . . .

[The motive of Congress was] to maintain Northern and Republican control through negro suffrage.

Source: William Archibald Dunning, *Essays on the Civil War and Reconstruction*, Macmillan Company, 1897.

Professor Dunning implied that the congressional Republicans were hypocrites. He suggested that they falsely acted as though they believed in racial justice, equal rights, and voting rights for the southern blacks. What made him see their actions as hypocritical? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

(continued)

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**DBQ 10: RECONSTRUCTION: A NOBLE EFFORT, OR  
OPPRESSION AND PUNISHMENT?** *CONTINUED*

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What, according to Professor Dunning, were the real reasons why the congressional Republicans gave the right to vote to the newly freed slaves in the South?

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**Document 6**

Kenneth M. Stampp was professor of history at the University of California at Berkeley from 1946 until 1983. Professor Stampp understood that the congressional Republicans had mixed reasons for supporting voting rights for the southern ex-slaves. But he believed that their motive was, in large part, sincere idealism. As he points out, many of these congressmen had been champions of abolition and human rights for years, long before the Civil War. The following excerpt is from Stampp's 1965 book about Reconstruction.

[The pleas of the Congressional Republicans] for justice for the Negro, [and] their objections to [President] Johnson . . . on the ground that the Black Codes were restoring a form of slavery, cannot be discounted as hypocrisy. [Their motives grew, in part, from] the moral idealism that they inherited from the abolitionists.

Source: Kenneth M. Stampp, *The Era of Reconstruction, 1865–1877*, Random House, 1965.

How did Professor Stampp see the motives of the congressional Republicans differently from the way Professor Dunning viewed them? \_\_\_\_\_

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**PART  
B**

Essay: Why did the Reconstruction policies imposed on the South by the Republican-controlled Congress include the requirement that freed slaves be granted the right to vote?

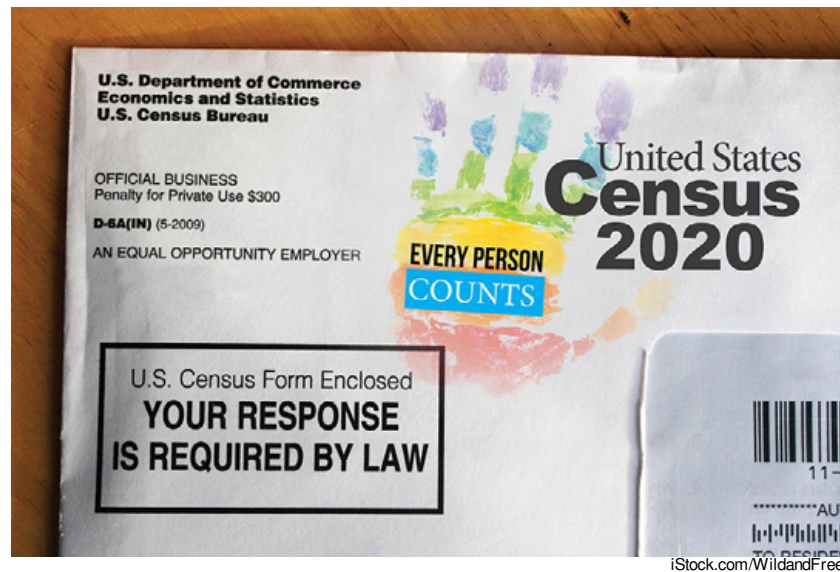




**THIS IS AN EXTRA  
CREDIT ASSIGNMENT  
AND IS OPTIONAL**



# The U.S. Census: Why Is It Important?



In this lesson, you will learn about the history of the census and its importance. You will explore census data to build a profile of your state, city, or community. Then, you will use census data to help you select an area to live after you graduate from high school or college.

## Objectives

- understand the history of the census and its purposes
- describe how private businesses use the census in marketing their products
- analyze census data to compare and contrast important characteristics of different places

# Why Is the Census So Important?

**Directions:** Read the article and discuss the questions that follow.

The framers of the Constitution believed an accurate census was so crucial that they included it in Article 1, Section 2 of the Constitution. Having an accurate count of the number of people living in each state is essential for a representative democracy because it helps determine the makeup of Congress.

Each state has two senators. The number of congresspeople that each state elects to the House of Representatives, of course, depends on population. A 1929 law set the total number of representatives at 435, to be divided among the 50 states. The census identifies how many people live in each state and where, so that every ten years each state's number of allotted representatives can change, depending on the population. The number of representatives, plus the two senators, also determines each state's Electoral College vote in presidential elections.

Having an accurate census of all the people living in the country also helps Congress determine how it will allocate the billions of dollars it sends to the states and local governments. These funds support various programs, such as education, infrastructure, public health benefits, and environmental protection. These programs are for all Americans, not just citizens. The census has an impact on people's lives daily.

The census is also used by businesses, community groups, and individuals for economic development, marketing decisions, and strategic planning. The census describes people's living arrangements, ages, incomes, and levels of education. It also provides information on people's homes, whether they rent or own, the number of rooms, the value, and the availability of phones and computers.

During the first census in 1790, officials actually rode around the country counting all the people. This method was used for several decades. Since 1960, the U.S. Census Bureau has mailed questionnaires to households and used in-person interviews. All persons living in the 50 states, Puerto Rico, Guam, the U.S. Virgin Islands, American Samoa, and the Northern Mariana Islands are covered in the census. This includes citizens, noncitizens, permanent residents, and long-term visitors.

Beginning in March of every census year, each U.S. household receives a form that legally must be completed and returned to the Census Bureau. In 2020, people can respond to the census by mail, phone, or online. Then, the forms are counted. Information is made available to the public by the end of the census year. The names of individuals are kept separate from the data, are confidential, and by law cannot be shared with the public or other government agencies.

The 2020 census came under some controversy when the executive branch proposed adding a question about citizenship. The constitutional mandate only says the census will count the number of people living in the United States, not whether people are citizens. The concern was that noncitizens would avoid the census for fear of jeopardizing their ability to stay in the country, and thus undercounting some areas. In the end, the citizenship question was not included in the census.

1. Why is a census included in the U.S. Constitution?

2. Besides representation, how else do states benefit from an accurate census?

3. If you were running a business, how might census data on people's ages, incomes, and living situations help you market your products?

4. Compare and contrast the way the census was taken before and after 1960. What are some of the positives and negatives of each method?

5. The census counts all people residing in the United States, not just citizens. Why is it important to do this?

# Creating a Profile of Where You Live

**Background:** The Census Bureau has information that can tell you a lot about the area where you live. All this data can be found online at [www.census.gov](http://www.census.gov). You can access information about the following:

- General information—population, percentage of males and females, foreign-born, race and ethnicity, population per square mile, and land area in square miles
- Housing data—number of housing units in an area, renters versus owners, median values of homes, median rental costs, and number of people per household
- Social information—living arrangements, percentage of people speaking languages other than English at home, households with computers, numbers of people with disabilities, numbers with and without health insurance, percentage of people with high school education, and percentage of people with college education
- Economy—percentage of adults in the labor force, per capita income, percentage living in poverty, number of employers, total employment, and median household income

**Directions:** In this activity, you will research information from the census database at <https://www.census.gov/quickfacts/fact/table/US/PST045219>. You will, decide whether you would like to develop a profile of your state, city, or community. Enter either your state, city, or zip code into the Quick Facts location search tool. Gather the appropriate data. Complete the task below. Be sure to include information from your research to support your answers.

1. Summarize your data in a short paragraph.

2. What information about your area did you find interesting or unexpected? Why?

3. Explain how this data might be useful to businesses, schools, or other service agencies.

4. Explain how this data might be useful to you.

# Decision-Making Activity

**Directions:** In this activity, you will identify and research places you might like to live following graduation from high school or college.

1. [Download the chart and follow the instructions below](https://www.activeclassroom.com/active_reader/download/ACMCI13/ACMCI13_Activity3Handout.pdf)  
([https://www.activeclassroom.com/active\\_reader/download/ACMCI13/ACMCI13\\_Activity3Handout.pdf](https://www.activeclassroom.com/active_reader/download/ACMCI13/ACMCI13_Activity3Handout.pdf)).
2. Choose four places where you would consider living after graduation. Your current location can be one of the places if you wish. Enter the names of your four choices into the location search tool at <https://www.census.gov/quickfacts/fact/table/US/PST045219>. Be sure to keep your selected locations as either states, cities, or zip codes.
3. Gather the appropriate data for each of your locations and enter it on the chart.
4. Complete the exercises below. Be sure to include information from your research to support your answers.

## Analysis Questions

1. Which location would be the least expensive to live in concerning housing costs? \_\_\_\_\_
2. Which location would have the largest percentage of people your age when you graduate from high school or college? Is this a consideration when choosing your location? Explain why or why not.

3. Which location has the highest percentage of college graduates? Is this an important statistic to you? Explain why or why not.

4. Which location provides the best opportunity to find a job? \_\_\_\_\_
5. Which location provides the best opportunity to earn a high salary? \_\_\_\_\_
6. Why is it important to know the percentage of households who have broadband internet access?

7. Which location offers the greatest level of diversity? Is this a consideration when choosing your location? Explain why or why not.

8. From the information you gathered, write a brief analysis of these four locations.

9. Choose where you would like to live after high school or college graduation. Give reasons for your choice.