

Was the promise of Reconstruction fulfilled?

Content	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> • 7.1.1¹ Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> ○ Conducting historical research ○ Evaluating a broad variety of primary and secondary sources ○ Comparing and contrasting varied points of view ○ Determining the meaning of words and phrases from historical texts ○ Using technology to research, produce, or publish a written product • 7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States • 7.1.5 Analyze primary and secondary sources to answer questions related to United States history • 7.4.3 Describe long-term and short-term outcomes of Reconstruction • 7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877 • 7.10.5 Describe the development and roles of political parties and special interest groups in the United States from 1787–1877
Claims	In this instructional task, students develop and express claims through discussions and writing which compare and contrast the different approaches to Reconstruction and explain the impact Reconstruction had on different regions within the South.
Unit Connection	<p>This instructional task helps students explore and develop claims around the content from unit 6:</p> <ul style="list-style-type: none"> • What were the different approaches to Reconstruction and what methods were most successful? (7.4.3, 7.5.1-3, 7.6.4, 7.10.5, 7.11.3) • Why was the promise of Reconstruction unfulfilled? (7.4.2-3, 7.5.3, 7.6.1, 7.6.3-4, 7.7.1, 7.8.1, 7.8.4, 7.8.8, 7.10.1, 7.10.4-5, 7.11.2-3)

	Formative Performance Task 1	Formative Performance Task 2	Formative Performance Task 3	Formative Performance Task 4
Supporting Questions	Why was Lincoln’s plan for Reconstruction considered too lenient?	How did Congress differ in their approach to Reconstruction?	What was Andrew Johnson’s goal for Reconstruction?	How did Johnson differ from the Radical Republicans?
Tasks	Students will examine the main points of Lincoln’s plan for Reconstruction.	Students will compare and contrast the Wade Davis Bill and Lincoln’s Reconstruction plan.	Students will outline the causes and effects of Presidential Reconstruction and its impact on the South.	Students outline the relationship between Johnson and the Radical Republicans.
Featured Sources	Source A: The Proclamation of Amnesty and Reconstruction , Abraham Lincoln	Source B: Transcript of the Wade-Davis Bill (1864) , Benjamin Wade and Henry Davis	Source C: Presidential Reconstruction, www.ushistory.org	Source D: Radical Reconstruction , University of Groningen

Summative Performance Task	Using the sources and your knowledge of U.S. history, write an essay in which you compare and contrast the different approaches to Reconstruction and what methods were most successful. Then explain whether the promise of Reconstruction was fulfilled or unfulfilled.
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¹ This GLE contains multiple parts, which should be taught over the course of several units in Grade 7. The GLE requires students to “produce clear and coherent writing for a range of tasks, purposes, and audiences.” The parts of this GLE addressed in the task are the second, third, and fourth bullets.

Formative Performance Task 1

Supporting Question	Why was Lincoln’s plan for Reconstruction considered too lenient?
Task	Students will examine the main points of Lincoln’s plan for Reconstruction.
Featured Sources	Source A: The Proclamation of Amnesty and Reconstruction , Abraham Lincoln
Content and Claims	This formative performance task requires students to summarize the main points of Abraham Lincoln’s Reconstruction Plan after the Civil War. (7.4.3)

Featured Sources

Source A: [The Proclamation of Amnesty and Reconstruction](#), Abraham Lincoln

Steps

1. Divide students into small groups according to an established classroom routine.
2. Provide students with a copy of Source A: The Proclamation of Amnesty and Reconstruction.
3. Allow students an opportunity to complete a pre-reading activity in which they identify unfamiliar words in the text. For example, allow students 8-10 minutes to skim through the text.
4. While skimming ask students to underline/highlight any words or phrases that they do not know. Using context clues within the document ask students to determine the meaning of some unfamiliar words in the text such as amnesty, pardon, exposition, proclamation and reinaugurate.
5. Engage students in a whole class discussion to build contextual understanding of the words in the text.
6. Once students have completed the pre-reading activity, instruct students to re-read and annotate the text.
7. During the second read, encourage students to underline, highlight or write down some of Lincoln’s main ideas in the margin. In addition, have students paraphrase in their own words the main points from the text. For example, some of the main ideas students should gather include (1) requiring only 10 percent of the population to take the oath of allegiance to the Union; (2) Lincoln’s desire for reuniting the Union as soon as possible; (3) how Lincoln welcomed southerners back into the Union easily and without much of an ordeal and (4) how Lincoln pardoned all southerners who took part in the rebellion against the Union.
8. After students have completed their reading activity, provide students with a copy of the Amnesty & Reconstruction graphic organizer on the next page.
9. Provide students with a reasonable amount of time to work in their small groups to answer the questions in the graphic organizer.
10. Once students have completed the graphic organizer, allow small groups a reasonable amount of time (3-4 minutes) to discuss their answers so they can build understanding of Lincoln’s plan for Reconstruction. In addition, small groups can join together to build depth and further understanding of Lincoln’s plan.
11. Finally, engage students in a whole class discussion to check for student understanding of the main ideas of Lincoln’s proclamation.

12. After checking student answers, conduct a class discussion to build student understanding of Lincoln's plan for Reconstruction. Possible guiding questions:
- a. Why was it important for the South to rejoin the Union?
 - b. Was Lincoln's plan for Reconstruction too lenient for southerners?
 - c. What did Lincoln's Reconstruction plan offer former confederate sympathizers? Who were the key figures involved in Reconstruction? What were the causes and effects of Lincoln's Reconstruction plan? Who benefitted more from Lincoln's plan, the North or the South?

Amnesty & Reconstruction Graphic Organizer

Questions	Answers
<p>Who is the author of the text? When was the document written? Is the source credible?</p>	
<p>According to the document, who does the author believe should control Reconstruction in the South?</p>	
<p>According to the document, how can someone who “participated in the existing rebellion” receive a presidential pardon? Be specific in your answer.</p>	
<p>What percentage of people from the states in rebellion must take an oath of allegiance to the United States in order to be readmitted?</p>	
<p>How does the author propose southern states should handle former slaves?</p>	
<p>Under the proposed plan of Reconstruction, who does not qualify for a pardon?</p>	
<p>What conditions must be met by the southern states in order to be readmitted into the Union?</p>	

Student Look-Fors

1. Students should focus on how Lincoln’s plan dealt with the south after the Civil War, focusing on Lincoln’s ideas of forgiveness and desire to reunite the Union. A sample completed organizer is included below.
 - a. Lincoln required only 10 percent of the population to take the oath of allegiance to the Union
 - b. Lincoln desired to reunite the Union as soon as possible
 - c. Lincoln welcomed southerners back into the Union easily and without much of an ordeal
 - d. Lincoln pardoned all southerners who took part in the rebellion against the Union.

Sample - Amnesty & Reconstruction Organizer

Questions	Answers
Who is the author of the text? When was the document written? Is the source credible?	Abraham Lincoln wrote the document, The Proclamation of Amnesty and Reconstruction, in 1866. The source can be considered credible because it was written by the President of the United States and submitted to the United States congress. In addition, it is a primary source document written during the time of Reconstruction.
According to the document, who does the author believe should control Reconstruction in the South?	In the document, Lincoln believes it is his responsibility to set the course of Reconstruction. “I, ABRAHAM LINCOLN, President of the United States, do proclaim, declare, and make known to all persons who have, directly or by implication, participated in the existing rebellion, except as hereinafter excepted, that a full pardon is hereby granted to them and each of them”
According to the document, how can someone who “participated in the existing rebellion” receive a presidential pardon? Be specific in your answer.	In order for someone who participated in the rebellion to receive a pardon, they must take an oath of allegiance to the United States and
What percentage of people from the states in rebellion must take an oath of allegiance to the United States in order to be readmitted?	10 percent of the population – “And I do further proclaim, declare, and make known that whenever, in any of the States of Arkansas, Texas, Louisiana, Mississippi, Tennessee, Alabama, Georgia, Florida, South Carolina, and North Carolina, a number of persons, not less than one tenth in number of the votes cast in such state at the presidential election of the year of our Lord one thousand eight hundred and sixty...”
How does the author propose southern states should handle former slaves?	In the document Lincoln states that “declaring forfeitures and confiscation of property and liberation of slaves” is part of the plan for Reconstruction in the south.
Under the proposed plan of Reconstruction, who does not qualify for a pardon?	According to the document, former military officers and former state representatives who forfeited their office cannot be pardoned under the new plan. “The persons excepted from the benefits of the foregoing provisions are all who are, or shall have been, civil or diplomatic officers or agents of the so-called Confederate government; all who have left judicial stations under the United States to aid the rebellion; all who are, or shall have been, military or naval officers of said so-called Confederate government above the rank of colonel in the army or of lieutenant in the navy;”
What conditions must be met by the southern states in order to be readmitted into the Union?	10 percent of the population must take an oath to the United States and citizens must agree to the liberation of former slaves.

Formative Performance Task 2

Supporting Question	How did Congress differ in their approach to Reconstruction?
Task	Students will compare and contrast the Wade Davis Bill and Lincoln’s Reconstruction plan.
Featured Source	Source B: Transcript of the Wade-Davis Bill (1864) , Benjamin Wade and Henry Davis
Content and Claims	In this formative performance task, students outline the advantages and disadvantages of the Wade Davis Bill and how it was different from Lincoln’s plan for Reconstruction. (7.4.3, 7.8.8)

Featured Source

Source B: [Transcript of the Wade-Davis Bill \(1864\)](#), Benjamin Wade and Henry Davis

Steps

1. Divide students into small groups according to an established classroom routine.
2. Provide each group with access to Source B: Transcript of the Wade-Davis Bill (1864) and instruct them to label the following sections: 1, 2, 4, 7-8, 10, 12-14.
3. Instruct students to read and work together to summarize the main ideas of the labeled sections of the text.
4. Ask students to reread the text to locate supporting evidence about the impact and importance of the Wade Davis Bill.
5. Instruct students complete the split-page notes using the handout on page 7:
 - a. In the right-hand column, write down important ideas and details from the text, such as how Congress intended to handle Reconstruction; the steps southerners had to take in order to rejoin the Union; how former confederate leaders could rejoin the union and what punishment they would face.
 - b. In the left-hand column, write your own thoughts and responses, questions, concerns, confusions, personal reactions and any reflections on what the information means.
 - c. After reading the document, review your notes and write a summary of the information at the bottom of the sheet.
6. Ask students to discuss the text in small groups using the following discussion questions to gain an understanding of the causes and effects of the Wade Davis Bill.
 - a. Who is the author of this document and when was it produced?
 - b. What conditions must be met for Southern states to be readmitted to the Union? Does this document indicate any provisions to support or assist former slaves?
 - c. According to the document, what is the role of the executive branch? The legislative branch?
 - d. What percentage of white male voters was required to take the oath before they could start the process of restoring a new state government?
 - e. What requirements did Congress impose upon the re-established state constitutions?

Split-Page Notes

Comments and Questions:

Main Ideas/Important Information:

Unknown Words or Phrases:

Summary:

Student Look-Fors

1. While reading the text, students should focus on the advantages and disadvantages of the Wade Davis Bill and note the difference between Congress’ plan and Lincoln’s plan for Reconstruction.
2. Differences:
 - a. Wade Davis Bill called for a majority of the population to take an oath compared to 10%
 - b. The Wade Davis Bill would have given Congress authority over Reconstruction while Lincoln’s believed it was his responsibility to bring the Union back together
 - c. The Wade Davis Bill specifically outlined a punishment for those who refused to accept Reconstruction and those who did not follow the laws outlined in the bill.
3. In addition, students should play close attention to how the Wade Davis bill explained how the states in the south could reestablish the government in accordance with the Constitution.

Sample Split Page Notes

<p><u>Comments and Questions:</u></p> <p>Why did Congress claim responsibility for Reconstruction? How did the Southern states rejoin the union?</p> <p>Why were only white males allowed to vote under the new Reconstruction plans?</p> <p><u>Unknown Words or Phrases:</u> enacted provisional usurpation ministerial</p>	<p><u>Main Ideas/Important Information:</u></p> <ul style="list-style-type: none"> • “the President shall, by and with the advice and consent of the Senate, appoint for each a provisional governor” • “if the persons taking that oath shall amount to a majority of the persons enrolled in the state, he shall, by proclamation, invite the loyal people of the state to elect delegates to a convention charged to declare the will of the people of the state relative to the reestablishment of a state government subject to, and in conformity with, the constitution of the United States.” • Second. Involuntary servitude is forever prohibited, and the freedom of all persons is guaranteed in said state. • And be it further enacted, that all persons held to involuntary servitude or labor in the states aforesaid are hereby emancipated and discharged therefrom, and they and their posterity shall be forever free.
<p>Summary: During Reconstruction many Republicans believed Congress, not the President, should control when and how southern states could rejoin the Union. In the Wade Davis Bill, Congress wanted a majority of the population to take an oath of allegiance to the Union instead of only 10% as proposed by Lincoln. Also, the bill was harsher toward former confederates who had committed treason against the United States. The main argument expressed in the Wade Davis bill was that Congress would have the authority to control Reconstruction and not the President.</p>	

Formative Performance Task 3

Supporting Question	What was Andrew Johnson's goal for Reconstruction?
Task	Students will outline the causes and effects of Presidential Reconstruction and its impact on the South.
Featured Sources	Source C: Presidential Reconstruction, www.ushistory.org
Content and Claims	This formative performance task requires students to analyze how countries built up their military stores as a result of escalating Cold War tensions. (7.4.3)

Featured Sources

Source C: Presidential Reconstruction², www.ushistory.org

35a. Presidential Reconstruction

In 1864, Republican Abraham Lincoln chose Andrew Johnson, a Democratic senator from Tennessee, as his Vice Presidential candidate. Lincoln was looking for Southern support. He hoped that by selecting Johnson he would appeal to Southerners who never wanted to leave the Union.

Johnson, like Lincoln, had grown up in poverty. He did not learn to write until he was 20 years old. He came to political power as a backer of the small farmer. In speeches, he railed against "slaveocracy" and a bloated "Southern aristocracy" that had little use for the white working man.

The views of the Vice President rarely matter too much, unless something happens to the President. Following Lincoln's assassination, Johnson's views now mattered a great deal. Would he follow Lincoln's moderate approach to reconciliation? Would he support limited black suffrage as Lincoln did? Would he follow the Radical Republicans and be harsh and punitive toward the South?

Johnson believed the Southern states should decide the course that was best for them. He also felt that African-Americans were unable to manage their own lives. He certainly did not think that African-Americans deserved to vote. At one point in 1866 he told a group of blacks visiting the White House that they should emigrate to another country.

He also gave amnesty and pardon. He returned all property, except, of course, their slaves, to former Confederates who pledged loyalty to the Union and agreed to support the 13th Amendment. Confederate officials and owners of large taxable estates were required to apply individually for a Presidential pardon. Many former Confederate leaders were soon returned to power. And some even sought to regain their Congressional seniority.

² Source: USHistory.org shared through [Creative Commons license](https://creativecommons.org/licenses/by/4.0/).

Johnson's vision of Reconstruction had proved remarkably lenient. Very few Confederate leaders were persecuted. By 1866, 7,000 Presidential pardons had been granted. Brutal beatings of African-Americans were frequent. Still-powerful whites sought to subjugate freed slaves via harsh laws that came to be known as the Black Codes. Some states required written evidence of employment for the coming year or else the freed slaves would be required to work on plantations.

In South Carolina, African-Americans had to pay a special tax if they were not farmers or servants. They were not even allowed to hunt or fish in some areas. Blacks were unable to own guns — and even had their dogs taxed. African-Americans were barred from orphanages, parks, schools and other public facilities. The Freedman's Bureau, a federal agency created to help the transition from slavery to emancipation, was thwarted in its attempts to provide for the welfare of the newly emancipated. All of these rules resulted in the majority of freed slaves remaining dependent on the plantation for work.

Andrew Johnson's policies were initially supported by most Northerners, even Republicans. But, there was no consensus as to what rights African-Americans received along with Emancipation. Yet a group of Radical Republicans wanted the rights promised in the Declaration of Independence extended to include all free men, including those who were formerly slaves. A political power struggle was in the offing.

Steps

1. Provide students with a copy of Source C: Presidential Reconstruction.
2. Have students read and examine Source C. Instruct students to gather important information and main ideas from the text. Have students underline, highlight or write down some of the main ideas from the source in the margins of the text.
4. Instruct students to complete the Reconstruction True or False organizer. A sample organizer is included below.
5. Ask students to decide whether they still think the statement is true or false. Instruct students to write evidence from the document to support their responses.
6. Engage students in a whole-class discussion to check for student understanding of the source. Possible discussion questions:
 - a. What was the main purpose of Presidential Reconstruction? What was the purpose of Lincoln selecting Andrew Johnson as Vice-President?
 - b. How did Andrew Johnson's plan for reconstruction differ from that of Abraham Lincoln?
 - c. How did Andrew Johnson view newly freed slaves? Why were southerners against the Freedman's Bureau?
 - d. Why was Johnson's Reconstruction plan considered too lenient? How did Johnson choose to handle former confederates?

Reconstruction True and False

Directions: After reading Presidential Reconstruction, decide whether you think the statement is true or false. Write information from the document that supports your response.		
	True	False
1. Under Andrew Johnson's Reconstruction plan, he believed the Southern states should decide the course that was best for them. He also felt that African-Americans were unable to manage their own lives.		
Supporting Information:		
2. The Freedman's Bureau, a federal agency created to help the transition from slavery to emancipation, was widely accepted in the South for its attempts to provide for the welfare of the newly emancipated.		
Supporting Information:		
3. Lincoln hoped that by selecting Andrew Johnson as Vice President, he would appeal to Southerners who never wanted to leave the Union.		
Supporting Information:		
4. During Reconstruction powerful whites sought to subjugate freed slaves via harsh laws that came to be known as the Black Codes. Some states required written evidence of employment for the coming year or else the freed slaves would be required to work on plantations.		
Supporting Information:		
5. Under Presidential Reconstruction, Johnson's vision of Reconstruction had proved remarkably harsh. Most former Confederate leaders were persecuted and stripped of all their property.		
Supporting Information:		

Student Look-Fors

- Students should focus on important ideas and details from the text, such as (1) Johnson favored a swift and easy road to reconstruction for southern states; (2) Johnson sympathized with many white southerners; (3) Johnson's vision of Reconstruction had proved remarkably lenient. Very few Confederate leaders were persecuted. Students should focus on the impact various laws and acts had during Reconstruction. For example, Black Codes and other attempts by white southerners to prevent equality for freed slaves. A sample completed anticipation guide is included below.
- Key figures in the text that students should address include President Andrew Johnson, Abraham Lincoln, and Radical Republicans. In addition, students should focus on the consequences of Presidential Reconstruction and how the plan was too lenient and very few Confederate leaders were persecuted for rebellion against the United States.

Reconstruction True and False

Directions: After reading Presidential Reconstruction , decide whether you think the statement is true or false. Write information from the document that supports your response.		
	True	False
1. Under Andrew Johnson's Reconstruction plan, he believed the Southern states should decide the course that was best for them. He also felt that African-Americans were unable to manage their own lives.	X	
Supporting Information: Paragraph 4 – sentences 1-3 (students can provide where in the text they found the supporting information or explain how the information is true/false)		
2. The Freedman's Bureau, a federal agency created to help the transition from slavery to emancipation, was widely accepted in the South for its attempts to provide for the welfare of the newly emancipated.	X	
Supporting Information: Paragraph 7 – sentences 3 & 4 (students can provide where in the text they found the supporting information or explain how the information is true/false)		
3. Lincoln hoped that by selecting Andrew Johnson as Vice President, he would appeal to Southerners who never wanted to leave the Union.	X	
Supporting Information: Paragraph 1 – sentence 2 (students can provide where in the text they found the supporting information or explain how the information is true/false)		
4. During Reconstruction powerful whites sought to subjugate freed slaves via harsh laws that came to be known as the Black Codes. Some states required written evidence of employment for the coming year or else the freed slaves would be required to work on plantations.	X	
Supporting Information: Paragraph 6 – sentences 3 & 4 (students can provide where in the text they found the supporting information or explain how the information is true/false)		
5. Under Presidential Reconstruction, Johnson's vision of Reconstruction had proved remarkably harsh. Most former Confederate leaders were persecuted and stripped of all their property.	X	
Supporting Information: Paragraph 6 – sentences 1 & 2 (students can provide where in the text they found the supporting information or explain how the information is true/false)		

Formative Performance Task 4

Supporting Question	How did Johnson differ from the Radical Republicans?
Task	Students outline the relationship between Johnson and the Radical Republicans.
Featured Source	Source D: Radical Reconstruction , University of Groningen
Content and Claims	This formative performance task requires students to summarize the causes and consequences of Radical Reconstruction and describe how the Radical Republicans' plan for Reconstruction was different from that of President Andrew Johnson. (7.4.3, 7.10.5)

Featured Source

Source D: [Radical Reconstruction](#), University of Groningen

Steps

1. Provide students with access to Source D: Radical Reconstruction.
2. Ask students to read and examine Source D independently.
3. Provide each group with a GIST handout and ask them to use the graphic organizer to analyze the source. A sample GIST handout is included on the next page. Ask students to identify unfamiliar words, including the meaning of *radical*, and gather important information about Radical Reconstruction. Direct students to pay close attention to the different laws passed during this time and what each one did:
 - a. Freedmen's Bureau
 - b. Reconstruction Act of March 1867
 - c. 14th Amendment
 - d. 15th Amendment
 - e. Tenure of Office Act
4. Have students work through the following steps to complete their GIST.
 - a. After reading each set of paragraphs, have students write down the important ideas from each set of paragraphs.
 - b. Once students have created a list of the main ideas from each set, have them write 1-2 sentences that summarizes each section.
 - c. Finally, have students condense all the information into a combined summary that describes the causes and effects of the "Radical Reconstruction."
5. After students have completed the first reading, divide the class into pairs according to an established classroom routine.
6. Ask pairs to reread the source and summarize how the Radical Reconstruction plan differed from other reconstruction plans.
7. Engage students in a whole- class discussion of how Radical Republicans viewed reconstruction. Possible guiding questions:

- a. Who were the Radical Republicans? Who did Radical Republicans feel should control Reconstruction?
 - b. What was the relationship like between President Andrew Johnson and the Radical Republicans?
 - c. Compare and contrast Lincoln's Reconstruction plan with that of the Radical Republicans.
 - d. Why did Radical Republicans feel Military Reconstruction was necessary?
 - e. How could southern states end Military Reconstruction?
 - f. What rights were guaranteed with the 13th, 14th, & 15th amendments?
 - g. Why was the Radical Reconstruction plan considered *radical*?
8. Pose the following question to students: How did slavery divide the country? Then, instruct students to reread Source D to locate evidence country support their response.
 9. Engage students in a whole-class discussion of the question. Focus the discussion to ensure that students include on both the economic and political repercussions of slavery in the north and south.

GIST Guide

Main Ideas from Paragraphs 1-3	Main Ideas from Paragraphs 4-6	Main Ideas from Paragraphs 7-9
Summary of Paragraphs 1-3	Summary of Paragraphs 4-6	Summary of Paragraphs 7-9
<p>Final Summary:</p>		

Student Look-Fors

1. Students should focus on important ideas and details from the text, such as (1) who were the Radical Republicans – a group of Republicans in Congress who favored a much more difficult Reconstruction for the South and who believed blacks were entitled to the same political rights and opportunities as whites; (2) believed that the Confederate leaders should be punished for their roles in the Civil War; (3) what was the relationship like between Congress and the President – Congress believed they should have authority over Reconstruction and not the President. A sample completed GIST is included below.
2. Students should focus on the consequences of Military Reconstruction and the First Reconstruction Act – specifically why did Congress divide the south into military districts and how could a southern state rejoin the union. Finally, students should focus on the impact various laws and acts had during Reconstruction (for example, Military Reconstruction Act, Tenure of Office Act, Reconstruction Act of 1867, 14th & 15th Amendments). Key figures in the text that students should address include President Andrew Johnson and other Radical Republicans such as Thaddeus Stevens.

GIST Guide

Main Ideas from Paragraphs 1-3	Main Ideas from Paragraphs 4-6	Main Ideas from Paragraphs 7-8
<ul style="list-style-type: none"> • Congress would have the right to deny Southern legislators seats in the U.S. Senate or House of Representatives, under the clause of the Constitution • Radical Republicans enjoyed “Wide public support gradually developed for those members of Congress who believed that blacks should be given full citizenship.” • “in the aftermath of the war, Southern state legislatures passed black codes, which aimed to reimpose bondage on the freedmen. The codes differed from state to state, but some provisions were common.” 	<ul style="list-style-type: none"> • In the Reconstruction Act of March 1867, Congress, ignoring the governments that had been established in the Southern states, divided the South into five districts and placed them under military rule. • Escape from permanent military government was open to those states that established civil governments, took an oath of allegiance, ratified the 14th Amendment and adopted black suffrage. • Radical Republicans in Congress were infuriated by President Johnson's vetoes 	<ul style="list-style-type: none"> • The most serious legal charge his enemies could level against him was that despite the Tenure of Office Act (which required Senate approval for the removal of any officeholder the Senate had previously confirmed • Under the Military Reconstruction Act, Congress, by June 1868, had readmitted Arkansas, North Carolina, South Carolina, Louisiana, Georgia, Alabama and Florida, to the Union. • Many Southern whites, their political and social dominance threatened, turned to illegal means to prevent blacks from gaining equality. Violence against blacks became more and more frequent.
Summary of Paragraphs 1-5	Summary of Paragraphs 16-18	Summary of Paragraphs 19-21
<p>In order to save their way of life many southern states passed new laws that attempted to return blacks to slavery. However, Congress extended its authority over the South and controlled how and when southern states could rejoin the Union and not the President.</p>	<p>Many Republicans in Congress did not like Johnson’s Reconstruction policies. When Congress took full control of Reconstruction they divided the states into military districts. In order for the Southern States to end Military Reconstruction, they would be required to ratify the 14th Amendment.</p>	<p>Congress constantly battled with President Johnson over his Reconstruction policies because they believed he was not protecting the rights of newly freed blacks. Also, Congress sought to limit Johnson’s power through new legislation, however, he did not believe Congress had that authority. Congress also went as far as impeaching President Johnson.</p>
<p>Final Summary: The fight over who should control Reconstruction pitted the President against Congress. Many of the Radical Republicans in Congress did not trust President Johnson because they believed he wanted to return the south to its way of life before the Civil War. Congress wanted to make sure former confederate and newly elected state governments did not harm the civil rights of freedman. Southern states enacted many new black codes in order to return the south to its old ways; however, Republicans in Congress wanted to block former confederates from being elected.</p>		

Summative Performance Task

Compelling Question	Was the promise of Reconstruction fulfilled?
Task	Using the sources and your knowledge of U.S. history, write an essay in which you compare and contrast the different approaches to Reconstruction and what methods were most successful. Then explain whether the promise of Reconstruction was fulfilled or unfulfilled.

Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Students gained knowledge on differing plans for Reconstruction, various methods used in Reconstruction, and the degree to which Reconstruction goals were achieved. Students also practiced skills in examining different perspectives, such as comparing different plans for Reconstruction.

Student Prompt

Using the sources and your knowledge of U.S. history, write an essay in which you compare and contrast the different approaches to Reconstruction and what methods were most successful? Then explain whether the promise of Reconstruction was fulfilled or unfulfilled.

Student Look-Fors

1. An exemplar response may include but is not limited to:
 - a. Students should be able to explain why it important to Lincoln for the South to rejoin the Union quickly; Why Lincoln’s plan for Reconstruction was considered too lenient for southerners; and how Andrew Johnson’s plan for Reconstruction was different from that of both Lincoln and Congress.
 - b. The differences between Presidential Reconstruction and Radical Reconstruction; and how the Wade Davis Bill difference from these other plans.
 - c. Rationale for Congress claiming responsibility for handling Reconstruction in the south; and what were the different ways in which the Southern states could rejoin the union.
 - d. Reasons why Radical Republicans felt Military Reconstruction was necessary; and how southern states could end Military Reconstruction.
 - e. Rights were guaranteed with the 13th, 14th, & 15th amendments and why was the Radical Reconstruction plan considered ‘radical’.
 - f. How freed slaves were treated under the different plans for Reconstruction.
2. A strong response:
 - a. References documents appropriately.

- i. “The President “shall have power to grant reprieves and pardons for offences against the United States, except in cases of impeachment;”. (Source A – The Proclamation of Amnesty and Reconstruction,)
 - a. “I, ABRAHAM LINCOLN, President of the United States, do proclaim, declare, and make known to all persons who have, directly or by implication, participated in the existing rebellion, except as hereinafter excepted, that a full pardon is hereby granted to them and each of them, with restoration of all rights of property, except as to slaves.”
 - b. “The persons excepted from the benefits of the foregoing provisions are all who are, or shall have been, civil or diplomatic officers or agents of the so-called Confederate government; all who have left judicial stations under the United States to aid the rebellion; all who are, or shall have been, military or naval officers of said so-called Confederate government above the rank of colonel in the army or of lieutenant in the navy; all who left seats in the United States congress to aid the rebellion.”
 - c. “And I do further proclaim, declare, and make known that whenever, in any of the States of Arkansas, Texas, Louisiana, Mississippi, Tennessee, Alabama, Georgia, Florida, South Carolina, and North Carolina, a number of persons, not less than one tenth in number of the votes cast in such state at the presidential election of the year of our Lord one thousand eight hundred and sixty, each having taken the oath aforesaid, and not having since violated it, and being a qualified voter by the election law of the state existing immediately before the so-called act of secession, and excluding all others, shall reestablish a state government which shall be republican.”
- ii. “Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in the states declared in rebellion against the United States, the President shall, by and with the advice and consent of the Senate, appoint for each a provisional governor, whose pay and emoluments shall not exceed that of a brigadier-general of volunteers, who shall be charged with the civil administration of such state until a state government therein shall be recognized as hereinafter provided” (Source B – Transcript of the Wade-Davis Bill (1864))
 - a. “and if the persons taking that oath shall amount to a majority of the persons enrolled in the state, he shall, by proclamation, invite the loyal people of the state to elect delegates to a convention charged to declare the will of the people of the state relative to the reestablishment of a state government subject to, and in conformity with, the constitution of the United States.”
 - b. “First. No person who has held or exercised any office, civil or military, except offices merely ministerial, and military offices below the grade of colonel, state or confederate, under the usurping power, shall vote for or be a member of the legislature, or governor.
 - c. “Second. Involuntary servitude is forever prohibited, and the freedom of all persons is guaranteed in said state.”

- d. “Third. No debt, state or confederate, created by or under the sanction of the usurping power, shall be recognized or paid by the state.”
 - iii. Johnson believed the Southern states should decide the course that was best for them. He also felt that African-Americans were unable to manage their own lives. (Source C – Presidential Reconstruction)
 - a. He also gave amnesty and pardon. He returned all property, except, of course, their slaves, to former Confederates who pledged loyalty to the Union and agreed to support the 13th Amendment.
 - b. Abraham Lincoln chose Andrew Johnson, a Democratic senator from Tennessee, as his Vice Presidential candidate. Lincoln was looking for Southern support. He hoped that by selecting Johnson he would appeal to Southerners who never wanted to leave the Union.
 - c. Johnson's vision of Reconstruction had proved remarkably lenient. Very few Confederate leaders were persecuted.
 - iv. “Under the leadership of Thaddeus Stevens, those congressmen (called "Radical Republicans") who sought to punish the South refused to seat its elected senators and representatives. (Source D: Radical Reconstruction)
 - a. “Congress proceeded to work out a plan for the reconstruction of the South quite different from the one Lincoln had started and Johnson had continued.”
 - b. “In the Reconstruction Act of March 1867, Congress, ignoring the governments that had been established in the Southern states, divided the South into five districts and placed them under military rule. Escape from permanent military government was open to those states that established civil governments, took an oath of allegiance, ratified the 14th Amendment and adopted black suffrage.”
 - c. Many Southern whites, their political and social dominance threatened, turned to illegal means to prevent blacks from gaining equality.
- b. Applies the provided evidence and provides additional information outside of the provided sources.
 - i. Causes and effects of the Civil War and Reconstruction.
 - ii. Reasons why Lincoln wanted the south to rejoin the Union as quickly as possible.