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African Americans and the Challenges of Reconstruction

Lesson Information

Subject: U.S. History & English Language Arts

Grade Levels: 9-12

Time: 3-4 one-hour periods

Common Core Standard(s)

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Objectives

- Students will be able to identify the 13th, 14th, and 15th amendments to the Constitution.
- Students will be able to describe how sharecropping, the crop lien system, and Black Codes reinforced economic discrimination against African Americans.
- Students will be able to describe ways in which African Americans were denied their civil rights after the Civil War, including their right to vote.
- Students will be able to explain how terror was used against African Americans to reinforce white supremacy in the South.

Essential Questions: Despite the new birth of freedom gained due to the Civil War, why were African Americans denied Constitutional, economic, civil, and humanitarian rights during Reconstruction?

Teacher background information: Despite the passage of the Reconstruction amendments (13th, 14th, & 15th), which brought emancipation, civil rights, and the right to vote for African American men, the lives of African Americans in the South did not substantially improve. Southern white legislators enforced the racial status quo by implementing Black Codes and Jim Crow segregation, severely limiting African American civil rights. In addition, former slaves were often relegated to working as sharecroppers or to operate under the crop-lien system, making them economically dependent upon white property owners in what some historians call “slavery by another name.” Political rights were also denied as African Americans were prevented from participating in the electoral process through poll taxes, literacy tests, and violence.

Check Student’s Prior Knowledge of the topic: Have students complete a KWL chart (**Hand Out 1**) about African Americans' challenges in Reconstruction (1865-1900). First, ask the students what they already know about the topic (K) or what they think they know about it. Next, ask what they want to know (W). Then, after the lesson and ask them what they learned (L).

Setting the Stage: W.E.B. Dubois, in describing Reconstruction, wrote that “The slave went free; stood a brief moment in the sun; then moved back again toward slavery.” Ask students either individually or in think-pair-share to interpret the quote.

Principal Learning Activity(s)

Day 1: Constitutional Rights

1. *Individual work*

Explain that between 1865-1870 the 13th, 14th, and 15th amendments to the Constitution were passed. Have students examine the amendments (**Documents 1.A, 1.B, 1.C**) using the document analysis worksheet **Document 1.D** Students will use **Handout 2** Freedmen and Reconstruction Graphic Organizer to record their responses.

You may want to review primary source document analysis with students. **Sourcing** asks students to consider who wrote a document as well as the circumstances of its creation. This poster reminds students before reading a document to ask:

- Who wrote this?
- What is the author’s perspective?
- Why was it written?
- When was it written?
- Where was it written?
- Is this source reliable? Why? Why not?

2. *Class Discussion*

Ask students the purpose of the amendments? Ask students if they think African Americans enjoyed these Constitutional Rights? Why or why not?

3. *Class Discussion*

Handout copies or display Thomas Nast's engraving "Emancipation." **Document 1.E**
What is the engraving illustrating? With emancipation, what could African Americans hope to achieve?

4. *Class Activity*

Have students listen, or read the transcript, to the National Public Radio interview [The Supreme Court's Failure To Protect Blacks' Rights](#) (37 min) Revisit the question posed in question #2. Did any students change their minds? Why?

5. *Homework*

Have students begin working on the African American in Reconstruction Graphic Organizer (Handout 1).

Day Two: Economic Dependence

6. *Small-Group Work*

Explain that despite being free, many former slaves had no choice but to work as sharecroppers due to a lack of capital and skills necessary to do other lines of work. Additionally, former plantation owners needed the labor they lost as a result of the 13th Amendment. Have students read a sharecropping contract from Georgia dated January 9th, 1866 **Document 1.F**. After students have had time to read the document, ask: what was the plantation owner obliged to provide to the sharecroppers? How much were the sharecroppers paid? (note gender differences) What were the sharecropper's obligations? Under what circumstances could a sharecropper be deducted pay? Was this system fair?

7. Have students examine the Sample Crop Lien State of North Carolina, Wake County (1876) **Handout 3** and then have them read the South Carolina Black Codes **Document 1.G**. Groups will describe how white Southerners intended to re-enslave African Americans after the Civil War using the crop lien system and the Black Codes. Have students continue filling out their graphic organizer. You might want to review **close reading** a primary source document with students.

- What claims does the author make?
- What evidence does the author use?
- What language (words, phrases, images, symbols) does the author use to persuade the document's audience?
- How does the document's language indicate the author's perspective?

8. *Homework*

Have students continue working on the African American in Reconstruction Graphic Organizer (Handout 1).

Day Three: Civil Liberties

9. *Classroom Discussion*

Pass out or display the engraving “Emancipation” **Document 1.E** What is happening in the image? Describe the people in the picture and describe what they are doing. Who might the men be based on the way they are dressed? What is the overall tone of the engraving? Why was the right to vote so crucial to African Americans after the Civil War? What were some ways in which African American suffrage was denied?

10. With the passage of the 13th and 14th amendments, there was hope that Freedmen would begin to enjoy civil liberties in the South. This hope was reinforced when Congress passed the Reconstruction Acts (1867), which did, among other things, establish five military districts in the South to protect Freedmen’s civil liberties as well as the right to vote. In 1870 Congress passed the 15th Amendment to the Constitution to guarantee Black suffrage. Display the image *The First Vote* (1867) **Document 1.H** ask the students to think about why Freedmen must have the right to vote? What are the different professions referenced by the freedmen waiting in line?

11. Display the image *The Louisiana murders - gathering the dead and wounded* *The disputed prize* (1873) **Document 1.I** Have students perform a photo document analysis **Document 1.J** explains that on Easter Sunday in 1873, 300 white people attacked a courthouse in Colfax, Louisiana after Black protestors peacefully challenged fraudulent election results. Even after the outnumbered Black crowd waved white flags of surrender, the assault continued, and scores of unarmed Black men who sought shelter in the courthouse or attempted to flee were shot and killed. Approximately 50 African Americans who survived the afternoon of bloodshed were taken prisoner and later executed by the white militia. As many as 150 African Americans were killed in the massacre, described by historian Eric Foner as “the bloodiest single act of carnage in all of Reconstruction.” This period in Reconstruction history is referred to as redemption or the return of white supremacy and the removal of rights for blacks.

Federal prosecutors in Louisiana brought criminal charges against members of the Colfax mobs under the Enforcement Act. ([The Enforcement Act of 1870 & 1871](#)) Republicans in Congress, with the blessing of Grant, sought to protect citizens in the South from acts of violence and intimidation through empowering the national government to protect civil rights and especially voting rights directly. The result was a series of Enforcement Acts (also known as the Ku Klux Klan Acts), which tried to identify the various ways criminal conspiracies threatened loyal citizens or threatened the public peace and the enforcement of the law. Such conspiratorial actions were made illegal, and the President and courts

were allowed to investigate, prosecute and try individuals for the unlawful activities under this act.

Despite overwhelming evidence, one defendant was acquitted, and jurors failed to reach verdicts against any others. Before retrial, the defense challenged whether the federal court had jurisdiction to hear the case at all, arguing for the first time that the Enforcement Act was unconstitutional as applied to private persons who were not state actors. The court allowed the trial to proceed, but when three defendants were convicted of conspiracy, the judge ruled the Enforcement Act unconstitutional and dismissed the indictments, initiating an appeal to the Supreme Court.

12. *Individual Work or Small Group Work*

Have students read the [United States v. Cruikshank](#) Have them answer the question What powers reside with the states and what powers with the national government according to the United States v. Cruikshank?

13. *Classroom Discussion*

How did the United States v. Cruikshank erode Constitutional protections for freedmen?

14. Have students read excerpts from a letter written by African American activist Henry Adams to the United States Attorney General regarding election fraud in Caddo Parish LA in 1878 **Handout 4** Ask students how they would feel if their right to vote was infringed upon. Why is it important for Americans to be able to vote?

15. *Homework*

Have students continue working on their African American in Reconstruction Graphic Organizer.

Day Four: Human Rights

16. *Class Discussion*

Explain that the Klu Klux Klan was America's first domestic terrorist organization founded upon the principle of white supremacy. The name of the Ku Klux Klan was derived from the Greek word *kyklos*, meaning "circle," and the Scottish-Gaelic word "clan," which was probably chosen for the sake of alliteration. Founded in 1865 as a social club in Pulaski Tennessee by former confederate soldiers. The organization became known for practicing secret rituals, held elaborate initiations and rode on horseback at night wearing [ornate costumes](#) that covered their faces. At first the group perpetuated pranks on Black families pretending to be ghosts of Confederate soldiers. Harmless pranks, however, quickly turned violent as the Klan began a campaign of terror through intimidation, destruction of property, beatings, and killings of its victims. While Freedman was the primary target, they were not exclusive as Northern Republicans who went South during Reconstruction (carpet baggers), and Southern Republicans and union

loyalists (scalawags) were also targeted. In 1869 Nathen Bedford Forrest became the KKK's first Grand Wizard.

17. *Small-Group Work*

Have groups read Ku Klux Klan Letter **Document 1.K** and answer the following questions

- a. Why was this notice addressed to Davie Jeems? Explain why the statement was posted publicly.
- b. How did the author(s) of the note use fear of the supernatural to frighten the reader?
- c. To what extent does this note show the frustration and anger of some white southerners toward the policies of the Radical Republicans?

18. Now have them read the newspaper article "Ku Klux Outrages" from the Cleveland Gazette, 1865. **Document 1.L** Have groups answer the following questions.

- a. What was it like for former slaves after the war?
- b. Why were African American's human rights allowed to be violated?

19. *Individual work*

Students will complete the African Americans and Reconstruction graphic organizer.

Summative Performance Task

Argumentative Essay: Write an argumentative essay that contains a claim supported by sufficient documentary evidence from the lesson and outside research. The essay must anticipate the audience's knowledge level and maintain cohesion throughout, and acknowledging competing views.

Prompt-Despite the new birth of freedom gained as a result of the Civil War, why were African Americans denied Constitutional, economic, civil, and humanitarian rights during Reconstruction?

Essay Rubric: **Handout 4**

Multiple Choice Quiz: **Handout 5**

Extension: Create a virtual museum using Prezi, Google slides, or some other presentation platform to showcase the various challenges African Americans faced during Reconstruction.

Inquiry ARC based upon the C3 Framework

1. Developing questions and plan investigations

- a. Why has there been mistrust and conflict between state authority, policing, and African American communities throughout American history into the present?
- b. Some suggestions for research may include
 - i. Mass incarceration
 - ii. Police shootings of unarmed black people
 - iii. Tuskegee Experiments
 - iv. Voter suppression
2. Apply disciplinary concepts and tools
 - a. Students will apply the historical thinking concept of change and continuity over time to examine this enduring problem
3. Gather, evaluate, and use evidence.
 - a. Students will research primary and secondary sources, assess their significance, and determine if the sources are reliable and credible.
4. Communicate conclusions and take informed action
 - a. Understand: Identify instances of police violence towards communities of color or mass incarceration in your community.
 - b. Assess: What actions have been taken by your community to try and correct the problem. Students may look at specific legislation, programs, or campaigns.
 - c. Act: Invite a member of your local police department or corrections officer, NAACP, to speak with students regarding African Americans and policing and incarceration.

Resource List:

Document 1.A

“The Thirteenth Amendment” *Our Documents*.

http://www.ourdocuments.gov/document_data/pdf/doc_040.pdf This file is a high-resolution scan of the original amendment transcripts of this document may be accessed at <http://www.ourdocuments.gov/doc.php?doc=40&page=transcript>

Document 1.B

“The Fourteenth Amendment” *Our Documents*.

http://www.ourdocuments.gov/document_data/pdf/doc_043.pdf This file is a high-resolution scan of the original amendment transcripts of this document may be accessed at <http://www.ourdocuments.gov/doc.php?doc=43&page=transcript>

Document 1.C

“The Fifteenth Amendment” *Our Documents*.

http://www.ourdocuments.gov/document_data/pdf/doc_044.pdf This file is a high-resolution scan of the original amendment transcripts of this document may be accessed at <http://www.ourdocuments.gov/doc.php?doc=44&page=transcript>

Document 1.D

“Written Document Analysis Worksheet” *National Archives and Records Administration*.

http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

Document 1.E

“Emancipation.” *Library of Congress*.

<http://lcweb.loc.gov/exhibits/odyssey/archive/05/0509001r.jpg>

Document 1. F

“Sharecropping contract January 9, 1866” *Freedman’s Bureau Online*.

<http://www.freedmensbureau.com/georgia/contracts/georgiacontract.htm>

Document 1.G

"An Act to Establish and Regulate the Domestic Relations of Persons of Color..." or the Black Codes of South Carolina, December 1865

<http://www.teachingushistory.org/tTrove/scblackcodes.htm>

This is an excellent abbreviated version of several state Black Codes

<https://sites.google.com/a/email.cpsc.edu/black-codes-and-jim-crow/black-code-and-jim-crow-law-examples>

Document 1. H

"The First Vote." 1867 Print shows African American men, in dress indicative of their professions, in a queue waiting their turn to vote.

<http://lcweb.loc.gov/exhibits/odyssey/archive/05/0521001r.jpg>

Document 1. I The Louisiana murders - gathering the dead and wounded The disputed prize

<http://hdl.loc.gov/loc.pnp/cph.3c11154>

Document 1.J

“Photo Document Analysis Worksheet” *National Archives and Records Administration*.

http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Document 1.K

Ku Klux Klan Letter (circa 1868) <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/T-09090.pdf>

Document 1.L

“Ku-Klux Outrages” *The African-American Experience in Ohio*.

<http://dbs.ohiohistory.org/africanam/html/page014b.html?ID=14655>

Other Sources

13th Filmmaker Ava DuVernay explores the history of racial inequality in the United States, focusing on the fact that the nation's prisons are disproportionately filled with African-Americans.

Alexander, M. (2020). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: New Press.

Foner, E. (2015). *Reconstruction America's Unfinished Revolution, 1863-1877*. New York: HarperCollins.

Horns, Masks, and Women's Dress: How the First Klan Used Costume to Build Domestic Terrorism by Elaine Frantz Parsons [Lecture](#)

[Slavery by Another Name](#) Based on Douglas A. Blackmon's Pulitzer Prize-winning book, the film illuminates how in the years following the Civil War, insidious new forms of forced labor emerged in the American South, persisting until the onset of World War II.

Handout 1

What were some of the challenges African Americans Faced during Reconstruction (1865-1900)?

What I already <u>know</u>	What I <u>want</u> to know	What I learned

Handout 2

African Americans and Reconstruction Graphic Organizer

	When was this document created or ratified?	Who created this document, and for what purpose?	Significance (why is this document important, what can we learn?)	How this document applies to African Americans
Constitutional Rights				
13 th Amendment-				
14 th Amendment-				
15 th Amendment-				
Economic Exploitation				
Sharecropping contract-				
Black codes-				
Suffrage				
United States v. Cruikshank				
Henry Adams				
Terror				
Interview with a former slave				
Newspaper article "Ku Klux Outrages."				

Handout 3

Sample Crop Lien State of North Carolina, Wake County (1876)

123.-Lien Bond secured by Real and Personal Property.

Articles of Agreement, Between Alonzo T. Mial of said County and State, of the first part, and A. Robert Medlin of the County and State aforesaid, of the second part, to secure an Agricultural Lien according to an Act of General Assembly of North Carolina, entitled "An Act to secure advances for Agricultural purposes":

Whereas, the said A. R. Medlin being engaged in the cultivation of the soil, and being without the necessary means to cultivate his crop, The Said A. T. Mial have has agreed to furnish goods and supplies to the said A. R. Medlin to an amount not to exceed One Hundred and fifty Dollars, to enable him to cultivate and harvest his crops for the year 1876.

And in consideration thereof, the said A. R. Medlin doth hereby give and convey too said A. T. Mial a LIEN upon all his crops grown in said County in said year, on the lands as follows: The land of A. R. Medlin adjoining the lands of Nelson D. Pain Samuel Bunch & others.

And further, in Consideration thereof, the said A. R. Medlin for One Dollar in hand paid, the receipt of which is hereby acknowledged, have bargained and sold, and by these presents do bargain, sell and convey unto the said A. T. Mial his heirs and assigns forever, the following described Real and Personal Property to-wit: All of his Stock horses, Cattle Sheep and Hogs-Carts and Wagons House hold and kitchen furnishings. To Have and to Hold the above described premises, together with the appurtenances thereof, and the above described personal property, to the said A. T. Mial his heirs and assigns.

The above to be null and void should the amount found to be due on account of said advancements be discharged on or before the 1st day of November 1876: otherwise the said A. T. Mial his executors, administrators or assigns, are hereby authorized and empowered to seize the crops and Personal Property aforesaid, and sell the same, together with the above Real Estate, for cash, after first advertising the same for fifteen days, and the proceeds thereof apply to the discharge of this Lien, together with the cost and expenses of making such sale, and the surplus to be paid to the said A. R. Medlin, or his legal representatives.

IN WITNESS WHEREOF, The said parties have hereunto set their hands and seals this 29th day of February, 1876.

A. Robert X Medlin
A. T. Mial [signed], [seal]
Witness: L. D. Goodloe [signed]

Source: Paul D. Escott, David R. Goldfield, Sally G. McMillen, and Elizabeth Hayes Turner, eds., Major Problems in the History of the American South; Volume II: The New South (Boston: Houghton Mifflin, 1999), 60.

Handout 3

Henry Adams to the United States Attorney General in regards to election fraud in Caddo Parish
LA in 1878

...The colored (voted) the Republican ticket (more) than ever before in the History of this country and on the day of election Nov. 5th the democrats had three ballot boxes at every poll in this parish one for the Congressman and one for the State and Parish and one for the Ward and we had our tickets whole and Numbers of us voted our tickets whole...

If we put our tickets in the Ward box the counted nothing only for the Ward and the Parish & Congressional boxes they counted them for one side or the others. And part of the Col(ored) people tore their tickets into (three parts) and put them in all three of the boxes-and the democrats found out that we were beating them, and so they hunted and swore that they could not find our names on the list of registration.

(At) about ten or eleven o'clock in the day we all found out that they aimed for the Col(ored) man's vote to count nothing and so there were orders given for them all to stop voting and so we did so and in the other parts of the parish where they did not stop they were driven from the polls with Sticks and guns. In the Campobella|Ward which is Called the 8th the white league have killed or wounded and ran off 200 Col(ored) people-out of that Ward-and even killed three Col(ored) women and children about their husbands.

Some of the Democrats tells me just so long as we Colored people fools with politics, and try to vote here in the South, so long as the white man of the South are going to kill us and from what I see it seems so-and they have threatened about a hundred of our lives now and many are scared to stay in their houses at night and the White League have made some of them leave the State and my life is threatened...I trust God that the United States will give us some territory to our selves-and let us leave these slave holders to work their own land, for they are killing our race by the hundreds every day and night...the white Southern Republicans are not allowed any more showing about political matters than the poor Colored people and we pray God that the Northern people will take this in Consideration and do something for our race.

Source:

Painter, Nell Irvin. *Exodusters: Black Migration to Kansas after Reconstruction*. (New York and London: W.W. Norton & Company, 1992), 97.

Handout 4

COMMON CORE STATE STANDARDS WRITING RUBRICS (GRADES 11-12)

ARGUMENT

ARGUMENT					
Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
<p>Claim: The text introduces a clear, arguable claim that can be supported by reasons and evidence.</p>	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text contains an unidentifiable claim or vague position. The text has limited structure and organization.
<p>Development: The text provides sufficient data and evidence to back up the claim while pointing out the strengths and limitations of both the claim and counterclaim. The text provides a conclusion that supports the argument.</p>	The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.	The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence.	The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.	The text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.
<p>Audience: The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</p>	The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text lacks an awareness of the audience's knowledge level and needs.
<p>Cohesion: The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, creates cohesion and clarifies the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims.</p>	The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.	The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.	The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons.
<p>Style and Conventions: The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>	The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text illustrates a limited awareness of or inconsistent tone. The text demonstrates inaccuracy in standard English conventions of usage and mechanics.

Handout 5

African Americans and Reconstruction Multiple Choice Quiz

1. Which statement is true about the sharecropping system?

- a. A sharecropping family rented a part of a plantation and split the crops the family produced on the land with the plantation owner.
- b. As the years went on, sharecropping became a less and less oppressive system.
- c. Most sharecropping families prospered and soon owned land of their own.
- d. Every census from 1880 to 1940 counted more black than white sharecroppers.
- e. A far higher percentage of white than black farmers in the South rented land rather than owned it.

Answer a

2. The Black Codes

- a. demonstrated to many Republicans in Congress that President Johnson's Reconstruction plan was a success.
- b. overturned the Civil Rights Act of 1866 and the Fourteenth Amendment.
- c. violated free labor principles.
- d. remained a part of southern state laws throughout Radical Reconstruction.
- e. were created by the Freedmen's Bureau.

Answer c

3. Which statement is true about the Fourteenth Amendment?

- a. It abolished the principle of "birthright citizenship"—citizenship for all persons born in the United States.
- b. It allowed states to deprive any person of the rights to life, liberty, or property without due process of law.
- c. It prohibited all states from denying equal protection of the laws to any person.
- d. It prevented the federal government from intervening in the states to protect the civil rights of Americans.
- e. It guaranteed African-American men the right to vote.

Answer c

4. Which statement is true about the Reconstruction Act?

- a. It ended the sharecropping system.
- b. It established black men's legal right to vote in the former Confederacy.
- c. It banned the use of federal troops for enforcing civil rights laws in the southern states.
- d. It ended the period known as "Radical Reconstruction."
- e. It was supported by President Johnson.

Answer b

5. The Fifteenth Amendment

- a. prohibited federal and state governments from denying any citizen the right to vote based on race.
- b. guaranteed the right to vote for African-American men and women.
- c. declared that citizens must own at least 160 acres of land to vote.
- d. abolished slavery.
- e. applied only to the former Confederate states.

Answer a

6. Which statement is true about the Ku Klux Klan (KKK)?

- a. The Ku Klux Klan was primarily concerned with stopping Asian immigration to the South.
- b. Founded in 1865 in Tennessee, the KKK was a terrorist organization that violently attacked black and white Republicans during Reconstruction.
- c. Most southern planters, merchants, and Democratic politicians who considered themselves “respectable citizens” publicly condemned the Klan.
- d. President Grant’s dispatching of federal marshals and troops in 1871 failed to affect Klan violence.
- e. The KKK functioned as the military arm of the Republican Party in the South.

Answer b

7. Which Supreme Court decision declared that the Bill of Rights did not apply to private actors or state governments?

- a. United States v. Cruikshank
- b. Plessy v. Ferguson
- c. Brown v. Board of Education
- d. Slaughter House Cases
- e. Mapp v. Ohio

Answer a