Grades: 4th and 8th  
Subjects: Social Studies, English/Language Arts  
Time required: 3 50-minute class periods  
Author: Teaching with Primary Sources—MTSU

OVERVIEW  
As the Civil War came to a close, the nation faced the monumental task of rebuilding the union. Abraham Lincoln, Andrew Johnson, and the Radical Republicans in Congress all had different ideas about how to accomplish this task. In the wake of violent riots in Memphis and New Orleans, the Radical Republicans took control and pushed forward the Fourteenth Amendment to address some of the challenges of reconstructing the nation.

UNDERSTANDING GOAL  
Students will understand the three different plans for Reconstruction and the purpose of the Reconstruction amendments, in particular the Fourteenth Amendment.

OBJECTIVES  
- The student will analyze the writings of Abraham Lincoln and Andrew Johnson to determine their plans for Reconstruction.  
- The student will use evidence from primary sources to determine how successful each plan was.  
- The student will analyze text and illustrations of the Memphis and New Orleans race riots to determine what took place during each event.  
- The student will analyze the text of the Fourteenth Amendment to determine its impact on Reconstruction policy in the wake of violence in Memphis and New Orleans.

INVESTIGATIVE QUESTION  
How did the U.S. approach reconstructing the nation in the wake of the Civil War? How did the Fourteenth Amendment seek to address the failures of early Reconstruction policy?

CURRICULUM STANDARDS  
4th Grade Social Studies  
- 4.39 Identify the 13th, 14th, and 15th Amendments as efforts to help former slaves begin a new life.  
- 4.40 Compare and contrast the Reconstruction plans of President Abraham Lincoln, President Andrew Johnson, and Congress.  
8th Grade Social Studies  
- 8.68 Explain the significance of the 13th, 14th, and 15th Amendments to the U.S. Constitution.  
- 8.69 Analyze President Abraham Lincoln’s Ten Percent Plan, President Andrew Johnson’s Plan, and the Radical Republican Plan for Reconstruction.  
4th Grade English/Language Arts  
- 4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in a text.  
- 4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  
8th Grade English/Language Arts  
- 8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.  
- 8.RI.IKI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.
Resources
Primary sources:
- Second inaugural address of the late President Lincoln
- Prest. Johnson's amnesty proclamation
- President Andrew Johnson pardoning Rebels at the White House
- The Absolute Equality of All Before the Law
- Scenes in Memphis, Tennessee, during the riot
- Report from the Select Committee on the Memphis Riots and Massacre
  ⇒ Excerpts from Committee
- The massacre at New Orleans
- The New-Orleans riot, : Its official history,
- The New York herald., October 06, 1866
Secondary sources:
- TPS-MTSU Content Resource: Reconstruction
- William Dickson Biographical Notes
- Tennessee Encyclopedia: Reconstruction
- Tennessee Encyclopedia: Memphis Race Riot of 1866
- New Orleans Massacre 1866

Materials
- Fourteenth Amendment Worksheet
- Reconstruction Timeline
- Venn Diagram
- Primary Source Analysis Tool
- Index cards or post-it notes

DAY 1  | Lincoln and Johnson’s Reconstruction Plans

<table>
<thead>
<tr>
<th>Prior to the Lesson</th>
<th>Teachers should read the content resource on Reconstruction. They may also wish to review the vocabulary list linked to the essay.</th>
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<tbody>
<tr>
<td>Step 1</td>
<td>Review the state of nation in 1865 just prior to the end of the war. What problems were Lincoln and the nation facing as the war ended?</td>
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<td>In Lincoln’s second inaugural address, delivered on March 4, 1865, he ended with:</td>
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<td>With malice towards none, with charity for all, with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphans, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.</td>
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<td>From this statement, what do you think Lincoln’s attitude was toward reconstructing the nation?</td>
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<td>Step 2</td>
<td>Lincoln’s assassination meant that he was never able to implement his plan for Reconstruction. As the new president, Andrew Johnson would be charged with figuring out how to bring the nation back together. Distribute excerpt one of Johnson’s Amnesty Proclamation. (This text has been excerpted and adapted to a 5th and 8th grade reading level.) Have your students read the text and summarize Johnson’s plan.</td>
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<td>Step 3</td>
<td>Divide your students into seven groups and distribute excerpts 2-3 of Johnson’s Amnesty Proclamation. Assign each group two categories on the list of exceptions. Each group will need to analyze its passage and present to the class on who was excluded. After each group has presented, ask them why these groups were excluded from Johnson’s blanket pardon.</td>
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Step 4 | As a class, read excerpt 4. Then show students the Harper’s Weekly image of Johnson Pardoning Rebels at the White House. What is happening in this image? Why might Johnson have wanted these men to appeal to him in person to request their pardon?

Step 5 | How does Johnson’s Amnesty Proclamation compare with Lincoln’s statement in his second inaugural address? Have students use the Venn diagram to make their comparison.

Step 6 | Have your students read the following excerpt from a speech by William Dickson:

> The fact is, and we might as well look it squarely in the face, with a few unimportant exceptions, the Southern whites yield sullenly and reluctantly to the decision of the sword. They are conquered, not converted.

William Dickson was a Republican from Ohio who had helped develop the Emancipation Proclamation. He made these statements in 1865.

What did Dickson mean by that statement? How might lingering resentments from former Confederates create problems in trying to reconstruct the nation? Do you think Johnson’s plan for Reconstruction addressed these possible problems?

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### DAY 2

**Riots and Massacres**

#### Step 1
Begin with a review of Johnson’s plan for Reconstruction and a discussion of the ideas of the Radical Republicans in Congress on how Reconstruction should take place. You may wish to use the Tennessee Encyclopedia’s article on Reconstruction as a reference for you and your students.

#### Step 2
5th Grade

As a class, read the first three paragraphs of the entry for the Memphis Race Riots of 1866 (also known as the Memphis Massacre) from the Tennessee Encyclopedia. Then distribute the Harper’s Weekly image and a primary source analysis tool. Working with a partner, students should analyze the images, drawing connections to the information from the reading.

#### Step 3
5th Grade

Have your class read excerpt 6 from the Select Committee on the Memphis Riots and Massacre report. What did the committee report on how city officials were dealing with those responsible for the violence? How did the Memphis Riots and Massacre show the problems with Johnson’s plan for Reconstruction?

#### Step 4
5th Grade

The teacher should provide a summary of the New Orleans Race Riot of 1866. Then ask students to analyze the Thomas Nast image “The Massacre at New Orleans.” How did the violence in New Orleans build support for Radical Reconstruction?
### Step 2
**8th Grade**
Distribute the [Harper’s Weekly images](#) and a primary source analysis tool. Have your students analyze the image and, as a class, discuss the questions they have about the source. Then either have your students read the [Tennessee Encyclopedia essay](#) on the riots or summarize for the class. Using this new information, narrow this list of questions down to five core questions and write those questions where the entire class can view them.

### Step 3
**8th Grade**
Divide the class into seven groups and giving each group an excerpt from the [Select Committee on the Memphis Riots and Massacre report](#). Each group will read and summarize its excerpt. In their groups, students will determine what questions developed by the class when analyzing the Harper’s Weekly images can be answered by their excerpt. Each group should have five index cards or post-its to record its answers for each question. Then each group will report its findings and add its index cards or post-its below the displayed questions.

### Step 4
**8th Grade**
Using the findings from the group work, have each student write a short answer to the following question:

How did the Memphis Riots and Massacre show the problems with Johnson’s plan for Reconstruction?

### Step 5
**8th Grade**
The teacher should provide a summary of the [New Orleans Race Riot of 1866](#). Then have students read the following excerpt from the [New York Daily Tribune](#):

> For all the blood shed in New Orleans we hold the Executive power responsible…And in return we have our brothers and friends--more than brothers, indeed, by reason of their devotion during the War--butchered by a Rebel mob, in broad noon, with a Rebel Mayor inspiring the massacre, Rebel soldiers acting as "police," and Union soldiers, under Union officers, compelled to stand silent, by order of Andrew Johnson. The hands of the Rebels are again red with loyal blood; Rebel armies have once more begun the work of massacre, and the President of our choice, who has sworn to defend the laws and protect the people of the United States, is silent. Is it too much to say that this silence is a crime.

Why was the author attributing blame to President Johnson?

### Step 6
**8th Grade**
As an exit ticket, ask your students to write a short answer to this question:

How did the violence in Memphis and New Orleans contribute to Dickson’s assessment that Southerners were “conquered not converted?”

### Step 1
**5th Grade**
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### DAY 3
**The Passage of the Fourteenth Amendment**

### Step 1
Review what students have learned from the previous two days regarding the challenges to Reconstruction. What are the main problems with Reconstruction thus far?

### Step 2
Read the [newspaper clipping from the New York Herald](#). What did the Civil Rights Act of 1866 and the Fourteenth Amendment accomplish, according to the article? How does guaranteeing citizenship for former slaves aid in reconstructing former Confederate states? Why would the Radical Republicans push for a constitutional amendment when they had already passed the Civil Rights Act of 1866?

### Step 3
Ratification of the Fourteenth Amendment was a requirement for former Confederate states to re-enter the Union. Distribute the [Fourteenth Amendment worksheet](#) to your students. Fifth graders will need to work through the questions as a class discussion with guidance from the teacher. Eighth graders should be able to work on the questions in pairs or small groups.
Step 4  Briefly summarize the other key events of Radical Reconstruction, most notably the Fifteenth Amendment. You may wish to show your students a timeline of the period. How did each of the three key amendments build off the previous one to form the foundation for Radical Reconstruction?

Step 5  How did the Fourteenth Amendment seek to address the difficulties of reconstructing the nation? This final question can be addressed through class discussion for fifth grade to allow for teacher guidance and as a writing assignment for eighth grade.

**Evaluation**

- Venn Diagram—25 pts.
- Primary Source Analysis Tools—15 pts.
- Day 2 Exit Ticket—10 pts.
- Fourteenth Amendment Worksheet—25 pts.
- Group Work/Class Participation—25 pts.

* 8th Grade—If you choose to do a written assignment at the close of the lesson, then all assignments and class discussion could be counted at 25 points each and the final written assignment the remaining 25 points.

**Extension**

- Ask your students to analyze the political cartoon “Mending the Family Kettle.” As students analyze the source, discuss the symbolism and the message the cartoon conveys. For a detailed description of the cartoon, check out the Encyclopedia of Virginia.
- The Fourteenth Amendment is a powerful tool that has been used to extend equal rights to marginalized communities since its ratification. Using the primary source set The Legacy of the Fourteenth Amendment, discuss the how this amendment has been used at different points in our nation’s history.

![The Massacre at New Orleans](1867)
So that the authority of the Government of the United States may be restored and that peace, order, and freedom may prevail, I, Andrew Johnson, President of the United States, grant all persons who directly or indirectly participated in the rebellion pardon, with some exceptions listed in this document. Included in this pardon is the restoration of all rights of property, with the exception of slaves and in cases where legal proceedings under the laws of the United States allow for the confiscation of certain person’s property engaged in the rebellion.

To receive this pardon, every person involved in the rebellion must take the following oath and keep said oath for as long as they live. The oath is as follows:

I, do solemnly swear, in presence of Almighty God, that I will faithfully support and defend the Constitution of the United State and the Union of the States, and that I will follow and support all laws and proclamations that have been made during the existing rebellion with relation to the emancipation of slaves.

So help me God.
The following classes of people excluded from this pardon as follows:

First—All who were civil & diplomatic officers or domestic & foreign agents of the pretended Confederate Government.

Second—All who left judicial offices of the United States Government to aid the rebellion.

Third—All who served as officers in the Confederate army and navy above the rank of colonel in the army and lieutenant in the navy.

Fourth—All who left seats in the United States Congress to aid the rebellion.

Fifth—All who resigned from the United States army or navy to evade duty in fighting the rebellion.

Sixth—All who mistreated United States citizens taken as prisoners of war.

Seventh—All persons who are absentees from the United States for the purpose of aiding the rebellion.

Eighth—All military and naval officers of the Confederacy who were educated by the United States government at the Military Academy at West Point or the United States Naval Academy.
Ninth—All persons who held the pretended offices of Government of States for the Confederacy during the rebellion.

Tenth—All persons who left their homes in the United States and travelled to the so-called Confederate States in order to aid the rebellion.

Eleventh—All persons engaged in destroying trade vessels of the United States upon the high seas, persons who made raids into the United States from Canada, or persons destroying trade vessels of the United States on the lakes and rivers that border the United States with the British provinces.

Twelfth—All persons who are in military, naval, or civil confinement at the time they attempt to take the oath. This also applies to those under civil, military, or naval authority as prisoners of war or persons arrested for offences of any kind, convicted or not.

Thirteenth—All persons who voluntarily participated in the rebellion whose taxable property value is over twenty thousand dollars.

Fourteenth—All persons who have taken the oath and received their pardon and since then have not kept it.
A special application may be made to the President by people excluded from said pardon. A pardon will be granted if they are determined to qualify for the pardon and if, by granting the pardon, the peace and dignity of the United States is upheld.
Extracts from a Speech of Senator Sherman.

Senator Sherman delivered a speech at Mozart Hall, Cincinnati, Ohio, September 28, 1866, in which the following passages occurred:—

We adopted the constitutional amendment reported first by the Committee of Reconstruction, considerably modified by the Senate of the United States, and it has finally passed. What are the features of that amendment? Everything that was radical which he objected to—I believe the President does not like that name—was stricken out. The first section was an embodiment of the Civil Rights bill, namely—that every body—man, woman and child—without regard to color, should have equal rights before the law; that is all there is in it; that everybody born in this country or naturalized by our laws should stand equal before the laws—should have the right to go from county to county and from State to State, to make contracts, to sue and be sued, to contract and be contracted with. That is the sum and substance of the first clause.
President Lincoln’s Plan for Reconstruction

President Johnson’s Plan for Reconstruction

What conclusions can be drawn?

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____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
Article XIV.

Sec. 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

Sec. 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, representatives in Congress, the executive and judicial officers of a State, or the members of the legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion or other crime, the basis of representation therein shall be reduced in the proportion which

Any Questions?

the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Sec. 3. No person shall be a senator, or representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two thirds of each house remove such disability.

Any Questions?

Answer the Questions:

1. Describe the qualifications of citizenship.

2. How do states apportion, or calculate, their congressional representation?

3. How could a state lose congressional representation?

4. Who is eligible and ineligible to vote?

5. Does citizenship guarantee the right to vote?