
**The Beanbody Histories:
The Civil War, Part III
Reconstruction**



Teacher's Guide
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**Produced
by
Colman Communications Corp.**

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**THE BEANBODY HISTORIES:
THE CIVIL WAR, PART III
RECONSTRUCTION**

Grades 4-6

Viewing Time: 14:50

PROGRAM OVERVIEW

Intended Audience and Uses

The Civil War, Part III -- Reconstruction has been produced for students in grades 4-6. Its primary purpose is to help youngsters understand the 10 to 12-year reconstruction period after the Civil War. It also can deepen student understanding of 19th century U.S. history. And it builds on the first and second programs in the series, *Seeds of Conflict* and *Understanding the Battles*.

Program Synopsis

As the program opens, Mr. Beanbody, Jeffrey and Lilly have returned to the attic in Aunt Mildred's house, where



they briefly review the concepts covered in the second program. Mr. Beanbody then takes the children to the 10-12 year period after the war, known as the "reconstruction."

As he explains, this era was a time of many changes -- and a great deal of unrest -- in the United States. One of the

of the day was what to do with the Confederate states. Some, such as President Lincoln, wanted them to be readmitted easily; others, known as "Radical Republicans," wanted to severely punish the South. To make certain slavery would never again exist in the United States, the 13th amendment was passed in 1864, even before the war was over. (The 14th and 15th amendments which guaranteed additional civil rights to African-Americans were passed after the war.) Following Lincoln's assassination, the Radical Republicans took control of



reconstruction and passed the First Reconstruction Act which created five military districts, each commanded by a general who regulated elections in his region. The federal government also set up the

Freedmen's Bureau, an agency that established schools and other institutions to help former slaves. Many white southerners, most of whom were pro-slavery Democrats, became resentful of Republicans who won state and local elections. They were also resentful of *carpetbaggers* (northerners who moved to the South and took over political offices) and *scalawags* (southerners who supported the northern victors). Some of the angry southerners joined groups such as the Ku Klux Klan, a group that threatened African-Americans, especially those who wanted to vote. White farmers in the South needed African-Americans to do farm work, but couldn't afford to pay them, so a system of tenant farming (share cropping) was devised. Even though the 13th, 14th and 15th amendments were passed, as well as civil rights laws, the reconstruction period did not bring as much freedom to

African-Americans as many had hoped because of a counter-revolution spearheaded by whites in the South.



VIEWER OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Tell when the reconstruction period took place.
2. Name the main problems the United States encountered after the Civil War.
3. Distinguish between the Radical Republicans and the more moderate Republicans led by Lincoln.
4. Explain the main ideas behind the 13th, 14th and 15th amendments and tell why they were passed during reconstruction.
5. Describe how some southerners discouraged African-Americans from voting.
6. Discuss the various programs of the Freedmen's Bureau.

7. Tell why tenant framing (sharecropping) came into existence and how it worked.

The producers encourage you to make adaptations and changes to the following lesson plan whenever you feel it will enhance your students' learning experiences. Only by tailoring the material to your unique classroom situation will you be able to maximize the educational experience afforded by these materials.



SUGGESTED LESSON PLAN

Viewing Strategies

Various strategies may be employed when showing ***Reconstruction*** to your class. If you wish to use the video as a way to give general information about the period after the Civil War, you may find it useful to show the entire program in one screening, then follow up with appropriate questions (see the ***Suggested Discussion Questions*** blackline master) and/or activities suggested in this guide. Alternately, you may show various sequences which discuss major topics, such as --

- ◆ Lincoln's 10% plan for re-admittance
- ◆ The Radical Republican's plan for re-admittance
- ◆ The 13th amendment
- ◆ The Radical Republicans and the 14th amendment
- ◆ The Freedmen's Bureau
- ◆ The counter-revolution, carpetbaggers, scalawags and the 15th amendment
- ◆ Tenant farming and educational programs during reconstruction

Introduce the Program

The producers encourage you to prescreen the program to familiarize yourself with its content.



Begin your introduction by reviewing the first and second programs in this series. Tell your class they will now see the third and final program, one that discusses some of the major

outcomes of the war.

Pre-Viewing Activities

Ask your class, "What happens after a war ends? Does the winner punish the loser? If so, what kinds of punishments are appropriate? What about the winner forgiving the loser? Which is better -- punishment or forgiveness?" Help the class understand that after every war, the winner must decide how to treat the loser.

Post-Viewing Activities

Ask your students whether the North punished or forgave the Confederate states. Or did they do both? If so, in what ways? Discuss the video, using the *Suggested Discussion Questions* if you prefer. Then hand out *The Ku Klux Klan, A Century After the Civil War, Civil War Prison Camps* and *Changing Minds*. Have your students complete the activities on these handouts, either individually or in small groups. Or assign the activities as homework. Finally, hand out *The Civil War, Part III Evaluation Exercise*. After your students complete the exercise, you will be able to determine their level of comprehension of the material in this lesson.

Description of Blackline Masters

SUGGESTED DISCUSSION QUESTIONS – Questions that pinpoint key information.

THE KU KLUX KLAN – Helps students understand the organization and its tactics.

A CENTURY AFTER THE CIVIL WAR – Provides information about the counter-revolution and the failure of civil rights legislation in the 19th and early 20th centuries.

CHANGING MINDS – Helps students understand the difficulty of stamping out prejudice.

CIVIL WAR PRISON CAMPS – Gives background information on the prison camps in the North and South and explains how prisoners were treated.

THE CIVIL WAR, PART III EVALUATION EXERCISE – Helps teachers and students determine how well the material has been comprehended.



ANSWER KEY

Video Quiz: 1. True 2. d. 3. reconstruction period 4. False
5. d. 6. sharecroppers 7. True 8. c. 9. False 10. the
Freedmen's Bureau

Ku Klux Klan: Answers will vary.

A Century After the Civil War: Answers will vary.

Changing Minds: Answers will vary.

Civil War Camps: Answers will vary.

The Civil War, Part I Evaluation Exercise: Part III 1. F 2. T
3. F 4. F 5. F

Part II 1. a. 2. c. 3. b. 4. d. 5. c. 6. d. 7. a. 8. d.
9. c. 10. d.

Part III 1. Life became much more difficult for many white southerners and African-Americans were able to participate in the political system. 2. African-American citizenship and civil rights were guaranteed by the 13th, 14th and 15th amendments. 3. The landowner, usually white, would allow freed slaves to farm their lands and the black sharecroppers would give part of the harvest to the landowner. 4. It created five military districts, each commanded by a general who would regulate elections in his region. It also provided for soldiers who made certain that no

one would prevent African-Americans from voting. 5. Southerners disliked carpetbaggers because they felt that the northerners didn't understand southern culture.



TRANSCRIPT OF THE VIDEO

(Underlined words may be used for vocabulary lessons.)

LILLY: Gosh, Mr. Beanbody! The Civil War really was terrible, wasn't it?

MR. BEANBODY: Oh, yes. Indeed it was, Lilly. During those four long years of conflict, more than 620,000 soldiers died.

And of course, there was all that destruction – of homes, farms and businesses.

JEFFREY: Not to mention the soldiers who were injured for life!

MR. BEANBODY: Yes, Jeffrey. The war's aftermath presented huge difficulties for millions of Americans – for soldiers, former

slave owners and African-Americans who had recently received their freedom.

The lives of many people had been destroyed in the conflict. The big question was, “would come next?”

Well, the 10-12 year period after the Civil War saw a great deal of rebuilding – of burned homes, collapsed bridges and shattered transportation facilities.

This period, called “the reconstruction,” also saw a great deal of new government activity and an expansion of educational opportunities.

The reconstruction period, in short, was a time of great change in the United States. But it was also a time of unrest as Americans tried to figure out exactly what kind of country they wanted to have after the war.

JEFFREY: I bet the one thing they tried to figure out was what to do with the states that left the union.

MR. BEANBODY: Exactly right, Jeffrey! In fact, in President Lincoln’s last public speech, he talked about how hard it would be to reunite the country.

LINCOLN: It is fraught with great difficulty. We simply must begin with – and mold from – disorganized and conflicting parts. So new and unprecedented is this situation, that no plan can safely be prescribed in detail.

MR. BEANBODY: Even so, one thing was clear. President Lincoln didn’t want to punish the South. Instead, he said, there should be...

LINCOLN: ...malice toward none and charity for all.

MR. BEANBODY: Keeping that in mind, he devised what was called “The Ten Percent Plan.”

The plan would pardon all ex-Confederates, except high-ranking officials, those who resigned judgeships or congressional memberships, or mistreated African-American soldiers.

And it would take effect when 10 percent of the voting population

of the South took a loyalty oath to the United States. When that happened, the states, according to President Lincoln's plan, could rejoin the union.

But many in congress didn't like the plan – especially a group in Lincoln's own party. They were called "Radical Republicans."

SENATOR ONE: The Confederate states should once again become territories and should be treated as a conquered foreign land!

SENATOR TWO: A majority of white male citizens needs to vote for re-entry and they will have to take an ironclad oath that they had never participated in the war as a confederate soldier, or helped the Confederacy in any way.

SENATOR ONE: And only congress – not the president – can authorize re-admittance.

SENATOR TWO: Furthermore, all Confederate military officers above the rank of lieutenant should not be pardoned nor should they be permitted to vote ever again!

MR. BEANBODY: So there were two very different ideas about what to do with the South (and southerners) after the war – one harsh, the other lenient.

Despite those great differences, President Lincoln wanted to make sure that slavery would never again be allowed in the United States. So he and others proposed the 13th Amendment to the constitution in 1864. The Senate passed it in April of that year.

It stated that slavery would never again exist in the United States.

After President Lincoln was assassinated at Ford's Theater on April 14th, 1865, the Radical Republicans took control of reconstruction.

They were responsible for passing the First Reconstruction Act of 1867, which created five military districts, each commanded by a general who would regulate elections in his region.

For the first time, African-Americans in the South were granted a

legal right to vote. Furthermore, the Reconstruction Act provided for soldiers who made certain that no one would prevent Blacks from voting.

And perhaps even more importantly, the soon-to-be passed 14th Amendment said that all people born in the United States (including African-Americans) were legal citizens and no state could deny them their rights -- including the right to vote, without due process of law (that is, a court order).

Congress also passed a law creating the Freedmen's Bureau, an agency that set up schools, established medical clinics and created food distribution centers for former slaves.

It was the first time that the federal government undertook so many large programs aimed at protecting people's rights and improving their lives.

LILLY: So everybody was happy about that, right?

MR. BEANBODY: Well, not everybody, Lilly. Many white southerners became very resentful when their traditional political party – the Democratic Party – no longer won elections for many state and local offices.

JEFFREY: Because now African-Americans could vote – and they voted for Republicans?

MR. BEANBODY: Exactly right, Jeffrey! Many former plantation owners were embittered by all these changes.

They were also upset because, with no more slaves, they appeared to have no way to farm their lands.

PENELOPE: It's those dreadful carpetbaggers! They're the ones causing all our misery.

JEFFREY: What's a carpetbagger, Mr. Beanbody?

MR. BEANBODY: Carpetbaggers were, Jeffrey, people from the North who came to the South after the war. It's said that many carried their belongings in a carpetbag. So that's how they got their name.

Many southerners intensely disliked the carpetbaggers, saying they didn't understand the South's culture.

While there were some northerners who did come to the South after the war, most were former union soldiers who came to the South *during* the war and decided to stay there because of the region's warm climate and inexpensive land.

ALBERT: Well, as far as I'm concerned, carpetbaggers are nothing more than low-down scoundrels. But I do declare, scalawags are even worse!

LILLY: What were scalawags? Were they from the North, too?

MR. BEANBODY: No, no, Lilly. Scalawags were southerners who, after the war, decided to support the northern victors, often for personal gain.

LILLY: Why were they called scalawags?

MR. BEANBODY: Well, a scalawag was a small horse – a runt. It didn't do any work, so it was useless.

To southerners, the term was used to show their absolute disdain for what they saw as a useless, loathsome traitor.

MARCUS: All I know is that we have to do something, and do it now!

MR. BEANBODY: What some southerners did was both terrible and unlawful. Knowing that one way to regain their power was to prevent African-Americans from voting, they threatened them with bodily harm or even death if they went to the polls.

The threats worked in many cases. For instance, in the 1868 elections, there were 9,300 African-American men registered to vote in Georgia, but only 87 went to the polls.

So the 15th Amendment to the constitution was written and approved. It guaranteed the right of black men to vote with these words: "...the right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude."

While many whites in the South may not have wanted African-

Americans to vote, they did want them as agricultural workers. In fact, they *needed* them on their farms after the war.

But white farmers didn't have enough money to pay blacks for their work. So a system called "tenant farming" or "sharecropping" was used.

Under this system, two-thirds of the tenant farmer's harvest was given to the landowner – who was usually white – but that amount was later reduced to one half.

The tenant farmer (or share cropper) kept the rest.

Of course, former slaves wanted their own farm, but they didn't have the education needed to get into the farming business, nor did they have enough money to buy tools and land.

African-Americans felt that the only way to get their own land, or start a business, was to get an education.

With the help of the Freedmen's Bureau schools, black Americans increased their literacy rate from five percent at the end of the Civil War, in 1865, to 25 percent in 1900 – about the same percentage as white Americans at that time.

Even so, at the beginning of the 20th century, only 15 percent of black farmers owned the land they worked on.

In fact, despite the 13th, 14th, and 15th amendments and many civil rights laws passed in congress after the war, the reconstruction period did not bring as much freedom to African-Americans as many had hoped.

LILLY: Gosh, Mr. Beanbody! After all the terrible things that came with slavery and after four long years of civil war, very little changed for African-Americans!

MR. BEANBODY: Regrettably so, Lilly. But you could say the reconstruction period set the stage for much larger, more important developments that would come later.

Important changes can take a very long time. In fact, it took about 100 years until many in our country took up the cause of African-American rights once again.

The 13th, 14th and 15th amendments, the civil rights laws, and government programs such as the Freedmen's Bureau – all started during the reconstruction period.

And all helped America become the country it is today!



Web Resources

Reconstruction

<http://www.ushistory.org/us/35.asp>

An brief, yet excellent overview of the period

The Freedmen's Bureau Online

<http://freedmensbureau.com>

Excellent, detailed material on the bureau

The KKK in the Reconstruction Era

<http://www.georgiaencyclopedia.org/articles/history-archaeology/ku-klux-klan-reconstruction-era>

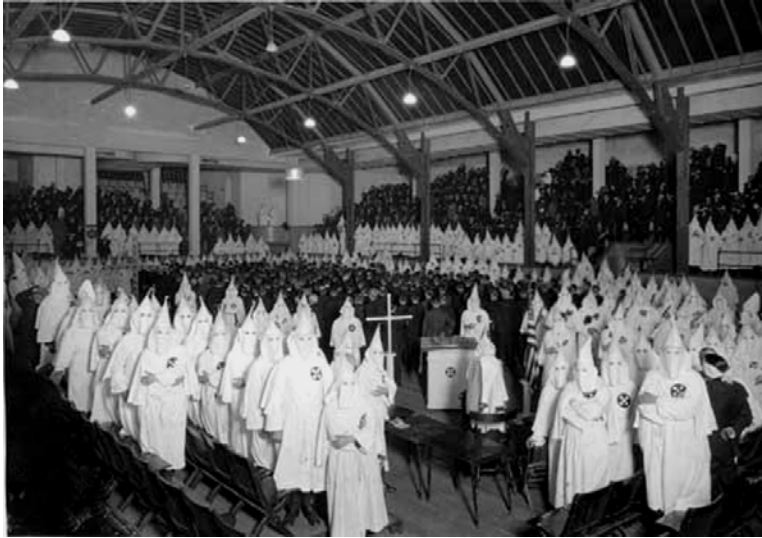
Detailed information on the topic

Discussion Questions – The Civil War, Part III

1. How many soldiers died in the Civil War? (more than 620,000)
2. What was the main question after the war? (What would come next for the southern states and their people?)
3. What was the 10-12 year period after the Civil War called? (the reconstruction)
4. How did Abraham Lincoln want to treat the South after the war? (with malice toward none and charity for all)
5. What was President Lincoln's "10 percent plan?" (It would pardon all ex-confederates except high-ranking officials, those who resigned judgeships or congressional memberships, or mistreated African-American soldiers and would take effect when 10 percent of the voting population of the South took a loyalty oath to the U.S.)
6. Who were the "Radical Republicans?" (a group of people in Lincoln's party who thought his plan was not harsh enough)
7. How did the Radical Republicans want to punish the South? (Southern states should become territories and treated as a conquered foreign land; a majority of male citizens needed to vote for re-entry and take an oath that they never participated in the war as a confederate soldier, or helped the confederacy in any way; only congress could authorize re-admittance; all confederate military officers above rank of lieutenant should not be pardoned nor allowed to vote.)
8. What did the 13th amendment say? (Slavery would never again exist in the U.S.)
9. How did President Lincoln die? (He was assassinated.)
10. What did the First Reconstruction Act of 1867 set up? (five military districts commanded by a general who would regulate elections)
11. What did the 14th amendment guarantee? (All people born in the U.S. were legal citizens and no state could deny them their rights -- including the right to vote.)
12. What was the Freedmen's Bureau? (a federal agency that established medical clinics, created food distribution centers, established schools)
13. Who did former plantation owners and other southerners blame for causing their misery? (carpetbaggers and scalawags)
14. Who were carpetbaggers? (northerners who came to the South and became government officials there)
15. What were scalawags (southerners who supported the northern victors, often for personal gain)
16. How did southerners regain their power? (threatening to harm or kill African-Americans if they voted)
17. What did the 15th amendment guarantee? (the right of African-American men to vote)
18. How did poor white farmers get African-Americans to work for them after the War? (used a system called tenant farming or sharecropping)
19. What did African-Americans feel was the best way to own their own land? (get an education)

Name _____

The Ku Klux Klan



The picture above shows a Ku Klux Klan meeting in Seattle, WA in 1923. With more than four million members, most of whom lived in the South, the 1920s were a high point in the organization's history. The "KKK," as it came to be known, began as a social club in Pulaski, TN in 1866. Its membership grew quickly after the Civil Rights Law of 1867 was passed. From that year onward, African-Americans began to win elections in southern state governments. In order to regain political power, the KKK and other organizations, such as the Knights of the White Camelia and the White Brotherhood, terrorized black legislators and anyone else whom they thought would vote for African-American candidates.

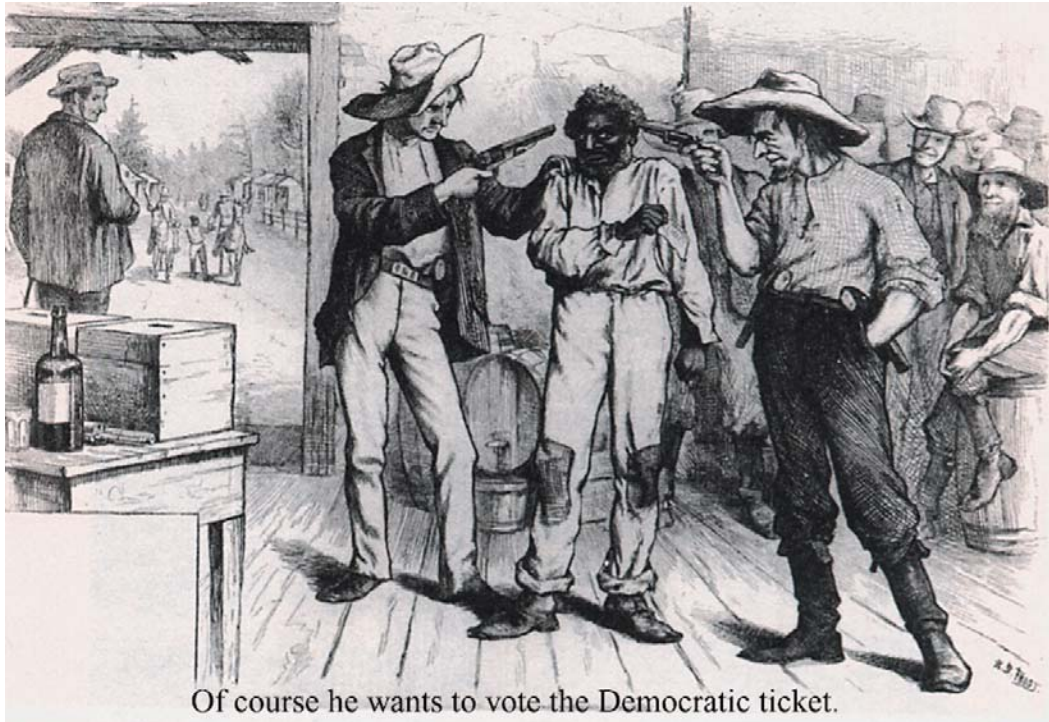
The Klan terrorized people by carrying out attacks at night. Members would wear white robes and hoods and would threaten individuals with bodily harm or death. They would burn crosses on lawns -- and in extreme cases would kidnap and hang individuals.

The Klan drew its membership from all different kinds of people -- poor whites, farmers, laborers, lawyers, merchants, doctors and even ministers. In areas where the organization was strong, police officials were sometimes members.

Use the Internet to research the Knights of the White Camelia and write several paragraphs about it on the back of this paper.

Name _____

A Century after the Civil War



As you saw in the video, the "Radical Republicans" took over the reconstruction of the South after President Lincoln was assassinated. One of the most important parts of reconstruction, set out by the Radical Republicans in congress, was allowing African-American men to vote. As you might imagine, in areas where blacks outnumbered whites, the political structure could be turned upside down -- and was. Whites in those places, and in other areas of the South as well, wanted to regain political power and often used illegal means to attain that goal (as is shown in the drawing above, published in 1876). Even though congress passed laws to ensure that African-American voting rights would be protected, those laws were often ignored and the civil rights movement didn't gain large public and political support until 1964, when President Lyndon Johnson persuaded congress to pass a landmark civil rights law.

Even so, in the last half of the 19th century there were many people who worked to increase the civil rights of African-Americans. Choose one from the list below, conduct and Internet research on the person, and write several paragraphs about him or her on the back of this page.

Katherine Brown, Norris Wright Cuney, Robert Fox, Elizabeth Jennings, Sallie Robinson, Harriet Tubman, Frederick Douglass and Sojourner Truth.

Name _____

Changing Minds

What This Country Needs Is a Good Mental Insecticide



Prejudice is pre-judging a person or group of people without knowing all the facts. It often causes people to dislike those who have a different religion, skin color, nationality, or sexual orientation. The cartoon above is about prejudice. It appeared in many newspapers in 1941, just before the United States entered World War II. There are several important messages in it. The first is that we often do not recognize our own prejudices; and second, we need to rid ourselves of our prejudices before we, as a country, can be fully successful. We need to work *together*, not *against* each other, to accomplish our goals (in this case, win World War II). Getting rid of our prejudices by spraying a chemical in an ear would be an easy -- but a dangerous and impossible way -- to solve the problem. But of course getting rid of prejudices isn't that easy.

Conduct an Internet search to find out how prejudices start and why it is so difficult to get rid of them. Write about your findings on the back of this paper. Then explain how you would help people change their minds if they were prejudiced.

Name _____

Civil War Prison Camps



Prison camps have been used in almost every war, including the Civil War, to house and feed captured soldiers. In the picture above, drawn by a prisoner of war in 1863, men jailed in a southern prison camp are receiving food. Look at the prisoners at the front center of the picture. Do you think they have been treated well? Why or why not? Why might war prisoners be mistreated?

After the Civil War, thousands of war prisoners who had been kept in both Confederate and Union prisons were released and returned home. Many returned home sick and injured. Many also had severe mental problems.

One of the most infamous prison camps was Andersonville Prison in Georgia. Conduct an Internet search on Andersonville Prison (sometimes called Camp Sumter) and write several paragraphs about it on the back of this paper.

Name _____

The Civil War, Part III Evaluation Exercise, p. 1

I. True or false. Put a "T" next to the statement if it is true, or an "F" if it is false.

1. _____ More than three million soldiers died in the Civil War.
2. _____ The Reconstruction lasted 10-12 years after the Civil War.
3. _____ President Lincoln knew rebuilding the U.S. would be easy.
4. _____ Radical Republicans believed in "...malice toward none and charity for all."
5. _____ The 10 percent plan pardoned all ex-Confederates.

II. Circle the letter next to the phrase that best completes the sentence.

1. Radical Republicans wanted
 - a. the southern states to become territories.
 - b. the president to authorize re-admittance of the southern states.
 - c. all military officers below the rank of major to be pardoned.
 - d. none of the above.
2. The 13th amendment
 - a. gave African-Americans the right to vote.
 - b. gave women the right to vote.
 - c. stated that slavery would never again exist in the United States.
 - d. said that all people born in the U.S. were legal citizens.
3. The 14th amendment
 - a. freed the slaves.
 - b. guaranteed that no state could deny citizens their rights.
 - c. gave women the right to vote.
 - d. none of the above.

Name _____

The Civil War, Part III Evaluation Exercise, p. 2

4. The Freedmen's Bureau set up
 - a. schools.
 - b. medical clinics.
 - c. food distribution centers.
 - d. all of the above.

5. Many white southerners became resentful when
 - a. Democrats won local and state elections.
 - b. African-Americans no longer voted.
 - c. Republicans won local and state elections.
 - d. a. and b.

6. Carpetbaggers were
 - a. southerners who sided with the northern victors.
 - b. people who repaired carpets and floors after the Civil War.
 - c. military leaders.
 - d. none of the above.

7. Scalawags were
 - a. small horses that didn't do any work.
 - b. another name for carpetbaggers.
 - c. food for the defeated Confederate soldiers.
 - d. none of the above.

8. To keep African-Americans from voting, some southerners
 - a. stole ballots from ballot boxes.
 - b. put blacks in jail during elections.
 - c. didn't give sharecroppers any time off.
 - d. threatened them.

9. The 15th amendment said that
 - a. southern states would be readmitted to the union when 10 percent of white males took a loyalty oath to the United States.
 - b. southern states would be readmitted to the union only by congressional approval.
 - c. states cannot deny a citizen to vote on account of race or color.
 - d. none of the above.

