Reconstruction

ESSENTIAL QUESTION: How do governments change?

The Story Matters...

Reconstruction marked a new dawn for African Americans in Texas and across the southern United States. With slavery abolished, people long held against them were finally free to choose their own lives. Husbands and wives no longer feared they could be forced apart. Men and women were free to learn to read and write. African Americans could build their own churches and start their own businesses. Some—like this man photographed in Tyler, Texas—pursued the education and training to begin careers as doctors and lawyers. African Americans enjoyed a new birth of freedom, but would it last?
After the Civil War, Texas and the other states of the Confederacy returned to the Union. The end of slavery brought great social and economic changes. Texas and the rest of the South struggled to handle these changes. During this time, African Americans experienced improved status and an expansion of their rights. By the end of Reconstruction, though, some of those gains were in doubt.

**Map Focus:** The Radical Republicans passed the Reconstruction Act of 1867. The law placed most of the former Confederate states under military rule, divided into five districts, with troops stationed in each one.

**Time Line:**
- 1865: President Johnson appoints Andrew Hamilton governor.
- June 19, 1865: African Americans in Texas celebrate freedom.
- 1867: Texas comes under military rule.
- 1867: Russia sells Alaska to United States.
- 1867: Reconstruction takes effect.

**Step Into the Place**

1. **Place:** Which former Confederate state was not part of a military district?
2. **Regions:** What other state was in the same military district as Texas?
3. **Critical Thinking: Speculating:** What effects does this map suggest about Reconstruction's impact on the South?
Texas after the war and the efforts to reshape the government, society and economy of Texas. President Johnson led Congress to override the veto of the Civil Rights Act. This process was called Reconstruction. The president and congress had to decide the fate of the South and the role of the federal government.

What happened in the South during reconstruction? What plans did Lincoln and Johnson have for reconstructing the South? What role did the freed slaves play in Reconstruction? How did Reconstruction impact Texas?
nullify to cancel

temporary government

provisional government

nullify to cancel

the second time and bring them back into the Union

Recognition the Union, after the Civil War, to reorganize

black codes

 Freedmen

Unrecon

Content Vocabulary

nullify to cancel

loyalty to the United States.

right to vote, most while Southerners only had to swear an oath of

Johnson also set election requirements for voters. To regain the

Johnson declared the Southern states null by the Constitution. The United States

nullify the act of secession, acknowledged that the

S'government would not pay its Civil War debts, and called for the

Johnson's plan, each former Confederate state could be

Union

government to govern until the state was readmitted to the

Johnson set up a provisional government in every

Johnson adopted a reconstruction plan modeled after Lincoln's

President Andrew Johnson, took up the task of reconstruction.

Union and return to the Union.

voters had taken the oath of loyalty. The state could form a new

election. The President ordered a pardon for the Union. The President only delayed

Punishing the South would only delay healing

as quickly as possible. He believed that

President Lincoln hoped to restore the Union

Two Presidential Plans

Texas Unionists.

Confederates and the Northeners and the

renewed. On the other hand, many former

rebelled during the war, and many Southern

be seclusion or sympathize with the Union were

looted the state deeply in debt. The divisive

problems. The cost of raising and equipping

yet the war left Texas with enormous

hast in other Southern states.

Texas losses or destroy roads and bridges as they

invasion of the state Union troops did not bring

souls, and Lincoln forced Reconstruction in Texas

No large battles had been fought on Texas

Texas at the end of the War
African American children. By 1870, Texas had more than one African American child in each public school in Texas. These schools were the first public schools in Texas for African American children. The schools provided education and skills to people needed to make Freedmen's Bureau records. Freedmen's Bureau records showed that freed people lived in jobs and lived better after the Civil War. The Freedmen's Bureau created the Freedmen's Bureau to help the freed people. Congress passed the Freedmen's Bureau.

The Freedmen's Bureau

The Freedmen's Bureau aimed to educate the freed people and their children. The idea was to return land and give a small piece of land to each freedman. Freedmen's Bureau officials wanted to use the land to support freedmen and their families. Freedmen's Bureau officials trained freed people to run farms. They wanted freed people to be self-sufficient and support themselves and their families. They wanted freed people to be free.

Freedmen's Bureau officials worked to help former slaves. The Freedmen's Bureau also provided food, medicine, and clothing. The Freedmen's Bureau helped freed people find jobs. However, by 1870, the Freedmen's Bureau had ended.

With the end of slavery, Congress created the Freedmen's Bureau. The Freedmen's Bureau was a day of celebration. It was called "Independence Day." It was a day to celebrate the end of slavery and the freedom of African Americans. In the years that followed, African Americans in Texas continued to celebrate. African Americans wore black and held large parades.

Slavery Ends in Texas

Texas was part of the South. Slaves were owned by white people. Slavery was ended in Texas on June 19, 1865. Slaves were freed. Texas was a large state. Texas was a slave state. The border between Texas and Mexico was long. The border was long enough for Texas to have its own border guards. The border guards were needed to protect the border. The border guards were needed to protect the border from Mexican invaders.

Reconstruction Begins

Reconstruction began in Texas in June 1865. On June 19, a large crowd gathered in Austin to celebrate the end of slavery. The crowd was large. The crowd was made up of former slaves and free people. The crowd was made up of people from all walks of life. The crowd was made up of people from all parts of Texas. The crowd was made up of people from all parts of the world. The crowd was made up of people from all parts of the United States. The crowd was made up of people from all parts of the world. The crowd was made up of people from all parts of the United States. The crowd was made up of people from all parts of the world. The crowd was made up of people from all parts of the United States. The crowd was made up of people from all parts of the world. The crowd was made up of people from all parts of the United States. The crowd was made up of people from all parts of the world. The crowd was made up of people from all parts of the United States. The crowd was made up of people from all parts of the world. The crowd was made up of people from all parts of the United States. The crowd was made up of people from all parts of the world. The crowd was made up of people from all parts of the United States. The crowd was made up of people from all parts of the world. The crowd was made up of people from all parts of the United States. The crowd was made up of people from all parts of the world.
This marching band is taking part in a present-day Juneteenth celebration in Austin.

**Critical Thinking**

**Summarizing** Explain the history of Juneteenth.

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An Appointed Governor

President Johnson tried to appoint Unionists—Southerners who had opposed secession—to lead the provisional governments. In Texas, he turned to Andrew J. Hamilton, a former state representative who had represented Texas in Congress when the secession crisis began in 1861. Hamilton's opposition to the Confederacy had forced him to flee from Texas during the war. He returned as the new provisional governor in July 1865.

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**Content Vocabulary**

- Appointed Governor: a person chosen by a president or other official authority to fill a position.
- Unionists: individuals who supported the Union during the American Civil War.
- Opposition: the act of refusing to support or accept something.
Identifying: How did the federal government help newly freed African Americans?

**Read the Progress Check**

called the new state constitution. African Americans and whites. From February to April 1866, this group
American delegates and few delegates who favored giving African
president had not pardoned any of them. There were no African
had been high-ranking officers in the Confederacy army and the
delegates who supported secession and the Confederacy. Several
The convention met in Austin in February 1866. Nearly all the
returning to the Union
as the first step in meeting President Johnson's conditions for
convention. This convention would write a new state constitution

government. For this reason, many ex-Confederates cooperated with Hamilton's
want to grant African Americans any rights beyond their freedom.
while these officials were loyal to the Union, many of them did not
Hamilton appointed other Unionists to state and county offices.

Most freed people were excluded

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**Reading Progress Check**

**Critical Thinking**
- Learn to read and write.
- Read people so interested in
- Freedmen's Bureau established.
The Constitution of 1866. Measures had become part of the new Texas government. They passed a new constitution which included the rights of African Americans and blacks. During the Civil War, the rights of African Americans and blacks were limited. The Constitution of 1866 stated that the right to own property and to engage in business was equal for all people. However, the Civil War ended the Constitution of 1866. The Constitution was not accepted by Southern governments, and the states were defeated. Instead of writing a new constitution, the delegates amended the Constitution of 1866.

EX-CONFEDERATES IN CONTROL

Securing order, ex-Confederates took power in 1868. They passed new laws that protected the rights of African Americans. The Texas legislature enacted laws that prevented the rights of African Americans. The legislature included the Fourteenth Amendment, which protected the rights of African Americans. The Texas legislature also passed the Fifteenth Amendment, which protected the rights of African Americans. The legislature also passed the Seventeenth Amendment, which protected the rights of African Americans.

The Constitution of 1866 restored the Constitution of 1866. It also restored African Americans to voting. The legislature included the Fourteenth Amendment, which protected the rights of African Americans. The legislature also passed the Fifteenth Amendment, which protected the rights of African Americans. The legislature also passed the Seventeenth Amendment, which protected the rights of African Americans.

The Constitution of 1866 did not have a new constitution. The legislature included the Fourteenth Amendment, which protected the rights of African Americans. The legislature also passed the Fifteenth Amendment, which protected the rights of African Americans. The legislature also passed the Seventeenth Amendment, which protected the rights of African Americans.
A State on the Move

The Reconstruction era was also a time of opportunity and hope. Emancipation meant that African Americans could travel to seek new opportunities. Many found work in the growing textile mills and factories. Others moved to the cities in search of better wages. The state's economy was diverse, with industries such as agriculture, mining, and manufacturing. The Reconstruction era saw the establishment of many African American political leaders and the growth of the African American community in the state. However, the Reconstruction era also saw the rise of Jim Crow laws and segregation, which would continue to shape the state's history.
Congressional Reconstruction

and representations. Congress, they deemed, was the seat of theft Southern senators. The election of ex-Confederates angered the Northerners in Senate.

Secession Convention of 1861. To represent Texas in the U.S. Senate, Jefferson Davis proposed a Confederate army officer. He believed that a successful resolution of a Confederate army officer had been elected to the U.S. House of Representatives in 1866. Deeply Texan elected to the U.S. House of Representatives, he filled the lower House seats. Almost everywhere in the South, former Confederate officials and army officers filled top state government posts.

As a result of these changes in the South, Congress took control of Reconstruction. How and why did Congress take control of Reconstruction?

Changing times. Many of the ex-slaves, like other white Southerners, tried to resist these new political laws and new political freedoms for African Americans. In the final years of Reconstruction, Southerners were forced to accept these new laws and new political freedoms. It matters because the Confederate states had seceded from the Union, many years after the end of the Civil War.

Using important events. How do governments change?

Congressional Reconstruction

Lesson 2

Vocabulary

Graphic Organizer

There's More Online

networks
Radical Republicans Take Charge

The South's defiance of federal control, especially in their choices of political leaders and the enactment of the black codes, led many Northerners to attack President Johnson's Reconstruction plan for the Southern states. These acts of the former Confederate states strengthened a group of Republicans in Congress, known as the Radical Republicans. They wanted much tougher requirements for the Southern states to rejoin the Union. The Radical Republicans also wanted to protect the rights of freed people and to reshape Southern society.

Many of these Republicans cared about the freed people. They also realized that protecting the rights of freed people would help the Republican Party stay in power. Freed people who had the right to vote would likely vote for Republicans.

President Johnson Resists Radical Republicans

President Johnson did not want to give up control of Reconstruction. He also believed that some measures Congress passed to protect freed people were unnecessary and unconstitutional. As a result, he vetoed them. In late 1866, however, the congressional elections gave the Radical Republicans a two-thirds control of both houses of Congress. With the power to override any veto, they launched their own Reconstruction plan.

Senator Charles Sumner (left) of Massachusetts led the Radical Republicans in the U.S. Senate. Representative Thaddeus Stevens of Pennsylvania led the Radical Republicans in the House of Representatives. Both champions giving rights to freed people.

Content Vocabulary

Radical Republican: a Republican who believed Congress should direct Reconstruction.

Critical Thinking: Why did Radical Republicans think Congress should control Reconstruction?
Reconstruction Begins

How did Congressional Reconstruction in Texas differ from the Radical Reconstruction plan, also known as the Radical Republicans' plan for Reconstruction?
Carpetbaggers were Northerners who
Groups called carpetbaggers and scalawags
and freedmen’s bureau agents who
worked to undermine and attack freedmen
and their support in the South. They also worked to undermine
freedom and rights in an effort to block
victories and gains in the South. The Klan
was formed in Tennessee in 1866. By 1868,
the Ku Klux Klan had spread to Texas. The Klan was
some whites joined an organization called
the Ku Klux Klan to prevent
some whites from exercising their rights.

led many of these meetings

voting and disfranchising African Americans
and in an effort to help new voters earn about
organization called the Ku Klux Klan to prevent
freedmen’s meeting and an
representation near one-half of all Texas
fierce
freedmen who had been freed. This fierce
freedmen to vote. By 1986 nearly 500,000
in almost every Texas county, freedmen worked to register other
African Americans were determined to exercise the right to vote.

African Americans Exercise Their Rights

select delegates to another constitutional convention,
replaced by Republicans. This was successful in 1870. The officials were
viewed as opponents to Reconstruction. These officials were
removed hundreds of miles away and local officials who were
William Governor, General Ehlers, and Governor Mixon
when former Texas Governor and Lieutenant Governor Sherman
removed freedmen from positions of power and replaced them
When Governor Johnson assumed the presidency. When Governor
 freedmen and African Americans
when General Sherrill took charge of the Fifth District, he

Texas, indicting Governor Johnson
Passed both Gesudes and local officials in
and gave police authority over all their and local officials in
assisted General Sherrill, who

When General Sherrill took charge of the Fifth District, he

Millionary Reconstruction in Texas

holding Public office.

including thousands in Texas. From various sources, the

individuals had not voluntarily served in the Confederate army or

which was called the Round Oak. The goal was to

Finally, Congress required many white Southerners to take

Government in the South under Reconstruction

Ulysses Grant

visage

This political cartoon from 1877

Reconstruction and President

is the political cartoon about

visage

Academic Vocabulary

carpetbagger

free state

scalawag

freedmen

plessy versus ferguson

register to vote

Page 15

Textbook excerpt

Textbook excerpt
Writing a New Constitution

In December of that year, Texas voters approved this new constitution and elected a new governor and other state officials. Eleven African Americans were elected to the state legislature. Change was happening in Texas, and people of color were gaining more power and influence in politics. The government was starting to address the needs of all Texans, not just wealthy white men.

Schools were becoming more integrated, and education was becoming accessible to more people. African American educators, like John Johnson, were helping to establish new schools and improve existing ones. In the 1860s, African American leaders worked to create a new constitution that would ensure equality for all Texans.

Conclusion

Walter Moses Burton was a former slave who became a sheriff and a state senator. He was also one of the first African Americans to serve in the Texas State Senate. Burton believed in education and worked to improve schools for African Americans. He was a strong advocate for civil rights and worked tirelessly to promote equality for all Texans.

Vocabulary

- Constitution: A fundamental law or a statement of fundamental principles that serves as the basis for a government or other institutional entity.
- Legislature: The lawmaking body of a government.
- Education: The process of acquiring knowledge, skills, values, and habits. It can occur through various methods, including formal schooling, professional training, and self-education.
- Equality: The state of being equal; having the same rights, opportunities, treatment, or status as others.
- Civil Rights: Rights granted to all citizens under the law, including the right to vote, be educated, and receive equal treatment under the law.

Draw Conclusions: Why do you think Walter Moses Burton supported legislation to end racial exclusion in politics until his death in 1913?
most settlements were a church and a school. The first buildings that arose in these communities were strictly small community stores, black and white schools, or other buildings to serve their own local needs. They formed hundreds of small communities, each with its own identity and way of life. After the Civil War, most people continued to live in rural areas.

Freed People During Reconstruction

With the end of Reconstruction, some freed people moved to cities in search of opportunities and a better life. Some moved to the North, hoping to find better jobs and a chance to start a new life. Others stayed in the South, working in the fields or in small industries. Some opened their own businesses or worked as teachers, doctors, or lawyers. The freed people worked hard to rebuild their lives and their communities.

The Republicans in Charge

Radical Republicans remained in power after Reconstruction ended. Some freed people continued to fight for their rights and to work for a better future. Some served in government, such as John J. Crittenden, who served as the first African American member of Congress. Others worked in the community, helping to build schools, hospitals, and other public facilities. Despite the challenges, the freed people continued to fight for their rights and to build a better future for themselves and their families.
Congressional Reconstruction

the relationship between Presidential Reconstruction and

expository writing

summarizing

what political changes did

speeches

why or why not, 1861-1868

reconstruction

did Congressional Reconstruction benefit
government. If so, to what extent did Confederates.Besides a voice in the Texas

analyzing

groups in Texas did not want

The Reconstruction

summarizing

December the 1873 election for Texas governor and its outcome.

reading progress check

The Democrats Regain Control

democrats culturally and geographically removed from events in the 1870s. The first of

name two reasons why the Blue and Gray remained hostile for the nearly 25,000

raisons for the state's flourishing industries:

Other freed people settled near towns, taking jobs in the homes

reading vocabulary

1. What do you mean by Reconstruction? Explain

2. What did Congressional Reconstruction mean for Texas in

3. Summarizing

what political changes did

4. Analyzing

why or why not, 1861-1868

5. Evolving

did Congressional Reconstruction benefit
government? If so, to what extent did Confederates besides a voice in the Texas

6. Sequencing

why or why not.

7. Expository Writing

Congressional Reconstruction by giving to Texas 32

3. Reconstruction

2. Making Connections

why were the Radical Republicans interested in promoting the rights of

1. When do you believe the terms Reconstruction end?

Revising Vocabulary

Your Vocabulary in

Lesson 5

Unit 5

Review
Analyzing Visuals

Comparing

Thinking Like a Historian

Expand the row as needed to complete your answer. (a) as a historian, what questions do you have about the image? What does it represent? How does it relate to other issues of Reconstruction? What can you infer about the background or context of the image? What does the image suggest about Reconstruction? How does the image reflect the image of African Americans during Reconstruction? Why can you infer that the image is biased?

<table>
<thead>
<tr>
<th>Reconstruction Plan</th>
<th>Presidential Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johnson's Plan</td>
<td>Radical Republicans</td>
</tr>
</tbody>
</table>

Make a poster, digital, or multimedia display for a unit on Reconstruction. Choose at least one print or image and create a chart like the one shown here to compare the plans. Compare the plans and what each symbolizes. What can you infer about the event? What is your plan for Reconstruction? What does it mean to you? How does it relate to other issues of Reconstruction? What does the image suggest about Reconstruction? How does the image reflect the image of African Americans during Reconstruction? Why can you infer that the image is biased?

Direction: Write your answers on a separate piece of paper. Use standard grammar, spelling, sentence structure, and punctuation.
their former slaves laborers for pay. As a result, former slaves labored for pay to work for those who bought them. Why do you think General Sherman issued General Order Number Ninety-Two?

Drawing Conclusions

as. 234

why do you think General Sherman issued General Order Number Ninety-Two?

Sequence

Why did the Radicals and the Republicans want to address the needs of newly freed people in Texas?

Describing

How did the Freedmen's Bureau address the needs of newly freed people in Texas?

Analyzing

Why did Andrew Johnson set forth Southern plans to have the freedmen vote as they saw fit?

Summarizing

What events led to the passage of the Reconstructions

Summarizing

After the Civil War, what were the conditions of life in the South?

Analyzing

What were the reasons for the Reconstruction of the South?

Identifying Problems

Describe the problems thatisure in Texas after the Civil War. As a result, some freedmen moved to Texas. Why were many people in Texas after the Civil War, and what were the goals of most freed people?

Drawing Conclusions

Why were many people in Texas after the Civil War, and what were the goals of most freed people?

Identifying Central Issues

What resulted from the fact that Texas voters returned many individuals in election to Reconstruction.

Critical Thinking

Why did Radical Republicans want to take charge of Reconstruction?

Explaining

Why did Radical Republicans want to take charge of Reconstruction?
Chapter 17

Analyzing Documents

Standardized Test Practice

Essay

Do you think they were successful? Why or why not? Write your response in a brief essay.

Extended Response

According to the writer, how did the people feel about their new freedom?

Analyzing

What explanation does the writer give for the attacks on Texas people?

Interpreting

From a political point of view, what is the writer's "reasoning of life."


text continues