

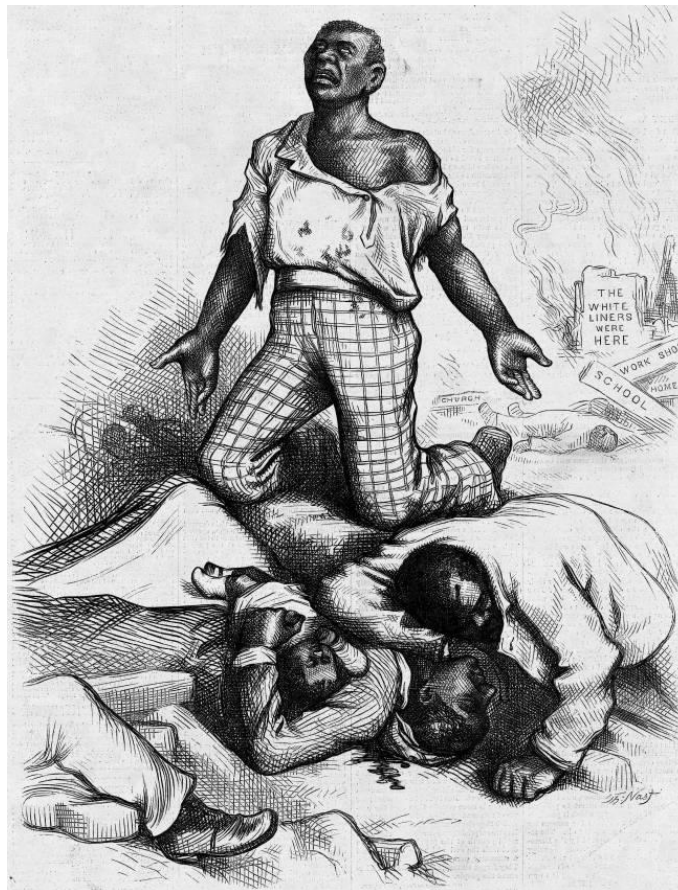
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# North or South: Who Killed Reconstruction?

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“Is *This* a Republican  
Form of Government?”

Is *This* Protecting Life,  
Liberty, or Property?”



Harper's Weekly  
September 1, 1868

*Overview: The twelve years after the Civil War proved to be a difficult time for America. Called Reconstruction by historians, this era saw an increase of freedom for former slaves. However, there was also great resistance to change. In 1877 attempts to reconstruct the South officially ended, leaving white-only governments in power.*

***Consider the tumultuous social and political landscape following the Civil War and analyze whether the North or South bears greater responsibility for the end of Reconstruction.***

## Document 1

Source: "Black Codes" of Opelousas, Louisiana

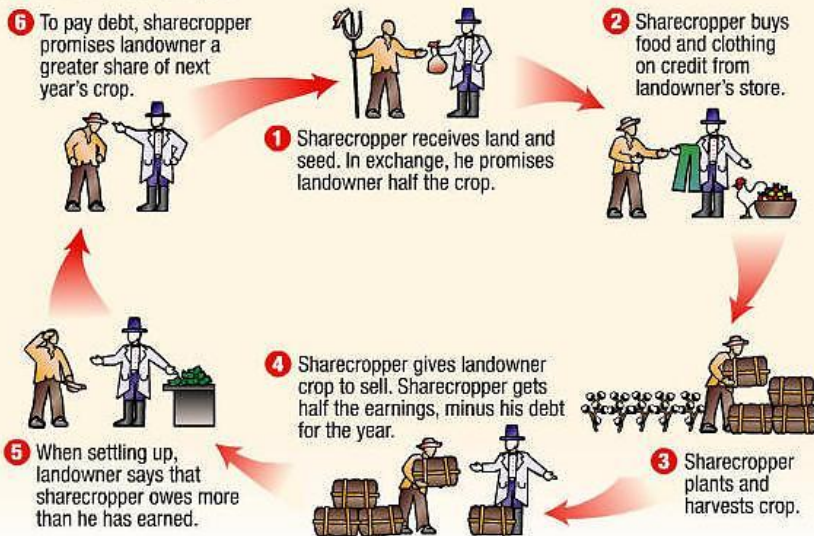
In the years following the Civil War - throughout the South -state, city, and town governments passed laws to restrict the rights of free African-American men and women. These laws were often called "Black Codes." The example below of "Black Codes" comes from laws passed in Opelousas, Louisiana immediately after the Civil War.

1. "No negro or freedmen shall be allowed to come within the limits of the town of Opelousas without special permission from his employers. Whoever breaks this law will go to jail and work for two days on the public streets, or pay a fine of five dollars."
2. "No negro or freedman shall be permitted to rent or keep a house in town under any circumstances. No negro or freedman shall live within the town who does not work for some white person or former owner."
3. "No public meetings of negroes or freedmen shall be allowed within the town."
4. "No freedman shall be allowed to carry firearms, or any kind of weapons. No freedman shall sell or exchange any article of merchandise within the limits of Opelousas without permission in writing from his employer."
5. "Every negro is to be in the service of (work for) some white person, or former owner."

## Document 2

### SHARECROPPERS' CYCLE OF POVERTY

By the time sharecroppers had shared their crops and paid their debts, they rarely had any money left. A sharecropper became tied to one plantation, having to work until his debts were paid.



(This is not actually a primary source – it is a **SECONDARY** source, since it was not created at the time of Reconstruction.)

### Document 3

**Source:** Albion Tourgee, Letter on Ku Klux Klan Activities. New York Tribune, May 1870.

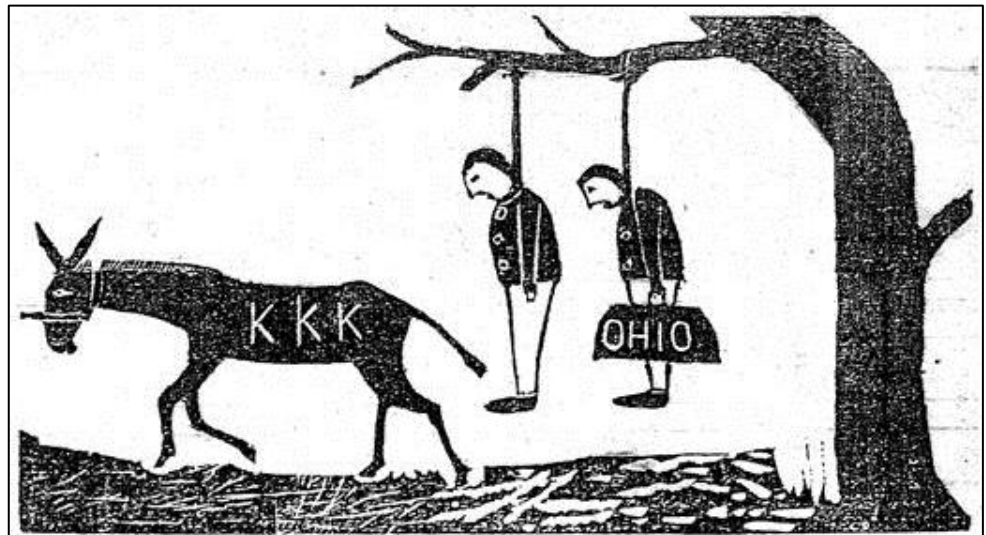
*Note: Tourgee was a white, Northern soldier who settled in North Carolina after the War. He served as a judge during Reconstruction and wrote this letter to the North Carolina Republican Senator, Joseph Carter Abbott.*

It is my mournful duty to inform you that our friend John W. Stephens, State Senator from Caswell, is dead. He was foully murdered by the Ku-Klux in the Grand Jury room of the Court House on Saturday... He was stabbed five or six times, and then hanged on a hook in the Grand Jury room... Another brave, honest Republican citizen has met his fate at the hands of these fiends...

I have very little doubt that I shall be one of the next victims. My steps have been dogged for months, and only a good opportunity has been wanting to secure to me the fate which Stephens has just met... I say to you plainly that any member of Congress who, especially if from the South, does not support, advocate, and urge immediate, active, and thorough measures to put an end to these outrages... is a coward, a traitor, or a fool.

### Document 4

**Source:** Independent Monitor, September 1, 1868.



## Document 5

**Source:** Abram Colby, testimony to a joint House and Senate Committee in 1872.

*Note: Colby was a former slave who was elected to the Georgia State legislature during Reconstruction.*

**Colby:** On the 29th of October 1869, [the Klansmen] broke my door open, took me out of bed, took me to the woods and whipped me three hours or more and left me for dead. They said to me, "Do you think you will ever vote another damned Radical ticket?" I said, "If there was an election tomorrow, I would vote the Radical ticket." They set in and whipped me a thousand licks more, with sticks and straps that had buckles on the ends of them.

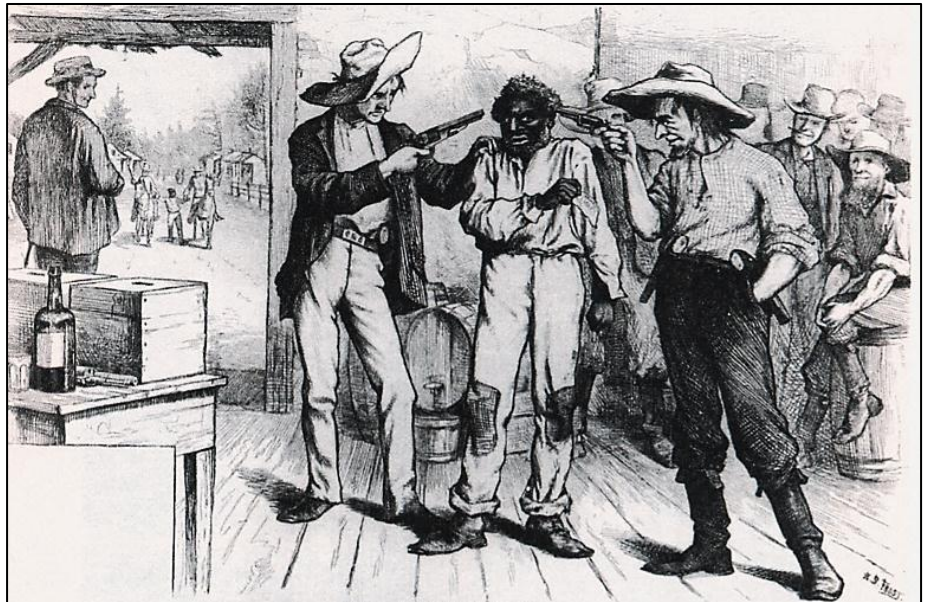
**Question:** What is the character of those men who were engaged in whipping you?

**Colby:** Some are first-class men in our town. One is a lawyer, one a doctor, and some are farmers... They said I had voted for Grant and had carried the Negroes against them. About two days before they whipped me they offered me \$5,000 to go with them and said they would pay me \$2,500 in cash if I would let another man go to the legislature in my place. I told them that I would not do it if they would give me all the county was worth... No man can make a free speech in my county. I do not believe it can be done anywhere in Georgia.

## Document 6

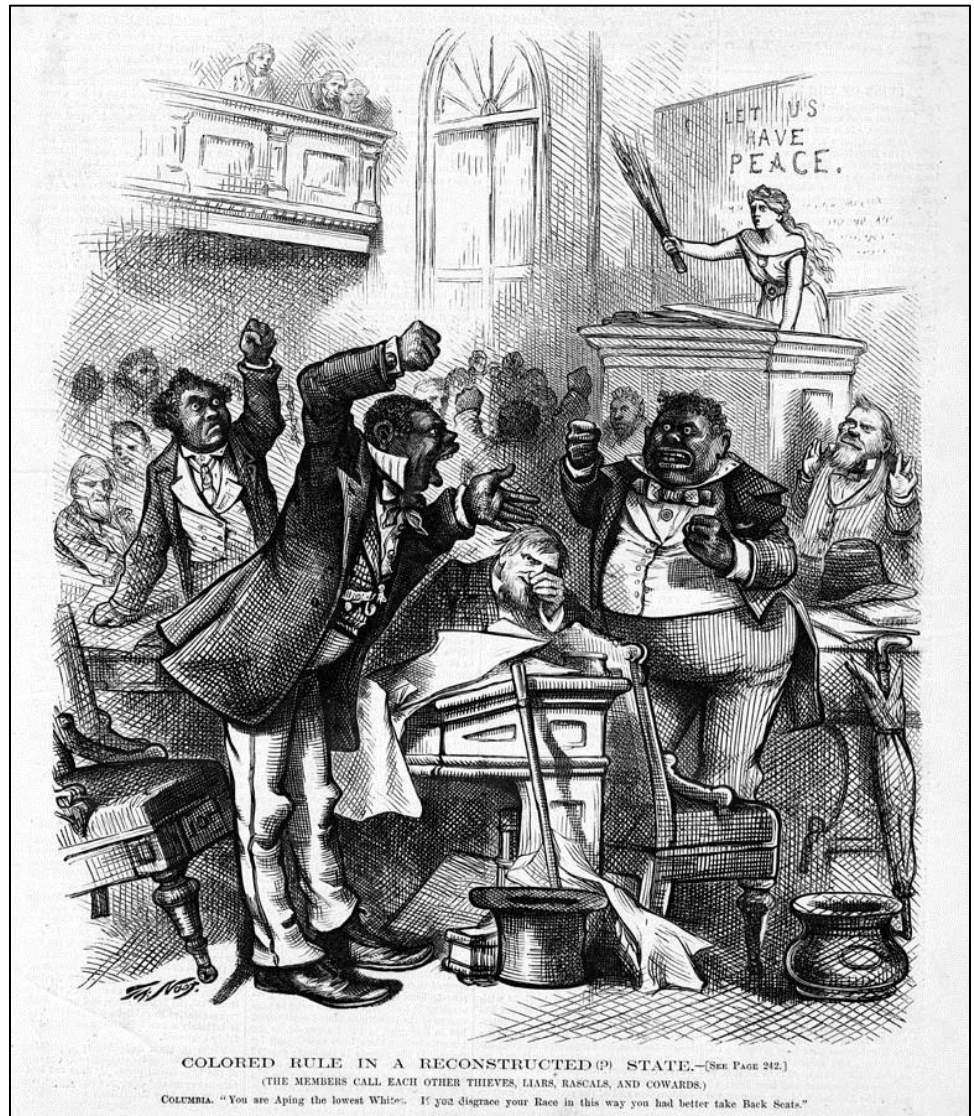
**Source:** Harper's Weekly, October 21, 1876.

**Caption:** "Of Course he wants to vote the Democratic ticket."



Document 7

Northern artist's portrayal of the South Carolina State Legislature during Reconstruction.



Source: The Cover of Harper's Weekly, March 14, 1874

## Document 8

In January 1866, soon after the Thirteenth Amendment ended slavery, radical Republicans in Congress began arguing that freedmen should be allowed to vote on equal terms with whites. A bill was introduced to give the vote to the freedmen of the District of Columbia. Most Democrats and many moderate Republicans opposed this bill, though most radical Republicans supported it (even though only five Northern states allowed African-American men to vote at this time). The following excerpts come from the speech of Pennsylvania Congressman Benjamin Boyer, a Democrat who opposed the bill to enfranchise the African Americans of the District of Columbia.

It is common for the advocates of negro suffrage to assume that the color of the negro is the main obstacle to his admission to political equality. . . . But it is not the complexion of the negro that degrades him . . . [the Negro is] a race by nature inferior in mental caliber . . . the negroes are not the equals of white Americans, and are not entitled . . . to participate in the Government of this country . . .

## Document 9

This excerpt, from the report of General George Thomas about activity in Tennessee, was published in the *New York Times* on November 23, 1868.

With the close of the last, and the beginning of the new year the State of Tennessee was disturbed by the strange operations of a mysterious organization known as the "Kuklux Klan" . . . its grand purpose being to establish a nucleus around which "the adherents of the late rebellion might safely rally."

## Document 10

These excerpts are from an editorial in the *Atlanta News*, dated September 10, 1874.

Let there be White Leagues formed in every town, village and hamlet of the South, and let us organize for the great struggle which seems inevitable.

We have submitted long enough to indignities, and it is time to meet brute-force with brute-force.

If the white democrats of the North are men, they will not stand idly by and see us borne down by northern radicals and half-barbarous negroes. But no matter what they may do, it is time for us to organize.

## Document 11

Source: New York Times, September 22, 1873

In this passage from a longer article, a reporter from the New York Times summarizes the first day of the Panic of 1873.

**Thursday morning opened in the Stock Exchange with the startling announcement that Jay Cooke & Co. had suspended payment on account of the stringent money market, and their consequent inability to raise funds to carry Northern Pacific. The real panic in Wall street dated from the time of the publication of this crushing intelligence. In spite of the terrible panic which ensued, and which continued all day, with a decline in stocks of from five to fifteen per cent., there were but two additional failures—one, Richard Schell, a wealthy operator; the other, Robinson & Suydam, small brokers.**

## Document 12

Headline text from the *New York Times*, November 4, 1874

**DEMOCRATIC VICTORY**  
**CONGRESS TO BE DEMOCRATIC**

Headline and story text from the *New York Times*, November 5, 1874

**THE REPUBLICAN DEFEAT**

Our later telegrams only add to the magnitude of the defeat experienced on Tuesday. . . . In the House [of Representatives] the Democrats' gains continue to increase in numbers.





# SOCIAL STUDIES DEPARTMENT

## *United States History*

### Document-Based Question Rubric\*

- \_\_\_\_\_ 1. State relevant thesis that directly addresses all parts of the question.
- \_\_\_\_\_ 2. Support the thesis or a relevant argument with evidence from all, or all but one of the documents.
- \_\_\_\_\_ 3. Incorporate analysis of all, or all but one of the documents into your argument.
- \_\_\_\_\_ 4. Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
- \_\_\_\_\_ 5. Support your argument with analysis of historical examples outside the documents.
- \_\_\_\_\_ 6. Connect historical phenomena relevant to your argument to broader events or processes.
- \_\_\_\_\_ 7. Synthesize the elements above into a persuasive essay that extends your argument, connects it to a different historical context, or accounts for contradictory evidence on the topic.

\_\_\_\_\_ Total points

\_\_\_\_\_ Percentage Grade

#### Grade key (points-percentage)

0 – 55%	4 – 81%
1 – 60%	5 – 88%
2 – 67%	6 – 95%
3 – 74%	7 – 100%

*\*Based on the revised AP United States History DBQ rubric.*

# College Board

## DBQ Scoring Guidelines

### The 8-9 Essay

- Contains a well developed thesis that clearly addresses the question
- Effective analysis of the documents and outside knowledge is evident
- Effective use of documents
- Supports thesis with substantial and relevant outside information (outside knowledge goes beyond the documents)
- Is clearly organized and well-written
- May contain minor errors

### The 5-7 Essay

- Contains a thesis which addresses the question
- Some analysis of the documents and outside knowledge is present
- Uses some documents effectively
- Supports thesis with some outside information
- Shows evidence of acceptable organization and writing; language errors do not interfere with the comprehension of the essay
- May contain errors that do not seriously detract from the quality of the essay

### The 2-4 Essay

- Contains a limited, confused and/or poorly developed thesis
- Deals with the question in a general manner; simplistic explanation or answers only one part of the question
- “Laundry list of documents”; quotes or briefly cites some documents
- Contains little outside information or information that is generally inaccurate or irrelevant
- Has problems in organization
- May contain errors

### The 0-1 Essay

- Contains no thesis or a thesis which does not address the question
- Exhibits inadequate or inaccurate understanding of the question
- Contains little or no understanding of the documents or ignores them completely
- Is so poorly organized or written that it inhibits understanding
- Contains numerous errors, both major and minor

### The – Essay

- Is completely off topic or left blank