

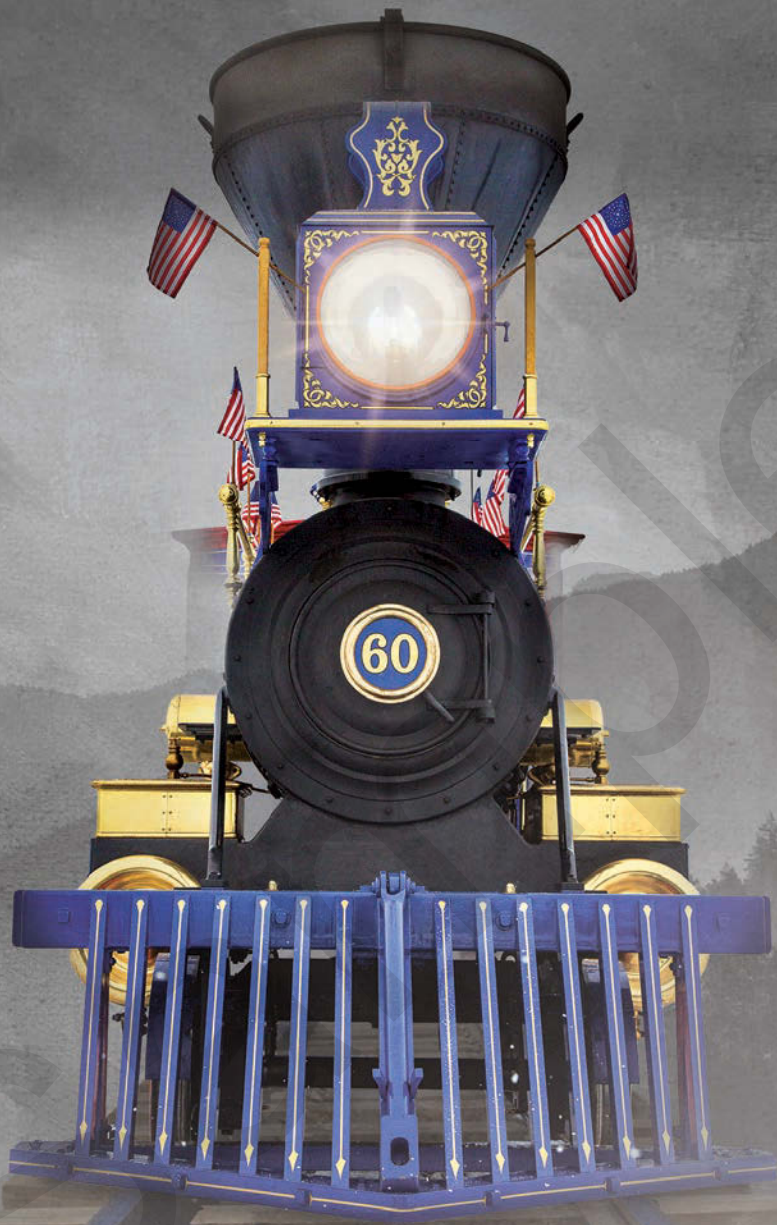
I N S T R U C T I O N A L   S U P P O R T

— THE STORY OF —  
**AMERICA**

1866–2022



 **SADDLEBACK**  
EDUCATIONAL PUBLISHING





# 1866–1890: RECONSTRUCTION AND WESTERN EXPANSION

## ERA OVERVIEW

In 1866, the Civil War was over. Reconstruction had begun. The plan was to reunite the country. Yet anger and resentment remained on both sides. Andrew Johnson had become president after the assassination of Abraham Lincoln. He clashed with congressional leaders over Reconstruction policies. At the same time, the nation was expanding westward. The transcontinental railroad opened up new opportunities for settlers, but it brought trouble for Native Americans who had called the land home.

In this handbook, topics include the challenges of the Reconstruction period, westward expansion, and immigration. Effects of westward expansion on Indigenous Peoples and their ways of life are also explored.

The five fiction books reflect the themes of change and new opportunities. *Life in Paradise* focuses on hardships endured by immigrants working on the sugarcane plantations in Hawaii. *Lacrimosa* examines the effects of boarding schools on Indigenous Peoples. *Stake a Claim* and *Alaska Bound* explore the opportunities westward expansion brought for some people. *Goodbye, Tennessee* examines how Black people continued to face challenges after the Civil War.

## UNIT RESOURCES



Handbook and Fiction Book Pairings



Informational Cards

# Reconstruction and Western Expansion Timeline

**1866:** Congress overrides the president's veto and passes the Civil Rights Act of 1866. It declares that all people born in the United States are citizens except for Native Americans.

**1868:** Andrew Johnson is the first U.S. president to be impeached. He avoids being removed from office by one vote after his trial in the Senate.

**1868:** The Fort Laramie Treaty is signed. This grants the Sioux rights to the Black Hills in exchange for peace.

**1868:** The Fourteenth Amendment to the U.S. Constitution is ratified. It ensures that all people born or naturalized in the United States are citizens.

**1870:** The Fifteenth Amendment to the U.S. Constitution is ratified. It guarantees voting rights for Black men.

**1873:** Jay Cooke & Company goes bankrupt. More bankruptcies follow, and the United States enters an economic depression.

## 1866

**1867:** Congress overrides the president's veto and passes the Reconstruction Act of 1867. This divides the South into five military districts and gives the federal government power over how the states are governed.

**1867:** The United States purchases Alaska from Russia for \$7.2 million. This expands the U.S. by almost 600,000 square miles.

**1872:** Yellowstone is established as the first national park.

**1869:** Construction is completed on the first transcontinental railroad, opening the West to faster settlement.

**1874:** Gold is discovered in the Black Hills in Dakota Territory. Miners rush to stake claims.

**1876:** General George Armstrong Custer and 200 U.S. troops are killed by the Sioux at the Battle of the Little Bighorn.

**1889:** The Oklahoma Land Rush begins when 1.9 million acres of Indian Territory is opened for settlers to claim.

**1881:** President James Garfield is shot after only four months in office. He dies two and a half months later. His vice president, Chester Arthur, becomes president.

**1889:** President Benjamin Harrison convenes the first Pan-American Conference. Seventeen Latin American countries send delegates.

**1886:** Geronimo and his followers surrender to U.S. officials, ending the Apache Wars in the Southwest.

## 1890

**1882:** Congress passes the Chinese Exclusion Act, preventing further Chinese immigration until its repeal in 1943.

**1890:** U.S. soldiers kill as many as 300 Lakota Sioux in the Wounded Knee Massacre.

**1877:** President Rutherford B. Hayes withdraws all U.S. troops from the South, ending Reconstruction.

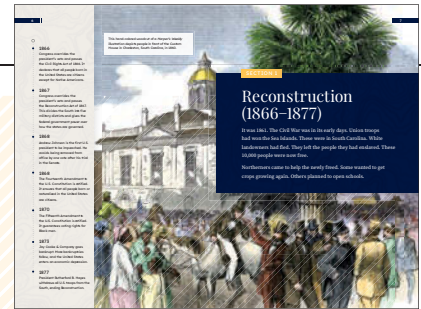
**1887:** Congress passes the Dawes Act. This grants parcels of land to Native Americans for farming. Those who accept the deal can become U.S. citizens.

**1877:** Crazy Horse and other Sioux leaders surrender to U.S. troops. Sitting Bull and his followers escape to Canada.

## SECTION 1

## Reconstruction

**OVERVIEW** This section focuses on the Reconstruction period that followed the end of the Civil War. Andrew Johnson became president after Abraham Lincoln's assassination. Anger remained on both sides, making reunification difficult. While slavery was abolished in the former Confederate states, black codes were enacted. These took away the rights of the newly freed. Congress passed federal laws to stop the discrimination, but Johnson vetoed them, incurring the wrath of Radical Republicans. Once this group gained enough congressional seats to have a veto-proof majority, the federal government exerted more control over the former Confederate states. Southern states chafed under this tighter control. Riots and other forms of violence broke out in many cities and towns. The presidential election in 1876 was too close to call. Negotiations to resolve it resulted in a compromise that brought an end to Reconstruction.



## BIG IDEAS TO PONDER

Before introducing students to Section 1 of the handbook, provide time for them to ponder and discuss questions related to the major themes of the text. The following questions work well for both whole class and small group discussions.

- What challenges do you think newly freed people faced after the Civil War?
- Why might members of Congress have seen residents of Confederate states as traitors?
- What are some examples of civil rights? In what ways can state and national constitutions address these rights?
- How have terror groups used fear tactics throughout history?

After students have had a chance to discuss these questions, ask each student to choose one question to write about in a reflection.

## EXPLORE SECTION 1 THROUGH ACTIVITIES

To help students prepare for reading Section 1, guide them to complete one or both of the following activities.

- **WHOLE CLASS ACTIVITY:** Project the *Harper's Weekly* illustration of the Memphis Race Riots of 1866 featured on page 45 of the handbook. Discuss some of the facts presented about the riots, such as the number of people killed, the destruction caused, and the involvement of white police officers and firefighters. Then divide the class into small groups. Ask groups to brainstorm a list of words that come to mind when they look at the illustration and review the facts of the event. Task groups with turning their word lists into artworks that just use words. They can utilize color and various writing styles to create their word art. Have the class do a gallery walk to view all the artwork.

- **PARTNER ACTIVITY:** Designate partners. Have pairs research black codes and Jim Crow laws. Ask partners to discuss why these laws were unfair. Guide them to review how these laws affected the freedoms that had just been granted by the Thirteenth and Fourteenth Amendments to the Constitution. Have pairs imagine they are civil rights lawyers who are addressing local governments that have passed these laws. Partners will write a persuasive speech, detailing why black codes and Jim Crow laws should be abolished. Each partner should have a speaking part. Provide time for pairs to present their speeches to the class.

## READING AND REFLECTING ON SECTION 1

Have students read Section 1 of the handbook in small groups, with partners, or independently. Then guide them to revisit the big idea questions they answered before reading. Instruct them to discuss how their answers to the questions have changed based on the content in Section 1. Ask students to write their answers to each question in a reflection.

## SUGGESTED STUDENT PROJECTS

To encourage students to deepen and extend their learning about the key themes of Section 1, have them choose one of the following projects to complete. Alternatively, allow students to propose their own projects that show their understanding of one or more of the key themes.

- Research the Port Royal Experiment. Write a paragraph to explain its purpose and to evaluate the plan's effectiveness.
- Practice reading aloud a portion of Abraham Lincoln's second inaugural address and make a recording of yourself reading it.
- Create a set of protest signs workers could have used to show their disapproval of the conditions faced by sharecroppers.
- Design a visual presentation featuring quotes from Henry Adams's congressional testimony. Include details about the testimony's impact.
- Write a journal entry from the viewpoint of a bystander who bought a ticket to watch the impeachment hearing of Andrew Johnson.
- Write a mini biography of Hiram Revels. Design an illustrated cover.
- Create a poster with a picture of a carpetbagger. Include a description of what the term meant.

**GRAPHIC ORGANIZER**

# Problem and Solutions Chart Strategy

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**OVERVIEW**

One way students can strengthen their understanding of a problem in history is by identifying and analyzing proposed solutions and strategies used to address the problem. Some initiatives meet with more success than others. There is rarely one way to solve a problem or one strategy that can address everything encompassed by an issue. Using a problem and solutions chart helps students organize information about various responses to a problem. Reviewing this information allows students to analyze which strategy was the most effective and why.

**STUDENT OBJECTIVES**

- identify and analyze strategies implemented to solve a problem
- look for evidence in the handbook to complete the organizer
- share their charts with other students

**ACTION PLAN**

Note that people are generally motivated to solve problems. When there are many stakeholders, there tend to be a variety of opinions about what solutions will be most effective. Students can use a graphic organizer to take notes on proposed solutions to a historical problem. Doing so makes it easier to analyze the information and determine in what ways each strategy succeeded and failed.

Review Section 1 of the handbook. Explain that lawmakers had to determine how to integrate freed people into society following the Civil War. Various laws were passed. Organizations were formed. Some solutions proved more effective than others.

Assign groups of three or four students and give each group a copy of the organizer. Have students use the handbook to gather information about strategies used to integrate freed people into society. Instruct groups to fill out the organizer with the information they have gathered.

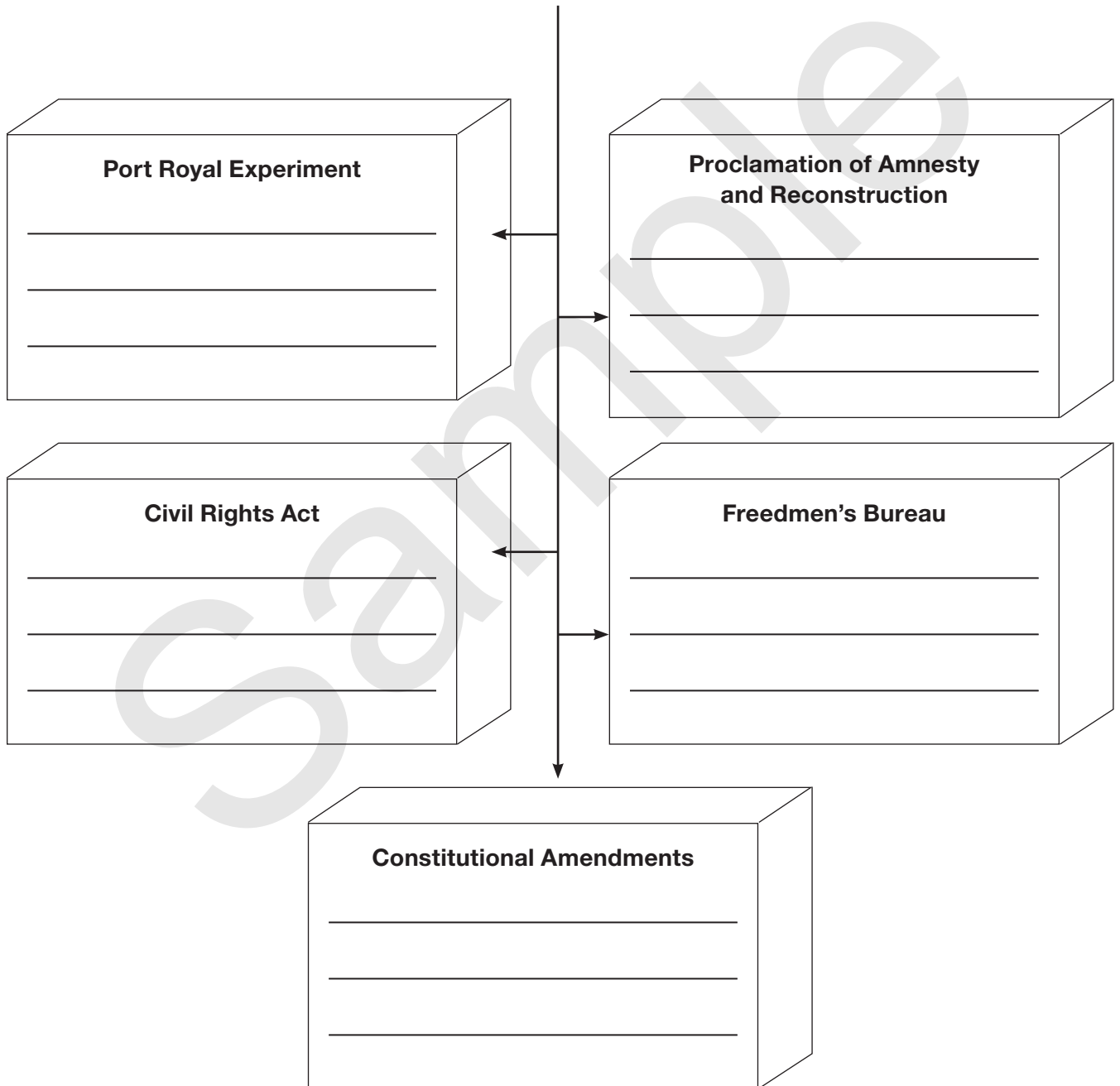
Provide time for groups to present their graphic organizers to the class. Ask groups to share their observations about what else might have been helpful for newly freed people.



# Problem and Solutions Chart

**PROBLEM:** What was the best way to ensure that newly freed people could successfully integrate into society?

## SOLUTIONS IMPLEMENTED



**SECTION 1: RECONSTRUCTION QUIZ**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**DIRECTIONS:** Read the question. Then fill in the circle next to the correct answer.

1. What did formerly enslaved people see as the key to being free?  
 A. getting an education                       C. owning land  
 B. voting     D. owning a business
2. Why were sharecroppers often tied to their former enslavers?  
 A. They were never fully freed.                       C. They inherited land.  
 B. They wanted to stay.                               D. They owed money for supplies.
3. Which of these beliefs was not held by Radical Republicans?  
 A. The South should be punished.                       C. Confederates were traitors.  
 B. There was no need for Reconstruction.                       D. Newly freed people needed protection.
4. Which of these was not true of terror groups of the time?  
 A. They targeted Blacks only.                       C. They often hid their faces.  
 B. They used fear tactics.                               D. They stopped people from voting.

**DIRECTIONS:** Answer the question below. Use complete sentences.

5. What were some reasons that life did not improve for many Black southerners the way northerners had hoped?

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**HISTORICAL FICTION***Goodbye, Tennessee*

**SYNOPSIS** This book is set in 1866 in Memphis. The main character, Willie, is a Black teen who moves to Tennessee with his family when his father’s military regiment is sent there to keep the peace. Irish residents are furious because they feel Black people are taking their jobs. When the Army lets the Black soldiers go, Willie’s family must decide what to do. An angry white mob begins burning the homes of Black people. Shots are fired. Afraid for their lives, Willie and his family survive the riot but ultimately decide to leave Tennessee.

**PERSPECTIVES**

Read the following introduction to the students before reading the book. Then ask them the pre-reading questions that follow.

Competition for jobs can bring out the worst in people. It can even lead to violence. Riots erupted in many cities after the Civil War. Black people were often the target of the violence. For many who survived the riots, the places where they lived no longer felt like home.

- What might have caused conflicts between Black people and white immigrants after the Civil War?
- How might tensions over job opportunities affect a society?
- When does a protest turn into a riot?

**INTRODUCE THE BOOK**

Show students the book *Goodbye, Tennessee*. Ask them to think about the title and predict what the book might be about given that title.

**POST-READING QUESTIONS**

Ask students the following questions after they read the book:

- Why did Willie’s mom caution him to stay close to her?
- Why was January 1, 1863, a great day for so many families?
- What issue did Willie and his father face working on the docks?
- Why was Willie’s father sent to Tennessee?
- Why were relations between Irish immigrants and Black people strained?
- Why were the police in Memphis working to help Irish people get jobs?
- What was happening in the streets and why?
- Do you think Willie’s family made the right decision? Why or why not?

## INFORMATIONAL CARDS

# People



1866-1890

### ACTIVITIES

Pull out and display the 19 people cards for Handbook 7. Explain that these cards will help the students process historical events through the people and groups that shaped them.

- Place all the people cards in a basket and have each student draw one card. Then instruct students to research the name on their card in order to give a one-minute introduction of that person or group to the class.
- Have students work in pairs. Provide them with the people cards and have them play a guessing game. One partner will call out key facts about the person or group from the bullets on the back side of the card until their partner is able to guess the person or group.
- Have students work in small groups. Provide each group with three to five people cards and have the group discuss how the individuals or groups on their cards shaped historical events. Ask students to consider how history might have proceeded differently if that person or group were not present to shape key events.

### CATEGORIES

The people cards for Handbook 7 fall into four major groups. As students use these cards to review key individuals and groups that shaped history, organizing them into categories can help students find connections. It can also be helpful in comparing and contrasting various groups and individuals.

#### Political Leaders and Groups

- Andrew Johnson
- Grover Cleveland
- Hiram Rhodes Revels
- James Garfield
- Radical Republicans
- Ulysses S. Grant
- William Seward

#### Indigenous Leaders

- Chief Joseph
- Chief Sitanka
- Crazy Horse
- Geronimo
- Red Cloud
- Sitting Bull
- Spotted Tail

#### Black Leaders

- Edward P. McCabe
- Frederick Douglass
- Henry Adams

#### Influential People

- George Armstrong Custer
- Richard Henry Pratt

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1866–1890  
**RECONSTRUCTION AND  
WESTERN EXPANSION**

ALASKA BOUND  
GOODBYE, TENNESSEE  
LACRIMOSA  
LIFE IN PARADISE  
STAKE A CLAIM

1890–1920  
**POPULISM, THE PROGRESSIVE  
ERA, AND WORLD WAR I**

DIARY OF A HELLFIGHTER  
FIRE!  
HARLEM BECKONS  
TRACKS  
A TRAIL APART

1920–1939  
**THE ROARING TWENTIES, GREAT  
DEPRESSION, AND NEW DEAL**

CRASHED  
DEACON'S WISH  
DUSTER  
STANDING STRONG  
THE VOICE OF OLD

1939–1959  
**WORLD WAR II AND THE U.S.  
AS A GLOBAL SUPERPOWER**

FLYING HIGH  
HONORING PAPA  
KEEPING HOPE ALIVE  
PAPER SON  
UNCERTAIN FUTURE

1960–1989  
**CIVIL RIGHTS, THE COLD  
WAR, AND CULTURAL CHANGE**

291 MERCER STREET  
FINDING HER VOICE  
SPACE FOR DREAMS  
UNWINNABLE WAR  
YES, WE CAN

1989–2022  
**TERRORISM, GLOBALIZATION,  
AND THE RISE OF THE INTERNET**

ALL AMERICAN  
THE BOOM  
RESERVATIONS  
RISING THREAT  
UNBROKEN THREADS