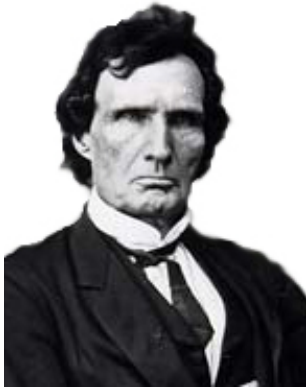


People to Know: Lesson 23

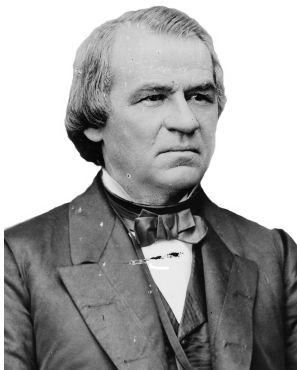
The following people played key roles in the time period they lived in. Paste their pictures on the left side of the assigned notebook page. To the right of the picture, write who the person was (ten words or less in one bullet) and why they were important (up to five bullets of ten words or less per bullet). Use the “People to Know Biographies sheet for information.



Thaddeus Stevens



Hiram Revels



Andrew Johnson

Example as to how information for each person should be organized in the notebook:



who:

- Italian sailor, adventurer who sailed for Spain

importance:

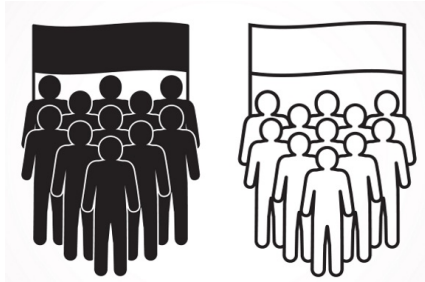
- searched for a trade route to Asia
- discovered the New World
- established Spain as the great American power
- started European exploration of the Americas
- introduced European diseases to the New World

Vocabulary: Lesson 23

Directions: Cut out and paste onto the left side of the page. No more than three pictures per page. Write the definition next to each picture in ten words or less. Definitions are in the text glossary. If there is an asterisk (*), then the definition will be on the People to Know sheet.



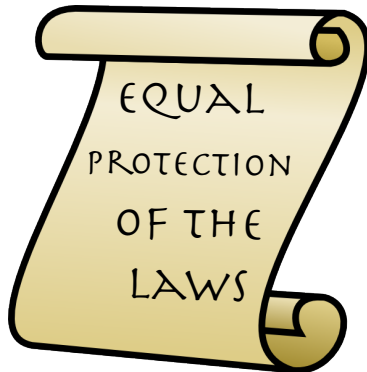
black codes



segregation



ratify



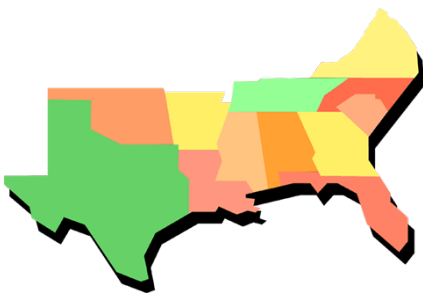
civil rights



impeach*



amnesty*



Reconstruction



Jim Crow laws

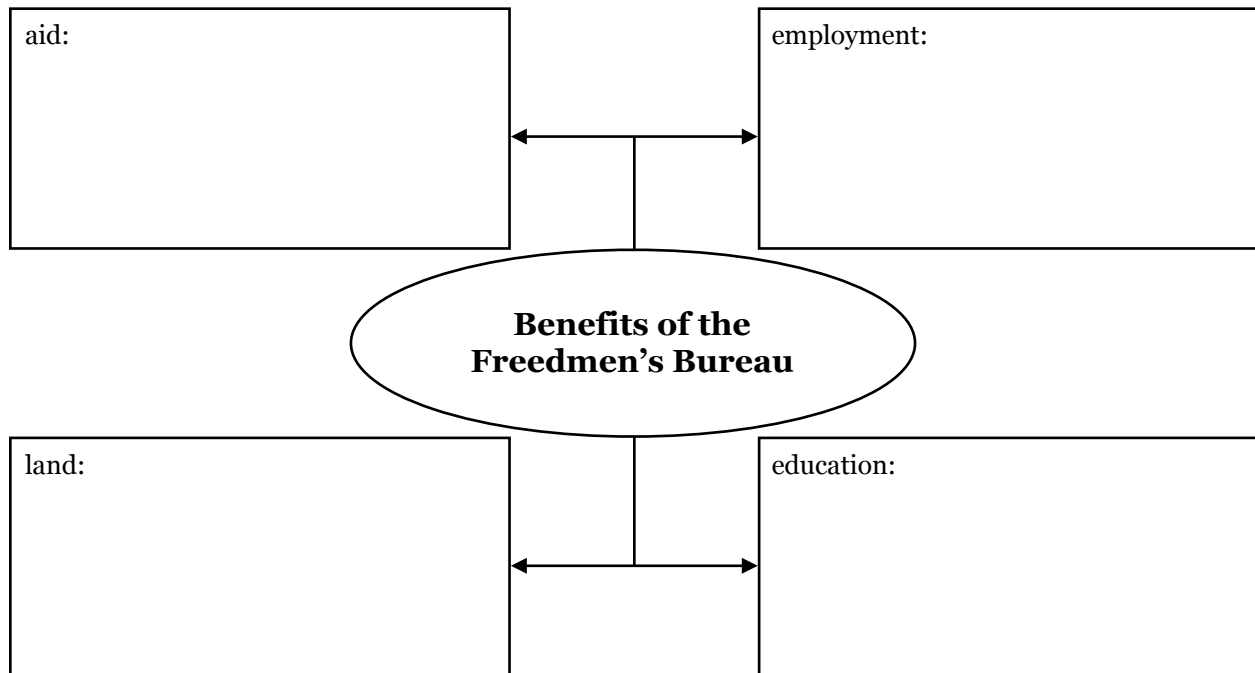
Reconstruction

Directions: Read Section 1 on pages 446-447 and Section 2 on pages 448-449. In each box, write “yes” or “no” to each question.

Question	Johnson Yes or No	Congress Yes or No
Did they support the Freedmen’s Bureau?		
Did they support the Civil Rights Act of 1866?		
Did they support the Thirteenth Amendment?		
Did they support the Fourteenth Amendment?		
Did they support the Military Reconstruction Act?		

Freedmen’s Bureau

Directions: Read Section 1 on pages 446-447. In each box, give information about the benefits of the Freedmen’s Bureau according to each given topic.



Black Codes

Directions: Read Section 1 on pages 446-447. Southern planters attempted to stop progress on African American civil reforms by passing black codes. Explain the three purposes of the black codes.

	Goal of Black Codes	Examples of Rights Denied
Purpose 1		
Purpose 2		
Purpose 3		

Reconstruction Amendments

Directions: Read Sections 1-3 on pages 446-451. Three amendments were ratified during Reconstruction. Explain the purpose of each amendment listed.

	List Rights
Thirteenth Amendment	
Fourteenth Amendment	
Fifteenth Amendment	

Reconstruction Ends

Directions: Read Section 4 on pages 452-453. Use the correct words in the word bank to complete each statement. Each word can only be used once. There are three false answers in the word bank.

Before What started it?	Situation What happened?	After How did it end?
<i>Southern whites hated their new governments forced on them by...</i>	<i>By the early 1870s, most Northerners lost interest in...</i>	<i>The Compromise of 1877 gave the presidency to Republican...</i>
<i>African American politicians were violently driven out of office by the...</i>	<i>Former Confederates could vote again with the passage of the...</i>	<i>To appease the South, the North removed from the South the remaining...</i>
<i>The Enforcement Acts tried but failed to protect African American...</i>	<i>By 1876, Southern Democrats had taken most power away from...</i>	<i>Reconstruction essentially came to an end in...</i>

Word Bank

Yankees	voting rights	1877
1876	Republicans	Reconstruction
Amnesty Act	Ku Klux Klan	Samuel Tilden
freedmen	Democrats	Rutherford B. Hayes

Losing Rights

Directions: Read Section 5 on pages 454-455. Using bullets, complete the chart:

Education: How did the South deprive African Americans of an education?

Voting: How were African Americans denied the right to vote?

Segregation: How was segregation legalized? How did segregation affect African Americans?

Title		
Education	Voting	Segregation