

Exp of Power - Reconstruction

Lesson Inquiry: How was power expressed during Reconstruction?

Teacher Planning Notes: (See also: [Blank Scaffold](#), [Jim Crow Expressions of Power](#))

- **Unit Inquiry:** How did Reconstruction and its aftermath change the lives of African Americans in the US?
- **Lesson Inquiry:** How was power expressed during Reconstruction?
- **Learning Goal:** Students will understand the profound shifts in power dynamics following the withdrawal of Northern troops and the violent return to white supremacy leading to the imposition of systematic segregation and disempowerment of African Americans.
- **Formative Assessment:** The Intent and Impact sections of the organizer will allow students to demonstrate their overarching understanding of this period.

STEP 1 - Annotate:

Annotate the following text to identify the different expressions of power. Remember that a phrase might contain examples of more than one type of power.

Annotation Key: Power Over | Power To | Power With | Power Within | Power For

The Emancipation Proclamation in 1863 freed African Americans in rebel states, and after the Civil War, the Thirteenth Amendment emancipated all U.S. slaves wherever they were. As a result, the mass of Southern blacks now faced the difficulty Northern blacks had confronted—that of a free people surrounded by many hostile whites.

Even after the Emancipation Proclamation, two more years of war, service by African American troops, and the defeat of the Confederacy, the nation was still unprepared to deal with the question of full citizenship for its newly freed black population. The Reconstruction implemented by Congress, which lasted from 1866 to 1877, was aimed at reorganizing the Southern states after the Civil War, providing the means for readmitting them into the Union, and defining the means by which whites and blacks could live together in a nonslave society. The South, however, saw Reconstruction as a humiliating, even vengeful imposition and did not welcome it.

During the years after the war, black and white teachers from the North and South, missionary organizations, churches and schools worked tirelessly to give the emancipated population the opportunity to learn. Former slaves of every age took advantage of the opportunity to become literate. Grandfathers and their grandchildren sat together in classrooms seeking to obtain the tools of freedom.

After the Civil War, with the protection of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and the Civil Rights Act of 1866, African Americans enjoyed a period when they were allowed to vote, actively participate in the political process, acquire the land of former owners, seek their own employment, and use public accommodations. Opponents of this progress, however, soon rallied against the former slaves' freedom and began to find means for eroding the gains for which many had shed their blood.

Adapted from Library of Congress, [Reconstruction and Its Aftermath - The African American Odyssey: A Quest for Full Citizenship](#)



Lesson Inquiry: How was power expressed during Reconstruction?

STEP 2 - Analyze Text

PART 1: E.A.R. CHART

Use this scaffold to analyze the power identified in the highlights above.

Instructions: Copy phrases from the above passage that show how power was expressed during Reconstruction. Identify the type of power (right), and analyze the excerpt to explain the nature and impact of the power that was expressed.

Power	Evidence	Analysis
<i>Power For</i>		
<i>Power For</i>		
<i>Power Over / Power To / Power With / Power Within</i>		
<i>Power Over / Power To / Power With / Power Within</i>		
<i>Power Over / Power To / Power With / Power Within</i>		
<i>Power Over / Power To / Power With / Power Within</i>		
<i>Power Over / Power To / Power With / Power Within</i>		

PART 2: SUMMARY

Instructions: Based on the text and your chart above, summarize how power shaped the Reconstruction period.

Intent- <i>What was the goal of those who exercised power during this period? (Power For)?</i>
Impact - <i>How was power used, and what was accomplished?</i>



Chunked Scaffold Option

SCAFFOLD VERSION 2 - CHUNKED

PART 1: Chunked Analysis

<p>The Emancipation Proclamation in 1863 freed African Americans in rebel states, and after the Civil War, the Thirteenth Amendment emancipated all U.S. slaves wherever they were. As a result, the mass of Southern blacks now faced the difficulty Northern blacks had confronted—that of a free people surrounded by many hostile whites.</p>	<p>Purpose/Motivation (Power For) Who was using power and why?</p>
	<p>Power was used by ...</p> <p>In order to...</p>

Which expression of power do you see? Circle one (Claim)	Evidence from the text (Copy/paste relevant excerpts from the text)	Reasoning (Explain why this is an example of this expression of power)
<p>Power Over / Power To / Power With / Power Within</p>		
<p>Power Over / Power To / Power With / Power Within</p>		

<p>During the years after the war, black and white teachers from the North and South, missionary organizations, churches and schools worked tirelessly to give the emancipated population the opportunity to learn. Former slaves of every age took advantage of the opportunity to become literate. Grandfathers and their grandchildren sat together in classrooms seeking to obtain the tools of freedom.</p>	<p>Purpose/Motivation (Power For) Who was using power and why?</p>
	<p>Power was used by ...</p> <p>In order to... .</p>

Which expression of power do you see? Circle one (Claim)	Evidence from the text (Copy/paste relevant excerpts from the text)	Reasoning (Explain why this is an example of this expression of power)
<p>Power Over / Power To / Power With / Power Within</p>		
<p>Power Over / Power To / Power With / Power Within</p>		

<i>Power Over / Power To / Power With / Power Within</i>		
--	--	--

Part 2 - Overall Summary

Intent- *What was the goal of those who exercised power during this period?(Power For)?*

Outcome - *How was power used, and what was accomplished?*

KEY - SAMPLE

Annotation Key: Power Over | Power To | Power With | Power Within | Power For

The Emancipation Proclamation in 1863 freed African Americans in rebel states, and after the Civil War, the Thirteenth Amendment emancipated all U.S. slaves wherever they were. As a result, the mass of Southern blacks now faced the difficulty Northern blacks had confronted—that of a free people surrounded by many hostile whites.

Even after the Emancipation Proclamation, two more years of war, service by African American troops, and the defeat of the Confederacy, the nation was still unprepared to deal with the question of full citizenship for its newly freed black population. The Reconstruction implemented by Congress, which lasted from 1866 to 1877, was aimed at reorganizing the Southern states after the Civil War, providing the means for readmitting them into the Union, and defining the means by which whites and blacks could live together in a nonslave society. The South, however, saw Reconstruction as a humiliating, even vengeful imposition and did not welcome it.

During the years after the war, black and white teachers from the North and South, missionary organizations, churches and schools worked tirelessly to give the emancipated population the opportunity to learn. Former slaves of every age took advantage of the opportunity to become literate. Grandfathers and their grandchildren sat together in classrooms seeking to obtain the tools of freedom.

After the Civil War, with the protection of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and the Civil Rights Act of 1866, African Americans enjoyed a period when they were allowed to vote, actively participate in the political process, acquire the land of former owners, seek their own employment, and use public accommodations. Opponents of this progress, however, soon rallied against the former slaves' freedom and began to find means for eroding the gains for which many had shed their blood.

SCAFFOLD VERSION 1 - FULL TEXT

PART 1: E.A.R. CHART

Use this scaffold to analyze the power identified in the highlights above.

Instructions: Copy phrases from the above passage that show how power was expressed during Reconstruction. Identify the type of power (right), and analyze the excerpt to explain the nature and impact of the power that was expressed.

Power	Evidence	Analysis
Power For	<i>emancipated all U.S. slaves wherever they were</i>	<i>Slavery was ended</i>
Power For	<i>give the emancipated population the opportunity to learn, become literate and obtain the tools of freedom.</i>	<i>Former slaves were able to develop their abilities and participate in US society</i>
Power Over / Power To / Power With / Power Within	<i>black and white teachers from the North and South, missionary organizations, churches and schools</i>	<i>Many people and groups came together with a common purpose</i>
Power Over / Power To / Power With / Power Within	<i>Former slaves of every age took advantage of the opportunity to become literate</i>	<i>Former slaves were able to act in order to improve their lives</i>

<i>Power Over / Power To / Power With / Power Within</i>	<i>worked tirelessly many had shed their blood</i>	<i>They had the commitment and strength to work despite the difficulties and sacrifices</i>
<i>Power Over / Power To / Power With / Power Within</i>	<i>Emancipation Proclamation in 1863 freed African Americans in rebel states</i>	<i>The government made a law that others had to follow</i>
<i>Power Over / Power To / Power With / Power Within</i>	<i>Thirteenth Amendment emancipated all U.S. slaves wherever they were</i>	<i>The government made a law that others had to follow</i>

PART 2: SUMMARY

Instructions: Based on the text and your chart above, summarize how power shaped the Reconstruction period.

<p>Intent- <i>What was the goal of those who exercised power during this period? (Power For)?</i></p> <p><i>The US government passed laws to abolish slavery, and people from the North and South exercised their power to improve the lives and opportunities of formerly enslaved Africans</i></p>
<p>Impact - <i>How was power used, and what was accomplished?</i></p> <p><i>The US government exerted its power over the Southern states to end slavery and begin the Reconstruction effort. Individuals and organizations from the North and throughout the South worked with each other to support the former enslaved Africans in ‘obtaining the tools of freedom’. The former slaves used their own power to take advantage of the opportunity to become literate and exercise their rights as citizens. Many worked tirelessly and shed their blood, drawing on their internal power. The former slave owners, however, used their own power to ‘find means to erode the progress’ of the reconstruction effort.</i></p>

SCAFFOLD VERSION 2 - CHUNKED

PART 1: Chunked Analysis

<p>The Emancipation Proclamation in 1863 freed African Americans in rebel states, and after the Civil War, the Thirteenth Amendment emancipated all U.S. slaves wherever they were. As a result, the mass of Southern blacks now faced the difficulty Northern blacks had confronted—that of a free people surrounded by many hostile whites.</p>	<p>Purpose/Motivation (Power For) <i>Who was using power and why?</i></p>
	<p>Power was used by ... <i>the US government</i></p> <p>In order to... <i>free all U.S. slaves wherever they were.</i></p>

Which expression of power do you see? Circle one (Claim)	Evidence from the text (Copy/paste relevant excerpts from the text)	Reasoning (Explain why this is an example of this expression of power)
<i>Power Over / Power To / Power With / Power Within</i>	<i>Emancipation Proclamation in 1863 freed African Americans in rebel states</i>	<i>The government made a law that others had to follow</i>
<i>Power Over / Power To / Power With / Power Within</i>	<i>Thirteenth Amendment emancipated all U.S. slaves wherever they were</i>	<i>The government made a law that others had to follow</i>

<p>During the years after the war, black and white teachers from the North and South, missionary organizations, churches and schools worked tirelessly to give the emancipated population the opportunity to learn. Former slaves of every age took advantage of the opportunity to become literate. Grandfathers and their grandchildren sat together in classrooms seeking to obtain the tools of freedom.</p>	<p>Purpose/Motivation (Power For) <i>Who was using power and why?</i></p>
	<p>Power was used by ... <i>white and black teachers, organizations and others</i></p> <p>In order to... <i>give the emancipated population the opportunity to learn, become literate and obtain the tools of freedom.</i></p>

Which expression of power do you see? Circle one (Claim)	Evidence from the text (Copy/paste relevant excerpts from the text)	Reasoning (Explain why this is an example of this expression of power)
<i>Power Over / Power To / Power With / Power Within</i>	<i>black and white teachers from the North and South, missionary organizations, churches and schools</i>	<i>Many people and groups came together with a common purpose</i>
<i>Power Over / Power To / Power With / Power Within</i>	<i>Former slaves of every age took advantage of the opportunity to become literate</i>	<i>Former slaves were able to act in order to improve their lives</i>
<i>Power Over / Power To / Power With / Power Within</i>	<i>worked tirelessly</i>	<i>They had the commitment and strength to work despite the difficulties</i>

Part 2 - Overall Summary

Intent- *What was the goal of those who exercised power during this period?(Power For)?*

The US government passed laws to abolish slavery. And during Reconstruction, formerly enslaved African Americans went from being illiterate and powerless to becoming educated. Education is a key to being able to pursue a new and better life.

Outcome - *How was power used, and what was accomplished?*

*The US government exerted its **power over** the Southern states to end slavery and begin the Reconstruction effort. Individuals and organizations from the North and throughout the South **worked with** each other to support the former enslaved Africans in 'obtaining the tools of freedom'. The former slaves used their own **power to** take advantage of the opportunity to become literate and exercise their rights as citizens. Many worked tirelessly and shed their blood, drawing on their **internal power**. The former slave owners, however, used their own power to 'find means to erode the progress' of the reconstruction effort.*