

# DynaNotes Grade 8 Social Studies Alignment to TEKS/Student Expectations

## Example: "Impact of Reconstruction Amendments" Section

### Student Expectation:

**8.16 (B) Government.** The student understands the process of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to describe the impact of 19th-century amendments, including the 13th, 14th, and 15th amendments, on life in the United States.

### How DynaNotes are Helpful:

First, view the DynaNotes Quick Start Guide. Key takeaways are that DynaNotes student course notes ...

- ... are a supplement to, not a replacement for, your current quality instructional practices.
- ... are intended to initially be used as *scaffolding* to enable or speed understanding, retention, recall, application work completion, etc.
- ... are, secondarily, helpful for measuring and communicating student progress and also as a communication tool for use with parents/guardians.
- ... are a natural study aid at test time, because students have grown familiar with them (much of the content should be retained by most students *through use when needed* so that a minimal amount still needs to be "memorized" just before test time).

Next, see **Exhibit A** for aligned sample problems. Any of these activities could be assigned to students to complete in pairs in class, independently at home, or independently at school with or without the DynaNotes course notes. The presence of the DynaNotes student course notes has no impact on the assignments themselves in most cases (assuming assignments reach the appropriate rigor and are TEKS-aligned). Rather, the notes impact each student's experience as he/she works to complete the assignment. In most cases, the notes enable a stronger sense of personal progress that yields more student effort ... which yields more progress, and then more effort, and so forth:

- Students exhibit a willingness to try (empowerment).
- Students seek help in the DynaNotes well-researched, visual reference when they are "stuck" instead of requiring a verbal re-explanation from the teacher.
- As many students help themselves, teachers are freed up to spend more 1:1 face time with those who need more than a simple reminder or example.
- Students can use the notes to point out and better describe what they do understand and what they do not understand about the notes themselves and/or the social studies assignment at hand.
- Teachers can adjust any student's notes access as the teacher believes is appropriate for that student, such as blocking notes access for a student who is approaching mastery until that student is checking his/her work, and then allowing him/her to regain access.
- Students can use the notes to help explain concepts and skills to other students (using correct vocabulary and accurate examples).

### DynaNotes Student Course Notes Content:

#### LEGISLATIVE REFORMS

After Lincoln's assassination, Vice President Andrew Johnson from Tennessee became president. He granted pardons to ex-Confederate officers and others. He vetoed many bills. The Republican Congress (made of states that had not seceded) passed some reform legislation:

- **Freedmen's Bureau:** helped ex-slaves by providing food, clothing, medical care, helping families reunify, and setting up black schools
- **13<sup>th</sup> Amendment:** abolished slavery in every state in the U.S.
- **Civil Rights Act:** granted blacks full citizenship and civil rights
- **14<sup>th</sup> Amendment:** defined U.S. citizen as any person born in U.S. or naturalized (foreign-born person who completed legal process to become a U.S. citizen, which included living in U.S. for five years and renouncing all allegiances to other countries or powers); 14<sup>th</sup> amendment guaranteed equal protection under the law to all citizens

After 1866, **Radical Reconstruction Congress** passed more legislation:

- **Reconstruction Act of 1867:** imposed military rule in southern states and required ratification of 14<sup>th</sup> amendment for readmission to Union
- **15<sup>th</sup> Amendment:** guaranteed right to vote to all citizens, regardless of "race, color, or previous condition of servitude" (enslavement)
- **Enforcement Acts of 1870 and 1871:** protected black voters

Under Radical Reconstruction, new state governments were Republican dominated. All states passed reform legislation for universal male suffrage, and some created black schools and other social programs.

#### IMPACT OF RECONSTRUCTION AMENDMENTS CR

The 13<sup>th</sup> amendment ended slavery forever in the U.S. However, the Supreme Court narrowly interpreted the 14<sup>th</sup> and 15<sup>th</sup> amendments and nullified parts of the Enforcement Acts. This allowed states to limit voting among blacks and **segregate** (separate by race) public institutions. However, these amendments would have a huge impact on life in the U.S. as the civil rights movement of the 1960s used them to establish more equality of opportunity among races and groups.

#### ECONOMIC, POLITICAL, AND SOCIAL PROBLEMS CR

In the South, blacks and whites faced many problems:

- **Southern Economy:** over 250,000 had died and destruction of farms and property were widespread; needed an agricultural labor force
- **sharecropping:** many blacks and poor whites could not afford land; they made deals with landowners who supplied the land, seed, and materials; both parties shared the crop that was produced
- **Black Codes:** state laws passed during Johnson's reconstruction (former rebels filled state governments) that restricted blacks much as they had been as slaves; repealed by reconstructed governments
- **Ku Klux Klan:** violently intimidated black voters, **scalawags** (moderate southerners), and **carpetbaggers** (northerners); led by Democrats

In the North, many people wanted to punish the South and secure rights for freed slaves. Their support for Reconstruction waned due to corruption in southern state governments, political scandals in the Republican party, and the U.S. economy's collapse in the Panic of 1873. Federal troops were removed in 1877. Democrats returned to power.

#### IMPACT OF ELECTION OF HIRAM RHODES REVELS

**Hiram Rhodes Revels** was an educated preacher who was born free:

- Mississippi state senate voted to send Revels to U.S. Senate in 1870
- U.S. Senate Democrats tried to block Revels from his seat
- Republican senators defended him; became **first black U.S. senator**
- because Jefferson Davis had held one of the U.S. Senate seats for Mississippi before secession, the seating of a black U.S. Senator for Mississippi was symbolic for many groups in different ways
- many whites supported Revels (great speaker; had moderate views)

# Exhibit A - Sample Problems/Activities

## Released STAAR Test Questions:

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*Black Codes* was a name given to laws passed by southern governments established during the presidency of Andrew Johnson. These laws imposed severe restrictions on freedmen, such as prohibiting their right to vote, forbidding them to sit on juries, and limiting their right to testify against white men. They were also forbidden from carrying weapons in public places and working in certain occupations.

—National Archives and Records Administration,  
<http://www.archives.gov> (accessed July 14, 2010)

Southern states passed the codes described in this excerpt in order to —

- F limit the effects of the Reconstruction Amendments
- G increase the labor supply for factory jobs in the North
- H decrease the number of northern representatives in Congress
- J improve relations with the Democratic Party

13 Which of these describes a result of the Thirteenth Amendment?

- A African Americans in the North could vote.
- B State governments were required to protect individual rights.
- C Former Confederate officials were prohibited from holding elected office.
- D African Americans in the South could move elsewhere.

19 Which of the following reversed the Supreme Court ruling in *Dred Scott v. Sandford*?

- A The Dawes Act
- B The Fourteenth Amendment
- C The Compromise of 1877
- D The Kansas-Nebraska Act

### SUPREME COURT DECISION

***Dred Scott v. Sandford* (1857):** Supreme Court ruled (1) slaves were not citizens, (2) slaves were property, (3) slaves could not file lawsuits, and (4) slavery could not be prohibited in territories (Missouri Compromise was unconstitutional); ruling angered many northerners and blacks

## DynaNotes Grade 8 Social Studies STAAR Review & Intervention Program, Sample Answer Key Pages Aligned to 8.16 (B)

### Activity 30 – The Reconstruction Amendments

#### Student Instructions

- Use scissors to cut along the solid lines.
- Fold the paper along the dotted line.
- At the top (with the piece still folded), write the three amendments shown at right.
- Unfold each section. In the bottom sections, write the purpose of the corresponding amendment.
- In the top sections, describe some of the ways that each amendment affected society during the Reconstruction Era.
- Write your name and date on the back.

#### Example (sections folded down)

13 <sup>th</sup> (1865)	14 <sup>th</sup> (1868)	15 <sup>th</sup> (1870)
<b>The Reconstruction Amendments</b>		

<b>Freed slaves (who had not already escaped during the war); some moved north; many sought lost family members; faced difficulty finding homes, work; southerners lost cheap labor → sharecropping</b>	<b>African Americans became U.S. citizens; Supreme Ct. narrowly interpreted 14<sup>th</sup>; South's Black Codes, Jim Crow laws &amp; North's <i>de facto</i> segregation separated blacks in public and private places, allowed unfair treatment</b>	<b>In South, blacks were elected to local, state, and national offices until poll taxes, literacy tests, violence, and intimidation (e.g., the Ku Klux Klan) kept them from being able to exercise their right to vote (suffrage)</b>
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**abolished slavery in all U.S. states**     
 **defined U.S. citizens; gave equal protection under law**     
 **gave all adult men suffrage, regardless of race (i.e. blacks)**

### The Reconstruction Amendments

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

### Activity 31 – Reconstruction, Radical Reconstruction, and Enforcement (page 1 of 2)

For each sequence, write the item from the Event Bank which best replaces the question mark in the "Missing Event" column.

Event Bank		
Radical Reconstruction	Reconstruction Ends	
Congress is shocked; it passes the Freedmen's Bureau Extension over Johnson's veto	corruption in federal and state governments and U.S. economic collapse	
Andrew Johnson, who is pro-slavery and pro-states' rights, becomes President and begins lenient Reconstruction of South	1866 elections create Radical Republican majority in Congress that strongly opposes Johnson	

#### Missing Event

1. Andrew Johnson allows state Black Codes that restrict freedmen's rights; pardons 1,000s of ex-Confederates	leniency angers northern voters; they believe ex-Confederates (Democrats) will return to power	?	1866 elections create Radical Republican majority in Congress that strongly opposes Johnson
2. Johnson vetoes extension of Freedmen's Bureau in 1866	?	Bureau continues helping ex-slaves with provisions, legal aid, shelter, refugee services	Congress is shocked; it passes the Freedmen's Bureau Extension over Johnson's veto
3. Lincoln chooses Andrew Johnson of Tennessee as his VP to balance Republican ticket	President Lincoln is assassinated by John Wilkes Booth	?	Andrew Johnson, who is pro-slavery and pro-states' rights, becomes President and begins lenient Reconstruction of South
4. Presidential Reconstruction	?	Reconstruction Ends	Radical Reconstruction
?	northerners' support for Reconstruction greatly weakens	federal troops are withdrawn in 1877	corruption in federal and state governments and U.S. economic collapse
?	Democrats return to power across the South at the local, state, and federal levels	Jim Crow laws limit blacks' social, political, and economic rights and opportunities	Reconstruction Ends

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# Exhibit A - Sample Problems/Activities

## DynaNotes Grade 8 Social Studies STAAR Review & Intervention Program, Sample Answer Key Pages Aligned to 8.16 (B)

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

**Activity 31 – Reconstruction, Radical Reconstruction, and Enforcement** (page 2 of 2)

Circle the letter of the correct answer.

1. Which of the following opinions was held by many Americans after the Civil War?

A African Americans should not have the right to vote, serve on juries, or hold office.  
 B Only African Americans who have property and are educated should have the right to vote, serve on juries, and hold office.  
 C All African Americans should have the right to vote, serve on juries, and hold office.  
**D All of the above are true.**

2. What methods did Republicans use during Radical Reconstruction to enforce federal law?

A Federal military rule was imposed in southern states.  
 B Republican-dominated southern state governments repealed Black Codes adopted during Johnson's term.  
 C Enforcement Acts of 1870 and 1871 empowered the federal government to intervene in states to protect black voters, such as by prosecuting Ku Klux Klan leaders or its members in federal courts.  
**D All of the above are true.**

3. Who helped freedmen in the South transition to freedom?

A The Freedmen's Bureau helped in a variety of ways: legal aid, provision, shelter, medical care, setting up schools for African Americans, and helping families find each other after the chaos of the Civil War.  
 B African Americans helped themselves and each other by searching and placing ads for missing family members, forming black churches, schools, and organizations, finding employment (mostly agricultural), fighting in courts for the enforcement of contracts, and seeking educational skills.  
 C Well-educated northern white women, and also white southern women, men, and African American men and women, taught academic, social, and economic skills at newly-formed black schools across the South.  
**D All of the above are true.**

4. Determine which Reconstruction Amendment is the source of each quotation below. Write the letter from the list below in the "Reconstruction Amendment" column.

Statement	Action by Congress
"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside."	<b>B</b>
"Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."	<b>A</b>
"No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."	<b>B</b>
"The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude."	<b>C</b>
5. True or false (T/F): After the 14 <sup>th</sup> Amendment was passed during Radical Reconstruction, and before "Jim Crow" voting laws and violence limited black voting rights in the South, African Americans voted in large numbers. <b>T</b>	
6. True or false (T/F): The Ku Klux Klan used night rides to protect black voters, scalawags, and carpetbaggers. <b>F</b>	

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

**Activity 32 – Reconstruction Era Misery Match and Crossword** (page 2 of 2)

Solve the crossword puzzle.

**Across**

1 former slaves  
 5 system where landowners allow tenants to live on and farm a portion of their land in exchange for a share of the crop  
 8 secret organization that used violence and intimidation to reassert white supremacy  
 9 this act gave free land west of the Mississippi River to settlers (but not to ex-Confederates)  
 12 person who lived on land he/she did not own  
 13 this act divided Indian reservations into plots for individual Indians to own  
 14 the separation of blacks from non-blacks in public and private places

**Down**

2 first African American U.S. senator (last name)  
 3 this act gave federal land to the states to finance agricultural colleges  
 4 refers to laws enacted after Reconstruction that segregated and discriminated against African Americans  
 5 moderate southerner, such as one who worked with Republicans, carpetbaggers, or African Americans during Radical Reconstruction  
 6 refers to Reconstruction after the 1866 congressional elections  
 7 northerner who moved to the South during Radical Reconstruction to make money, for example by holding office or buying land at cheap prices  
 10 this amendment ended slavery in all U.S. states  
 11 laws passed by southern states to restrict rights of African Americans after Civil War and prior to Radical Reconstruction

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

**Activity 32 – Reconstruction Era Misery Match and Crossword** (page 1 of 2)

Carefully read each statement below for clues about when, where, and who may have had the thoughts described. In the left-hand column, write the timeframe (Presidential Reconstruction, Radical Reconstruction, or Post-Reconstruction). Then, draw a line to match each statement to the type of person in the right-hand column most likely to have thought it during the Reconstruction Era.

Timeframe	Statement	Person
<b>Presidential Reconstruction</b>	1. I believed the same as many others – that I would get '40 acres and a mule' after Union victory in compensation for my enslavement. But the war's end was almost a year ago, and I see it's not to be. I don't have any money or land, but I do know how to farm. Mr. Smith has a ton of land, but only a few laborers to farm it. I'll go see if he'll let me live on his land and farm it in exchange for a share of the crop that I produce. Samuel says he signed a contract like that with Mr. Smith and that the new Freedmen's Bureau helped him understand the contract before he signed it and encouraged him to do so.	white southerner
<b>Post-Reconstruction</b>	2. The last several decades have been a nightmare. I fought the war and saw many friends, my brother, and two cousins die. Most all of my father's slaves escaped during the war, except for the elderly ones and women with young children. I returned home to find the family farm in total disrepair. We all set to work to get our farm and town put back together and pass laws to deal with the status of all these ex-slaves, and then the federal government brought military rule down upon us, gave freedmen the vote, and all our governments filled up with carpetbaggers, scalawags, and even uneducated former slaves. They scrapped all the good laws we'd passed, stole money from the treasuries, and gave jobs to their friends. But now the federal troops have gone and we've started to put things back into their rightful order, starting with good white southern Democrats in all the government offices.	former slave in North
<b>Radical Reconstruction</b>	3. I'd always dreamed of freedom, but it wasn't until we could hear Union troops near our plantation that I realized it might happen. There were rumors that you could join the Union army and there were also rumors that the Union commanders would send you back to your master. I didn't know what the truth was. In the end, I took my chances with two others, and we escaped in the night to the Union camp. We offered to fight or work and dedicate ourselves to their cause. They seemed annoyed at our arrival, but put us to work nonetheless. In a few months, the war was over. We were so happy. I wanted to get far away from the South, but I was disappointed to find that most of my friends wanted to stay. I went alone to Ohio where I'd heard another man had found work. When I got here I found others like me had the same idea, but even more whites were back from the war looking for jobs, too. It was hard to find work, and the pay was low, but at least it was mine to keep. Back home, I hear my brothers are now voting in large numbers, but most are still farming for a landowner and have no money of their own.	ex-slave in South

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