



## U.S. History 8 Reconstruction DBQ

### Teaching Reconstruction with Primary Sources and Document Based Questions

Instructions: Complete this packet as we go through the power point.

#### I. Definitions

A \_\_\_\_\_ source is a first-hand document, cartoon, letter, essay, etc...from the specific time period.

A **DBQ** is \_\_\_\_\_ based \_\_\_\_\_ that requires a deeper knowledge of the primary sources.

\_\_\_\_\_—period of massive political, economic, and social rebuilding .

#### II. Lincoln’s Plan and Assassination.

When looking at a primary source and preparing to answer a DBQ you must be able to analyze the document. One way to analyze a document is to use SOAPS. Use the directions on the power point to analyze document 1 and 2 to learn more about Lincoln’s Plan for Reconstruction.

DOCUMENT 1: Excerpt from Lincoln’s 2<sup>nd</sup> Inaugural Address.

“With malice (hatred) toward none; with charity for all; with firmness in the right... let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow and for his orphan--do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.”

-Abraham Lincoln  
2<sup>nd</sup> Inaugural Address (March 4, 1865)

DOCUMENT 2: Excerpt from Lincoln’s Draft for his 10 percent plan for Reconstruction.

I, Abraham Lincoln, President of the United States, do proclaim, declare, and make known, to all persons who have, directly or by implication, participated in the existing rebellion, except that a full pardon is hereby granted to them and each of them, with restoration of all rights of property, except as to slaves, and upon the condition that every such person shall take and subscribe an oath...

-Lincoln’s Proclamation of Amnesty and Reconstruction  
December 8, 1863

Document 1

S \_\_\_\_\_  
O \_\_\_\_\_  
A \_\_\_\_\_  
P \_\_\_\_\_  
S \_\_\_\_\_

Document 2

S \_\_\_\_\_  
O \_\_\_\_\_  
A \_\_\_\_\_  
P \_\_\_\_\_  
S \_\_\_\_\_

When looking at a primary source and preparing to answer a DBQ you must also use evidence from the document to support your answer. Evidence can be pulled directly from the document or from your previous outside knowledge. Carefully read the questions below and then answer them using Documents 1 & 2.

Question 1: Based on the two documents would you say Lincoln's Plan for Reconstruction was to make it easy or difficult on the South after the Civil War? Use evidence from each document to support your answer.

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Evidence from Document : \_\_\_\_\_

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Evidence from Document 2: \_\_\_\_\_

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Question 2: Based on the two documents, what do you believe Lincoln planned to do with the institution of slavery after the Civil War was over? Use at least one piece of evidence to support your answer.

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Abraham Lincoln would never fulfill his plans for Reconstruction. He was assassinated at Ford's Theater by John Wilkes Booth on April 14, 1865. Analyze the documents with a partner using the QR codes, and then answer the questions below. Remember to use evidence from the documents to support your answers.

Document 3: Ulysses S. Grant's comments on the death of Abraham Lincoln taken from his memoirs.



Document 4: Wanted poster after the assassination of Abraham Lincoln. April 20, 1865 from the War Department.



Question 3: Based on Documents 3 and 4, what was the nation's response to the assassination of President Lincoln? Use evidence to support your answer.

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### III. Radical Reconstruction and Amendments

After Lincoln's assassination, President Andrew Johnson decided to continue Lincoln's plan. Many Republicans in Congress disagreed with Johnson and believed the South should be treated like a conquered enemy. These Radical Republicans wanted several amendments to be passed. Eventually the 13<sup>th</sup>-15<sup>th</sup> amendments became part of the U.S. Constitution. This era would be known as Radical Reconstruction.

In partners, analyze these three amendments using the QR codes and answer the questions below.

#### 13<sup>th</sup> Amendment:

1. What does this amendment do?
2. Who benefits the least from this amendment?



#### 14<sup>th</sup> Amendment:

1. What does this amendment do?
2. What group did this benefit after the War?



#### 15<sup>th</sup> Amendment:

1. What does the amendment do?
2. Predict what issues this may cause in the United States?



### IV. Groups and policies of Radical Reconstruction

Radical Reconstruction was harsh for the South enacting military districts and stricter rules for readmission to the Union. This led to political, economic, and social issues and impacted many groups such as Freedmen and sharecroppers while others formed due to the policies such as the KKK, carpetbaggers, and Scalawaags.

Primary sources also include visuals such as cartoons and maps. One way to analyze visual sources is to use the OPTIC strategy. With your numbered group follow the instructions on the power point and answer the following questions.

Document A: Reconstruction Act of 1867's Southern Military Districts

O	_____
P	_____
T	_____
I	_____
C	_____

Document B: Freedmen's Bureau

O	_____
P	_____
T	_____
I	_____
C	_____

Document C: Sharecroppers—Family Picking Cotton

O	_____
P	_____
T	_____
I	_____
C	_____

Document D: Carpetbaggers—Man with the Carpet (bag)

O	_____
P	_____
T	_____
I	_____
C	_____

Document E: KKK—Worse than Slavery

O	_____
P	_____
T	_____
I	_____
C	_____

## V. Preparing for the DBQ

Here is the rubric that we will use for our DBQ! Let's take some time and go over it.

### Core Score DBQ Grading Rubric

Name \_\_\_\_\_

9	8	7	6	5	4	3	2	1	0
100	97	94	90	86	80	74	65	60	50

Parts of DBQ	Needed components	Points awarded/Points possible
Intro Paragraph	Answers question in thesis statement	__/.5
	Includes <input checked="" type="radio"/> Economic	__/.5
	<input type="radio"/> Social	__/.5
	<input type="radio"/> Political	__/.5
SUBTOTAL		__/2
Sub-Topic One Paragraph	Identifies first sub-topic	__/.5
	Uses at least two documents	__/.25 __/.25
	Provides evidence from the documents to support	__/.5 __/.5
	SUBTOTAL	
Sub-Topic Two Paragraph	Identifies second sub-topic	__/.5
	Uses at least two new documents	__/.25 __/.25
	Provides evidence from the documents to support	__/.5 __/.5
	SUBTOTAL	
Sub-Topic Three Paragraph	Identifies third sub-topic	__/.5
	Uses at least two new documents	__/.25 __/.25
	Provides evidence from the documents to support	__/.5 __/.5
	SUBTOTAL	
Concluding Paragraph	Start with a concluding phrase	__/.5
	Restates thesis in a different way	__/.5
	SUBTOTAL	
<b>TOTAL</b>		<b>__/9</b>

Part	Further Explanation	Worth
Intro	Thesis is at least two sentences and answers the question. It does not simply repeat the question. The thesis mentions economic, social, and political	2
Sub-Topic One	The first subtopic is mentioned in the first sentence. At least two documents are referenced in the paragraph and evidence is specifically listed from those two documents.	2
Sub-Topic Two	The second subtopic is mentioned in the first sentence. At least two documents are referenced in the paragraph and evidence is specifically listed from those two documents.	2
Sub-Topic Three	The third subtopic is mentioned in the first sentence. At least two documents are referenced in the paragraph and evidence is specifically listed from those two documents.	2
Concluding Paragraph	The paragraph starts with a concluding phrase. The thesis is restated a bit differently than in the intro paragraph.	1

When writing your DBQ you must have a thesis statement. Your thesis is your position on the key question. It shows what arguments you will make in the essay and what you intend to prove. A good thesis statement makes the difference between a thoughtful essay and a simple retelling of facts. If the thesis is a mystery to the writer, it will be a mystery to the reader!  
The thesis statement must answer the question. However, it does not simply repeat or reword the question. It is detailed and covers all the points involved in the question.

Determine if the thesis statements on the slides are good, bad, or ugly! Based on the rubric, what score would you give each statement.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

Before you write your DBQ, it is essential that you outline your essay. We are going to spend the rest of the period today outlining the DBQ that you will write tomorrow. Remember to use the rubric to help guide your outline. You won't be able to write the actual DBQ until tomorrow (FYI—don't try to do it at home—you don't have the documents!). Don't stress! Remember, a DBQ is really just a rough draft. You will not need to worry about spelling or grammar. Follow the rubric, use the different strategies that we've learned the last three days, and you'll be fine.

## VI. Outline

Outline your DBQ by writing down notes from your prior knowledge and with the limited access you have to the documents today. Hopefully this will help with the actual DBQ tomorrow.

My thesis:

Sub-Topic 1:

Document:

Document:

Sub-Topic 2:

Document:

Document:

Sub-Topic 3:

Document:

Document:

Conclusion: