

## Louisiana Our History Our Home Chapter 11

### Multiple Choice

*Identify the choice that best completes the statement or answers the question.*

- \_\_\_\_\_ 1. What was the purpose of the Black Codes?
- to give blacks the right to vote
  - to provide a bill of rights for freedmen
  - to provide a free, public education for freedmen
  - to restrict the actions and movement of freedmen
- \_\_\_\_\_ 2. Which explains why former Confederates were unable to vote during the time of military Reconstruction?
- They were in jail because of their participation in the war.
  - They could no longer meet the property requirement to vote.
  - They were no longer considered citizens of the United States.
  - They were unable to take an oath that they had been loyal to the Union.
- \_\_\_\_\_ 3. Which statement best characterizes the goals of the Southern Democratic Party following the Civil War?
- A focused effort to provide equality for women and free blacks.
  - A commitment to white supremacy and segregation between the races.
  - A commitment to help freedmen find success as they acclimated to their new life.
  - A concerted effort to reenter the United States and take responsibility for their actions.

Use the event list to answer the next question(s).

Louisiana, 1865-1880

- 1865-
- 1866- Mechanics' Institute Riot
- 1868- New state constitution adopted
  - Henry Clay Warmoth elected governor
  - Louisiana State Lottery Company granted a charter
- 1870- Convict lease system began
- 1872- William Pitt Kellogg elected governor
- 1874- White League formed
  - Murders of Republican officeholders in Coushatta
  - Battle of Liberty Place
- 1876 Francis T. Nicholls elected governor in disputed election
- 1877 Governor Nicholls approved attack on the Cabildo
- 1879 New state constitution adopted

- \_\_\_\_\_ 4. Which event occurred in 1865?
- a. Civil War began
  - b. Colfax Massacre
  - c. Black Codes passed
  - d. 15th Amendment ratified
- \_\_\_\_\_ 5. Which event occurred in 1873?
- a. Civil War ended
  - b. Colfax Massacre
  - c. Black Codes passed
  - d. 13th Amendment ratified
- \_\_\_\_\_ 6. Based on the timeline, which best characterizes Louisiana's Reconstruction period?
- a. safety and change
  - b. peace and stability
  - c. change and violence
  - d. prosperous and peaceful
- \_\_\_\_\_ 7. Which event marks the end of the Reconstruction period?
- a. end of segregation
  - b. passing of Black Codes
  - c. federal troops withdrawn
  - d. ratifying the 15th Amendment

- \_\_\_\_\_ 8. Which event created a need to pass the 14th Amendment?
- Colfax Massacre
  - ending segregation
  - passing Black Codes
  - attack on the Cabildo
- \_\_\_\_\_ 9. Which resulted from Louisiana's early military occupation during the Reconstruction period?
- Citizens were forced to keep soldiers in their homes.
  - Louisiana was the first state to be accepted back into the United States.
  - Louisiana's Reconstruction was easier and safer because of the military presence.
  - Louisiana was used as a testing ground for policies designed to bring rebel states back into the nation.
- \_\_\_\_\_ 10. What evidence supports Congress' feelings towards Lincoln's 1863 Reconstruction plan?
- They quickly agreed and passed supporting legislation in both houses of Congress.
  - They welcomed former Confederate generals back to congressional sessions.
  - They refused to recognize or seat the new delegation from reconstructed Louisiana.
  - They overturned his Ten Percent Plan and forged ahead with their own radical reconstruction.
- \_\_\_\_\_ 11. How were Lincoln and Johnson's Reconstruction plans similar?
- They both pardoned all Confederate officers and enlisted soldiers.
  - They both focused on quickly reintegrating the rebel states.
  - They both focused on punishing the rebel states for their secession.
  - They both focused on establishing equal rights for men of all races.
- \_\_\_\_\_ 12. Which occurred in Louisiana as a result of Johnson's lenient Reconstruction policies?
- All people were given the right to vote regardless of race or gender.
  - Union loyalists continued to punish rebel leaders and control the state.
  - Former Confederates were able to regain control of the state legislature.
  - Former Confederates were pardoned but were not allowed to participate in politics.
- \_\_\_\_\_ 13. How did Northerners respond to the passage of Black Codes in Southern states?
- They did not care since they did not live in the South.
  - They disagreed with them but did not want to get involved.
  - They applauded Southern efforts to control the large populations of freedmen.
  - They saw them as an extension of slavery and called for firmer federal legislation.

- \_\_\_\_\_ 14. Which happened as a result of the 1866 Mechanics' Institute Riot?
- President Johnson sent troops to Louisiana to prevent another riot.
  - Former Confederates who had participated in the riot were tried and jailed.
  - Laws were immediately passed giving freedmen the right to vote in Louisiana.
  - Northern outrage led to the election of more Radical Republicans and stricter legislation.

Constitution of 1864	Constitution of 1868
Abolished slavery	Extended civil rights to former slaves
Voting rights for black men who served in the Union, owned property, and were literate were authorized.	Extended voting rights to black males
Free public school system for children 6-18.	Removed property qualifications for voting
	Abolished Black Codes
	Racially integrated public school system statewide
	Equal treatment on public transportation and at public businesses for all people
	Removed voting rights from former Confederates

- \_\_\_\_\_ 15. How was the Constitution of 1868 different from the Constitution of 1864?
- It was more equalitarian.
  - It established white supremacy.
  - It allowed former Confederates to vote.
  - It included provisions for public schooling.
- \_\_\_\_\_ 16. Which conclusion can be drawn about the Constitution of 1868?
- The 1868 Constitution reflected the ideology of Louisiana's Democratic party.
  - The Freedmen's Bureau forced Louisiana's legislature to adopt the Constitution of 1868.
  - The 1868 Constitution was written by Democrats seeking African American support for the party.
  - The 1868 Constitution was written by Republicans seeking African American support for the party.

**Source 1: The Emancipation Proclamation**

President Abraham Lincoln issued the preliminary Emancipation Proclamation on September 22, 1862, following the Union victory in Maryland. The provisions of the proclamation were to go into effect January 1, 1863. This part of the document below lists the geographic regions where slavery was abolished.

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit: Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts, are for the present, left precisely as if this proclamation were not issued. And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons. And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages. And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

**Source 2: Letter to Governor Hahn from President Lincoln**

Washington, March 13, 1864

Private

Hon. Michael Hahn

My Dear Sir:

I congratulate you on having fixed your name in history as the first free-state Governor of Louisiana. Now you are about to have a convention which, among other things, will probably define the elective franchise, I barely suggest for your private consideration, whether some of the [freedmen]...may not be let in--as, for instance, the very intelligent, and especially those who have fought gallantly in our ranks. They would probably help, in some trying time to come, to keep the jewel of liberty within the family of freedom. But this is only a suggestion, not to the public, but to you alone.

Yours truly

A. LINCOLN.

**Source 3: Black Code Ordinances**

The following are excerpts from Black Code ordinances established in Opelousas in July 1865.

Section 2. Every Negro or freeman who shall be found on the streets of Opelousas after 10 o'clock at night without a written pass or permit from his employer shall be imprisoned and compelled to work five days on the public streets, or pay a fine of five dollars.

Section 6. No Negro or freedman shall be permitted to preach, exhort, or otherwise declaim to congregations of colored people without a special permission from the mayor or president of the board of police under the penalty of a fine of ten dollars or twenty days work on the public streets.

Section 7. No freedman who is not in the military service shall be allowed to carry firearms, or any kind of weapons, within the limits of the town of Opelousas without the special permission of his employer, in writing, and approved by the mayor or president of the board of police. any one thus offending shall forfeit his weapons and shall be imprisoned and made to work for five days on the public streets or pay a fine of five dollars in lieu of said work.

\_\_\_\_\_ 17. **Item 1: Multiple Choice**

All three sources support which idea being carried out in the South during the Reconstruction era?

- a. need to grant full voting rights
- b. need to limit the rights of freedmen
- c. need to quickly readmit states to the Union
- d. need to support Congressional Reconstruction

**Multiple Response**

*Identify one or more choices that best complete the statement or answer the question.*

Refer to Sources 1-3 to answer this question.

- \_\_\_\_\_ 1. Based on Source 1, which two resources forecast a quick Union victory?
- a. white citizens quickly accepted the goals of the Emancipation Proclamation
  - b. President Lincoln took a personal interest in the treatment of freedmen
  - c. the abolishment of slavery ended the mistreatment of freedmen
  - d. Military District 5 was the first to be readmitted to the Union
  - e. rights of former enslaved people were restricted by law

**Short Answer**

Refer to Sources 1-3 to answer this question.

1. Based on Source 3 and your knowledge of social studies, identify rights that were denied or restricted under the Black Codes.

Write the correct answers from the list to the chart titled **Restricted Rights**. Fill every space in the chart. All options will not be used from the list.

freedom of speech
right to bear arms
join US military
curfew restrictions
right to jury trial

<b>Restricted Rights</b>

2. Why is the period from 1865-1877 known as “reconstruction”?
3. Explain how the 13th Amendment changed America after the Civil War.
4. What did the 14th Amendment do for recently freed slaves?
5. Who gained what rights with the 15th Amendment?

6. What were the “Reconstruction Acts”?

**Essay**

Refer to Sources 1-3 to answer this question.

1. **Based on the sources and your knowledge of social studies, describe two examples of how President Lincoln improved conditions for enslaved blacks, yet did not do all he could have done.**

**Scoring Information**

<b>Score Points</b>	<b>Description</b>
<b>2</b>	<b>Student’s response correctly describes two ways that President Lincoln improved conditions for enslaved blacks yet did not do all he could have done.</b>
<b>1</b>	<b>Student’s response correctly describes one way that President Lincoln improved conditions for enslaved blacks yet did not do all he could have done.</b>
<b>0</b>	<b>Student’s response does not correctly describe any ways that President Lincoln improved conditions for enslaved blacks yet did not do all he could have done.</b>



## Louisiana Our History Our Home Chapter 11 Answer Section

### MULTIPLE CHOICE

- |            |        |            |
|------------|--------|------------|
| 1. ANS: D  | PTS: 1 | DIF: DOK 1 |
| 2. ANS: D  | PTS: 1 | DIF: DOK 2 |
| 3. ANS: B  | PTS: 1 | DIF: DOK 2 |
| 4. ANS: C  | PTS: 1 | DIF: DOK 2 |
| 5. ANS: B  | PTS: 1 | DIF: DOK 2 |
| 6. ANS: C  | PTS: 1 | DIF: DOK 3 |
| 7. ANS: C  | PTS: 1 | DIF: DOK 1 |
| 8. ANS: C  | PTS: 1 | DIF: DOK 3 |
| 9. ANS: D  | PTS: 1 | DIF: DOK 2 |
| 10. ANS: C | PTS: 1 | DIF: DOK 3 |
| 11. ANS: B | PTS: 1 | DIF: DOK 2 |
| 12. ANS: C | PTS: 1 | DIF: DOK 2 |
| 13. ANS: D | PTS: 1 | DIF: DOK 2 |
| 14. ANS: D | PTS: 1 | DIF: DOK 2 |
| 15. ANS: A | PTS: 1 | DIF: DOK 2 |
| 16. ANS: D | PTS: 1 | DIF: DOK 3 |
| 17. ANS: B | PTS: 1 |            |

STA: Standard 2 - Key Events, Ideas and People: Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana.

LOC: GLE 8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras.

### MULTIPLE RESPONSE

1. ANS: B, E                      PTS: 1

### SHORT ANSWER

1. ANS:  
**freedom of speech**  
**right to bear arms**  
**curfew restrictions**

PTS: 1

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2. ANS:  
It describes attempts to reconstruct the nation after secession and civil war.
- PTS: 1                    DIF: DOK 1
3. ANS:  
It outlawed slavery in the USA, except as punishment for a crime.
- PTS: 1                    DIF: DOK 1
4. ANS:  
It made anyone born or naturalized in the USA a citizen and provided the basis of equal justice under the law.
- PTS: 1                    DIF: DOK 1
5. ANS:  
Freed slaves were now able to vote because the 15th Amendment specifically says that neither race nor previous condition of servitude can deny one the right to vote.
- PTS: 1                    DIF: DOK 1
6. ANS:  
Acts that required the reconstructed states to ratify the 14th amendment and to register former male slaves and free men of color to vote. The commander would then make provision for the adoption of a new constitution and the election of a new state government.
- PTS: 1                    DIF: DOK 1

## ESSAY

1. ANS:  
**Scoring Notes:**

**Ways that the Civil War was difficult for the people of Louisiana:**

- **He issued the Emancipation Proclamation that freed only the slaves in the states in the Confederacy.**
- **He wrote privately to the new Republican governor of Louisiana to include blacks in the state government, but he limited it to only those freedmen who were “very intelligent” or who had “fought gallantly” for the Union in the military.**
- **Accept any other reasonable answer.**

PTS: 1

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