

## Chapter 11 | Reconstruction Era

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

**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.

Use the three sources and your knowledge of social studies to answer the questions.

### 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. The part of the Proclamation 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 defence; 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: Excerpt from Sarah Moran Dawson's Diary**

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

SECTION 2. Every Negro or freedman 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.

**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

**Item 2: Multiple Select**

Based on Source 1, which two resources forecast a quick Union victory?

- white citizens quickly accepted the goals of the Emancipation Proclamation
- President Lincoln took a personal interest in the treatment of freedmen
- the abolishment of slavery ended the mistreatment of freedmen
- Military District 5 was the first to be readmitted to the Union
- rights of former enslaved people were restricted by law

**Item 3: Technology Enhanced Item**

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

Restricted Rights

**Item 4: Constructed Response**

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.

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