

CONVERSATIONS ON SC HISTORY

with Dr. Walter Edgar

Lesson 14: Reconstruction

Focus Points:

- Reconstruction 1865 - difficult period in history for everyone
“Bottom rail is on the top.”
 - New SC Constitution
 - Abolished slavery
 - Black Codes
 - Reconstruction Acts passed by Congress
 - Created military districts in SC
 - Constitutional Convention in SC – 1868
 - Voting rights established for all eligible males
 - Created true public school system
 - Local home rule for counties
 - First African American members of Congress elected from SC
 - Whites undermined Reconstruction Government
 - Peaceful means to forceful means – KKK
 - Land issues
 - Sharecroppers – most common practice for all
- Difficulties of Reconstruction
 - Time of Corruption
 - Printing Contracts
 - State Bonds – scheme of SC officials and NY stock brokers
 - Federal Occupational Forces
 - Enforced federal civil rights legislation
 - Active Klan activities
 - Controversial Election of 1876
 - Rutherford B. Hayes – elected President
 - Wade Hampton and Daniel Chamberlain claimed Governorship
 - Wade Hampton declared Governor (Democrat)
 - Daniel Chamberlain abandoned SC (Republican)
 - African Americans appointed and elected to office

Discussion:

How was the Reconstruction Period difficult for all groups of South Carolinians? What were the positive improvements created in the 1868 Constitution for South Carolinians? How were all sides involved in corruption during the time of Reconstruction?

Readings:

Edgar, South Carolina, A History. pp. 377-406.

Paul Horne & Patricia Klien, South Carolina, The History of an American State. pp. 325-345.

South Carolina Social Studies Standards:

Standard 8-4: The student will demonstrate an understanding of the impact of Reconstruction on the people and government of South Carolina.

Indicator 8-4.1: Explain the purposes of Reconstruction with attention to the economic, social, political, and geographic problems facing the South, including reconstruction of towns, factories, farms, and transportation systems; the effects of emancipation; racial tension; tension between social classes; and disagreement over voting rights. (H, G, P, E)

Indicator 8-4.2: Summarize Reconstruction in South Carolina and its effects on daily life in South Carolina, including the experiences of plantation owners, small farmers, freedmen, women, and northern immigrants. (H, P, E)

Indicator 8-4.3: Summarize the events and the process that led to the ratification of South Carolina's constitution of 1868, including African American representation in the constitutional convention; the major provisions of the constitution; and the political and social changes that allowed African Americans, Northerners, "carpetbaggers," and "scalawags" to play a part in South Carolina state government. (H, P)

Indicator 8-4.4: Explain how events during Reconstruction improved opportunities for African Americans but created a backlash that, by the end of Reconstruction, negated the gains African Americans had made, including the philanthropy of northern aid societies, the assistance provided by the federal government such as the Freedmen's Bureau, and their advancement in politics and education. (H, P, E)

Indicator 8-4.5: Summarize the successes and failures that occurred in South Carolina during Reconstruction, including the bribery of legislators, corruption in political parties, the development of public education, and violence during the election of 1876. (H, P)

Standard USHC 4: The students will demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.

Indicator USHC-4.4: Summarize the effects of Reconstruction on the southern states and the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in that era. (H, P)

Indicator USHC-4.5: Summarize the progress made by African Americans during Reconstruction and the subsequent reversals brought by Reconstruction's end, including the creation of the Freedmen's Bureau, gains in educational and political opportunity, and the rise of anti-African American factions and legislation. (H, E, G, P)

Literacy Elements:

- J. Demonstrate responsible citizenship within the school community and the local and national communities
- K. Use texts, photographs, and documents to observe and interpret social studies trends and relationships
- O. Consider multiple perspectives of documents and stories