The background of the slide is a composite image. On the left side, there is a detailed view of the United States Capitol dome in Washington, D.C., showing its ornate architecture and the Statue of Freedom on top. The right side of the background is dominated by the stars and stripes of the American flag, with the stars appearing as white five-pointed shapes on a dark blue field.

Historical Thinking and Skills Study Guide

**Intro to 9A History and
Review of 8th Grade**

Analyze a historical decision and predict the possible consequences of alternative courses of action

By examining alternative courses of action, you can consider the possible consequences and outcomes of moments in history. This also allows you to appreciate the decisions of some individuals and the actions of some groups without putting 21st century values and interpretations on historic events.

How might the history of the United States be different if the participants in historical events had taken different courses of action? These questions are called counterfactual—that is, they are contrary to fact.

As you study American history, consider some of these questions.

- What if Democratic Party office-holders had not been restored to power in the South after Reconstruction?
- What if the U.S. had not engaged in the Spanish-American War?
- What if the U.S. had joined the League of Nations?
- What if the federal government had not used deficit spending policies during the Great Depression?
- What if Truman had not ordered atomic bombs dropped on Japan?
- What if African Americans had not protested for civil rights in the 1950s and 1960s?

Note: This learning target will not be assessed on the test, but will help you understand American history.

The use of primary and secondary sources of information includes an examination of the credibility of each source

- **Primary sources** are records of events as they are first described, usually by witnesses or by people who were involved in the event. Many primary sources were created at the time of the event. Other primary sources may include memoirs, oral interviews or accounts that were recorded later. Visual materials (e.g., photos, official documents, original artwork, posters, films) also are important primary sources.
- **Secondary sources** offer an analysis or a restatement of primary sources. They are written after the events have taken place by people who were not present at the events. They often attempt to describe or explain primary sources. Examples of secondary sources include encyclopedias, textbooks, books and articles that interpret or review research works.
- The use of primary and secondary sources in the study of history includes an analysis of their **credibility**—that is, whether or not they are trustworthy and believable. Whether or not a written source is to be believed depends to a great extent on who wrote it and how it was written. Use the following steps to evaluate source credibility:
 - **Check the qualifications and reputation of the author** – Determine if the author or the organization is a recognized expert on the topic that is addressed in the source. A recognized authority will typically be cited by other writers in the same field.
 - **Determine the circumstances in which the author prepared the source** – Consider the author’s purpose and motivation. An academic article will have a much different goal than a political website.
 - **Identify the perspective or bias of the author (including use of stereotypes)** – Biased sources contain more opinions than facts; present arguments in support of one position and ignore arguments that might support a different position. A stereotype is a generalization about an individual or group.
 - **Examine the accuracy and internal consistency** – Credible sources present information that can be verified by checking other sources. Internal consistency means the sources should not present contradictory claims, information, or data within the source.
 - **Check for agreement with other credible sources** – Check additional sources to see if other trustworthy sources agree on the main points and provide similar information and data.

Historians develop theses and use evidence to support or refute positions.

Historians are similar to detectives. They develop theses and use evidence to create explanations of past events.

Rather than a simple list of events, a thesis provides a meaningful interpretation of the past. The thesis tells the reader the way in which evidence is significant in a larger historical context. In a historical essay, the thesis is the main claim or position statement. A thesis provides the guiding idea for an essay and should be original and arguable (not obvious). The thesis statement identifies the argument and then explains how the argument will be supported with evidence. For example, a thesis on the causes of the Dust Bowl could read:

- A result of both human actions and natural factors, there were three main causes of the Dust Bowl: the loss of the shortgrass prairie, the heavy use of farm machinery, and insufficient rainfall.

A thesis requires solid evidence to support and develop it. Without evidence, a claim is merely an assertion or opinion. Historians can't observe the past directly. They must use evidence; much like a detective tries to solve a crime from the clues left behind. The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs and other sources.

As they engage in research and writing, historians cite the sources from which they gather evidence. They use the results of their research to support or refute arguments made by other historians. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.

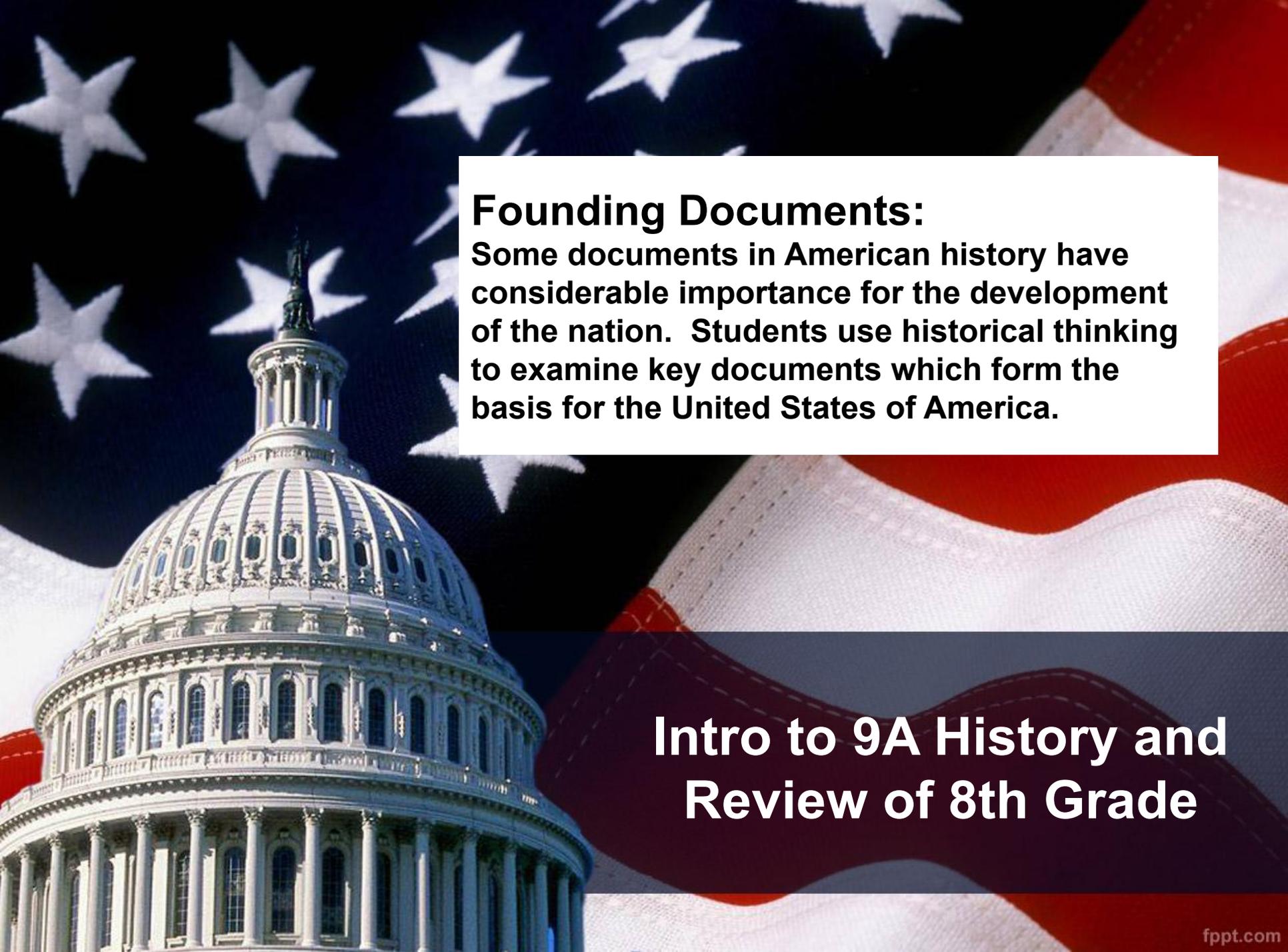
Analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long-and short-term causal relations.

When studying a historical event or person in history, historians analyze cause-and-effect relationships. Historical thinking involves the ability to identify, analyze, and evaluate multiple cause-and-effect relationships in a historical context. Historians distinguish between the immediate (short-term) and long-term causes and effects. Causes of events are often referred to as factors or developments that contributed to events.

For example, to understand the impact of the Great Depression, an analysis would include its immediate and long-term causes and effects. An examination of the Great Depression would include the Federal Reserve Board's monetary policies in the late 1920s as a short-term cause and the decline in demand for American farm goods after World War I as a long-term factor contributing to the economic downturn.

Causes and effects can be organized into categories. The most common distinction is to classify causes and effects as social, political, and economic. Social causes and effects involve family, religion, education, culture, and entertainment. Political causes and effects relate to government, laws, rights, and military conflicts. Economic causes and effects refer to economic systems, money, trade, resources, and taxes.

Historical analysis also involves an examination of the sequence and correlation of events. How did one event lead to another, and how do they relate to one another? Keep in mind that correlation is different than causation. Two related events may be caused by other outside factors.



Founding Documents:

Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.

**Intro to 9A History and
Review of 8th Grade**

Founding Documents

American History-Reconstruction to the Present: [Module 1 Founding Documents-Civil War-Reconstruction](#)

Videos:

- What were the Articles of Confederation (History Channel): www.youtube.com/watch?v=IBWs9LpCg8I
- What is the Executive Branch? (History Channel): www.youtube.com/watch?v=BWR2p9j9hWo
- What is the Legislative Branch? (History Channel): www.youtube.com/watch?v=hlvt8-nzcUc
 - What is the Cabinet? (History Channel): www.youtube.com/watch?v=8oier528TrE
- What is the Judicial Branch? (History Channel): www.youtube.com/watch?v=9giPmCWnepU

Civil War and Reconstruction

Videos:

- Crash Course Civil War (Part I): www.youtube.com/watch?v=rY9zHNOjGrs
- Crash Course Civil War (Part II): www.youtube.com/watch?v=GzTrKccmj_I&vl=en
- Crash Course Reconstruction: www.youtube.com/watch?v=nowsS7pMApl
- Discovery:
 - Beginning of Civil War: <https://drive.google.com/file/d/1EFkMp36vR4BqJj6LoCwLHiXOMPZQnFd6/view?usp=sharing>
 - End of Civil War: <https://drive.google.com/file/d/1J5NM0KrT25MfMYQm5a5eURKExWvMTdbK/view?usp=sharing>
 - Reconstruction: https://drive.google.com/file/d/1YIMRi6_xF211r2eHb6FBsML8ecOTL2kH/view?usp=sharing
-

Declaration of Independence

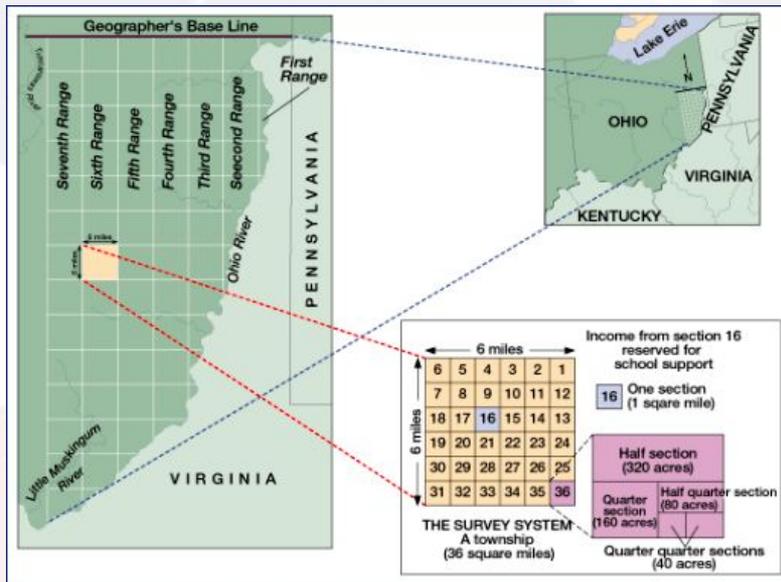
- DI elaborates on rights and role of people in building the foundations of American through the principles of unalienable rights & consent of the people.
- **Ideas Behind the Declaration**
 - 1760s to 1770s—Enlightenment ideas spread throughout colonies
 - John Locke, English philosopher, influences colonists:
 - people have natural rights to life, liberty, property
 - people consent to obey a government that protects these rights
 - people can resist or overthrow government
 - British have religious, legal tradition of civil and property rights
 - Thomas Paine writes *Common Sense*—pamphlet attacking King George and monarchy
 - Argues for independence, influences many colonists
- **The Patriots Declare Independence**
 - Congress appoints committee to prepare declaration to Britain
 - Thomas Jefferson, Virginia lawyer, writes final draft
 - Declaration of Independence is colonies' formal statement of freedom
 - Lists British violations and colonists' rights as citizens

Declaration of Independence

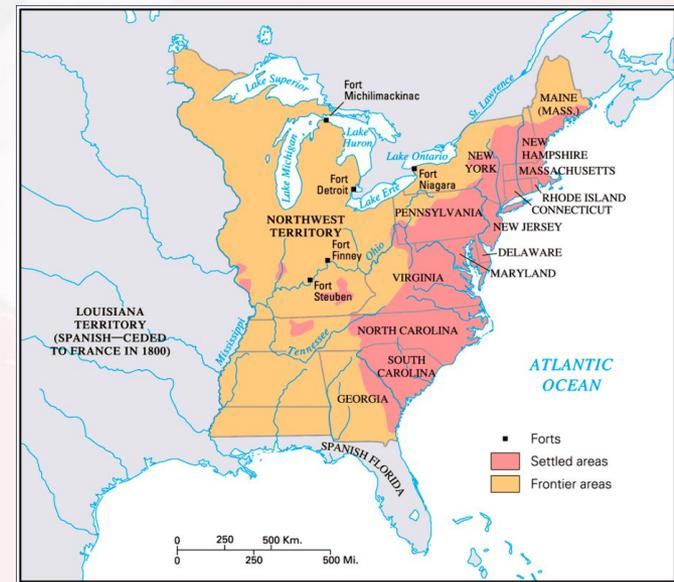
- The Declaration of Independence opens with a statement that separating from Great Britain required a defense.
 - That defense begins with an explanation of Enlightenment thinking, particularly natural rights and the social contract.
 - The most important part of the social contract is a government's duty to protect the natural rights of the people (the people had a right to overthrow that government and create a new one)
- The document includes a list of grievances (complaints) the colonists have with the King of Great Britain and Parliament as a justification for independence.
 - The grievances refer to a series of events since the French and Indian War which the colonists considered acts of tyranny that took away their natural rights—life, liberty, and the pursuit of happiness.
- The Declaration of Independence ends with a clear statement that the political ties between the colonies and Great Britain are ended. Independence is declared as an exercise of social contract thought.

Northwest Ordinance

- In the Treaty of Paris (which ended Revolution), Britain surrendered the Ohio Country to the United States. The U.S. Congress recognized a need for governing the Ohio country.
 - The Land Ordinance of 1785 set forth how the government would measure, divide and distribute the land
 - The Northwest Ordinance of 1787 provided the basis for temporary governance as a territory and eventual entry into the United States as states.



Land Ordinance of 1785



Northwest Ordinance of 1787

Northwest Ordinance

- The Northwest Ordinance also set some precedents that influenced how the United States would be governed in later years:
 - The Northwest Ordinance established a three–step plan for admitting states from the Northwest Territory (like Ohio) to the United States. New states were to be admitted “into the Congress of the United States, on an equal footing with the original States.” This provision was continued in later years and it meant that there would be no colonization of the lands as there had been under Great Britain.
 - State governments were to be republican in structure. This provision was repeated in the U.S. Constitution.
 - “Schools and the means of education” were to be encouraged. This wording reinforced the provision in the Land Ordinance of 1785 setting aside one section of each township for the support of schools and established a basis for national aid for education.
 - Basic rights of citizenship (e.g., religious liberty, right to trial by jury, writ of habeas corpus) were assured. These assurances later included in the Bill of Rights to the U.S. Constitution. The First Amendment protects freedom of religion. Trial by jury is guaranteed in the Sixth Amendment. Habeas corpus, a legal action or writ by which a person can seek relief from unlawful imprisonment, is protected by Article I, Section 9 of the Constitution.
 - Slavery was prohibited in the Northwest Territory. Although slavery was protected in many states until the end of the Civil War, this provision was later included in the Constitution as the Thirteenth Amendment.

Articles of Confederation

- **Experimenting with Confederation**

- 1781—Congress adopts Articles of Confederation to unite 13 states
- Each state has one vote in Congress; most power
- National government handles large matters; declaring war, handling of new territory
- Confederation passes two ordinances to govern lands west of the Appalachians
- Problems of Confederation overshadow success:
 - weak central government with limited ability to resolve disputes
 - rigid requirements for passing legislation and amending the Articles
 - little unity among states (disputes over land, trade, and currency)
 - paying for national debt (Revolutionary War, fort occupancy, etc.)

- **Creating a New Government**

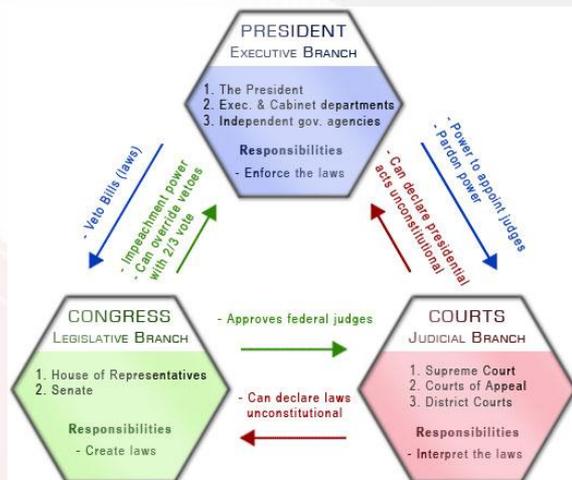
- May 1787—Congress calls convention to discuss changes to government; 12 states send delegates
- Most delegates give up idea of fixing Articles of Confederation; decide to form new government

Constitution

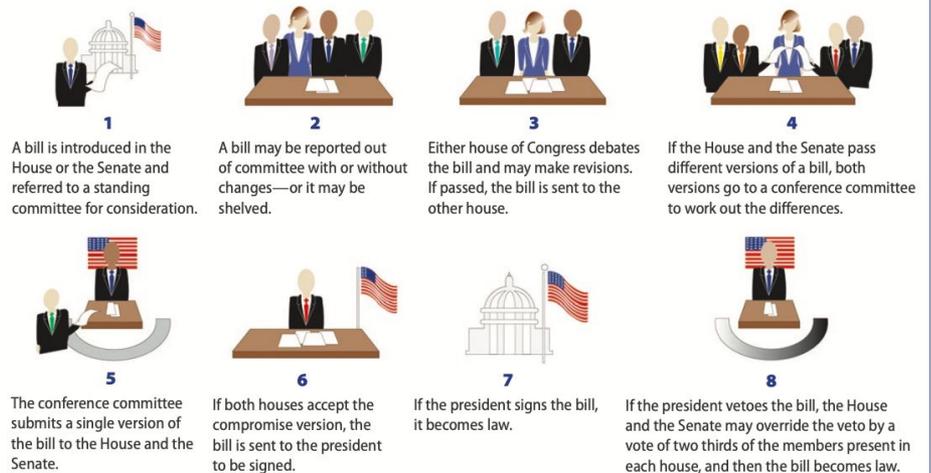
- The Constitutional Convention of 1787 decided to replace the Articles altogether and create the United States Constitution.
- The Constitution strengthened the structure of the national government.
- The principle of federalism allocated the distribution of powers between the national government and the states.
- Three branches of government with equal power (Balance of Power):
 - legislative branch: make laws (levy taxes, raise armies, regulate commerce)
 - executive branch to carry out laws
 - judicial branch to interpret laws and settle disputes
- Delegates provide a means of changing the Constitution through amendment process
- The Constitution of the United States was drafted using Enlightenment ideas to create a more effective form of government. The Preamble and the creation of a representative government reflect the idea of the social contract.
- Articles I – III provide for a separation of powers in government as well as protection of rights.

Constitution Summary

- Preamble: States Purpose of the Document
- Article I: The Legislative Branch-Qualifications and Powers of)
 - Bicameral: Senate is upper (100, 2 per state); House is lower (435, number per state based on population)
- Article II: The Executive Branch-Qualifications, Powers, Duties, Impeachment of)
 - President, VP, Cabinet
- Article III: The Judicial Branch-Jurisdiction, and Treason defined
 - Supreme Court and Lower Courts
- Article IV: Relations among States
 - Full faith and credit, new states admitted
- Article V: The Amendment Process (Changing the Constitution)
- Article VI: National Debts, Supremacy Clause, Oaths of Office
- Article VII: Process for ratification



How a Bill in Congress Becomes a Law

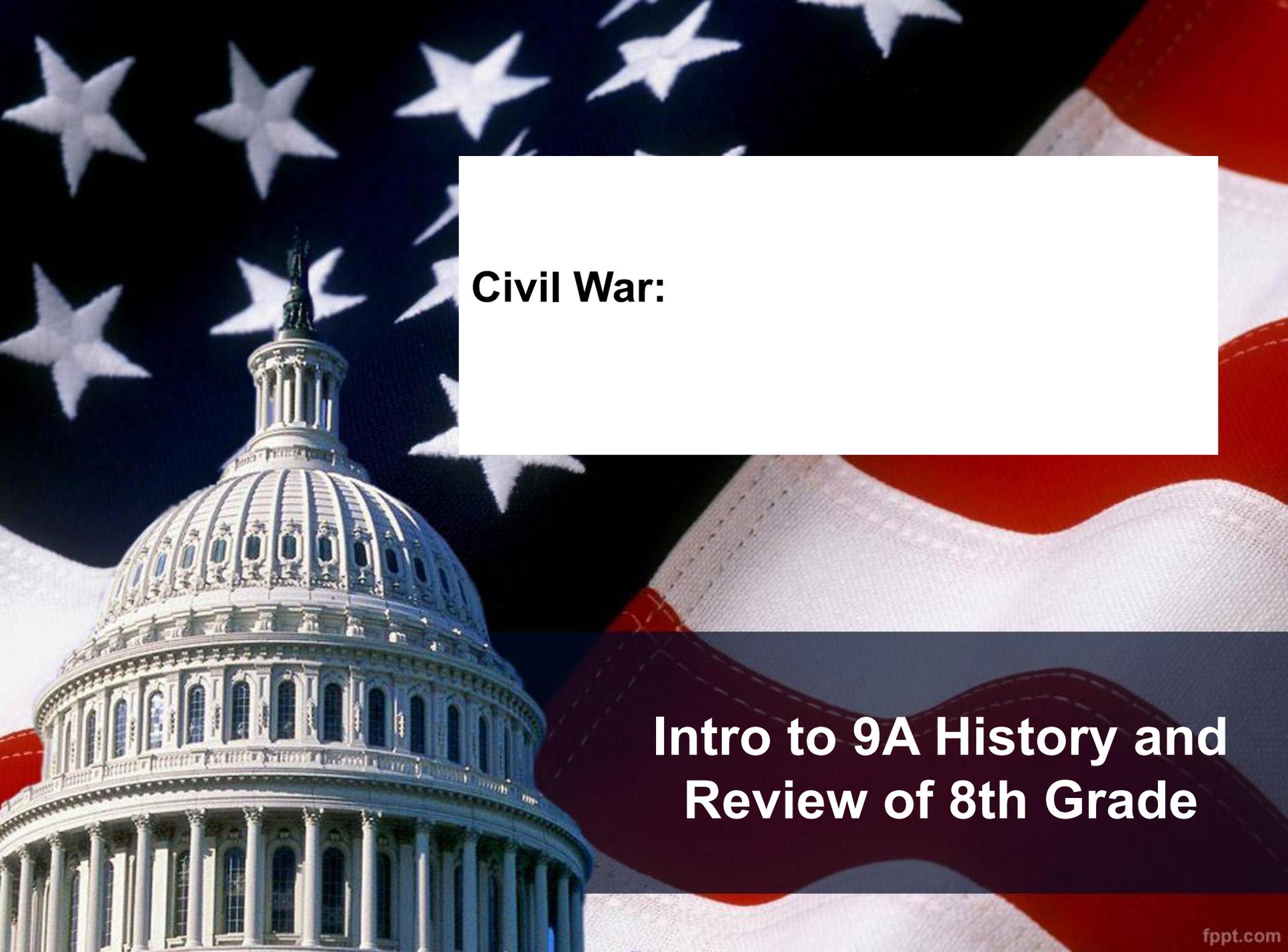


Federalist and Antifederalist Papers

- On September 17, 1787, the Constitutional Convention approved the new Constitution of the United States. In order for the Constitution to take effect, it had to be ratified by nine states and each state held a ratification convention.
- The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.
- New York was a key state in the ratification process. Federalists prepared a series of essays published in newspapers to convince New York to support the Constitution.
 - Federalists—favored Constitution (want more powerful federal government and it to have balance of power)
 - Antifederalists—against Constitution (want protection of individual rights and limits on government power)
- *The Federalist Papers* argued for national taxation and showed the benefits of a strong national defense through a standing army. Federalists did not think it was necessary to list the rights of citizens. They believed the distribution of powers in government protected citizens' rights.
- The Anti-Federalist Papers is a collection of essays against the Constitution. The Anti-Federalist Papers opposed national taxation and the use of a standing army. They argued that Constitution granted too much power national power versus state power. They also believed the Constitution failed to protect citizens' rights because these rights were listed in a bill of rights.

Federalist and Antifederalist Papers

- The Federalists promised the antifederalist a Bill of Rights (first ten amendments) to protect individual rights and to limit government powers (Protection of rights and freedoms excludes Native Americans, slaves, women)
- The Bill of Rights draws upon ideas from several sources. These range from the English heritage of the United States to the debates over the ratification of the Constitution.
 - English sources for the Bill of Rights include the Magna Carta (1215) and the Bill of Rights of 1689. The Magna Carta provided some constitutional protection of rights and granted trial by jury. The English Bill of Rights recognized many rights including the right to habeas corpus and protection against cruel punishments and excessive bail.
 - Enlightenment ideas about natural rights of life, liberty and property were becoming well-known around the time of the American Revolution. In the 1760s and 1770s, American colonists believed new British policies violated their rights. The Quartering Act of 1765 was seen as taking away property rights. The Massachusetts Government Act limited the colonists' ability to assemble in their town meetings. The Enlightenment ideas and British policies became central points of the Declaration of Independence.
- As the American people began to govern themselves, they included individual rights in governing documents. The Virginia Declaration of Rights (1776) included protections for the press, religion and rights of the accused. Other colonies also included individual rights as part of their constitutions. Under the Articles of Confederation, the national government passed the Northwest Ordinance of 1787, which provided for religious liberty, due process, protections for the accused, and property rights.



Civil War:

**Intro to 9A History and
Review of 8th Grade**

Civil War

Start of Civil War

- 1860 Lincoln wins presidency (pledged to halt spread of slavery but not abolish slavery)
- 7 states secede and form Confederacy (former senator Jefferson Davis the president)
 - Maryland, Delaware, Kentucky and Missouri remain in Union
- Confederate soldiers seize federal forts in south (Fort Sumter in Charleston)

Union and Confederate Forces Clash

- Northern strengths: more people, factories, food production (Ulysses S. Grant)
- Southern strengths: cotton, good generals, motivated soldiers (Robert E. Lee)

Politics of War

- Britain does not need cotton, does need Northern goods
- Emancipation Proclamation empowers army to free Confederate slaves
 - Gives soldiers moral purpose; compromise no longer possible

The Tide Turns

- Lee decides to invade the North
- Decisive three-day battle of Gettysburg, July 1863; North wins-South demoralized
- November 1863—Lincoln gives Gettysburg Address at cemetery dedication; speech helps country realize it is a unified nation
- Confederates surrender at Vicksburg and Mississippi River holdout; Southern army cut in two

Civil War

Confederacy Wears Down

- Confederacy no longer able to attack; works toward armistice
- Southern newspapers, legislators, public call for peace
- Lincoln appoints Grant commander of all Union Armies (1864)
- Grant appoints William Tecumseh Sherman as Western commander
- Grant, Sherman wage total war to destroy South's will to fight
- Grant's strategy to decimate Lee's army while Sherman raids Georgia
- April 1865, Grant, Lee sign surrender at Appomattox Court House
- Within a month, all remaining Confederate resistance collapses

Formal Notes

Creating Formal Outlines

CREATING FORMAL OUTLINES

1. Write the chapter number and title on the top of your paper.
2. Locate the first main heading in your textbook. Label it with a Roman numeral (I, II, III, IV, V, VI, VII, VIII, IX, X . . .).
3. Locate all the subheadings. Label them with capital letters.
4. Use numerals and lowercase letters for supporting details under each subheading.
5. Use numerals inside parentheses for small details if needed.

I. _____
A. _____
1. _____
2. _____
a. _____
b. _____
 (1) _____
 (2) _____
 (a) _____
 (b) _____
B. _____

FORMAL NOTES: We will refer to formal notes as using Roman Numerals, letters, and numbers.

- Important to be able to take large amounts of information and reduce to manageable amount
- If you take notes as you read, you will always think more is important than really is, READ FIRST to know what the
- WHAT IS THE NECESSARY INFORMATION?

The Politics of Reconstruction

The need to help former slaves was just one of many issues the nation confronted after the war. In addition, the government, led by Andrew Johnson, Lincoln's vice-president and eventual successor, had to determine how to bring the Confederate states back into the Union. **Reconstruction**, the period during which the United States began to rebuild after the Civil War, lasted from 1865 to 1877. The term also refers to the process the federal government used to readmit the defeated Confederate states to the Union. Complicating the process was the fact that Abraham Lincoln and the members of Congress all had different ideas about how the process should be handled.

LINCOLN'S PLAN Lincoln made it clear that he had a plan for Reconstruction policy. In December 1863 Lincoln announced the Proclamation of Amnesty and Reconstruction, also known as the 10% Plan. Under this plan, the government would pardon all Confederate military and political leaders and those accused of crimes against the Union. As soon as 10% of the population would swear allegiance to the Union. As soon as a state voted in 1860 took this oath of allegiance, a Confederate state could form a new state government and send representatives to Congress. Under Lincoln's terms, Arkansas, Louisiana, and Mississippi were readmitted to the Union.

However, Lincoln's Reconstruction plan angered some members of Congress, known as **Radical Republicans**. The Radical Republicans, led by Charles Sumner of Massachusetts and Representative Thaddeus Stevens of Pennsylvania, wanted to destroy the political power of the South. Most of all, they wanted African Americans to be able to vote and have the right to vote.

JOHNSON'S RECONSTRUCTION PLAN

Lincoln was assassinated before he could fully implement his Reconstruction plan. He was succeeded by Andrew Johnson, a Tennessee Democrat and a states' rights advocate. Johnson had been selected to be Lincoln's running mate in the 1864 election as a way to broaden the base of the Republican Party. Less than six weeks after his inauguration as vice-president, Johnson succeeded to the presidency. His tenure was marked by constant conflict with Radical Republicans in Congress, whose views on the treatment of the defeated South differed sharply from his.

In May 1865 Johnson announced his own plan, which differed little from Lincoln's. The major difference was that Johnson tried to break the planters' power by excluding

VII. Reconstruction (Module 1, Lesson 7)

A. The Politics of Reconstruction

1. Reconstruction—time period when Confederate states rejoined the Union: 1865-1877
2. **Lincoln's Plan** (Favored Leniency)
 - a. (10% Plan)—Proclamation of Amnesty and Reconstruction
 1. a state would be readmitted after 10% of its population swore allegiance to union
 2. citizens (except high-ranking officials) were given full pardon if they swore allegiance to union
 - b. Lincoln's Plan angered some Republicans (Radical Republicans)
 - c. Lincoln could not implement—because he was assassinated
 1. they wanted to destroy the political power of former slaveholders
 2. give full rights to African Americans
3. **Johnson's Reconstruction Plan**
 - a. Plan was similar to Lincoln's except:
 1. Excluding high-ranking Confederates and landowners from taking the oath needed to vote
 2. Pardoned more than 12,000 former Confederate troops
 - b. Ex-confederate states jumped at Johnson's terms and rejoined the union

In book, uppercase letters are in **RED**

In book, numbers are in **BLUE**

Information under the blue titles will be lowercase letters and numbers

Southern soldiers returning from the Civil War found much of the region in ruins.



Reconstruction

VII. Reconstruction (Module 1, Lesson 7)

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 - c. Johnson vetoed Civil Rights Act, Freedman's Bureau Act
 1. Freedmen's Bureau provides social services, medical care, education for former slaves, poor whites
 2. Congress passes Civil Rights Act of 1866 gives former slaves citizenship, forbids black codes
4. **Congressional Reconstruction**
 - a. Congress overrides Johnson's vetoes
 - b. Fourteenth Amendment grants full citizenship to African Americans
 - c. Reconstruction Act of 1867 divided Confederacy into military districts
 1. Johnson vetoes, Congress overrides veto
5. **Johnston Impeached**
 - a. Radical Republicans looking to stop Johnson from blocking Reconstruction
 - b. Find he violated Tenure of Office Act for firing secretary of war
 1. House votes to impeach but Senate does not convict
6. **U.S. Grant Elected**
 - a. Grant elected president in 1868; wins 9 of 10 African-American votes
 - b. Fifteenth Amendment protects voting rights of African Americans

Reconstruction

B. Reconstructing Society

1. By 1870, all former Confederate states have rejoined Union
2. **Conditions in the Postwar South**
 - a. Civil War devastated Southern economy; farms ruined, many men died in the war
 - b. Republican governments begin public works programs, social services
3. **Politics in the Postwar South**
 - a. Carpetbaggers—Northern Republicans, moved to the South after the war
 1. some want to help rebuild; others looking to make profit
 - b. Scalawags—Southerners who joined Republican Party
 1. some looking for wealth, power; improved position
 2. others want to support rebuilding of South; limit power of planters
 - c. Southern Republicans, mostly made up of freed slaves
 - d. Many scalawags and other Southern whites reject higher status, equal rights for blacks
4. **Former Slaves Improve Their Lives**
 - a. Thousands move to reunite with family, marry, find jobs
 - b. Freedmen found own churches; ministers become community leaders
 - c. Reconstruction governments, churches establish schools
5. **African Americans in Politics**
 - a. Few black officeholders in the South; only 16 in Congress
 - b. Hiram Revels is first black senator
6. **Sharecropping and Tenant Farming**
 - a. Plantation owners in the South retain their land after the war
 1. African Americans, poor whites forced to farm others' lands
 - b. Sharecropping—to farmland owned by another, keep only part of crops
 - c. Tenant farmers rent land from owner

Reconstruction

C. The Collapse of Reconstruction

1. Some frustrated white Southerners form groups to intimidate African Americans

2. Opposition to Reconstruction

a. Ku Klux Klan (KKK)—southern vigilante group, wants to:

1. destroy Republicans, aid planter class, repress African Americans
2. to achieve goals, KKK kills thousand of men, women, children

b. Enforcement Acts of 1870, 1871 uphold federal power in South

c. In 1872, Amnesty Act passes, Freedmen's Bureau expires

1. Southern Democrats regain power

3. Support for Reconstruction Fades

a. Republicans splinter; economic panic of 1873 distracts North's attention

b. Supreme Court rules against Radical Republican changes

c. Republicans retreat from Reconstruction policies

4. Democrats "Redeem" the South

a. Democrats regain control of Southern politics as 1876 election deal

1. Compromise of 1877: Republican B. Hayes awarded the White House over Democrat Samuel J. Tilden with understanding he would remove federal troops from south (ending Reconstruction)

b. Reconstruction ends without much real progress in battle against discrimination