

Hands-on History Chapter Project

The logo for 'networks' features the word in a bold, lowercase sans-serif font. The letter 'o' is replaced by a stylized globe icon with several lines radiating from it, suggesting a network or digital theme.

The Reconstruction Era

Project Overview

Project Goal

To understand factors that led to the impeachment of President Andrew Johnson by creating a political cartoon. Students will create a cartoon that represents the reasons for Johnson's impeachment and the ways in which his views on Reconstruction differed from those of President Lincoln.

ESSENTIAL QUESTIONS

How do governments change?

Skills Addressed

- responsibility and accountability; decision making
- creating displays
- explaining and evaluating the policies, practices, and consequences of Reconstruction

Materials Needed

Student Edition

Hands-On Chapter Project Worksheets

Examples of political cartoons

Drawing materials: paper, pencils, markers, and so on

Duration

1.5 independent work days and 1 class day

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Project Steps

Step 1: Introduce Project

Tell students that for this assignment, they will create a political cartoon about President Andrew Johnson. Explain that the cartoon should represent the reason Johnson was impeached and the ways in which his views on Reconstruction differed from President Lincoln's.

Explain that although political cartoons use humor, they address serious issues and present the cartoonist's beliefs or opinions. As cartoonists, students will need to understand Johnson's presidency and determine what they want to convey about it.

Activate Background Knowledge Review what students have learned about Andrew Johnson's presidency and the early years of Reconstruction. Emphasize the ways in which Johnson's views differed from Lincoln's and the conflicts that developed between Johnson and the Radical Republicans. (Worksheet 1 summarizes key developments.)

Display and discuss a few examples of political cartoons, emphasizing how the cartoonist uses humor to make a serious point about the issue. Examples can be found at the following websites related to:

- Library of Congress: Herblock's History: Political Cartoons from the Crash to the Millennium
- Library of Congress Learning Page: It's No Laughing Matter: Analyzing Political Cartoons (activity featuring political cartoons about school desegregation)

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Step 2: Plan the Cartoon

1. Discuss the Project Plan

- Read Worksheet 1 and review the project steps with students.
- Distribute Worksheet 2. As a practice exercise, work with the class to:
 - choose a political issue from a different era
 - establish a position
 - brainstorm ideas
 - quickly sketch a political cartoon
- The cartoon need not be elaborate; the purpose of the exercise is to help students understand the thinking process involved in creating political cartoons.

2. Discuss the Political Cartoon Assessment

Distribute Worksheet 3 and review the rubric with students. This project will be graded based on the overall quality of the drawing and text and the clarity with which the issue is presented. Students will also be graded on their participation in a class discussion of the completed cartoons.

3. Review the Political Cartoons

Before the cartoons are presented to the class, meet with students individually to discuss their work. Each student should be able to explain the concept behind the cartoon and the choices he or she made in creating it.

Step 3: Present the Political Cartoons

Students should have time to view each cartoon and evaluate its effectiveness. Use the following procedure to organize the presentations:

- Set up an area of the classroom to display the cartoons, or distribute copies of each student's cartoon to the class.
- Allow time for students to peruse the cartoons and note similarities and differences. Then, have students discuss their cartoons with the class.

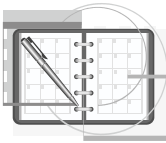
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Worksheet 1: The Reconstruction Era

Project Plan

Directions Review the project steps and the Things to Think About box below.



Task List

1. Review information about Andrew Johnson’s presidency and related political issues in your student edition. In particular, take note of the Things to Think About box below.
2. Use the Political Cartoon worksheet to brainstorm possible ideas for your cartoon.
3. Choose an idea and create your cartoon.
4. Meet with your teacher to discuss your cartoon.
5. Present your cartoon to the class.
6. Complete your Rubric Assessment.



Due Date

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Worksheet 1: The Reconstruction Era

Project Plan *Cont.*

Things to Think About

- **Lincoln’s “Ten Percent Plan”**—Formulated in 1863, this plan proposed that each Southern state be allowed to rejoin the Union after it adopted a new constitution outlawing slavery and after its voters took a loyalty oath. The state could form a new state government after 10 percent of its voters took the oath.
- **The Wade-Davis bill**—Under the powerful influence of Radical Republicans, Congress passed this 1864 bill imposing far stricter requirements for rejoining the Union than those required by the Ten Percent Plan. Lincoln refused to sign.
- **Johnson’s Reconstruction plan**—Johnson’s plan required Southern states to outlaw slavery and ratify the Thirteenth Amendment before they could rejoin the Union. It also required highranking Confederates to appeal personally to the President for a pardon. Radical Republicans objected to the plan’s relatively easy terms.
- **Postwar legislation**—In 1866, Congress passed bills granting African Americans citizenship, extending the federal government’s powers to involve itself in state affairs, and increasing the powers of the Freedmen’s Bureau. Johnson vetoed the bills, but Congress overrode his veto. The Fourteenth Amendment (1868) protected citizens’ rights from abuse by state governments.
- **The Reconstruction Acts**—These acts required Southern states that had not ratified the Fourteenth Amendment to form new governments and established a temporary military government in those states.
- **The Tenure of Office Act**—This law prohibited a president from removing government officials without Senate approval. Johnson defied it when he suspended and then fired Secretary of War Edwin Stanton.

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Worksheet 2: The Reconstruction Era

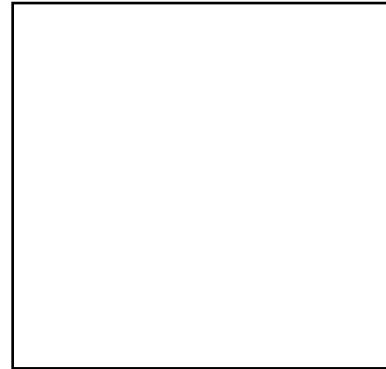
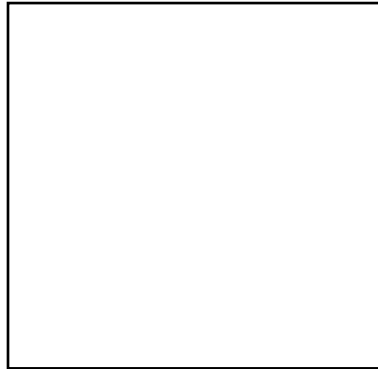
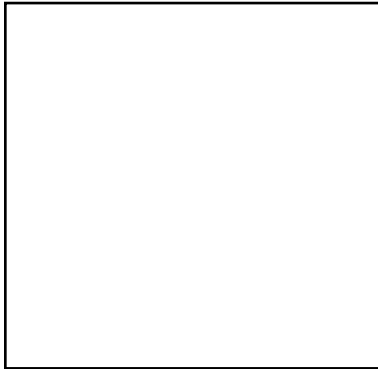
Political Cartoon

Directions Use the questions to develop ideas and plan your cartoon.

1. What factors led to the impeachment of President Andrew Johnson? (Include the immediate cause as well as long-term factors.)

2. Summarize how Johnson's views on Reconstruction differed from Lincoln's.

3. What images related to Johnson's presidency and impeachment would get readers' attention? Brainstorm ideas and use the boxes to draw thumbnail sketches of your ideas.



4. Would your cartoon make more sense if you added text to the drawing? If so, brainstorm ideas below. (Remember, any text will need to be brief.)

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Worksheet 3: The Reconstruction Era

Assessment Rubric

Points	Content and Completeness	Visual Presentation	Oral Discussion
5	Cartoon reflects accurate and insightful understanding of Johnson's presidency and the early years of Reconstruction; cartoon addresses Johnson's impeachment and contrasts his views with Lincoln's; cartoon conveys the student's ideas extremely effectively	Cartoon is very neatly and clearly drawn; text is extremely clear and legible; cartoon demonstrates exceptional care and effort	Student discussed cartoon with teacher prior to the class presentation; student was very well prepared to explain the concept underlying the cartoon; student's comments during class discussion were clear, concise, and showed thorough understanding of the topic
4	Cartoon reflects accurate and somewhat insightful understanding of Johnson's presidency and the early years of Reconstruction; cartoon addresses Johnson's impeachment and contrasts his views with Lincoln's; cartoon conveys the student's ideas very effectively	Cartoon is neatly and clearly drawn; text is very clear and legible; cartoon demonstrates obvious care and effort	Student discussed cartoon with the teacher prior to the class presentation; student was well prepared to explain the concept underlying the cartoon; student's comments during class discussion were clear, concise, and demonstrated solid understanding of the topic
3	Cartoon reflects accurate understanding of Johnson's presidency and the early years of Reconstruction; cartoon addresses Johnson's impeachment and contrasts his views with Lincoln's; cartoon conveys the student's ideas somewhat effectively	Cartoon is clearly drawn but could be somewhat neater; text may have minor problems with legibility; cartoon demonstrates some care and effort	Student discussed cartoon with the teacher prior to the class presentation; student explained the concept underlying the cartoon; student's participation in class discussion demonstrated adequate understanding of the topic

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Worksheet 3: The Reconstruction Era

Assessment Rubric *Cont.*

2	Cartoon reflects basic understanding of Johnson’s presidency and the early years of Reconstruction; cartoon addresses only 1 of the required topics; cartoon conveys the student’s ideas with limited effectiveness	Drawing is overly rough and needs to be developed further; text has noticeable problems with legibility; cartoon demonstrates minimal care and effort	Student discussed cartoon with the teacher prior to the class presentation; student attempted to explain the concept underlying the cartoon; student’s participation in class discussion demonstrated limited understanding of the topic
1	Cartoon reflects limited or inaccurate understanding of Johnson’s presidency and the early years of Reconstruction; cartoon does not address the required topics or addresses them vaguely; cartoon does not effectively convey the student’s ideas	Drawing is sketchy and undeveloped; text has noticeable problems with legibility; cartoon demonstrates little care or effort	Student did not discuss cartoon with teacher prior to the class presentation or did not attempt to explain the concept underlying the cartoon; student did not participate or behaved disruptively during class discussion
Self Assessment			
Teacher Assessment			