SENATE IMMERSION MODULE (SIM)

Reconstruction
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WELCOME TO THE EDWARD M. KENNEDY INSTITUTE

We are delighted to welcome you to the Edward M. Kennedy Institute for the United States Senate. The Kennedy Institute aims to teach students about the role of the Senate in our representative democracy, introducing important elements of the legislative process to young audiences and encouraging participation in civic life. Our programs serve the general public, students of all ages, teachers, scholars, senators, Senate staff, international visitors, and others in public service.

The materials in this curriculum are designed to enhance the Institute’s immersive Senate Immersion Module (SIM). The SIM program is an educational, role-playing experience, developed to engage new generations of Americans. This program is conducted in the Institute’s full-scale representation of the United States Senate Chamber. Running with up to 100 students at a time, participants take on the roles of senators to study issues, debate, negotiate, and vote on legislation.

Digital projections, handheld tablets, and a life-size representation of the U.S. Senate Chamber enhance the immersive role play. The resources in this curriculum help students and teachers prepare for the SIM program and discuss the experience afterwards. They can also be used independently as print outs in the classroom.

The Edward M. Kennedy Institute for the United States Senate is dedicated to educating the public about the important role of the Senate in our government, encouraging participatory democracy, invigorating civil discourse, and inspiring the next generation of citizens and leaders to engage in the civic life of their communities.

The Institute encourages classroom preparation for the SIM, active play at the Institute, and debriefing at the end of the experience.
ABOUT THIS CURRICULUM

The purpose of this learning module is to help students learn how a U.S. senator might address an issue of public significance under consideration in the United States Congress. Learning about personal, state, party, and national interests will help students understand representation more fully. It will also help them play their roles more effectively when taking part in the Institute’s SIM.

The pre-visit lesson will introduce some of the issues facing the United States in the 1870s after the Civil War. The post-visit lesson will have students reflect on their choices during the SIM program and consider what they could have done differently.

SIM Learning Goals

Using this curriculum and the Kennedy Institute SIM, students will be able to:

- Understand the basic tenets of representation: balancing personal convictions with state, party, and national interests
- Research and analyze issues of national importance
- Negotiate, persuade, and develop strategies to reach consensus
- Take a stand on issues and propose solutions
BACKGROUND
OVERVIEW

Reconstruction Amendments

The 13th, 14th, and 15th Amendments to the U.S. Constitution were adopted to provide civil and legal protections to former slaves.

Thirteenth Amendment—ratified December 18, 1865

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

Fourteenth Amendment—ratified July 9, 1868

Section 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

Fifteenth Amendment—ratified March 30, 1870

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Source:
http://www.senate.gov/civics/constitution_item/constitution.htm#amdt_13. (1865)
RECONSTRUCTION

VOCABULARY

Amendment
An amendment is an addition to the provisions of a bill. Once the basic structure of the bill has been formed by the provisions, amendments are added to deal with more specific elements.

Amnesty
Amnesty is a pardon extended by the government to a group or class of persons, usually for a political offense. In this case, it is a pardon for those who joined and supported the government of the Confederacy.

Constituents
Constituents are the members of an elected official’s home district. The elected official acts on their constituents’ behalf by representing the needs of the district and its people. Presently, constituents are also the people allowed to vote in elections, but in 1870, constituents voted for state legislators who then would appoint senators.

Enforcement Acts
Between 1870 and 1871, Congress passed a series of bills that protected the rights of newly freed slaves at a time their political, economic, and social rights were threatened.

Finance
Finance is the management and movement of money, often associated with business.

Freedmen
The term freedmen applies to all emancipated slaves.

Freedmen’s Bureau
This government division was established in 1865 to help former slaves and poor whites in the aftermath of the Civil War. It provided food, housing, medical aid, legal advice, and established schools.

Habeas Corpus
Habeas Corpus protects individuals from being detained without a warrant.

Industry
Industry refers to the manufacture and trading of products.

Legislation
Legislation is the process of creating laws that have the authority to rule over a group of people. Legislation passed by the United States Senate, House of Representatives, and the President governs over the whole country.

Nomination Hearing
For certain high positions in the federal government, the United States president nominates a person to fill that position. Once the president nominates an individual, that person needs to be confirmed through a process of hearings in the U.S. Senate.

Provision
A provision is the basic building block of a law. These clauses provide specific guidelines that form the structure of the bill. Amendments are additions to these.

States’ Rights
The legal powers that are held by individual states instead of the federal government.

Voter Suppression
Voter Suppression is strategy to control the outcome of an election by preventing individuals from voting or somehow influencing them not to vote. Examples include literacy tests, land ownership, threats, KKK actions, etc.

Voting Rights
In 1870, all men living in the 50 states were legally allowed to vote in elections.
PRE-VISIT LESSON: INTRODUCTION TO RECONSTRUCTION

Pre-Visit Lesson Introduction

This lesson introduces students to some of the major historical issues facing the nation in the post-Civil War era. Students consider the role and responsibilities of the Senate as it dealt with the divergent interests of the states and territories across the country. It helps prepare them for the SIM, in which they consider and try to pass legislation similar to the enforcement acts of the 1870s.

Lesson Learning Objectives

Students will be able to:

• Describe some of the major issues in the post-Civil War era
• Analyze primary sources relating to this period in U.S. History
• Understand how the Senate had to continually address issues relating to rights of the individual, rights of the states, and rights of the federal government during this time

Enduring Understandings

• The Senate, as a legislative body, is designed for deliberation and debate as part of the creation of legislation that can reflect the important concerns of all citizens.
• The Senate has to work to create legislation that enforces the amendments of the Constitution to ensure they are upheld.
• In many ways, the citizens of the southern states were unwilling to cooperate with the emancipation of slaves and the subsequent constitutional amendments to protect the new rights of the former slaves.

KEY VOCABULARY

• Amendment: an addition to the provisions of a bill. Once the basic structure of the bill has been formed by the provisions, amendments are added to deal with more specific elements.
• Constituent: members of an elected official’s home district who the official represents.
• Nomination Hearing: Once the president nomi nates an individual for a government position, that person needs to be confirmed though a process of hearings in U.S. Senate.
• Provision: the basic building block of a law. These clauses provide specific guidelines that form the structure of the bill.

MORE RECONSTRUCTION VOCABULARY ON P. 6
**Pre-Visit Lesson Plan**

**TOTAL TIME: 50 minutes**

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Warm-Up</td>
<td>Write the following statement on the blackboard for students to read as they enter the classroom. Students can write their responses on the board or on loose leaf paper at their desks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The 13th Amendment officially freed the approximately 4 million slaves living in the United States.</strong> What is your immediate reaction to hearing that?</td>
</tr>
</tbody>
</table>
| 15 minutes | Close Reading                     | Provide students with the Background Overview and Background Overview Worksheet. Have them read the document silently and mark it up as follows:  
- underline: unfamiliar vocabulary  
- star: something you can connect to another amendment  
- question mark: something you have a question about  
Students should then briefly summarize each amendment into their own words. After each amendment, students should write down potential complications that may have resulted from that particular amendment. Students may have questions about content or vocabulary that should be answered during this time. |
|         |                                   | The class should then have a discussion about the complications they came up with. The purpose of the SIM will be to write laws to enforce the amendments and deal with complications citizens and senators saw arising across the country. |
| 25 minutes | Primary Source Analysis and Presentation | Divide students into four different groups. Each group will be analyzing a different primary source. The members of each group will work collaboratively to fill out the Worksheet for Primary Sources. |
|         |                                   | After worksheets are completed, each group will choose one spokesperson to briefly describe their document, the problem(s) demonstrated by the document about the 13th, 14th, and 15th Amendments, and how they think the federal government can get involved to solve the problem. |
| 5 minutes | Exit Ticket                       | Have students fill the exit ticket out before the end of class. It will get them thinking about the issues discussed during class and which they think is most important to discuss during the SIM program. |

Materials:
- Background Overview (p. 5)
- Background Overview Worksheet (p. 9)

Primary Sources:
- Memorial (p. 12)
- Indenture Agreement (p. 13)
- Petition of Colored Citizens (p. 14)
- Harper’s Weekly Cartoon (p. 15)

Materials:
- Worksheet for Primary Sources (p. 10)

Materials:
- Exit Ticket (p. 11)
BACKGROUND OVERVIEW WORKSHEET

As you read the Background Overview with the Thirteenth, Fourteenth, and Fifteenth Amendments on it, please mark it up in the following ways:

- **Underline**: Vocabulary terms that are new to you
- ★ **Star ★**: Connections that you see between amendments
- ? **Question Marks ?**: Something you may not understand yet

After you have finished reading the amendments, please re-write them below in your own words. If you have any questions about what you read, ask your teacher before you start writing. After you re-write an amendment, list any potential issues that you think may have come from that amendment being added to the Constitution. These can be social issues, economic issues, legal issues, or anything you think of!

**THIRTEENTH AMENDMENT Re-Write:**

Potential Issues with the Thirteenth Amendment:

**FOURTEENTH AMENDMENT Re-Write:**

Potential Issues with the Fourteenth Amendment:

**FIFTEENTH AMENDMENT Re-Write:**

Potential Issues with the Fifteenth Amendment:
STUDENT WORKSHEET

PRIMARY SOURCE WORKSHEET

DIRECTIONS: Each member of the group should silently read the primary source document. After everyone has finished reading, work together to fill out the worksheet as a group. One person from the group will present the answers you write below to the rest of your class who read a different document.

Title of Primary Source: ___________________________________________________________


Intended Audience for this Document: ________________________________________________

Summary of the Content: ___________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Does this relate directly or indirectly to one of the Reconstruction amendments you read earlier? If so, which one? _______________________________________________________________

______________________________________________________________________________
______________________________________________________________________________

What are some of the potential problems you see demonstrated in this document?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What are some arguments in favor of the federal government involved in this problem?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
EXIT TICKET

DIRECTIONS: Briefly answer the questions below to start thinking about today’s lesson and your upcoming SIM experience. In the SIM you will be assigned a senator from 1870 to represent. You will then work to create laws to protect the Thirteenth, Fourteenth, and Fifteenth Amendments—the Enforcement Acts. Use what you learned today to consider what choices you may make during the SIM.

Is there a particular issue presented today that you think is a top priority for the Enforcement Acts of the Reconstruction amendments? Why?
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Is there an issue NOT presented today that you think is a top priority for the Enforcement Acts of the Reconstruction amendments? Why?
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

MEMORIAL WRITTEN BY JOSEPHINE GRIFFING

This memorial, written in 1864 and signed by 28 women and 7 men, was sent to the U.S. House of Representatives and asks that women be commissioned to assist with the care and education of the freedmen.

This Memorial, Representing a large number of the Women of the Republic, who see before your honorable body proposed legislation, looking to the recognition of the manhood of millions of American people, heretofore slaves in this nation, but now, by the Government made free; aware that the Government is at present burdened, and the men of our country over-taxed with labor and care, necessarily imposed upon those not called into the army.

Your memorialists, women of the North and North-West, pray that you will allow us to share more fully in the responsibility and labor, so remarkably laid upon the Government and the men of the North, in the care and education of these freedmen.

Government having called the able-bodied men from this emancipated race into the service of the country, their women and children are necessarily exposed and unprotected, and demand and must receive, from the hands of Government, through its appointed agents, such aid as their transmission from slavery to freedom under the above named circumstances demands.

These Freedmen’s Associations being composed mainly of women and children, whose wants and necessities are fully understood by your memorialists, we ask you to commission us through competent agents to visit these associations to ascertain their condition; to raise funds in the North to supply their needs; to select teachers who are qualified to instruct in all branches of practical education, both of mind and of womanhood—aiming at the direct development of self-reliance and self support, and appoint them to certain associations and specific work; to provide physicians for their hospitals, of either women or men, who are qualified to treat disease on the most safe and natural system, according to the judgment of your memorialists; and to send to them ministers, either men or women, who can simplify religious instruction to the comprehension of those so lately escaping from whole centuries of gross ignorance, not only of the principles of religion, but of the art of reading—in short, to look after, and secure the general welfare of these women and children of the freedmen, associated in the various States of the South and West, where they are now, or may be hereafter appointed by the Government to remain.

Your memorialists pray further, that you will grant us such commission at the earliest practicable moment, that we may offer the necessary inducement to organization for this specific work, and be able from your commission to give transport to teachers, ministers and physicians, as well as necessary supplies of clothing for these associations, already suffering for want of attention and the common comforts of life.

In behalf of the country whose imperious calls for labor and self-sacrifice appeal to all her citizens; and in behalf of our sisters long held in bondage by chattel slavery in this country.

Yours Respectfully,
Josephine S. Griffing.

Source: https://research.archives.gov/id/306645
This indenture agreement was signed on November 21, 1865 by Captain P. J. Hawk binding a nine-year-old girl, Oney Cunningham, to her former master, Alexander Cunningham. Oney became his apprentice to “learn the art of housekeeping.” School-aged and orphaned black children were often bound to former owners as laborers through agreements written by the Freedmen’s Bureau.

This Indenture, made this 21st day of November in the year of 1865, between Captain P. J. Hawk of the one part and Alex Cunningham of the county of Pittsylvania, state of VA of the other part, Witnesseth, That the said Capt. P. J. Hawk, by virtue of the authority in him vested as MILITARY AGENT, aforesaid, hath put and bound, and doth by These Presents, put and bind Oney Cunningham, a free girl of color, of the said County, and being of the age of nine years, to be apprenticed to the said Alex Cunningham, to learn the art of a housekeeper, and with him to dwell, and remain and serve until she the said Oney Cunningham, shall obtain the age of eighteen years; during all which time, she, the said Oney Cunningham faithfully shall serve and obey, all secrets keep, and all lawful commands willingly do and perform; and shall not absent herself from the service of her Master day or night, without his leave; but shall, in all things, as a faithful Apprentice, behave herself towards her master, and all his family, during the said term; and the said Alex Cunningham doth hereby covenant, promise and agree to, and with the said Capt. P. J. Hawk, and his successors in office, that he the said Alex Cunningham will learn the said Apprentice in the art of a Housekeeper, which he now useth, shall and will teach and instruct, or cause to be taught and instructed in the best manner that (blank space, assume “he”) can, and shall and will provide and allow unto the said Apprentice, during all the said term, competent and sufficient meat, drink, washing, lodging, apparel, and all other things necessary for the said Apprentice to have, and that he will well and truly pay to the said Oney Cunningham at the end of her term of apprenticeship aforesaid, the sum of Fifty Dollars, lawful money of Virginia; and that during the term aforesaid Alex Cunningham will instruct, or came to be instructed, the said Oney Cunningham, in reading, writing and arithmetic, as far as the Rule of Three.

WITNESSETH: the following signatures and seals of the parties:

P. J. Hawk
Alex Cunningham

Source: https://research.archives.gov/id/595083
PETITION OF COLORED CITIZENS OF MCMINN COUNTY, TENNESSEE

This petition was submitted to the Senate and House of Representatives in February of 1874. Only 140 votes in opposition kept McMinn County from joining the Confederacy during the Civil War.

To the Senate and House of Representatives in Congress assembled.

The undesigned colored voting Citizens of McMinn Co. Tennessee humbly yet earnestly petition that the Fourteenth Amendment be so enforced by appropriate legislation that any law rule or regulation emanating from any State, Municipality, Corporate Chartered Company, Society, Association, legalized Body, making any discrimination against any person by the use of any word having reference to Color or blood descent; be declared null and void.

No. of Signers Seventy Nine (79)
Feby. 20 1874

Referred to the Committee on the Judiciary

Source: https://research.archives.gov/id/5637786
HARPER’S WEEKLY CARTOON

Published in the January 9, 1875 issue of Harper’s Weekly, this cartoon is captioned:

**SHALL WE CALL HOME OUR TROOPS?**

“We intend to beat the negro in the battle of life and defeat means one thing—EXTERMINATION.” —Birmingham (Alabama) News

[Cartoon image]

Source: [http://www.loc.gov/pictures/item/2002737343/](http://www.loc.gov/pictures/item/2002737343/)
POST-VISIT LESSON: RECONSTRUCTION WRITING ASSESSMENT

Post-Visit Lesson Introduction

This lesson prepares students to create a short written piece that reflects the point of view of the senator that they played during the SIM. In this lesson, students will reflect on their own actions during the SIM and combine that with information about the actual senator they represented. Students will learn what happened to their senator after certain Enforcement Acts were passed and reflect on how that impending future may have affected their actions in the Senate.

LESSON DURATION
50 minutes

Learning Objectives

Students will be able to:
• Complete a written assignment based upon their experience in the SIM, as well as a document showing what happened to their actual senator by the end of their term
• Reflect on the choices and votes they cast as senators during the SIM

Essential Questions

• How can senators consider and balance the diverse interests of their political party, the state they represent, the nation as a whole, and their personal values, especially when negotiating with other senators?

KEY VOCABULARY

• Amendment: an addition to the provisions of a bill. Once the basic structure of the bill has been formed by the provisions, amendments are added to deal with more specific elements.
• Constituent: members of an elected official’s home district who the official represents.
• Nomination Hearing: Once the president nominates an individual for a government position, that person needs to be confirmed through a process of hearings in U.S. Senate.
• Provision: the basic building block of a law. These clauses provide specific guidelines that form the structure of the bill.

MORE RECONSTRUCTION VOCABULARY ON P. 6

Enduring Understandings

• The Senate, as a legislative body, is designed for deliberation and debate as part of the creation of legislation that can reflect the important concerns of the people.
• Due to elections and other factors, the Senate can change drastically over the course of a few sessions of Congress, leading to dynamically different legislation being passed.
• Senators need to take political party, state needs, personal values, and the good of the nation into account during a vote. How they balance these needs and vote accordingly may affect relationships with fellow politicians and how their constituents and state legislators vote in the next election.
**Post-Visit Lesson Plan**

TOTAL TIME: 50 minutes

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Warm-Up</td>
<td>Students will complete the quick reflection activity by answering questions on the provided worksheet. Each question asks students to consider how they negotiated with their peers and voted during the SIM program.</td>
</tr>
<tr>
<td></td>
<td><strong>Materials:</strong></td>
<td>- Part 1: Reflect (p. 18)</td>
</tr>
<tr>
<td>15 minutes</td>
<td>What Actually Happened After the Vote...</td>
<td>Students will now get to learn the fate of their senator after the passage of the Enforcement Acts during the Reconstruction period. Some senators were re-elected, some passed away shortly after the vote, some were appointed to different positions, some lost their re-election campaigns, and some were not even nominated by their state legislatures to run for Senate again.</td>
</tr>
<tr>
<td></td>
<td><strong>Materials:</strong></td>
<td>- Part 2: What Actually Happened After the Vote Worksheet (pp. 19–21)</td>
</tr>
<tr>
<td>25 minutes</td>
<td>Essay Outlining &amp; Prep</td>
<td>The written pieces created by the students will provide a good deal of information about their understanding of the SIM process and their role as a senator. Students should draft a rough copy or outline of their essay in class and create a final product for homework.</td>
</tr>
<tr>
<td></td>
<td><strong>Materials:</strong></td>
<td>- Part 3: Essay Topics and Grading Rubric (p. 22)</td>
</tr>
</tbody>
</table>
PART 1: REFLECT

DIRECTIONS: Briefly answer the questions below to start thinking back on your SIM experience.

1. Did the bill pass or fail? How did you vote on the final proposed bill?

2. How would your senator have felt about the final bill personally?

3. How would your senator’s constituents (and state legislators) have felt about the final bill?

4. How would your senator’s party have felt about the final bill?

5. Did you compromise on any provision, amendment, or nominee? Did this accurately represent the senator you were portraying? Why or why not? How did it affect the overall bill and final vote?

6. Did you ever “stick to your guns” and refuse to compromise? Did this accurately represent the senator you were portraying? Why or why not? How did it affect the overall bill and final vote?
At the Kennedy Institute, you represented senators from the 41st United States Congress. By the end of 1870, many of the Enforcement Acts, similar to the bill you either passed or failed today, went into effect. Yet, out of the 74 senators in that session of Congress, only 17 senators were re-elected in their next Senate campaign. That’s only 23%! The majority of senators either lost their re-election campaigns, were not nominated as a candidate for Senate by their state legislatures, resigned, passed away, or chose not to run for Senate again.

Using the information provided on the other pages of this worksheet about what happened to your senator, consider the following reflection questions to prepare you for the essay question.

Senator You Represented: _______________________________________________________________

State You Represented: _______________________________________________________________

Political Party You Represented: _________________________________________________________

REFLECTION QUESTIONS:

1. Based on the following chart, what happened (or had already happened) to your senator by the time of their next Senate race?

2. Based on what you now know about your senator’s future, would you have acted any differently during the SIM? Would you have advocated for a more extreme amendment or provision in the hopes your constituents and state legislators would have supported you in your next election? Would you have stuck closer to party beliefs in hope that they would send more aid to your campaign? Would you have stayed true to your personal beliefs if you knew you had nothing to lose?
## PART 2: WHAT ACTUALLY HAPPENED AFTER THE VOTE...

<table>
<thead>
<tr>
<th>STATE</th>
<th>PARTY</th>
<th>NAME</th>
<th>WHAT ACTUALLY HAPPENED AFTER THE VOTE...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Republican</td>
<td>George E. Spencer</td>
<td>Re-elected narrowly</td>
</tr>
<tr>
<td>Alabama</td>
<td>Republican</td>
<td>Willard Warner</td>
<td>Did not run for re-election (disillusioned in politics)</td>
</tr>
<tr>
<td>Arkansas</td>
<td>Republican</td>
<td>Alexander McDonald</td>
<td>Not re-elected (in part due to state political party disputes)</td>
</tr>
<tr>
<td>Arkansas</td>
<td>Republican</td>
<td>Benjamin F. Rice</td>
<td>Not re-elected (in part due to state political party disputes)</td>
</tr>
<tr>
<td>California</td>
<td>Republican</td>
<td>Cornelius Cole</td>
<td>Not re-elected (in part due to not representing state interests)</td>
</tr>
<tr>
<td>California</td>
<td>Democrat</td>
<td>Eugene Casserly</td>
<td>Resigned in 1873</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Republican</td>
<td>Orris S. Ferry</td>
<td>Re-elected, but as a <em>Liberal</em> Republican</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Republican</td>
<td>William A. Buckingham</td>
<td>Passed away in 1875</td>
</tr>
<tr>
<td>Delaware</td>
<td>Democrat</td>
<td>Willard Saulsbury, Sr.</td>
<td>Not re-elected, defeated in Senate race by older brother Eli</td>
</tr>
<tr>
<td>Delaware</td>
<td>Democrat</td>
<td>Thomas F. Bayard, Sr.</td>
<td>Re-elected due to popularity with conservative constituents</td>
</tr>
<tr>
<td>Florida</td>
<td>Republican</td>
<td>Thomas W. Osborn</td>
<td>Retired from politics</td>
</tr>
<tr>
<td>Florida</td>
<td>Republican</td>
<td>Abijah Gilbert</td>
<td>Retired from politics</td>
</tr>
<tr>
<td>Georgia</td>
<td>Republican</td>
<td>Joshua Hill</td>
<td>Retired from politics</td>
</tr>
<tr>
<td>Georgia</td>
<td>Democrat</td>
<td>Homer V. M. Miller</td>
<td>Retired from politics</td>
</tr>
<tr>
<td>Illinois</td>
<td>Republican</td>
<td>Lyman Trumbull</td>
<td>Not re-elected (in part due to break with national political party)</td>
</tr>
<tr>
<td>Illinois</td>
<td>Republican</td>
<td>Richard Yates</td>
<td>Not selected by state legislature as a candidate for re-election</td>
</tr>
<tr>
<td>Indiana</td>
<td>Republican</td>
<td>Oliver H. P. T. Morton</td>
<td>Re-elected</td>
</tr>
<tr>
<td>Indiana</td>
<td>Republican</td>
<td>Daniel D. Pratt</td>
<td>Not re-elected</td>
</tr>
<tr>
<td>Iowa</td>
<td>Republican</td>
<td>James B. Howell</td>
<td>Not selected by state legislature as a candidate for re-election</td>
</tr>
<tr>
<td>Iowa</td>
<td>Republican</td>
<td>James Harlan</td>
<td>Not re-elected</td>
</tr>
<tr>
<td>Kansas</td>
<td>Republican</td>
<td>Samuel C. Pomeroy</td>
<td>Not re-elected (in part due to controversy in his state)</td>
</tr>
<tr>
<td>Kansas</td>
<td>Republican</td>
<td>Edmund G. Ross</td>
<td>Not re-elected (in part due to break with national political party)</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Democrat</td>
<td>Garrett Davis</td>
<td>Passed away in 1872</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Democrat</td>
<td>Thomas C. McCreery</td>
<td>Not re-elected (in part due to state political party disputes)</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Republican</td>
<td>John S. Harris</td>
<td>Not re-elected</td>
</tr>
<tr>
<td>Louisiana</td>
<td>Republican</td>
<td>William Pitt Kellogg</td>
<td>Resigned to become Governor of Louisiana in 1873</td>
</tr>
<tr>
<td>Maine</td>
<td>Republican</td>
<td>Lot M. Morrill</td>
<td>Re-elected</td>
</tr>
<tr>
<td>Maine</td>
<td>Republican</td>
<td>Hannibal Hamlin</td>
<td>Re-elected</td>
</tr>
<tr>
<td>Maryland</td>
<td>Democrat</td>
<td>George Vickers</td>
<td>Retired after this term</td>
</tr>
<tr>
<td>Maryland</td>
<td>Democrat</td>
<td>William T. Hamilton</td>
<td>Not selected as a candidate for re-election (by MD Democrats)</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Republican</td>
<td>Charles Sumner</td>
<td>Passed away in 1874</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Republican</td>
<td>Henry Wilson</td>
<td>Resigned to become Vice President of the United States</td>
</tr>
<tr>
<td>Michigan</td>
<td>Republican</td>
<td>Zachariah Chandler</td>
<td>Not re-elected (legislature elected a less radical Republican)</td>
</tr>
<tr>
<td>Michigan</td>
<td>Republican</td>
<td>Jacob M. Howard</td>
<td>Passed away a month after retiring in 1871</td>
</tr>
<tr>
<td>Minnesota</td>
<td>Republican</td>
<td>Daniel S. Norton</td>
<td>Passed away in 1870</td>
</tr>
<tr>
<td>Minnesota</td>
<td>Republican</td>
<td>Alexander Ramsey</td>
<td>Not re-elected</td>
</tr>
<tr>
<td>Mississippi</td>
<td>Republican</td>
<td>Hiram R. Revels</td>
<td>Resigned to become president of Alcorn State University</td>
</tr>
</tbody>
</table>
PART 2: WHAT ACTUALLY HAPPENED AFTER THE VOTE...
(CONTINUED)

<table>
<thead>
<tr>
<th>State</th>
<th>Political Affiliation</th>
<th>Member Name</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mississippi</td>
<td>Republican</td>
<td>Adelbert Ames</td>
<td>Resigned to become Governor of Mississippi in 1874</td>
</tr>
<tr>
<td>Missouri</td>
<td>Republican</td>
<td>Charles D. Drake</td>
<td>Resigned to accept a judicial position</td>
</tr>
<tr>
<td>Missouri</td>
<td>Republican</td>
<td>Carl Schurz</td>
<td>Not selected as a candidate for re-election</td>
</tr>
<tr>
<td>Nebraska</td>
<td>Republican</td>
<td>John M. Thayer</td>
<td>Not re-elected</td>
</tr>
<tr>
<td>Nebraska</td>
<td>Republican</td>
<td>Thomas Tipton</td>
<td>Not re-elected (defeated by a fellow Republican)</td>
</tr>
<tr>
<td>Nevada</td>
<td>Republican</td>
<td>William Morris Stewart</td>
<td>Retired</td>
</tr>
<tr>
<td>Nevada</td>
<td>Republican</td>
<td>James W. Nye</td>
<td>Not re-elected</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>Republican</td>
<td>Aaron H. Cragin</td>
<td>Re-elected</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>Republican</td>
<td>James W. Patterson</td>
<td>Not re-elected (in part due to state political party disputes)</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Republican</td>
<td>Alexander G. Cattell</td>
<td>Not selected as a candidate for re-election</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Democrat</td>
<td>John P. Stockton</td>
<td>Not re-elected</td>
</tr>
<tr>
<td>New York</td>
<td>Republican</td>
<td>Roscoe Conkling</td>
<td>Re-elected</td>
</tr>
<tr>
<td>New York</td>
<td>Republican</td>
<td>Reuben Fenton</td>
<td>Not re-elected (defeated by a Democratic candidate)</td>
</tr>
<tr>
<td>North Carolina</td>
<td>Republican</td>
<td>Joseph C. Abbott</td>
<td>Not selected as a candidate for re-election</td>
</tr>
<tr>
<td>North Carolina</td>
<td>Republican</td>
<td>John Pool</td>
<td>Not selected as a candidate for re-election</td>
</tr>
<tr>
<td>Ohio</td>
<td>Republican</td>
<td>John Sherman</td>
<td>Re-elected</td>
</tr>
<tr>
<td>Ohio</td>
<td>Democratic</td>
<td>Allen G. Thurman</td>
<td>Re-elected</td>
</tr>
<tr>
<td>Oregon</td>
<td>Republican</td>
<td>George H. Williams</td>
<td>Not re-elected</td>
</tr>
<tr>
<td>Oregon</td>
<td>Republican</td>
<td>Henry W. Corbett</td>
<td>Not selected as a candidate for re-election</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Republican</td>
<td>Simon Cameron</td>
<td>Re-elected</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Republican</td>
<td>John Scott</td>
<td>Not selected as a candidate for re-election</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>Republican</td>
<td>Henry B. Anthony</td>
<td>Re-elected</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>Republican</td>
<td>William Sprague</td>
<td>Not selected as a candidate for re-election</td>
</tr>
<tr>
<td>South Carolina</td>
<td>Republican</td>
<td>Thomas J. Robertson</td>
<td>Re-elected</td>
</tr>
<tr>
<td>South Carolina</td>
<td>Republican</td>
<td>Frederick A. Sawyer</td>
<td>Not re-elected</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Republican</td>
<td>Joseph S. Fowler</td>
<td>Did not run (in part due to clash with national political party)</td>
</tr>
<tr>
<td>Tennessee</td>
<td>Republican</td>
<td>William G. Brownlow</td>
<td>Did not run (due to illness)</td>
</tr>
<tr>
<td>Texas</td>
<td>Republican</td>
<td>Morgan C. Hamilton</td>
<td>Re-elected</td>
</tr>
<tr>
<td>Texas</td>
<td>Republican</td>
<td>James W. Flanagan</td>
<td>Not re-elected (defeated by a Democratic candidate)</td>
</tr>
<tr>
<td>Vermont</td>
<td>Republican</td>
<td>George F. Edwards</td>
<td>Re-elected</td>
</tr>
<tr>
<td>Vermont</td>
<td>Republican</td>
<td>Justin S. Morrill</td>
<td>Re-elected</td>
</tr>
<tr>
<td>Virginia</td>
<td>Democrat</td>
<td>John W. Johnston</td>
<td>Re-elected</td>
</tr>
<tr>
<td>Virginia</td>
<td>Republican</td>
<td>John F. Lewis</td>
<td>Not selected as a candidate for re-election</td>
</tr>
<tr>
<td>West Virginia</td>
<td>Republican</td>
<td>Arthur I. Boreman</td>
<td>Not selected as a candidate for re-election</td>
</tr>
<tr>
<td>West Virginia</td>
<td>Republican</td>
<td>Timothy O. Howe</td>
<td>Re-elected</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>Republican</td>
<td>Matthew H. Carpenter</td>
<td>Not re-elected (in part due to clash with state political party)</td>
</tr>
</tbody>
</table>
PART 3: ESSAY TOPICS AND GRADING RUBRIC

DIRECTIONS: Select one of the following essay topics to write about. Review the rubric to help guide your writing and make sure it is the best it can be!

1. Based on information you gathered using “Part 2: What Actually Happened After the Vote...,” do you wish you had taken the voice of your state into account more? Write a letter to the citizens of your state (and the state legislators who represent them) as if the vote had just taken place. Explain why you voted the way you did and possibly try to convince them to vote for you in your re-election!

2. Based on information you gathered using “Part 2: What Actually Happened After the Vote...,” do you wish you had taken the voice of your political party into account more? Write a letter to the party representatives in your state as if the vote had just taken place. Ask them to consider nominating you again for Senate. Convince them why you are the right person for the job!

3. Based on information you gathered using “Part 2: What Actually Happened After the Vote...,” if you knew you were getting re-elected or getting a different job or planning on not running again or if you were sickly/dying, would you have considered more extreme amendments or provisions? Write a letter to your chief-of-staff as if the vote had just happened candidly explaining any regrets you have about the bill.

<table>
<thead>
<tr>
<th>POINTS</th>
<th>5</th>
<th>3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPLANATION</td>
<td>The text contains a clear explanation of the bill and addresses the topic of the essay.</td>
<td>The text contains a partial explanation of the bill and somewhat addresses the topic.</td>
<td>The text does not contain an explanation of the bill and does not address the topic.</td>
</tr>
<tr>
<td>REASONING</td>
<td>The writing provides clear reasons and is summarized well.</td>
<td>The writing provides some reasons and is summarized partially.</td>
<td>The writing lacks proper reasoning.</td>
</tr>
<tr>
<td>AUDIENCE</td>
<td>The text addresses the intended audience, as it relates to the bill.</td>
<td>The text either addresses the audience or the bill, but not at the same time.</td>
<td>The text does not address the audience properly.</td>
</tr>
<tr>
<td>CREATIVITY</td>
<td>Written in an original way that illustrates creative thinking.</td>
<td>Written in a creative manner, but is not original.</td>
<td>Written in a straightforward manner.</td>
</tr>
<tr>
<td>MECHANICS</td>
<td>Entirely free of spelling, grammar, and punctuation errors.</td>
<td>Only a few spelling, grammar, and/or punctuation errors that do not distract from the writing.</td>
<td>Spelling, grammar, and punctuation errors that distract from the writing.</td>
</tr>
</tbody>
</table>
STANDARDS ALIGNMENT

The pre-visit and post-visit lessons and the SIM are aligned to the following Common Core and Massachusetts standards.

HISTORY CONTENT STANDARDS (MASSACHUSETTS)

U.S. United States and Massachusetts Government and Civic Life

HSS.8.T3.02 Examine the relationship between the three branches of government (the checks and balances system).

HSS.8.T3.05 Describe the role of political parties at the state and national levels.

HSS.8.T4.03 Distinguish among civic, political, and private life.

HSS.8.T4.04 Define and provide examples of fundamental principles and values of American political and civic life (e.g., liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.)

HSS.8.T4.05 Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.

HSS.8.T4.07 Apply knowledge of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and the national levels.

HSS.8.T4.08 Explain the importance of individuals working cooperatively with their elected leaders.

HSS.8.T4.10 Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.

HSS.8.T4.12 Examine the role of political protest in a democracy.

U.S. History I Standards

USI.11 Describe the purpose and functions of government.

USI.21 Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public.

US1.40 Provide examples of the various effects of the Civil War
   A. physical and economic destruction
   B. the increased role of the federal government
   C. the greatest loss of life on a per capita basis of any U.S. war before or since

USI.41 Explain the policies and consequences of Reconstruction
   A. Presidential and Congressional Reconstruction
   C. the 13th, 14th, and 15th Amendments
   D. the opposition of Southern whites to Reconstruction

American Government Standards

USG.2.8 Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict.

USG.3.12 Use a variety of sources, including newspapers and internet websites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grassroots organizations, lobbyists, public opinion, the news media, and individual voters.

USG.5.10 Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates

High School Elective: United States Government and Politics

GOV.T1.10 Argue and defend positions on issues in which foundational ideas or values are in tension or conflict (e.g., liberty in conflict with equality or authority, individual rights in conflict with national or community interests or perceptions of the common good, or majority rule in conflict with minority rights).

GOV.T4.06 Compare the debate over a public policy issue from the past and a contemporary one and evaluate the role of political parties, interest groups and media in influencing public opinion.

COMMON CORE STANDARDS

Anchor Standards for Reading (see differentiated Reading Standards for Literacy in History/Social Studies 6–12 for more grade level detail)

RH.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.2: Determine the central ideas or information of a primary or secondary source, provide an accurate
STANDARDS ALIGNMENT

summary of how key events or ideas develop over the course of the text.

RH.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.10: Read and comprehend complex literary and informational texts independently and proficiently.

Anchor Standards for Writing (see differentiated Writing Standards for Literacy in History/Social Studies 6–12 for more grade level detail)

WHST.9–10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9–10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9–10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Anchor Standards for Speaking and Listening

CCSS.ELA-LITERACY.SL.9–10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

B. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCR: SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR: SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

CCR: SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR: SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

21ST CENTURY SKILLS
(FROM WWW.P21.ORG)

• Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

• Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

• Effectively analyze and evaluate evidence, arguments, claims and beliefs.

• Analyze and evaluate major alternative points of view.

• Synthesize and make connections between information and arguments.

• Interpret information and draw conclusions based on the best analysis.
STANDARDS ALIGNMENT

(CONTINUED)

• Identify and ask significant questions that clarify various points of view and lead to better solutions.

• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

• Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade).

• Demonstrate ability to work effectively and respectfully with diverse teams.

• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.
ADDITIONAL RESOURCES

GENERAL RESOURCES
The following general resources provide more information and curriculum about the U.S. Congress and the Senate.

Annenberg Classroom
https://www.annenbergclassroom.org/
Provides resources for teaching civics

GovTrack
https://www.govtrack.us/
This website helps track activities in the U.S. Congress

iCivics
https://www.icivics.org
Free curriculum and games to learn civics

Library of Congress
https://www.loc.gov/
Supports Congress in fulfilling their duties and contains millions of resources, like books, photographs, maps, etc.

Library of Congress teacher’s page
http://www.loc.gov/teachers/usingprimarysources/guides.html
Numerous resources, pay special attention to the “Using Primary Sources” section

Library of Congress teacher’s page
http://www.loc.gov/teachers/classroommaterials/
Section containing Primary Source sets, lesson plans and numerous other valuable resources

PopVox
https://www.popvox.com/
Enables you to share your opinion about a bill with your representatives and the public

Senate.gov
https://www.senate.gov/
Provides information about past and present Senates

CongressLink
https://www.loc.gov/item/2003557479
Provides resources for teachers about Congress

Being a Senator Curriculum
https://www.emkinstitute.org/resources/being-senator-curriculum
Curricular materials to prepare students for the senate immersion modules at the Kennedy Institute

GIGANTIC MECHANIC
Created in consultation with Gigantic Mechanic and Institute of Play

INSTITUTE of PLAY

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