

# Reconstruction



## Essential Question

To what extent did Reconstruction achieve its goals?



**About the Photo:** The ruins of this southern plantation stand as a bleak reminder of the changes brought to the South by the Civil War.

In this module you will learn about the challenges that faced the nation after the Civil War and the attempts to meet those challenges.

### What You Will Learn ...

**Lesson 1: Rebuilding the South** **614**

**The Big Idea** The nation faced many problems in rebuilding the Union.

**Lesson 2: The Fight over Reconstruction** **620**

**The Big Idea** The return to power of the pre-war southern leadership led Republicans in Congress to take control of Reconstruction.

**Lesson 3: Reconstruction in the South** **627**

**The Big Idea** As Reconstruction ended, African Americans faced new hurdles and the South attempted to rebuild.

Explore ONLINE!



#### VIDEOS, including...

- Lincoln's Legacy
- The Fall of Richmond
- After the Assassination
- Johnson's Impeachment

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Image Carousel: Testing Freedoms
- Image with Hotspots: *The First Vote*

## United States

## World

1860

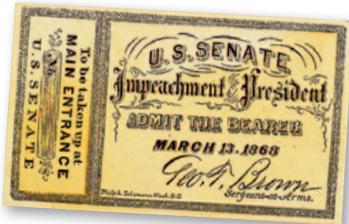


▲ 1865 Abraham Lincoln is assassinated.

1865 Black Jamaicans rebel against the wealthy planter class.

1868 President Andrew Johnson is impeached and almost removed from office. ▼

1868 The Meiji dynasty returns to power in Japan.



1869 The Suez Canal opens, linking the Mediterranean and Red seas. ▼

1870

1870 Hiram Revels becomes the first African American to serve in the U.S. Senate. ▼



1871 Otto von Bismarck and Wilhelm I unite Germany. ▼

1877 The Compromise of 1877 ends Reconstruction.



1880

# Reading Social Studies

## THEME FOCUS:

### Politics, Society and Culture

In this module you will read about the time immediately after the Civil War. You will see how the government tried to rebuild the South and you will learn about how life changed for African Americans after slavery was declared illegal.

You will read about the political conflicts that emerged as southern leadership worked to gain control of Reconstruction efforts. Throughout the module you will read how the culture of the South changed after the war.

## READING FOCUS:

### Analyze Historical Information

History books are full of information. As you read, you are confronted with names, dates, places, terms, and descriptions on every page. You don't want to have to deal with anything unimportant or untrue.

**Identify Relevant and Essential Information** Information in a history book should be relevant to the topic you're studying. It should also be essential to understanding the topic and should be verifiable. Anything else distracts from the material you are studying.

The first passage below includes several pieces of irrelevant and nonessential information. In the revised passage this information has been removed. Note how much easier the revised passage is to understand.

#### First Passage

President Abraham Lincoln, who was very tall, wanted to reunite the nation as quickly and painlessly as possible. He had proposed a plan for readmitting the southern states even before the war ended, which happened on a Sunday. Called the Ten Percent Plan, it offered southerners amnesty, or official pardon, for all illegal acts supporting the rebellion. Today a group called Amnesty International works to protect the rights of prisoners. Lincoln's plan certainly would have worked if it would have been implemented.

Lincoln's appearance and the day on which the war ended are not essential facts.

Amnesty International is not relevant to this topic.

There is no way to prove the accuracy of the last sentence.

#### Revised Passage

President Abraham Lincoln wanted to reunite the nation as quickly and painlessly as possible. He had proposed a plan for readmitting the southern states even before the war ended. Called the Ten Percent Plan, it offered southerners amnesty, or official pardon, for all illegal acts supporting the rebellion.

# You Try It!

*The following passage is adapted from the module you are about to read. As you read the passage, look for irrelevant, nonessential, or unverifiable information.*

**Freedmen's Bureau** In 1865 Congress established the Freedmen's Bureau, an agency providing relief for freedpeople and certain poor people in the South. The Bureau had a difficult job. It may have been one of the most difficult jobs ever. At its high point, about 900 agents served the entire South. All 900 people could fit into one hotel ballroom today. Bureau commissioner Oliver O. Howard eventually decided to use the Bureau's limited budget to distribute food to the poor and to provide education and legal help for freedpeople. One common food in the South at that time was salted meat. The Bureau also helped African American war veterans. Today the Department of Veterans' Affairs assists American war veterans.

*After you read the passage, answer the following questions.*

1. Which sentence in this passage is unverifiable and should be cut?
2. Find two sentences in this passage that are irrelevant to the discussion of the Freedmen's Bureau. What makes those sentences irrelevant?
3. Look at the last sentence of the passage. Do you think this sentence is essential to the discussion? Why or why not?

**As you read Module 19**, ask yourself what makes the information you are reading essential to a study of Reconstruction.

## Key Terms and People

### Lesson 1

Reconstruction  
Ten Percent Plan  
Thirteenth Amendment  
Freedmen's Bureau  
Andrew Johnson

### Lesson 2

Black Codes  
Radical Republicans  
Civil Rights Act of 1866  
Fourteenth Amendment  
Reconstruction Acts  
impeachment  
Fifteenth Amendment

### Lesson 3

Hiram Revels  
Ku Klux Klan  
Enforcement Acts  
Compromise of 1877  
poll tax  
segregation  
Jim Crow laws  
*Plessy v. Ferguson*  
sharecropping

# Rebuilding the South

## The Big Idea

The nation faced many problems in rebuilding the Union.

## Main Ideas

- President Lincoln and Congress differed in their views as Reconstruction began.
- The end of the Civil War meant freedom for African Americans in the South.
- President Johnson's plan began the process of Reconstruction.

## Key Terms and People

Reconstruction  
Ten Percent Plan  
Thirteenth Amendment  
Freedmen's Bureau  
Andrew Johnson

## If YOU were there . . .

You are a young soldier who has been fighting in the Civil War for many months. Now that the war is over, you are on your way home. During your journey, you pass plantation manor homes, houses, and barns that have been burned down. No one is doing spring planting in the fields. As you near your family's farm, you see that fences and sheds have been destroyed. You wonder what is left of your home and family.

**What would you think your future on the farm would be like?**

## Reconstruction Begins

After the Civil War ended in 1865, the U.S. government faced the problem of dealing with the defeated southern states. The challenges of **Reconstruction**, the process of readmitting the former Confederate states to the Union, lasted from 1865 to 1877.

**Damaged South** Tired southern soldiers returned home to find that the world they had known before the war was gone. Cities, towns, and farms had been ruined. Because of high food prices and widespread crop failures, many southerners faced starvation. The Confederate money most southerners held was now worthless. Banks failed, and merchants had gone bankrupt because people could not pay their debts.

Former Confederate general Braxton Bragg was one of many southerners who faced economic hardship. He found that "*all, all was lost, except my debts.*" In South Carolina, Mary Boykin Chesnut wrote in her diary about the isolation she experienced after the war. "We are shut in here. . . . All RR's [railroads] destroyed—bridges gone. We are cut off from the world."

**Lincoln's Plan** President Abraham Lincoln wanted to reunite the nation as quickly and painlessly as possible. He had proposed a plan for readmitting the southern states

even before the war ended. Called the **Ten Percent Plan**, it offered southerners amnesty, or official pardon, for all illegal acts supporting the rebellion. To receive amnesty, southerners had to do two things. They had to swear an oath of loyalty to the United States. They also had to agree that slavery was illegal. Once 10 percent of voters in a state made these pledges, they could form a new government. The state then could be readmitted to the Union.

Louisiana quickly elected a new state legislature under the Ten Percent Plan. Other southern states that had been occupied by Union troops soon followed Louisiana back into the United States.

**Wade-Davis Bill** Some politicians argued that Congress, not the president, should control the southern states' return to the Union. They believed that Congress had the power to admit new states. Also, many Republican members of Congress thought the Ten Percent Plan did not go far enough. A senator from Michigan expressed their views.

“The people of the North are not such fools as to . . . turn around and say to the traitors, ‘all you have to do [to return] is . . . take an oath that henceforth you will be true to the Government.’”

—Senator Jacob Howard, quoted in *Reconstruction: America's Unfinished Revolution, 1863–1877*, by Eric Foner

Two Republicans—Senator Benjamin Wade and Representative Henry Davis—had an alternative to Lincoln's plan. Following **procedures** of the Wade-Davis bill, a state had to meet two conditions before it could rejoin the Union. First, it had to ban slavery. Second, a majority of adult males in the state had to take the loyalty oath.

Under the Wade-Davis bill, only southerners who swore that they had never supported the Confederacy could vote or hold office. In general, the bill was much stricter than the Ten Percent Plan. Its provisions would make it harder for southern states to rejoin the Union quickly.

President Lincoln therefore refused to sign the bill into law. He thought that few southern states would agree to meet its requirements. He believed that his plan would help restore order more quickly.

## Freedom for African Americans

One thing Republicans agreed on was abolishing slavery. The Emancipation Proclamation had freed slaves only in areas that had not been occupied by Union forces, not in the border states. Many people feared that the federal courts might someday declare the proclamation unconstitutional.

**Slavery Ends** On January 31, 1865, at President Lincoln's urging, Congress proposed the **Thirteenth Amendment**. This amendment made slavery illegal throughout the United States.

The amendment was ratified and took effect on December 18, 1865. When abolitionist William Lloyd Garrison heard the news, he declared that his work was now finished. He called for the American Anti-Slavery Society to break up. Not all abolitionists agreed that their work was done,

### Academic Vocabulary

**procedure** a series of steps taken to accomplish a task

### Reading Check

**Contrast** How was the Ten Percent Plan different from the Wade-Davis bill?



These freedpeople have packed their household belongings and are leaving Richmond. Many people traveled in search of relatives. Others placed newspaper advertisements looking for long-lost relatives.

*In what ways did former slaves react to freedom?*

however. Frederick Douglass insisted that “slavery is not abolished until the black man has the ballot [vote].”

Freedom brought important changes to newly freed slaves. Many couples held ceremonies to legalize marriages that had not been recognized under slavery. Many freedpeople searched for relatives who had been sold away from their families years earlier. Others placed newspaper ads seeking information about their children. Many women began to work at home instead of in the fields. Still others adopted children of dead relatives to keep families together. Church members established voluntary associations and mutual-aid societies to help those in need.

Now that they could travel without a pass, many freedpeople moved from mostly white counties to places with more African Americans. Other freedpeople traveled simply to test their new freedom of movement. Northern migration, while not as extensive as the coming World War I Great Migration beginning in 1910, significantly increased the urban black population of the North. Detroit’s African American population, for instance, more than doubled during the 1860s with the vast majority of its new arrivals coming from the South. A South Carolina woman explained this need. “I must go, if I stay here I’ll never know I’m free.”



For this couple, freedom brought the right to marry.

For most former slaves, freedom to travel was just the first step on a long road toward equal rights and new ways of life. Adults took new last names and began to insist on being called Mr. or Mrs. as a sign of respect, rather than by their first names or by nicknames. Freedpeople began to demand the same economic and political rights as white citizens. Henry Adams, a former slave, argued that “if I cannot do like a white man I am not free.”

**Forty Acres to Farm?** Many former slaves wanted their own land to farm. Near the end of the Civil War, Union general William Tecumseh Sherman had issued an order to break up plantations in coastal South Carolina and Georgia. He wanted to divide the land into 40-acre plots and give them to former slaves as compensation for their forced labor before the war.

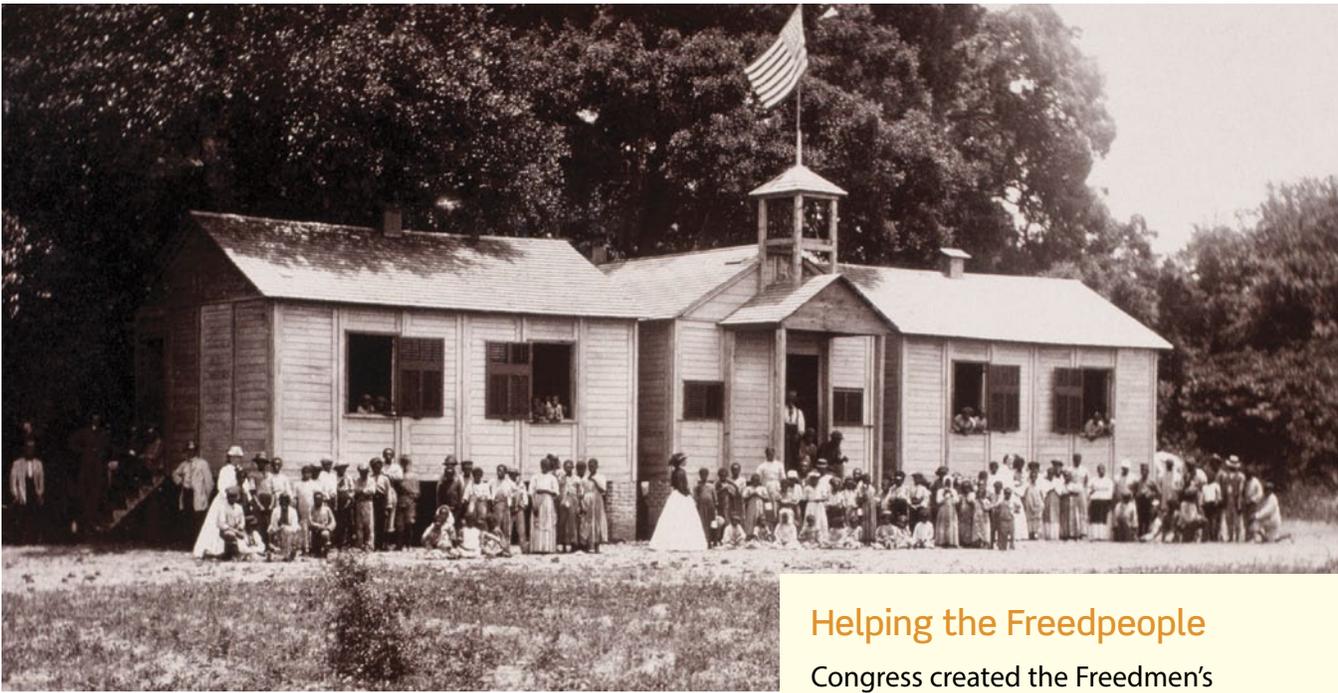
Many white planters refused to surrender their land. Some freedpeople pointed out that it was only fair that they receive some of this land because their labor had made the plantations prosper. In the end, the U.S. government returned the land to its original owners. At this time, many freedpeople were unsure

about where they would live, what kind of work they would do, and what rights they had. Freedoms that were theirs by law were difficult to enforce.

**Freedmen’s Bureau** In 1865 Congress established the **Freedmen’s Bureau**, an agency providing relief for freedpeople and certain poor people in the South. The Bureau had a difficult job. At its high point, about 900 agents served the entire South. Bureau commissioner Oliver O. Howard eventually decided to use the Bureau’s limited budget to distribute food to the poor and to provide education and legal help for freedpeople. The Bureau also helped African American war veterans.

The Freedmen’s Bureau played an important role in establishing more schools in the South. Laws against educating slaves meant that most freedpeople had never learned to read or write. Before the war ended, however, northern groups, such as the American Missionary Association, began providing books and teachers to African Americans. The teachers were mostly women who were committed to helping freedpeople. One teacher said of her students, “I never before saw children so eager to learn. . . . It is wonderful how [they] . . . can have so great a desire for knowledge, and such a capacity for attaining [reaching] it.”

After the war, some freedpeople organized their own education efforts. For example, Freedmen’s Bureau agents found that some African Americans had opened schools in abandoned buildings. Many white southerners continued to believe that African Americans should not be educated. Despite



African American students and teachers outside the Freedmen's Bureau school in Beaufort, South Carolina

## Helping the Freedpeople

Congress created the Freedmen's Bureau to help freedpeople and poor southerners recover from the Civil War. The Bureau assisted people by:

- providing supplies and medical services.
- establishing schools.
- supervising contracts between freedpeople and employers.
- taking care of lands abandoned or captured during the war.

*What role did the Freedmen's Bureau play during Reconstruction?*

opposition, by 1869 more than 150,000 African American students were attending more than 3,000 schools. The Freedmen's Bureau also helped establish a number of universities for African Americans, including Howard and Fisk universities.

Students quickly filled the new classrooms. Working adults attended classes in the evening. African Americans hoped that education would help them to understand and protect their rights and to enable them to find better jobs. Both black and white southerners benefited from the effort to provide greater access to education in the South.

### Reading Check

**Analyze** How did the Freedmen's Bureau help reform education in the South?

## President Johnson's Reconstruction Plan

While the Freedmen's Bureau was helping African Americans, the issue of how the South would politically rejoin the Union remained unresolved. Soon, however, a tragic event ended Lincoln's dream of peacefully reuniting the country.

**A New President** On the evening of April 14, 1865, President Lincoln and his wife attended a play at Ford's Theater in Washington, DC. During the play, John Wilkes Booth, a southerner who opposed Lincoln's policies, sneaked into the president's theater box and shot him. Lincoln was rushed to a boardinghouse across the street, where he died early the next

morning. Lincoln, his leadership remembered for its honesty, deep intelligence, and high morals, became a symbol for the nation of the struggle of the Civil War.

Vice President **Andrew Johnson** was sworn into office quickly. Reconstruction had now become his responsibility. He would have to win the trust of a nation shocked at its leader's death. Johnson's plan for bringing southern states back into the Union was similar to Lincoln's plan. However, he decided that wealthy southerners and former Confederate officials would need a presidential pardon to receive amnesty. Johnson shocked Radical Republicans by eventually pardoning more than 7,000 people by 1866.

**New State Governments** Johnson was a Democrat whom Republicans had put on the ticket in 1864 to appeal to the border states. A former slaveholder, he was a stubborn man who would soon face a hostile Congress.

Johnson offered a mild program for setting up new southern state governments. First, he appointed a temporary governor for each state. Then, he required that the states revise their constitutions. Next, voters elected state and federal representatives. The new state government had to declare that secession was illegal. It also had to ratify the Thirteenth Amendment and refuse to pay Confederate debts.

By the end of 1865, all the southern states except Texas had created new governments. Johnson approved them all and declared that the United States was restored. Newly elected representatives came to Washington from each reconstructed southern state. However, Republicans complained that many new representatives had been leaders of the Confederacy. Congress therefore refused to readmit the southern states into the Union. Clearly, the nation was still divided.

**Summary and Preview** In this lesson you learned about early plans for Reconstruction. In the next lesson you will learn that disagreements about Reconstruction became so serious that the president was almost removed from office.

**Reading Check**  
Summarize What was President Johnson's plan for Reconstruction?

## Lesson 1 Assessment

### Review Ideas, Terms, and People

- a. Identify** What does Reconstruction mean?

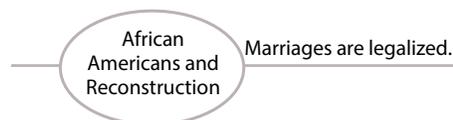
**b. Summarize** What was President Lincoln's plan for Reconstruction?
- a. Recall** What is the Thirteenth Amendment?

**b. Elaborate** In your opinion, what was the most important accomplishment of the Freedmen's Bureau? Explain.
- a. Recall** Why was President Lincoln killed?

**b. Analyze** Why did some Americans oppose President Johnson's Reconstruction plan?

### Critical Thinking

- Summarize** In this lesson you learned about Reconstruction. Create a graphic organizer similar to the one below and show how African Americans were affected by the end of the war.



# The Fight over Reconstruction

## The Big Idea

The return to power of the pre-war southern leadership led Republicans in Congress to take control of Reconstruction.

## Main Ideas

- Black Codes led to opposition to President Johnson's plan for Reconstruction.
- The Fourteenth Amendment ensured citizenship for African Americans.
- Radical Republicans in Congress took charge of Reconstruction.
- The Fifteenth Amendment gave African Americans the right to vote.

## Key Terms and People

Black Codes

Radical Republicans

Civil Rights Act of 1866

Fourteenth Amendment

Reconstruction Acts

impeachment

Fifteenth Amendment

## If YOU were there . . .

A member of Congress, you belong to the same political party as the president. But you strongly disagree with his ideas about Reconstruction and civil rights for African Americans. Now some of the president's opponents are trying to remove him from office. You do not think he is a good president. On the other hand, you think removing him would be bad for the unity of the country.

**Will you vote to remove the president?**

## Opposition to President Johnson

In 1866 Congress continued to debate the rules for restoring the Union. Meanwhile, new state legislatures approved by President Johnson had already begun passing laws to deny African Americans' civil rights. "This is a white man's government, and intended for white men only," declared Governor Benjamin F. Perry of South Carolina.

**Black Codes** Soon, every southern state passed **Black Codes**, or laws that greatly limited the freedom of African Americans. They required African Americans to sign work contracts, creating working conditions similar to those under slavery. In most southern states, any African Americans who could not prove they were employed could be arrested. Their punishment might be one year of work without pay. African Americans were also prevented from owning guns. In addition, they were not allowed to rent property except in cities.

Black Codes in Mississippi and South Carolina also included Apprentice Laws. These laws required law enforcement officials to semiannually report to the Probate Court orphaned children or children of parents deemed unfit. The Probate Court was then required to find work for the minor as an apprentice. The former owner had priority in choosing the minor as his apprentice.

“Provided, that said apprentice shall be bound by indenture, in case of males until they are twenty-one years old, and in case of females until they are eighteen years old.”

—Laws of the State of Mississippi, Passed at a Regular Session of the Mississippi Legislature, Jackson, 1865

Masters had the right to inflict moderate punishment on their apprentices and to recapture runaways. But the codes also required masters to provide food and clothing to their apprentices, teach them a trade, and send them to school.

The Black Codes alarmed many Americans. As one Civil War veteran asked, “If you call this freedom, what do you call slavery?” African Americans organized to oppose the codes. One group sent a petition to officials in South Carolina.

“We simply ask . . . that the same laws which govern *white men* shall govern *black men* . . . that, in short, we be dealt with as others are—in equity [equality] and justice.”

—Petition from an African American convention held in South Carolina, quoted in *There Is a River: The Black Struggle for Freedom in America* by Vincent Harding

**Radical Republicans** The Black Codes angered many Republicans. They thought the South was returning to its old ways. Most Republicans were moderates who wanted the South to have loyal state governments. They also believed that African Americans should have rights as citizens. They

## DOCUMENT-BASED INVESTIGATION Historical Source

### Johnson vs. Stevens

President **Andrew Johnson**, a southern Democrat from Tennessee and former slaveholder, argued that the South should not be placed under military control.

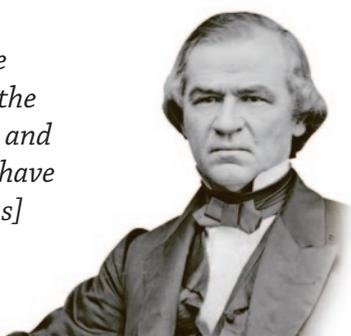
**Thaddeus Stevens**, a Pennsylvanian Radical Republican and champion of equal rights for African Americans, believed that Congress had the power to treat the South as conquered territory.

#### Analyze Historical Sources

How did Johnson’s and Stevens’s views on the South differ? What role do you think their personal backgrounds played in shaping their views?

“Military governments . . . established for an indefinite period, would have divided the people into the vanquishers and the vanquished, and would have envenomed [made poisonous] hatred rather than have restored affection.”

—Andrew Johnson



“The future condition of the conquered power depends on the will of the conqueror. They must come in as new states or remain as conquered provinces. Congress . . . is the only power that can act in the matter.”

—Thaddeus Stevens



hoped that the government would not have to force the South to follow federal laws.

**Radical Republicans**, on the other hand, took a harsher stance. They wanted the federal government to force change in the South. Like the moderates, they thought the Black Codes were cruel and unjust. The Radicals, however, wanted the federal government to be much more involved in Reconstruction. They feared that too many southern leaders remained loyal to the former Confederacy and would not enforce the new laws. Thaddeus Stevens of Pennsylvania and Charles Sumner of Massachusetts were the leaders of the Radical Republicans.

A harsh critic of President Johnson, Stevens was known for his honesty and sharp tongue. He wanted economic and political justice for both African Americans and poor white southerners. Sumner had been a strong opponent of slavery before the Civil War. He continued to argue tirelessly for African Americans' civil rights, including the right to vote and the right to fair laws.

Both Stevens and Sumner believed that, like Lincoln's proposed Ten Percent Plan, President Johnson's Reconstruction plan was too lenient toward the South, thereby making it a failure. Although the Radicals did not control Congress, they began to gain support among moderates when President Johnson ignored criticism of the Black Codes. Stevens believed the federal government could not allow racial inequality to survive.

## Fourteenth Amendment

Urged on by the Radicals in 1866, Congress proposed a new bill. It would give the Freedmen's Bureau more powers. The law would allow the Freedmen's Bureau to use military courts to try people accused of violating African Americans' rights. The bill's supporters hoped that these courts would be fairer than local courts in the South.

**Johnson versus Congress** Surprising many members of Congress, Johnson vetoed the Freedmen's Bureau bill. He insisted that Congress could not pass any new laws until the southern states were represented in Congress. Johnson also argued that the Freedmen's Bureau was unconstitutional.

Republicans responded with the **Civil Rights Act of 1866**. This act provided African Americans with the same legal rights as white Americans. President Johnson once again used his veto power. He argued that the act gave too much power to the federal government. He also rejected the **principle** of equal rights for African Americans. Congress, however, overrode Johnson's veto.

Many Republicans worried about what would happen when the southern states were readmitted. Fearing that the Civil Rights Act might be overturned, the Republicans proposed the **Fourteenth Amendment** in the summer of 1866. The Fourteenth Amendment included the following provisions:

1. It defined all people born or naturalized within the United States, except Native Americans, as citizens.

### Reading Check

**Compare and Contrast** How were Radical Republicans and moderate Republicans similar and different?

### Academic Vocabulary

**principle** basic belief, rule, or law

2. It guaranteed citizens the equal protection of the laws.
3. It said that states could not “deprive any person of life, liberty, or property, without due process of law.”
4. It banned many former Confederate officials from holding state or federal offices.
5. It made state laws subject to federal court review.
6. It gave Congress the power to pass any laws needed to enforce it.

**1866 Elections** President Johnson and most Democrats opposed the Fourteenth Amendment. As a result, civil rights for African Americans became a key issue in the 1866 congressional elections. To help the Democrats, Johnson traveled around the country defending his Reconstruction plan. Johnson’s speaking tour was a disaster. It did little to win votes for the Democratic Party. Johnson even got into arguments with people in the audiences of some of his speaking engagements.

Two major riots in the South also hurt Johnson’s campaign. On May 1, 1866, a dispute in Memphis, Tennessee, took place between local police and black Union soldiers. The dispute turned into a three-day wave of violence against African Americans. About three months later, another riot took place during a political demonstration in New Orleans. During that dispute, 34 African Americans and three white Republicans were killed.

## Congress Takes Control of Reconstruction

The 1866 elections gave the Republican Party a commanding two-thirds majority in both the House and the Senate. This majority gave the Republicans the power to override any presidential veto. In addition, the Republicans became united as the moderates joined with the Radicals. Together, they called for a new form of Reconstruction.

**Reconstruction Acts** In March 1867, Congress passed the first of several **Reconstruction Acts**. These laws divided the South into five districts. A U.S. military commander controlled each district.

The military would remain in control of the South until the southern states rejoined the Union. To be readmitted, a state had to write a new state constitution supporting the Fourteenth Amendment. Finally, the state had to give African American men the right to vote.

Thaddeus Stevens was one of the new Reconstruction Acts’ most enthusiastic supporters. He spoke in Congress to defend the acts.

“Have not loyal blacks quite as good a right to choose rulers and make laws as rebel whites? Every man, no matter what his race or color . . . has an equal right to justice, honesty, and fair play with every other man; and the law should secure him those rights.”

—Thaddeus Stevens, quoted in *Sources of the American Republic*, edited by Marvin Meyers et al.

**President on Trial** President Johnson strongly disagreed with Stevens. He argued that African Americans did not deserve the same treatment as white people. The Reconstruction Acts, he said, used “powers not granted

**Reading Check**  
Summarize What issue did the Fourteenth Amendment address, and how did it affect the congressional elections of 1866?

## The Reconstruction Amendments

### Thirteenth Amendment (1865)

*"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."*

This amendment legally banned slavery throughout the United States but it was not without fault. A loophole, or an ambiguity of a law, existed. "Involuntary servitude," according to this amendment, could be enforced as punishment for a crime. The amendment also failed to specify what the legal status of freedpeople would be or if they would be fully entitled to the rights of American citizens.

How might the loophole in the Thirteenth Amendment have been exploited by opponents of the amendment's ratification?

### Fourteenth Amendment (1868)

*"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and 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."*

Most notably, this amendment overturned the *Dred Scott* case by granting citizenship to all people born in the United States (except for Native Americans).

What role do you think Black Codes played in the drafting of this amendment?

### Fifteenth Amendment (1870)

*"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."*

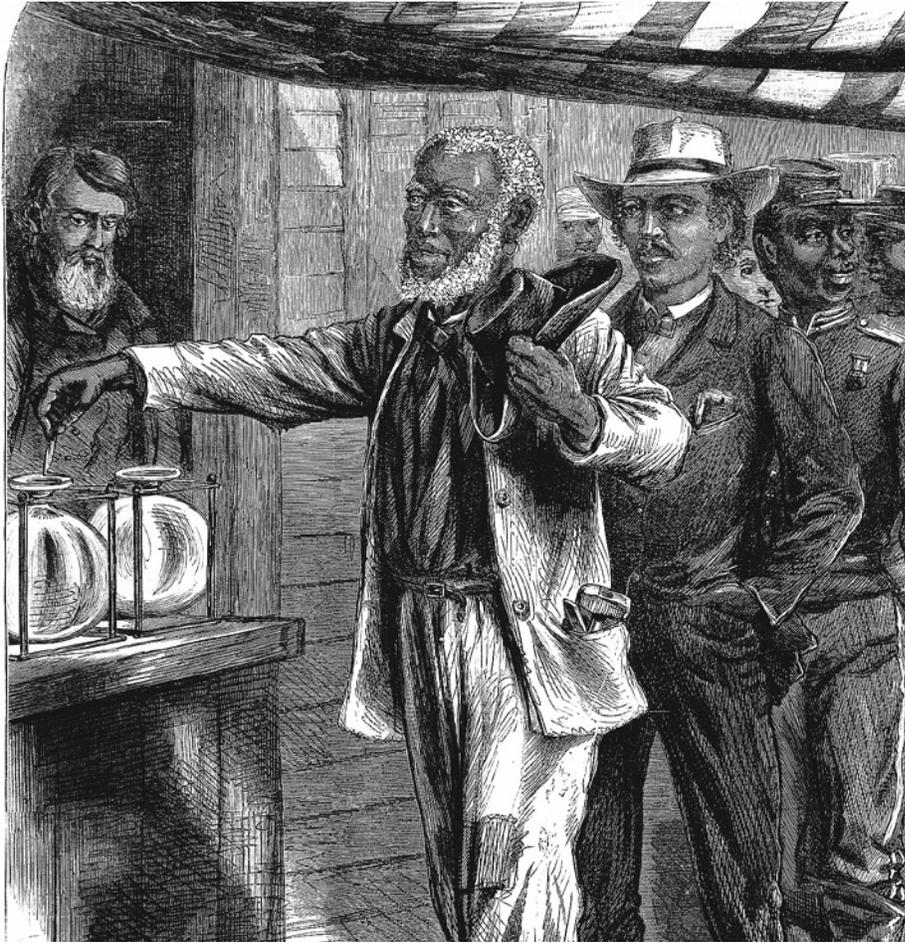
This amendment, for all intents and purposes, gave African American men the right to vote.

According to the language of this amendment, what group of citizens was not granted voting rights? How would you change the language to include all citizens?

to the federal government or any one of its branches." Knowing that Johnson did not support its Reconstruction policies, Congress passed a law limiting his power. This law prevented the president from removing cabinet officials without Senate approval. Johnson quickly broke the law by firing Edwin Stanton, the secretary of war.

For the first time in United States history, the House of Representatives responded by voting to impeach the president. **Impeachment** is the process used by a legislative body to bring charges of wrongdoing against a public official. The next step, under Article I of the Constitution, was a trial in the Senate. A two-thirds majority was required to find Johnson guilty and remove him from office.

Although Johnson was unpopular with Republicans, some of them believed he was being judged unfairly. Others did not trust the president



This Reconstruction-era painting shows African American men voting after passage of the Fifteenth Amendment.

*What right did the Fifteenth Amendment protect?*

pro tempore of the Senate, Benjamin Wade. He would become president if Johnson were removed from office. By a single vote, Senate Republicans failed to convict Johnson. Even so, the trial weakened his power as president.

**Election of 1868** Johnson did not run for another term in 1868. The Democrats chose former New York governor Horatio Seymour as their presidential candidate. The Republicans chose Ulysses S. Grant. As a war hero, Grant appealed to many northern voters. He had no political experience but supported the congressional Reconstruction plan. He ran under the slogan “Let Us Have Peace.”

Shortly after Grant was nominated, Congress readmitted seven southern states—Alabama, Arkansas, Florida, Georgia, Louisiana, North Carolina, and South Carolina. (Tennessee had already been readmitted in 1866.) Under the terms of readmission, these seven states approved the Fourteenth Amendment. They also agreed to let African American men vote. However, white southerners used violence to try to keep African Americans away from the polls.

Despite such tactics, thousands of African Americans voted for Grant and the “party of Lincoln.” The *New Orleans Tribune* reported that many former slaves “see clearly enough that the Republican party [is] their political life boat.” African American votes helped Grant to win a narrow victory.

**Reading Check**  
Analyze Information  
To which voters did Grant appeal in the presidential election of 1868?

## Fifteenth Amendment

After Grant's victory, Congressional Republicans wanted to protect their Reconstruction plan. They worried that the southern states might try to keep black voters from the polls in future elections. Also, some Radical Republicans argued that it was not fair that many northern states still had laws preventing African Americans from voting. After all, every southern state was required to grant suffrage to African American men.

In 1869 Congress proposed the **Fifteenth Amendment**, which gave African American men the right to vote. Abolitionist William Lloyd Garrison praised what he saw as "this wonderful, quiet, sudden transformation of four millions of human beings from . . . the auction block to the ballot-box." The amendment went into effect in 1870 as one of the last Reconstruction laws passed at the federal level.

The Fifteenth Amendment did not please every reformer, however. Many women were angry because the amendment did not also grant them the right to vote.

**Summary and Preview** In this lesson you learned that Congress took control of Reconstruction and took steps to protect the rights of African Americans. In the next lesson you will learn about increasing opposition to Reconstruction.

### Reading Check

#### Find Main Ideas

How did Radical Republicans take control of Reconstruction?

## Lesson 2 Assessment

### Review Ideas, Terms, and People

- Describe** What were Black Codes?
  - Make Inferences** Why did Republicans think Johnson's Reconstruction plan was a failure?
- Recall** What was the Civil Rights Act of 1866?
  - Summarize** Why was the Fourteenth Amendment important?
- Recall** Why was President Johnson impeached?
  - Evaluate** Which element of the Reconstruction Acts do you believe was most important? Why?
- Recall** What does the Fifteenth Amendment state?
  - Elaborate** Do you think that women should have been included in the Fifteenth Amendment? Explain.

### Critical Thinking

- Identify** In this lesson you learned about the issues that led Republicans to take over Reconstruction. Create a graphic organizer similar to the one below and identify the main provisions of the Fourteenth Amendment and their effects.

Provisions	Effects

# Reconstruction in the South

## The Big Idea

As Reconstruction ended, African Americans faced new hurdles and the South attempted to rebuild.

## Main Ideas

- Reconstruction governments helped reform the South.
- The Ku Klux Klan was organized as African Americans moved into positions of power.
- As Reconstruction ended, the rights of African Americans were restricted.
- Southern business leaders relied on industry to rebuild the South.

## Key Terms and People

Hiram Revels  
 Ku Klux Klan  
 Enforcement Acts  
 Compromise of 1877  
 poll tax  
 segregation  
 Jim Crow laws  
*Plessy v. Ferguson*  
 sharecropping

## If YOU were there . . .

You live on a farm in the South in the 1870s. Times are hard because you do not own your farm. Instead, you and your family work in a landowner's cotton fields. You never seem to earn enough to buy land of your own. Some of your neighbors have decided to give up farming and move to the city. Others are going to work in the textile mills. But you have always been a farmer.

**Will you decide to change your way of life?**

## Reconstruction Governments

After Grant became president in 1869, the Republicans seemed stronger than ever. They controlled most southern governments, partly because of the support of African American voters. However, most of the Republican officeholders were unpopular with white southerners.

**Carpenters and Scalawags** Some of these office-holders were northern-born Republicans who had moved to the South after the war. Many white southerners called them carpetbaggers. Supposedly, they had rushed there carrying all their possessions in bags made from carpeting. Many southerners resented these northerners, accusing them—often unfairly—of trying to profit from Reconstruction. Because the South needed both physical and economic rebuilding, there were many business opportunities. Northerners who had not been devastated by the war had more money to invest and could therefore profit from these opportunities.

Southern Democrats cared even less for white southern Republicans. They referred to them as scalawags, or greedy rascals. Democrats believed that these southerners had betrayed the South by voting for the Republican Party. Many southern Republicans were small farmers who had supported the Union during the war. Others, like Mississippi governor James Alcorn, were former members of the Whig Party. They preferred to become Republicans rather than join the Democrats.



Clergyman and educator Hiram Revels was the first African American elected to the U.S. Senate in 1870.

**African American Leaders** African Americans were the largest group of southern Republican voters. During Reconstruction, more than 600 African Americans won election to state legislatures. Some 16 of these politicians were elected to Congress. Other African Americans held local offices in counties throughout the South.

African American politicians came from many backgrounds.

**Hiram Revels** was born free in North Carolina and went to college in Illinois. He became a Methodist minister and served as a chaplain in the Union army. In 1870 Revels became the first African American in the U.S. Senate. He took over the seat previously held by Confederate president Jefferson Davis. Revels held a moderate view of the readmission of former Confederates. Education and employment for African Americans were two of his top priorities. Revels exemplified the ability of African Americans to take part in governing. After completing his term, he became the first president of Alcorn University.

Unlike Revels, Blanche K. Bruce grew up in slavery in Virginia. Bruce became an important Republican in Mississippi and served one term as a U.S. senator. He worked to integrate the military while in office.

**State Governments Change Direction** The new Reconstruction state governments made policies that increased civil and voting rights for African Americans. They passed laws that ensured African Americans were allowed to vote in every community. In many places, however, there was still resistance by whites. Because former Confederates usually could not vote, they struggled to maintain political influence.

Reconstruction governments provided money for many new programs and organizations in the South. They helped to establish some of the first state-funded public school systems in the South. They also built new hospitals, prisons, and orphanages and passed laws prohibiting discrimination against African Americans. Many of these programs improved the lives of African Americans and whites in the South and gave people economic opportunities and access to political offices. However, racism and the dramatically different culture of groups led to conflicting expectations, and sometimes tensions led to violence.

Southern states under Republican control spent large amounts of money. They aided the construction of railroads, bridges, and public buildings. These improvements were intended to help the southern economy recover from the war. To get the money for these projects, the Reconstruction governments raised taxes and issued bonds. Although some people protested the increased taxes, the improved infrastructure helped the South to increase its trade and production capabilities.

## Ku Klux Klan

As more African Americans took office, resistance to Reconstruction increased among white southerners. Democrats claimed that the Reconstruction governments were corrupt, illegal, and unjust. They also disliked having federal soldiers stationed in their states. Many white southerners disapproved of African American officeholders. One Democrat

### Reading Check

Summarize What reforms did Reconstruction state governments carry out?



### The Ku Klux Klan

Members of the Ku Klux Klan often attacked under cover of darkness to hide their identities. This Klan member, shown on the left, even disguised his horse.

*Why do you think Klan members disguised themselves?*

noted, “A white man’s government’ [is] the most popular rallying cry we have.” In 1866 a group of white southerners in Tennessee created the **Ku Klux Klan**. This secret society opposed civil rights, particularly suffrage, for African Americans. The Klan used violence and terror against African Americans. The group’s membership grew rapidly as it spread throughout the South. Klan members wore robes and disguises to hide their identities. They attacked—and even murdered—African Americans, white Republican voters, and public officials, usually at night.

Local governments did little to stop the violence. Many officials feared the Klan or were sympathetic to its activities. In 1870 and 1871 the federal government took action. In an affirmation of federal authority, Congress passed laws, called the **Enforcement Acts**, that made it a federal crime to interfere with elections or to deny citizens equal protection under the law.

Within a few years, the Klan was no longer an organized threat. But groups of white vigilantes, including the White League in Louisiana and the Red Shirts in Mississippi, North and South Carolina, continued to assault African Americans and Republicans throughout the 1870s. Unlike the Ku Klux Klan, the White League and the Red Shirts operated openly.

## Reconstruction Ends

The violence of the Ku Klux Klan was not the only challenge to Reconstruction. Republicans slowly lost control of southern state governments to the Democratic Party. The General Amnesty Act of 1872 allowed former Confederates, except those who had held high ranks, to serve in public office. Many of these former Confederates, most of whom were Democrats, were soon elected to southern governments.

The Republican Party also began losing its power in the North. Although President Grant was re-elected in 1872, financial and political scandals in his administration upset voters. In his first term, a gold-buying

### Reading Check

**Draw Conclusions**  
Why did southerners join the Ku Klux Klan or other vigilante groups?

scheme involving Grant's cousin led to a brief crisis on the stock market called Black Friday. During his second term, his personal secretary was involved in the Whiskey Ring scandal, in which whiskey distillers and public officials worked together to steal liquor taxes from the federal government. Also, people blamed Republican policies for the Panic of 1873.

**Panic of 1873** This severe economic downturn began in September 1873 when Jay Cooke and Company, a major investor in railroads and the largest financier of the Union's Civil War effort, declared bankruptcy. The company had lied about the value of land along the side of the Northern Pacific Railroad that it owned and was trying to sell. When the truth leaked out, the company failed.

The failure of such an important business sent panic through the stock market, and investors began selling shares of stock more rapidly than people wanted to buy them. Soon, 89 of the nation's 364 railroads had failed as well. The failure of almost 18,000 other businesses followed within two years. By 1876 unemployment had risen to 14 percent, with an estimated two million people out of work. The high unemployment rate set off numerous strikes and protests, many involving railroad workers. In 1874 the Democrats gained control of the House of Representatives. Northerners were becoming less concerned about southern racism and more concerned about their financial well-being.

**Election of 1876** Republicans could tell that northern support for Reconstruction was fading. Voters' attention was shifting to economic problems. In 1874 the Republican Party lost control of the House of Representatives to the Democrats. The Republicans in Congress managed to pass one last civil rights law. The Civil Rights Act of 1875 guaranteed African Americans equal rights in public places, such as theaters and public transportation. But as Americans became increasingly worried about economic problems and government corruption, the Republican Party began to abandon Reconstruction.

Republicans selected Ohio governor Rutherford B. Hayes as their 1876 presidential candidate. He believed in ending federal support of the Reconstruction governments. The Democrats nominated New York governor Samuel J. Tilden. During the election, Democrats in the South again used violence at the polls to keep Republican voters away.

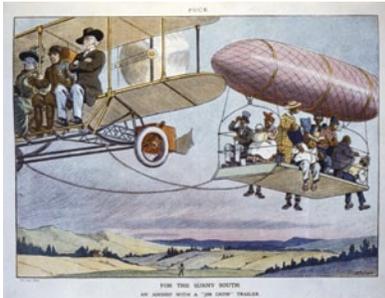
The election between Hayes and Tilden was close. Tilden appeared to have won. Republicans challenged the electoral votes in Oregon and three southern states. A special commission of members of Congress and Supreme Court justices was appointed to settle the issue.

The commission narrowly decided to give all the disputed votes to Hayes. Hayes thus won the presidency by one electoral vote. In the **Compromise of 1877**, the Democrats agreed to accept Hayes's victory. In return, they wanted all remaining federal troops removed from the South. They also asked for funding for internal improvements in the South and the appointment of a southern Democrat to the president's cabinet. Shortly after he took office in 1877, President Hayes removed the last of the federal troops from the South.

**Redeemers** Gradually, Democrats regained control of state governments in the South. In each state, they moved quickly to get rid of the Reconstruction reforms.

Democrats who brought their party back to power in the South were called Redeemers. They came from a variety of backgrounds. For instance, U.S. senator John T. Morgan of Alabama was a former general in the Confederate army. Newspaper editor Henry Grady of Georgia was interested in promoting southern industry.

Redeemers wanted to reduce the size of state government and limit the rights of African Americans. They lowered state budgets and got rid of a variety of social programs. The Redeemers cut property taxes and cut public funding for schools. They also succeeded in limiting African Americans' civil rights.



#### Jim Crow Laws

This 1913 illustration shows the segregation of society caused by Jim Crow laws. After Reconstruction ended, the U.S. court system upheld legalized segregation for nearly eighty years. The Civil Rights Act of 1964 finally put an end to all state and local laws requiring segregation.

**African Americans' Rights Restricted** Redeemers set up the poll tax in an effort to deny the vote to African Americans. The **poll tax** was a special tax people had to pay before they could vote.

Some states also targeted African American voters by requiring them to pass a literacy test. A so-called grandfather clause written into law affected men whose fathers or grandfathers could vote before 1867. In those cases, a voter did not have to pay a poll tax or pass a literacy test. As a result, almost every white man could escape the voting restrictions.

Redeemer governments also introduced legal **segregation**, the forced separation of whites and African Americans in public places. **Jim Crow laws**—laws that enforced segregation—became common in southern states in the 1880s.

African Americans challenged Jim Crow laws in court. In 1883, however, the U.S. Supreme Court ruled that the Civil Rights Act of 1875 was unconstitutional. The Court also ruled that the Fourteenth Amendment applied only to the actions of state governments. This ruling allowed private individuals and businesses to practice segregation.

**Plessy v. Ferguson** In 1896 the U.S. Supreme Court returned to the issue of segregation. When Homer Plessy, an African American, refused to leave the whites-only Louisiana train car he was riding on, he was arrested and accused of breaking Louisiana's Separate Car Act of 1890. This Jim Crow law stated that:

“all railway companies carrying passengers in their coaches in this state, shall provide equal but separate accommodations for the white, and colored races, by providing two or more passenger coaches for each passenger train, or by dividing the passenger coaches by a partition so as to secure separate accommodations. . . .”

—Separate Car Act of 1890, Louisiana state law

Plessy sued the railroad company and lost. His lawyers argued that the law violated his right to equal treatment under the Fourteenth Amendment. He then appealed to the U.S. Supreme Court. The Supreme Court ruled against Plessy in **Plessy v. Ferguson**. Segregation was allowed, said

the Court, if “separate-but-equal” facilities were provided. Among the justices, only John Marshall Harlan disagreed with the Court’s decision.

Segregation became widespread across the country. African Americans were forced to use separate public schools, libraries, and parks. When they existed, these facilities were usually of poorer quality than those created for whites. In practice, these so-called separate-but-equal facilities were separate and unequal. Neither Congress nor the president would make significant actions to overturn the doctrine until the 1900s.

**Farming in the South** Few African Americans in the South could afford to buy or even rent farms. Many African Americans therefore remained on plantations. Others tried to make a living in the cities.

African Americans who stayed on plantations often became part of a system known as **sharecropping**, or sharing the crop. Landowners provided the land, tools, and supplies, and sharecroppers provided the labor. At harvest time, the sharecropper usually had to give most of the crop to the landowner. Whatever remained belonged to the sharecropper. In theory, “croppers” who saved a little might even rent land for cash and keep their full harvest in a system known as tenant farming.

Instead, most sharecroppers lived in a cycle of debt. When they needed food, clothing, or supplies, most families had to buy goods on credit because they had little cash. When sharecroppers sold their crops, they hoped to be able to pay off these debts. However, bad weather, poor harvests, or low crop prices often made this dream impossible.

Sharecroppers usually grew cotton, one of the South’s most important cash crops. When too many farmers planted cotton, however, the supply became excessive. As a result, the price per bale of cotton dropped. Many farmers understood the drawbacks of planting cotton. However, farmers felt pressure from banks and others to keep raising cotton.

## Rebuilding Southern Industry

The southern economy suffered through cycles of good and bad years as cotton prices went up and down. Some business leaders hoped industry would strengthen the southern economy and create a New South.

**Southern Industry** Henry Grady, an Atlanta newspaper editor, was a leader of the New South movement. Grady and his supporters felt that with its cheap and abundant labor, the South could build factories and provide a workforce for them.

The most successful industrial development in the South involved textile production. Businesspeople built textile mills in many small towns to produce cotton fabric. Many people from rural areas came to work in the mills, but African Americans were not allowed to work in most of them.

**Southern Mill Life** Work in the cotton mills appealed to farm families who had trouble making ends meet. Recruiters sent out by the mills promised good wages and steady work. Mills employed large numbers of women and children. Women did most of the spinning and were valued workers. However, few women had the opportunity to advance within the company.

**Reading Check**  
Find Main  
Ideas How were  
African Americans’  
rights restricted?



## The New South

Atlanta rebuilt quickly after the war, becoming a leading railroad and industrial center. Newspaper editor Henry Grady gave stirring speeches about the need for industry in the South. He became one of the best-known spokesmen of the “New South.”

*Why might Grady point to Atlanta as a model for economic change?*



“The New South . . . is stirred with the breath of a new life.”

—Henry Grady

### Reading Check

#### Find Main Ideas

What did southern business leaders hope industry would do?

Many mill workers were proud of the skills they used, but they did not enjoy their work. Workers often labored 12 hours a day, six days a week. Cotton dust and lint filled the air, causing asthma and an illness known as brown-lung disease. Fast-moving machinery caused injuries and even deaths. Despite the long hours and dangerous working conditions, wages remained low. However, mill work did offer an alternative to farming.

## Reconstruction in the North

Although most federal Reconstruction policies were designed to reform the South, they affected groups in the North as well. There were many groups that worked to advance their own rights and interests during this time.

**Women and Northern African Americans** The Radical Republicans passed many federal laws that required southern states to allow African American men to vote. They based their cause on the ideal of equality found in the Declaration of Independence and the Constitution. Women’s suffragists began using these same arguments to support their own suffrage. Wyoming and Utah granted women the vote in 1869, but their motivations were not just to ensure equal rights for women. Wyoming leaders hoped to attract more women residents, while Utahans hoped to counteract the rising number of non-Mormon voters.

African Americans in the North faced less social discrimination than they did in the South but still faced racism and segregation. In response, some state governments passed laws that made segregation illegal. Some integrated their school systems. Still, most states upheld the principle of separate-but-equal facilities.

**A Changing Economy** During the war and Reconstruction, the economy of the North and the West grew rapidly. Manufacturing, commerce, and rail transportation generated tremendous fortunes. Large companies grew by buying smaller companies, and railroads made huge profits transporting goods and people. Tax revenue increased as well, and governments were able to provide more services and make more investments.

Between 1865 and 1873, more than 2 million immigrants arrived in the United States. They provided a new pool of labor for the growing industrial economy. The number of labor unions increased, and they began to push for policies that protected workers. Reformers pressed for eight-hour-workday and fair-pay laws. In addition, the increase in commercial and trading businesses led to a shift in the makeup of the working class. It now included a majority of professionals and white-collar workers.

Eventually the focus of the Republican Party began to move away from civil rights for African Americans and toward reducing government corruption. The acceptance of the Compromise of 1877 signaled the end of the Republican focus on reforming racial politics in the South.

**Summary and Preview** In this lesson you learned about the end of Reconstruction. In the years that followed, the South continued to rebuild, but the gains made by African Americans were reversed.

**Reading Check**  
Compare and Contrast How was Reconstruction in the North similar to and different from Reconstruction in the South?

### Lesson 3 Assessment

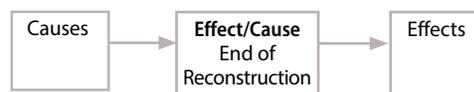
#### Review Ideas, Terms, and People

- a. Identify** Who were some prominent African American leaders during Reconstruction? Why was the election of Hiram Revels significant?  
**b. Evaluate** What do you think was the most important change made by Reconstruction state governments? Explain your answer.
- a. Recall** For what reasons did some local governments not stop the Ku Klux Klan?  
**b. Draw Conclusions** How did the Ku Klux Klan's use of terror interfere with elections in the South?
- a. Summarize** What was the Compromise of 1877?  
**b. Evaluate** How did *Plessy v. Ferguson* affect life in the United States?  
**c. Explain** What was the relationship between Jim Crow laws and segregation?

- a. Identify** Who was Henry Grady, and why was he important?  
**b. Predict** What are some possible results of the rise of the "New South"?

#### Critical Thinking

- Identify Causes and Effects** In this lesson you learned about Reconstruction governments. Create a graphic organizer similar to the one below and show why Reconstruction ended, as well as the results of its end.



# Social Studies Skills

## Chance, Oversight, and Error in History

### Understand the Skill

Sometimes, history can seem very routine. One event leads to others which, in turn, lead to still others. You learn to look for cause-and-effect relationships among events. You learn how point of view and bias can influence decisions and actions. These approaches to the study of history imply that the events of the past are orderly and predictable.

In fact, many of the events of the past *are* orderly and predictable. They may seem even more so since they're over and done with, and we know how things turned out. Yet, predictable patterns of behavior *do* exist throughout history. Recognizing them is one of the great values and rewards of studying the past. As the philosopher George Santayana once famously said, "Those who cannot remember the past are condemned to repeat it."

At its most basic level, however, history is people, and people are "human." They make mistakes. Unexpected things happen to them, both good things and bad. This is the unpredictable element of history. The current phrase "stuff happens" is just as true of the past as it is today. Mistakes, oversights, and just plain "dumb luck" have shaped the course of history—and have helped to make the study of it so exciting.

### Learn the Skill

California merchant John Sutter decided to build a sawmill along a nearby American river in 1848. He planned to sell the lumber it produced to settlers who were moving into the area. Sutter put James W. Marshall to work building the mill. To install the large waterwheel that would power the saw, Marshall first had to

deepen the riverbed next to the mill. During his digging, he noticed some shiny bits of yellow metal in the water. The result of this accidental find was the California gold rush, which sent thousands of Americans to California, and speeded settlement of the West.

In 1863 the army of Confederate general Robert E. Lee invaded Maryland. The Civil War had been going well for the South. Lee hoped a southern victory on Union soil would convince the British to aid the South in the war. However, a Confederate officer forgot his cigars as his unit left its camp in the Maryland countryside. Wrapped around the cigars was a copy of Lee's battle plans. When a Union soldier came upon the abandoned camp, he spotted the cigars. This chance discovery enabled the Union army to defeat Lee at the Battle of Antietam. The Union victory helped keep the British out of the war. More importantly, it allowed President Lincoln to issue the Emancipation Proclamation and begin the process of ending slavery in the United States.

### Practice the Skill

In April 1865 President Lincoln was assassinated while attending the theater in Washington, DC. Bodyguard John Parker was stationed outside the door of the president's box. However, Parker left his post to find a seat from which he could watch the play. This allowed the killer to enter the box and shoot the unprotected president.

Write an essay about how this chance event altered the course of history. How might Reconstruction, North–South relations, and African Americans' struggle for equality have been different had Lincoln lived?

# Module 19 Assessment

## Review Vocabulary, Terms, and People

Complete each sentence by filling in the blank with the correct term or person from the module.

1. \_\_\_\_\_ were laws that allowed racial segregation in public places.
2. The Radical Republicans were led by \_\_\_\_\_, a member of Congress from Pennsylvania.
3. The period from 1865 to 1877 that focused on reuniting the nation is known as \_\_\_\_\_.
4. Following the Civil War, many African Americans in the South made a living by participating in the \_\_\_\_\_ system.
5. After opposing Congress, Andrew Johnson became the first president to face \_\_\_\_\_ proceedings.
6. The \_\_\_\_\_ Amendment made slavery in the United States illegal.
7. In 1870 \_\_\_\_\_ became the first African American to serve in the U.S. Senate.

## Comprehension and Critical Thinking

### Lesson 1

8. **a. Describe** How did the lives of African Americans change after the Civil War?
- b. Compare and Contrast** How was President Johnson's Reconstruction plan similar and different from President Lincoln's Ten Percent Plan?
- c. Evaluate** Which of the three Reconstruction plans that were originally proposed do you think would have been the most successful? Why?

### Lesson 2

9. **a. Identify** Who were the Radical Republicans, and how did they change Reconstruction?

- b. Analyze** How did the debate over the Fourteenth Amendment affect the election of 1866?
- c. Elaborate** Do you think Congress was right to impeach President Andrew Johnson? Explain.

### Lesson 3

10. **a. Describe** What reforms did Reconstruction governments in the South support?
- b. Draw Conclusions** In what ways did southern governments attempt to reverse the accomplishments of Reconstruction?
- c. Evaluate** Do you think the South was successful or unsuccessful in its rebuilding efforts? Explain your answer.

# Module 19 Assessment, continued

## Review Themes

11. **Politics** Explain the political struggles that took place during Reconstruction.
12. **Society and Culture** How were the lives of ordinary southerners affected in the years after Reconstruction?

## Reading Skills

**Analyze Historical Information** Use the Reading Skills taught in this module to answer the question about the reading selection below.

Radical Republicans, on the other hand, took a harsher stance. They wanted the federal government to force change in the South. Like the moderates, they thought the Black Codes were cruel and unjust.

13. Which of the following is relevant information for the passage above?
  - a. Thaddeus Stevens was a Radical Republican.
  - b. Andrew Johnson was a Democrat.
  - c. Radical Republicans wanted the federal government to make major changes in the South.
  - d. Radical Republicans were eventually removed from power.

## Social Studies Skills

**Chance, Oversight, and Error in History** Use the Social Studies Skills taught in this module to answer the question about the reading selection below.

Johnson's speaking tour was a disaster. It did little to win votes for the Democratic Party. Johnson even got into arguments with people in the audiences of some of his speaking engagements.

14. Which of the following is an example of chance, oversight, or error that affected history?
  - a. Johnson got into arguments with audiences.
  - b. The tour was a disaster.
  - c. The tour did not win votes.
  - d. Johnson spoke for the Democratic Party.

## Focus on Writing

15. **Write a Job History** In this module you read about the changing job scene during Reconstruction. Put yourself in the shoes of a person living then. It could be anyone—a returning soldier, a shopkeeper, a schoolteacher, or a politician. What jobs would that person seek? Why would he or she leave one job for another? Write a brief job history for that person during Reconstruction. Include at least four jobs. Make each job description two to four sentences long. End each one with a sentence or two about why the person left that job. Add one sentence explaining why he or she took the next job. Be sure to include specific historical details.