

# Reconstruction



## California Standards

### History–Social Science

**8.10** Students analyze the multiple causes, key events, and complex consequences of the Civil War.

**8.11** Students analyze the character and lasting consequences of Reconstruction.

### Analysis Skills

**HR 3** Students distinguish relevant from irrelevant information.

**HI 4** Students recognize the role of chance, oversight, and error in history.

### English–Language Arts

**Writing 8.2.5** Write documents related to career development.

**Reading 8.2.0** Students read and understand grade-level appropriate material.

### FOCUS ON WRITING



**Job History** When the Civil War ended, it was time to rebuild. People were ready to get back to work. But life had changed for many people and would continue to change. As you read this chapter, think about jobs people may have had during Reconstruction.



**1865**

Abraham Lincoln is assassinated.



**1865**



**1865**

Black Jamaicans rebel against the wealthy planter class.



**HOLT**

## History's Impact

video series

Watch the video to understand the impact of the preservation of the Union.

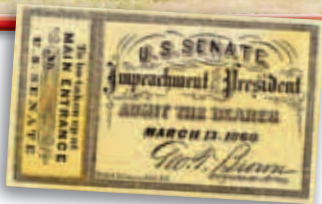


### What You Will Learn...

The ruins of this Virginia plantation stand as a bleak reminder of the changes brought to the South by the Civil War. In this chapter you will learn about the challenges that faced the nation after the Civil War and attempts to meet those challenges.

**1868**

President Andrew Johnson is impeached and almost removed from office.



**1870**

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



**1877**

The Compromise of 1877 ends Reconstruction.

**1870**

**1868**

The Meiji dynasty returns to power in Japan.

**1869**

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



**1875**

**1871**

Otto von Bismarck and Wilhelm I unite Germany.



**1880**

Economics

Geography

Politics

Religion

Society  
and Culture

Science and  
Technology

**Focus on Themes** In this chapter, you will read about the time immediately after the Civil War. You will see how the government tried to help the South rebuild itself and 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 chapter, you will read how the **culture** of the South changed after the War.

## Analyzing Historical Information

**Focus on Reading** 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.

**Identifying 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 that topic and verifiable. Anything else distracts from the material you are studying.
- The first passage below includes several pieces of irrelevant and nonessential information. In the second, this information has been removed. Note how much easier the revised passage is to comprehend.

### 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.

*From Chapter 16, p. 513*

Additional reading support can be found in the





**ELA Analysis HI 3** Distinguish relevant, essential, and verifiable information.  
**HSS Reading 8.2.0** Students read and understand grade-level-appropriate material.

# Key Terms and People

## You Try It!

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

### The Freedmen's Bureau

In 1865 Congress established the Freedmen's Bureau, an agency providing relief not only for freedpeople and certain poor people, but white refugees as well. 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.

*From  
Chapter 16,  
p. 516*

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 Chapter 16, ask yourself what makes the information you are reading essential to a study of Reconstruction.

## Chapter 16

### Section 1

Reconstruction (p. 512)  
 Ten Percent Plan (p. 513)  
 Thirteenth Amendment (p. 514)  
 Freedmen's Bureau (p. 516)  
 Andrew Johnson (p. 517)

### Section 2

Black Codes (p. 518)  
 Radical Republicans (p. 519)  
 Civil Rights Act of 1866 (p. 520)  
 Fourteenth Amendment (p. 521)  
 Reconstruction Acts (p. 521)  
 impeachment (p. 522)  
 Fifteenth Amendment (p. 523)

### Section 3

Hiram Revels (p. 525)  
 Ku Klux Klan (p. 526)  
 Compromise of 1877 (p. 527)  
 poll tax (p. 528)  
 segregation (p. 528)  
 Jim Crow laws (p. 528)  
 Plessy v. Ferguson (p. 529)  
 sharecropping (p. 529)

## Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

procedure (p. 513)  
 principle (p. 520)

# Rebuilding the South

## What You Will Learn...

### Main Ideas

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

### The Big Idea

The nation faced many problems in rebuilding the Union.

## Key Terms and People

Reconstruction, p. 512

Ten Percent Plan, p. 513

Thirteenth Amendment, p. 514

Freedmen's Bureau, p. 516

Andrew Johnson, p. 517



**HSS 8.10.7** Explain how the war affected combatants, civilians, the physical environment, and future warfare.

**8.11.1** List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

**8.11.3** Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.

**8.11.5** Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

## 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.

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

**BUILDING BACKGROUND** When the Civil War ended, much of the South lay in ruins. Like the young soldier above, many people returned to destroyed homes and farms. Harvests of corn, cotton, rice, and other crops fell far below normal. Many farm animals had been killed or were roaming free. These were some of the challenges in restoring the nation.

## Reconstruction Begins

After the Civil War ended in 1865, the U.S. government faced the problem of dealing with the defeated southern states. The nation dealt with the challenges of **Reconstruction**, the process of readmitting the former Confederate states to the Union. It 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 held by most southerners 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. Under the **procedure** 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.

## ACADEMIC VOCABULARY

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

War destroyed Richmond, Virginia, once the proud capital of the Confederacy.



## Testing New Freedoms



aug5

Secretary.

**S**AML. DOVE wishes to know of the whereabouts of his mother, Areno, his sisters Maria, Noziah, and Peggy, and his brother Edmond, who were owned by Geo. Dove, of Rockingham county, Shenandoah Valley, Va. Sold in Richmond, after which Saml. and Edmond were taken to Nashville, Tenn., by Joe Mick; Areno was left at the Eagle Tavern, Richmond

Respectfully yours,

SAML. DOVE.

Utica, New York, Aug. 5, 1865-3m

U. S. CHRISTIAN COMMISSION,  
NASHVILLE, TENN., July 19, 1865.

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.

**READING CHECK** **Contrasting** How was the Ten Percent Plan different from the Wade-Davis Bill?

## 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 it 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 freedpeople at left 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. For other freedpeople, like the couple above, freedom brought the right to marry.

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

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, 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. A South Carolina woman explained this need. “I must go, if I stay here I’ll never know I’m free.”

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. Many 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 not only for freedpeople and certain poor people, but white refugees as well. 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 opposition, by 1869 more than 150,000 African American students were attending more than 3,000 schools. The Freedmen's Bureau also helped establish several 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.

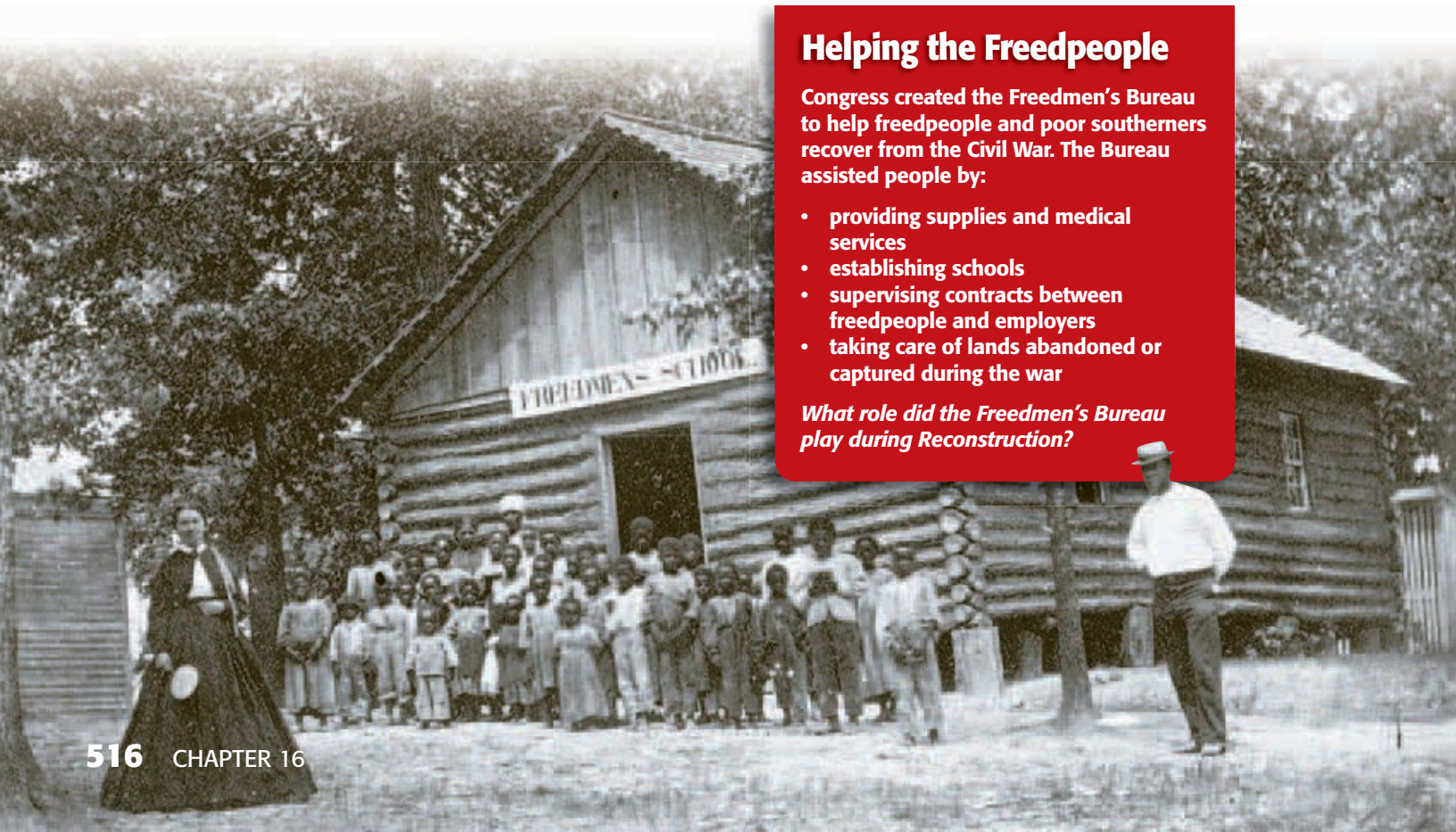
**READING CHECK Analyzing** How did the Freedmen's Bureau help reform education in the South?

### 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?*



## 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, D.C. 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. 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 their 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.

**READING CHECK** Summarizing What was President Johnson's plan for Reconstruction?

**SUMMARY AND PREVIEW** In this section you learned about early plans for Reconstruction. In the next section, you will learn that disagreements about Reconstruction became so serious that the president was almost removed from office.

## Section 1 Assessment

go.hrw.com  
**Online Quiz**  
KEYWORD: SS8 HP16

### Reviewing Ideas, Terms, and People

**HSS** 8.10.7,

- a. Identify** What does **Reconstruction** mean? **8.11.1, 8.11.3, 8.11.5**

**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

- Explaining** Copy the chart below and use it to explain the federal government's solutions for solving the problems presented by Reconstruction.

Problems	Solutions

### FOCUS ON WRITING

- Considering Historical Context** Many people planned to continue doing what they had done before the war. Others planned to start a new life. How do you think events and conditions you just read about might have affected their plans?

## What You Will Learn...

## Main Ideas

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

## The Big Idea

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

## Key Terms and People

Black Codes, p. 518

Radical Republicans, p. 519

Civil Rights Act of 1866, p. 520

Fourteenth Amendment, p. 521

Reconstruction Acts, p. 521

impeachment, p. 522

Fifteenth Amendment, p. 523



**HSS 8.11.3** Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.

**8.11.5** Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

# The Fight over Reconstruction

## 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?**

**BUILDING BACKGROUND** Americans were bitterly divided about what should happen in the South during Reconstruction. They disagreed about ending racial inequality and guaranteeing civil rights for African Americans. These conflicts split political parties. They led to showdowns between Congress and the president. Political fights even threatened the president's job.

## 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.

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 [fairness] 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 who felt the South was returning to its old ways. Most Republicans were moderates who wanted the South to have loyal state govern-

ments. They also believed that African Americans should have rights as citizens. They hoped that the national 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

## Primary Source

### POLITICAL CARTOON

## Supporting Radical Republican Ideas

Republicans were outraged to see former Confederates return to power as leaders of the Democratic Party. This 1868 political cartoon shows former Confederates Raphael Semmes and Nathan Bedford Forrest. Semmes

was a Confederate admiral who had captured 62 Union merchant ships during the Civil War. Forrest was a cavalry officer known for brutality who later founded the Ku Klux Klan.



How do the actions of the people in these illustrations support the artist's point of view?

### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

Why do you think that the men are shown in their Confederate uniforms?

How do events in the background of these illustrations support the artist's point of view?

## Primary Source

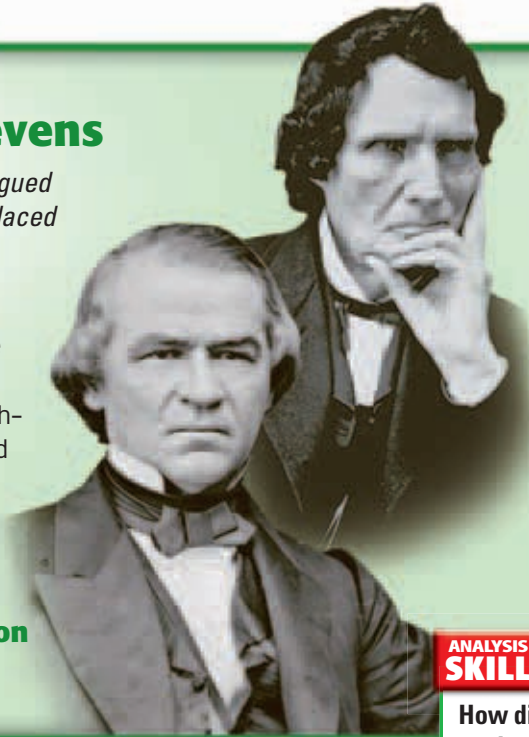
### POINTS OF VIEW

## Johnson vs. Stevens

President Andrew Johnson argued that the South should not be placed under military control.

“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



Thaddeus Stevens believed that Congress had the power to treat the South as conquered territory.

“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

### ANALYSIS SKILL

### IDENTIFYING POINTS OF VIEW

How did Johnson's and Stevens's views on the South differ?

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 President Johnson's Reconstruction plan was 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

To the surprise of many in 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

### ACADEMIC VOCABULARY

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

### READING CHECK Comparing and Contrasting

How were Radical Republicans and moderate Republicans similar and different?

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.
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.

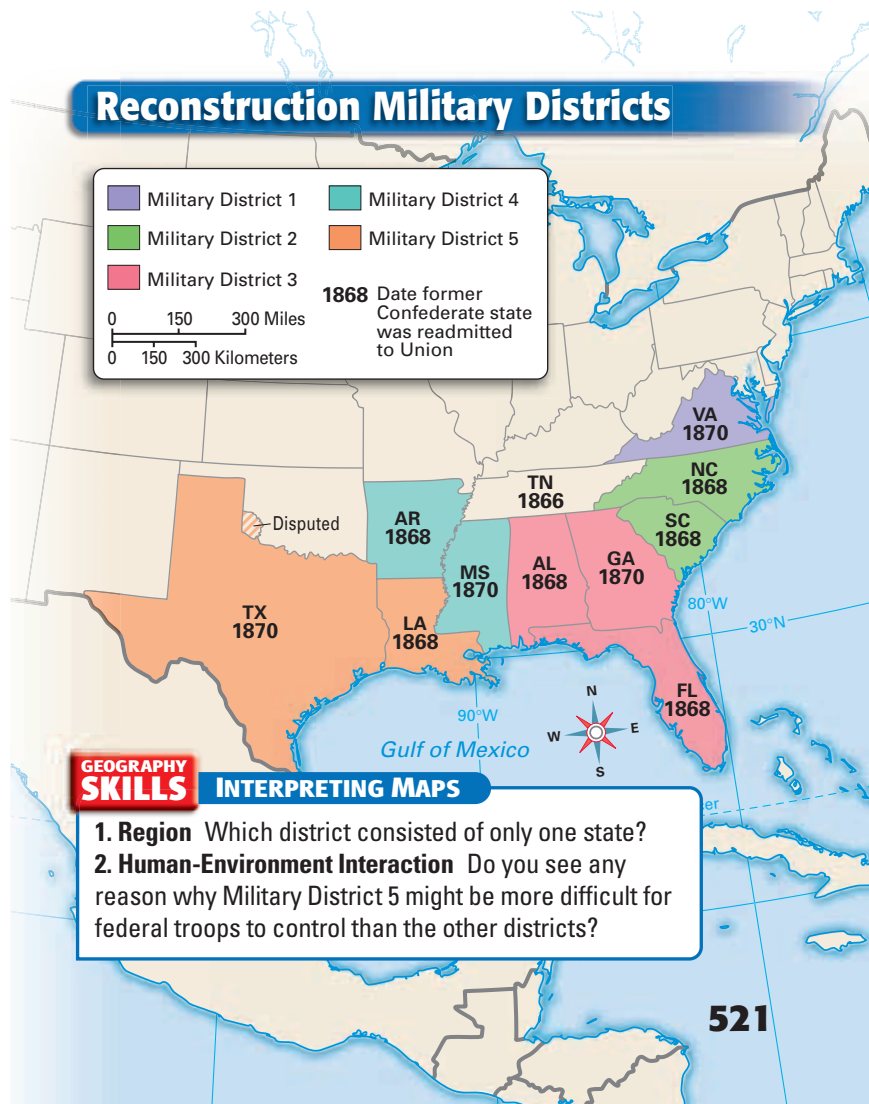
**READING CHECK Summarizing** What issue did the Fourteenth Amendment address, and how did it affect the congressional elections of 1866?

## 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 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.

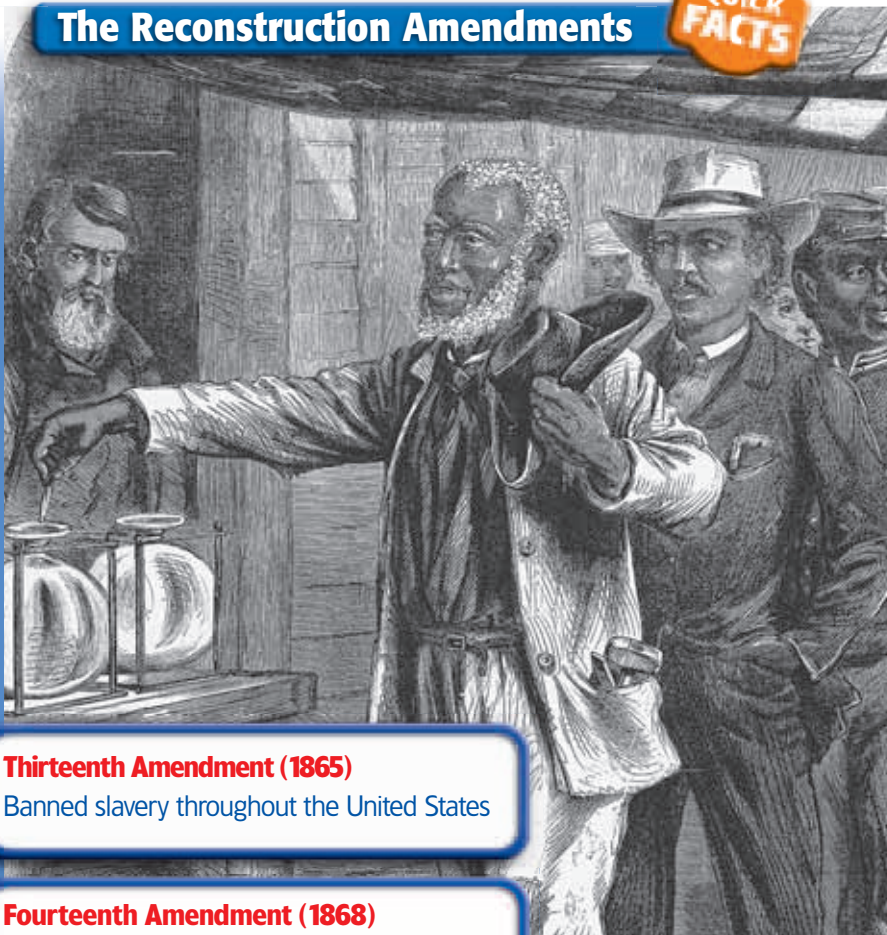
Although Johnson was unpopular with Republicans, some of them believed he was being judged unfairly. Others did not trust the president pro tempore of the Senate, Benjamin Wade. He would become president if Johnson were removed from office. By a single vote, Senate Republicans failed to convict Johnson. Even so, the trial broke his power as president.

## Election of 1868

Johnson did not run for another term in 1868. Instead, the Demo-

## The Reconstruction Amendments

QUICK  
FACTS



### Thirteenth Amendment (1865)

Banned slavery throughout the United States

### Fourteenth Amendment (1868)

Overtured the *Dred Scott* case by granting citizenship to all people born in the United States (except for Native Americans)

### Fifteenth Amendment (1870)

Gave African American men the right to vote

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

*What right did the Fifteenth Amendment protect?*

crats 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, hundreds of 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 Analyzing** To what 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 “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. It was one of the last important 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.

**READING CHECK Finding Main Ideas** How did Radical Republicans take control of Reconstruction?

**SUMMARY AND PREVIEW** In this section you learned that Congress took control of Reconstruction away from President Johnson and took steps to protect the rights of African Americans. In the next section you will learn about increasing opposition to Reconstruction.

### THE IMPACT TODAY

Today the Voting Rights Act of 1965 enforces and expands the voting protections of the Fifteenth Amendment.

## Section 2 Assessment

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Online Quiz

KEYWORD: SS8 HP16

### Reviewing Ideas, Terms, and People

HSS 8.11.3,  
8.11.5

- 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

- Analyzing** Copy the chart below. Use it to identify the main provisions of the Fourteenth Amendment and their effects.

Provisions	Effects

### FOCUS ON WRITING

- Recognizing Cause-and-Effect Relationships** As you have read in this section, social and political unrest continued long after the war ended. How could this unrest cause people to leave their jobs? What new jobs might they find?



## What You Will Learn...

## Main Ideas

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

## The Big Idea

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

## Key Terms and People

Hiram Revels, p. 525

Ku Klux Klan, p. 526

Compromise of 1877, p. 527

poll tax, p. 528

segregation, p. 528

Jim Crow laws, p. 528

*Plessy v. Ferguson*, p. 529

sharecropping, p. 529



**HSS 8.11.1** List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

**8.11.3** Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.

**8.11.4** Trace the rise of the Ku Klux Klan and describe the Klan's effects.

# Reconstruction in the South

## 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?

**BUILDING BACKGROUND** Reconstruction affected politics and economics in the South. Republican and Democratic politicians fought over policies and programs. New state governments began reforms, but later leaders ended many of them. Some parts of the southern economy improved. However, many farmers, like the family above, went through hard times.

## 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.

## Carpetbaggers and Scalawags

Some of these office-holders were northern-born Republicans who had moved South after the war. Many white southerners called them carpetbaggers. Supposedly, they had rushed South carrying all their possessions in bags made from carpeting. Many southerners resented these northerners, accusing them—often unfairly—of trying to profit from Reconstruction.

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

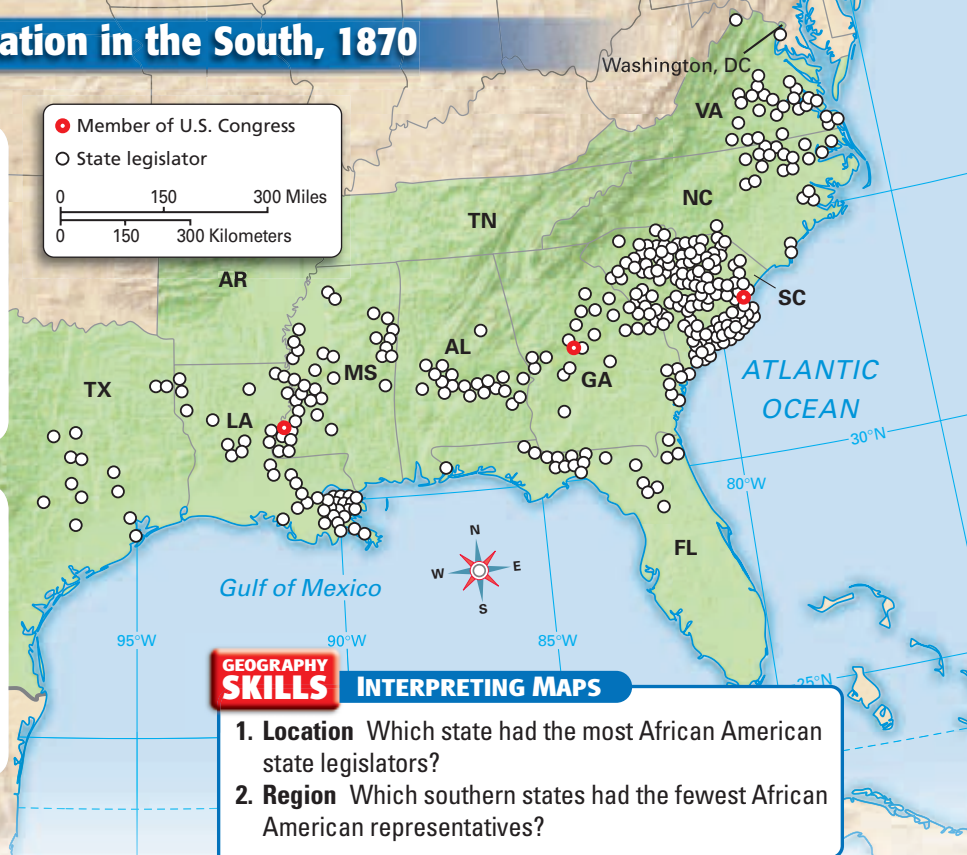
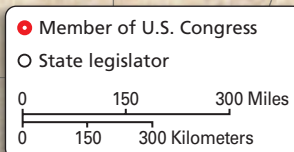
## African American Representation in the South, 1870



**Hiram Revels** was the son of former slaves and helped organize African American regiments in the Civil War. Revels was selected to fill the U.S. Senate seat formerly held by Jefferson Davis, president of the Confederacy.



**Blanche K. Bruce** escaped from slavery and began a school for African Americans before the Civil War. Bruce was the first African American elected to a full six-year term in the U.S. Senate.



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.

### 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. 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.

### State Governments Change Direction

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.

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.

**READING CHECK Summarizing** What reforms did Reconstruction state governments carry out?

### FOCUS ON READING

How does the heading of this section tell you about what you will learn?

## 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 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. Congress passed laws 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 whites continued to assault African Americans and Republicans throughout the 1870s.

**READING CHECK** Drawing Conclusions Why did southerners join the Ku Klux Klan?

### The Ku Klux Klan



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

*Why do you think Klan members disguised themselves?*

## 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 scheme in which Grant's cousin took a leading role 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. Furthermore, 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. Companies had to buy their shares back from the investors. Soon, 89 of the nation's 364 railroads had failed as well. The failure of almost 18,000 other businesses followed within two years, leaving the nation in an economic crisis. By 1876 unemployment had risen to 14 percent, with an estimated

2 million people out of work. The high unemployment rate set off numerous strikes and protests around the nation, 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



## ***Plessy v. Ferguson*** **(1896)**

**Background of the Case** In 1892, Homer Plessy took a seat in the “whites only” car of a train in Louisiana. He was arrested, put on trial, and convicted of violating Louisiana’s segregation law. Plessy argued that the Louisiana law violated the Thirteenth Amendment and denied him the equal protection of the law as guaranteed.

### **The Court’s Ruling**

The Court ruled that the Louisiana “separate-but-equal” law was constitutional.

### **The Court’s Reasoning**

The Court stated that the Thirteenth and Fourteenth Amendments did not apply. The Court decided that the case had nothing to do with the abolition of slavery mentioned in the Thirteenth Amendment. The justices also ruled that the Fourteenth Amendment was not designed to eliminate social barriers to equality between the races, only political barriers.

Justice John Marshall Harlan disagreed with the Court’s ruling. In a dissenting opinion, he wrote that “in respect of civil rights, all citizens are equal before the law.”

### **Why It Matters**

*Plessy* was important because it approved the idea of separate but equal facilities for people based on race. The doctrine of separate but equal led to segregation in trains, buses, schools, restaurants, and many other social institutions.

The separate-but-equal doctrine led to unequal treatment of minority groups for decades. It was finally struck down by another Supreme Court ruling, *Brown v. Board of Education*, in 1954.

#### **ANALYSIS SKILL**

#### **ANALYZING INFORMATION**

1. Why did the Court reject Plessy’s arguments?
2. Why was *Plessy v. Ferguson* an important Supreme Court case?

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 reduced public funding for schools. They also succeeded in limiting African Americans’ civil rights.

### **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 a state law requiring separate cars for blacks and whites. 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. He explained his disagreement in a dissenting opinion:

“In the eye of the law, there is in the country no superior, dominant [controlling], ruling class of citizens....Our constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law.”

—John Marshall Harlan, from *Plessy v. Ferguson: A Brief History with Documents*, edited by Brook Thomas

Despite Harlan’s view, 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.

### **Farming in the South**

Few African Americans in the South could afford to buy or even rent farms. Moving West also was costly. 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. Many sharecroppers hoped to save enough money from selling their share of the crops to one day be able to buy a farm. Unfortunately, only a few ever achieved this dream.

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

## **Hopes Raised and Denied**

**QUICK  
FACTS**

### **Slavery**

- No rights
- Forced labor
- No freedom of movement without permission
- Family members sold away from one another
- No representation in government

### **Freedom**

- Slavery banned
- Free to work for wages
- Could move and live anywhere
- Many families reunited
- Could serve in political office

### **Rights Denied**

- Sharecropping system put in place
- Ability to vote and hold office restricted
- White leadership regained control of southern state governments

## The New South



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. A southern farmer explained why so many sharecroppers depended on cotton:

“Cotton is the thing to get credit on in this country .... You can always sell cotton ... [Y]ou load up your wagon with wheat or corn ... and I doubt some days whether you could sell it.”

—Farmer quoted in *The Promise of the New South*,  
by Edward L. Ayers

**READING CHECK** **Finding Main Ideas** How were African Americans' rights restricted?

## 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. “The new South presents . . . a diversified [varied] industry that meets the complex needs of this complex age,” he wrote. 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.



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

—Henry Grady

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?*

### Southern Mill Life

Work in the cotton mills appealed to farm families who had trouble making ends meet. As one mill worker explained, “It was a necessity to move and get a job, rather than depend on the farm.” Recruiters sent out by the mills promised good wages and steady work.

Entire families often worked in the same cotton mill. Mills employed large numbers of women and children. Many children started working at about the age of 12. Some children started working at an even earlier age. Women did most of the spinning and were valued workers. However, few women had the opportunity to advance within the company.

Many mill workers were proud of the skills they used, but they did not enjoy their work. One unhappy worker described it as “the same thing over and over again. . . . The more you do, the more they want done.” 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.

**READING CHECK** **Finding Main Ideas** What did southern business leaders hope industry would do?

**SUMMARY AND PREVIEW** In this section you learned about the end of Reconstruction. In the next chapter you will learn about America’s continued westward expansion.

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Online Quiz

KEYWORD: SS8 HP16

## Section 3 Assessment

### Reviewing Ideas, Terms, and People

**HSS** 8.11.1, 8.11.3, 8.11.4

- Identify** Who were some prominent African American leaders during Reconstruction?
  - Evaluate** What do you think was the most important change made by Reconstruction state governments? Explain your answer.
- Recall** Why didn’t some local governments stop the **Ku Klux Klan**?
  - Draw Conclusions** How did the Ku Klux Klan’s use of terror interfere with elections in the South?
- Recall** How did Reconstruction come to an end?
  - Explain** What was the relationship between **Jim Crow laws** and **segregation**?
- Identify** Who was **Henry Grady**, and why was he important?
  - Predict** What are some possible results of the rise of the “New South”?

### Critical Thinking

- Comparing** Copy the chart below. Use it to compare the rights of African Americans before and after Reconstruction.

Before	After

### WRITING JOURNAL

- Relating Historical Change to Individual Choice** Despite the difficulties of Reconstruction, the Freedmen’s Bureau and plans to bring industry to the “New South” did create new jobs. What might have led people to leave their jobs for new ones?



# Social Studies Skills

Analysis

Critical Thinking

Participation

Study



**HSS HI4** Students recognize the role of chance, oversight, and error in history.

## 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 the 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 water wheel that would power the saw,

Marshall first had to deepen the river bed 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 and Apply the Skill

In April 1865 President Lincoln was assassinated while attending the theater in Washington, D.C. 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?

## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.



**Reform** During Reconstruction, the Freedmen's Bureau opened schools for former slaves and performed other services to help the poorest southerners.



**Dispute** Differing ideas about how to govern the South led to conflicts between African Americans and white southerners, as well as between Republicans and Democrats.



**Division** After the Compromise of 1877 ended Reconstruction, segregation laws were enacted by southern governments and upheld by the U.S. Supreme Court.

**QUICK FACTS**

## Reviewing Vocabulary, Terms, and People

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

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

## Comprehension and Critical Thinking

### SECTION 1 (Pages 512–517) **HSS** 8.10.7, 8.11.1, 8.11.3, 8.11.5

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

### SECTION 2 (Pages 518–523) **HSS** 8.11.3, 8.11.5

- Identify** Who were the Radical Republicans, and how did they change Reconstruction?
- Analyze** How did the debate over the Fourteenth Amendment affect the election of 1866?
- Elaborate** Do you think Congress was right to impeach President Andrew Johnson? Explain.

**SECTION 3** (Pages 524–531) **HSS** 8.11.1, 8.11.3, 8.11.4

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.

## Reviewing 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?

## Using the Internet

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KEYWORD: SS8 US16

13. **Activity: Drawing conclusions** A challenge for anyone trying to understand Reconstruction is drawing conclusions from primary and secondary sources from the time period. This activity will help you see how complex this can be. Enter the activity keyword, and then rate the credibility of the sources provided. Make sure you explain whether the source is a primary or secondary source, whether or not you think the source is credible, and the reasons for your thoughts.

## Reading Skills

**Reading for Essential and Relevant Information** Use the Reading Skills taught in this chapter to answer the question about the reading selection below.

Radical Republicans ... 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. (p. 519)

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

## Social Studies Skills

**Chance, Oversight, and Error in History** Use the Social Studies Skills taught in this chapter 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. He even got into arguments with people in the audience. (p. 521)

15. Which of the following is an example of chance, oversight, or error that affected history?
- Johnson got into arguments with audiences.
  - The tour was a disaster.
  - The tour didn't win votes.
  - Johnson spoke for the Democratic Party.

## FOCUS ON WRITING

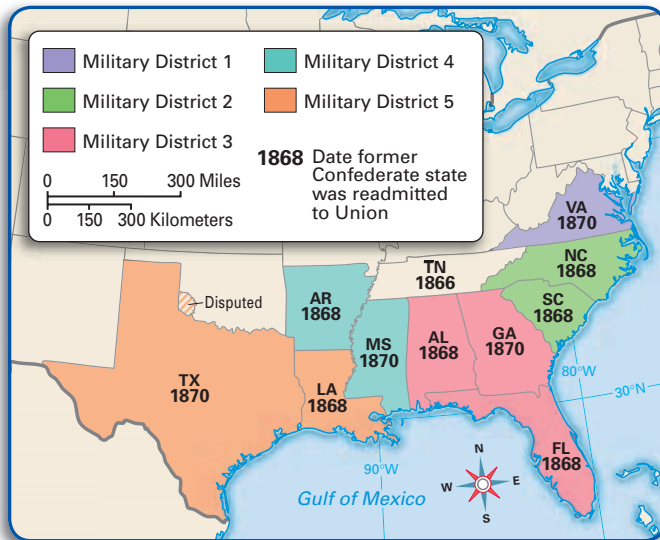
16. **Writing A Job History** Review your notes about the changing job scene during Reconstruction. Put yourself in the shoes of a person living then. It could be anyone—a returning soldier, a shopkeeper, a schoolteacher, or a politician. What jobs would that person seek? Why would he or she leave one job for another?

Write a brief job history for that person during Reconstruction. Include at least four jobs. Make each job description 2 to 4 sentences long. End each one with a sentence or two about why the person left that job. Add one sentence explaining why they took the next job. Be sure to include specific historical details.

# Standards Assessment

**DIRECTIONS:** Read each question and write the letter of the best response. Use the map below to answer question 1.

**1**



Which military district contained the largest number of states?

- A Military District 2
- B Military District 3
- C Military District 4
- D Military District 5

**2** What can you infer from the map information?

- A South Carolina was difficult to reconstruct.
- B The largest number of troops was in Military District 1.
- C Military District 5 was the last district to end Reconstruction.
- D Tennessee was readmitted to the Union before the other southern states.

**3** The quickest approach to reuniting the nation was proposed by the

- A Ten Percent Plan.
- B Wade-Davis Bill.
- C Civil Rights Act of 1866.
- D Compromise of 1877.

**4** What development convinced Republicans in Congress to take control of Reconstruction from the president?

- A President Abraham Lincoln was assassinated by a southern sympathizer.
- B President Andrew Johnson vetoed the Wade-Davis bill.
- C Southern states began passing Black Codes to deprive African Americans of their freedoms.
- D White southern women refused to support the Fifteenth Amendment.

**5** All of the following limited opportunities for African Americans in the South after Reconstruction ended *except*

- A sharecropping.
- B the Redeemers.
- C Jim Crow laws.
- D carpetbaggers.

## Connecting with Past Learning

**6** During Reconstruction, southerners were ruled by a small number of outsiders known as carpetbaggers. This situation is *most* similar to the period of

- A Mongol rule over China
- B Roman control over Italy
- C Chinese control of Japan
- D Aztec rule over the Olmec

**7** In Grade 7 you learned about Bartolomé de Las Casas's effort to improve conditions for Native Americans. This was *most* similar to which group's efforts during Reconstruction?

- A Redeemers
- B Radical Republicans
- C Democrats
- D sharecroppers

## Assignment

Collect information and write an informative report on a topic related to the Civil War.

### TIP Narrowing the Task

The key to a successful research report is picking a topic that is broad enough that you can find information, but narrow enough that you can cover it in detail. To narrow a subject, focus on one aspect of the larger subject. Then think about whether that one aspect can be broken down into smaller parts. Here's an example of how to narrow a topic:

**Too Broad:** Civil War Leaders

**Less Broad:** Civil War Generals

**Narrower:** Robert E. Lee's Role in the Civil War



**ELA Writing 8.2.3** Write research reports.

# A Social Studies Report

All research begins with a question. Why did the North win the Civil War? Why did Abraham Lincoln choose Ulysses S. Grant? In a research report, you find answers to questions like these and share what you learn with your reader.

## 1. Prewrite

### Choosing a Subject

Since you will spend a lot of time researching and writing about your topic, pick one that interests you. First, think of several topics related to the Civil War. Narrow your list to one topic by thinking about what interests you and where you can find information about the topic.

### Developing a Research Question

A guiding question related to your topic will help focus your research. For example, here is a research question for the topic "Robert E. Lee's Role in the Civil War": *How did Lee's decision to turn down the leadership of the Union Army affect the Civil War?* The answer to this question becomes the thesis, or the big idea of your report.

### Finding Historical Information

Use at least three sources of historical information besides your textbook. Good sources include

- books, maps, magazines, newspapers
- television programs, movies, Internet sites, CD-ROMs

For each source, write down the kinds of information shown below. When taking notes, put a circled number next to each source.

#### Encyclopedia article

① "Title of Article." Name of Encyclopedia. Edition or year published.

#### Book

② Author. Title. City of Publication: Publisher, Year published.

#### Magazine or newspaper article

③ Author. "Title of Article." Publication name Date: page number(s)

#### Internet site

④ Author (if known). "Document title." Web Site. Date of electronic publication. Date information was accessed <url>

## Taking Notes

As you read the source material, take thorough notes on facts, statistics, comparisons, and quotations. Take special care to spell names correctly and to record dates and facts accurately. If you use a direct quotation from a source, copy it word for word and enclose it in quotation marks. Along with each note, include the number of its source and its page number.

## Organizing Your Ideas and Information

Informative research reports are usually organized in one of these ways:

- Chronological order (the order that events occurred)
- Order of importance
- Causes (actions or situations that make something else happen) and effects (what happened as a result of something else)

Use one of these orders to organize your notes in an outline. Here is a partial outline for a paper on Robert E. Lee.

*The Thesis/Big Idea: Robert E. Lee's decision to decline the leadership of the Union Army had serious consequences for the path of the Civil War.*

- I. *Lee's Military Expertise*
  - A. *Achievements at the U.S. Military Academy*
  - B. *Achievements during the Mexican War*
- II. *Lee's Personality and Character*
  - A. *Intelligence and strength*
  - B. *Honesty and fairness*
  - C. *Daring and courage*
- III. *Lee's Military Victories*
  - A. *Battle of Fredericksburg*
  - B. *Battle of Chancellorsville*

### TIP Seeing Different Viewpoints

Consult a variety of sources, including those with different points of view on the topic. Reading sources with different opinions will give you a more complete picture of your subject. For example, reading articles about Robert E. Lee written by a southern writer as well as a northern writer may give you a more balanced view of Lee.

### TIP Recording Others Ideas

You will be taking three types of notes. **Paraphrases** Restatements of all the ideas in your own words. **Summaries** Brief restatements of only the most important parts. **Direct quotations** The writer's exact words inside quotation marks.

## 2. Write

You can use this framework to help you write your first draft.

### A Writer's Framework

#### Introduction

- Start with a quote or an interesting historical detail to grab your reader's attention.
- State the main idea of your report.
- Provide any historical background readers need to understand your main idea.

#### Body

- Present your information under at least three main ideas, using logical order.
- Write at least one paragraph for each of these main ideas.
- Add supporting details, facts, or examples to each paragraph.

#### Conclusion

- Restate your main idea, using slightly different words.
- Include a general comment about your topic.
- You might comment on how the historical information in your report relates to later historical events.

## Studying a Model

Here is a model of a research report. Study it to see how one student developed a paper. The first and the concluding paragraphs are shown in full. The paragraphs in the body of the paper are summarized.

### INTRODUCTORY PARAGRAPH

Attention grabber

“I cannot raise my hand against my birthplace, my home, my children.” With these words, Robert E. Lee changed the course of the Civil War. Abraham Lincoln had turned to Lee as his first choice for commander of the Union Army. However, Lee turned Lincoln down, choosing instead to side with his home state of Virginia and take command of the Confederate Army. Lee’s decision to turn Lincoln down weakened the North and strengthened the Confederates, turning what might have been an easy victory for the North into a long, costly war.

Statement of thesis

### BODY PARAGRAPHS

In the first part of the body, the student points out that Lee graduated from the U.S. Military Academy at West Point, served in the Mexican War, and was a member of the Union Army. She goes on to explain that he would have been a strong leader for the North, and his absence made the North weaker.

In the middle of the report, the writer discusses Lee’s personality and character. She includes information about the strength of character he showed while in the military academy and while leading the Confederate Army. She discusses and gives examples of his intelligence, his daring, his courage, and his honesty.

In the last part of the body of the report, the student provides examples of Lee leading the outnumbered Confederate Army to a series of victories. The student provides details of the battles of Fredericksburg and Chancellorsville and explains how a lesser general than Lee may have lost both battles.

### CONCLUDING PARAGRAPH

Summary of main points

Restatement of big idea

Lee’s brilliant and resourceful leadership bedeviled a series of Union generals. He won battles that most generals would have lost. If Lee had used these skills to lead the larger and more powerful Union Army, the Civil War might have ended in months instead of years.

### 3. Evaluate and Revise

#### Evaluating and Revising Your Draft

Evaluate your first draft by carefully reading it twice. Ask the questions below to decide which parts of your first draft should be revised.

#### Evaluation Questions for an Informative Report

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>■ Does the introduction attract the readers' interest and state the big idea/thesis of your report?</li><li>■ Does the body of your report have at least three paragraphs that develop your big idea? Is the main idea in each paragraph clearly stated?</li><li>■ Have you included enough information to support each of your main ideas? Are all facts, details, and examples accurate? Are all of them clearly related to the main ideas they support?</li></ul> | <ul style="list-style-type: none"><li>■ Is the report clearly organized? Does it use chronological order, order of importance, or cause and effect?</li><li>■ Does the conclusion restate the big idea of your report? Does it end with a general comment about the importance or significance of your topic?</li><li>■ Have you included at least three sources in your bibliography? Have you included all the sources you used and not any you did not use?</li></ul> |
|--|--|

#### **TIP** Organizing Your Time By

creating a schedule and following it, you can avoid that panicky moment when the due date is near and you haven't even started your research. To create your schedule and manage your time, include these six steps.

- 1 Develop a question and research your topic (10% of your total time).
- 2 Research and take notes (25%).
- 3 Write your main idea statement and create an outline (15%).
- 4 Write a first draft (25%).
- 5 Evaluate and revise your first draft (15%).
- 6 Proofread and publish your report (10%).

### 4. Proofread and Publish

#### Proofreading

To improve your report before sharing it, check the following:

- The spelling and capitalization of all proper names for people, places, things, and events.
- Punctuation marks around any direct quotation.
- Your list of sources (Works Cited or Bibliography) against a guide to writing research papers. Make sure you follow the examples in the guide when punctuating and capitalizing your source listings.

#### Publishing

Choose one or more of these ideas to publish your report.

- Share your report with your classmates by turning it into an informative speech.
- Submit your report to an online discussion group that focuses on the Civil War and ask for feedback.
- With your classmates, create a magazine that includes reports on several different topics or post the reports on your school Web site.

### 5. Practice and Apply

Use the steps and strategies outlined in this workshop to research and write an informative report on the Civil War.