NAME ____________________________

PERIOD __________________________
The Election of 1860

US History

"John Brown’s raid on Harpers Ferry was a turning point for the South. The possibility of an African American uprising had long haunted many Southerners, but they were frightened and angered by the idea that Northerners would deliberately try to arm enslaved people and encourage them to rebel. Although the Republican leaders quickly denounced Brown’s raid, many Southerners blamed Republicans. To them, the key point was that both the Republicans and John Brown opposed slavery.

In 1860 the debate over slavery in the western territories tore the Democratic Party apart. Their first presidential nominating convention ended in dispute. Northern delegates wanted to support popular sovereignty, while Southern delegates wanted to uphold the Dred Scott decision and endorse a federal slave code for the territories. In June 1860, the Democrats met again to select their candidate. Supporters of popular sovereignty had organized to ensure Stephen Douglas’s endorsement. The original Southern delegations objected and walked out. The Southern Democrats who had walked out organized their own convention and nominated the current vice president for president, a politician that supported the Dred Scott decision. This split the Democratic Party.

With no possibility of winning electoral votes in the South, the Republicans needed a candidate who could sweep the North. Delegates at the Republicans’ Chicago convention nominated Abraham Lincoln, whose debates with Stephen Douglas had made him very popular in the North. During the campaign, the Republicans tried to persuade voters they were more than just an antislavery party. They denounced John Brown’s raid and reaffirmed the right of the Southern states to preserve slavery within their borders. They also supported higher tariffs, a new homestead law for western settlers, and a transcontinental railroad. The Republican proposals angered many Southerners. Nevertheless, with Democratic votes split, Lincoln won the election without Southern support. For the South, the election of a Republican president represented the victory of the abolitionists. The survival of Southern society and culture seemed to be at stake. For many, there was now no choice but to secede.

The dissolution of the Union began with South Carolina, where anti-Northern secessionist sentiment had long been intense. Shortly after Lincoln’s election, the state legislature called for a convention. Amid a frenzy of fireworks and drills, the convention unanimously voted for the Ordinance of Secession. By February 1, 1861, six more states in the Lower South – Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas – had voted to secede. Many Southerners felt secession was in the Revolutionary tradition and that they were fighting for American rights." ~ The American Vision

1. The precipitating event of secession was:
   (1) Slavery.
   (2) John Brown’s raid on Harper’s Ferry.
   (3) Abraham Lincoln’s election.
   (4) The Dred Scott decision.
   (5) The civil war in Kansas.

2. In the election of 1860,
   (1) Southerners refused to vote in protest.
   (2) The tariff was the most important issue.
   (3) The Republicans gained control of the executive branch for the first time.
   (4) Southerners voted for Lincoln.
The Causes of the Civil War

Do Now:

The Causes of the Civil War

I. Sectionalism [the greater loyalty many Americans felt towards their section than towards the country as a whole]:
   A. In the early 19th century, as the United States expanded economically, each section in the country developed its own characteristics.
      1. The Northeast became a center of manufacturing, shipping, fishing, and small farms.
      2. The South’s dominant institution was slavery and much of the region’s economy was based on profits from the use of slave labor on large plantations, which grew crops such as cotton.
      3. The Northwest became the nation’s breadbasket.

II. Slavery:
   A. The most explosive issue facing the nation was the question of slavery.
      1. Abolitionists were reformers who wanted to end slavery.

III. The Issue of Slavery in the New Territories:
   A. In the 1840s, the U.S. won control of new territories in Oregon and Mexico.
      1. These acquisitions posed the problem of whether slavery should be permitted there.
         a) Southerners felt that only by extending slavery westward could they preserve the balance between slave and free states in Congress.
         b) Northerners opposed its spread.
         c) Congress preserved national unity by admitting new states in a series of compromises.
            1- The Missouri Compromise of 1820: Missouri was admitted as a slave state and Maine was admitted as a free state. Congress also decided to prohibit slavery in the lands of the Louisiana Purchase north of the 36°30’ latitude line.
            2- Compromise of 1850: California was admitted as a free state. In return, a Fugitive Slave Law required northern states to help return runaway slaves. The system of popular sovereignty was applied to other territories taken from Mexico.

IV. The Breakdown of Compromise:
   A. In the 1850s, the breakdown of these compromises made conflict between the North and South almost inevitable.
      1- Kansas-Nebraska Act, 1854: Congress repealed the Missouri Compromise by introducing popular sovereignty in the Kansas and Nebraska Territories where slavery had earlier been prohibited. In Kansas, pro-and anti-slavery forces tried to assure the outcome by bringing in their own supporters. Bloodshed on both sides followed, and federal troops were required to restore order.
      2- Dred Scott Decision, 1857: The Supreme Court ruled that Congress could not prohibit slavery in any U.S. territory. The Court ruled that a slave
was property and had no rights and stated that the prohibition of slavery in the Missouri Compromise had been unconstitutional, since slaves were property and Congress did not have the right to take away property.

3. **John Brown’s Raid (1859):** John Brown, a Northern abolitionist, sought to start a slave rebellion to free the slaves. Brown captured a federal arsenal in Virginia, but his tiny force was soon captured. Brown was hanged, but his attempt to stir the slaves created alarm and fear among Southerners.

### V. States’ Rights:

A. Southerners believed in states’ rights, pointing out that the states had created the federal government as a compact, and that each state thus had the power to leave the Union if it desired.

1. Northerners argued that the Constitution was the work of the American people, and that individual states could not leave the Union when they pleased.

### VI. The Election of Lincoln:

A. The Republican Party was formed in 1854 to oppose the spread of slavery to new territories.

1. When Republican presidential candidate Abraham Lincoln was elected in 1860, most Southern states seceded (withdrew) from the United States.

2. The seceding states formed the Confederate states of America.

3. Lincoln refused to recognize the secession and resolved to preserve the unity of the United States.

~ The Key to Understanding U.S. History and Government

**Questions:**

1. Define sectionalism.

2. How did different regions in the United States develop differently?

3. What was the most explosive issue facing the United States prior to the start of the Civil War?

4. Why was this issue the most explosive issue prior to the start of the Civil War?

5. Why did Southerners want to expand slavery westward?

6. What was the Missouri Compromise?
7- Why did abolitionists dislike the Fugitive Slave Law?

8- How did the Kansas-Nebraska Act differ from the Missouri Compromise?

9- What decisions about slavery did the Supreme Court make during the Dred Scott trial?

10- How did Southerners react to John Brown’s raid? Why?

11- How and why did Southerners and Northerners view the Constitution differently?

12- Why was the Republican Party formed?

13- Why did the election of Abraham Lincoln to the Presidency lead to many Southern states seceding from the union?

14- What did the seceding states form?

15- What did Lincoln vow to preserve?
1. When did differences regarding slavery begin between the North and the South?
(1) 1776 - American Constitution
(2) 1820 - Missouri Compromise
(3) 1850 - Compromise of 1850
(4) 1857 - John Brown’s raids

2. Though the Civil War was going to be a fight about slavery, what was the South’s main reason to secede?
(1) Wanted to protect rural way of life
(2) Believed State’s rights superseded Federal rights.
(3) Felt the South as a region was losing power in the Senate because of population shifts.
(4) Believed that the Industrial Revolution was a threat to their way of life.

3. Which argument did President Abraham Lincoln use against the secession of the Southern States?
(1) Slavery was not profitable
(2) The government was a union of people and not of states.
(3) The Southern States did not permit their people to vote on secession.
(4) As the Commander in Chief, he had the duty to defend the United States against foreign invasion.

4. Which phrase best completes the title for the partial outline shown below?
I. Reasons for the ________________
A. Increasing sectionalism
B. Disagreements over states’ rights issues
C. Breakdown of compromise
D. Election of 1860

(1) Start of the Revolutionary War
(2) Adoption of the Bill of Rights
(3) Failure of the Whiskey Rebellion
(4) Secession of Southern States from the Union

5. Sectional differences developed in the United States largely because
(1) the Federal Government adopted a policy of neutrality
(2) economic conditions and interests in each region varied
(3) only northerners were represented at the Constitutional Convention
(4) early Presidents favored urban areas over rural areas

6. What did the Fugitive Act state?
(1) Runaway slaves could be kept.
(2) Runaway slaves had to be returned to their rightful masters.
(3) Runaway slaves were granted freedom.
(4) Runaway slaves had the right to beat their masters if they came after them.

7. What controversial man was a hero in the North but a villain in the South in 1858?
(1) John Brown    (3) Frederick Douglass
(2) Stephen Douglas (4) Abraham Lincoln

8. Early in his Presidency, Abraham Lincoln declared that his primary goal as President was to
(1) enforce the Emancipation Proclamation
(2) preserve the Union
(3) end slavery throughout the entire country
(4) encourage sectionalism

9. Southern states threatened ______ if Lincoln was elected.
(1) compromise
(2) division
(3) filibustering
(4) secession

10. What state was the first to secede the Union?
(1) Alabama
(2) South Carolina
(3) Virginia
(4) Texas
11. “Compromise Enables Maine and Missouri To Enter Union” (1820)
“California Admitted to Union as Free State” (1850)
“Kansas-Nebraska Act Sets Up Popular Sovereignty” (1854)

Which issue is reflected in these headlines?
(1) enactment of protective tariffs
(2) extension of slavery
(3) voting rights for minorities
(4) universal public education

12. “A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free.” ~ Abraham Lincoln, 1858

According to this quotation, Abraham Lincoln believed that
(1) slavery was immoral and should be abolished immediately
(2) sectional differences threatened to destroy the Union
(3) the Southern states should be allowed to secede
(4) to save the nation, the North should compromise with the South on slavery

13. Before the Civil War, slavery expanded in the South rather than in the North because
(1) the Constitution contained a clause that outlawed the importation of slaves into the Northern states
(2) Congress passed a law forbidding slavery in the North
(3) Northern states passed affirmative action legislation
(4) geographic conditions in the South encouraged the development of large plantations

14. The principle of popular sovereignty was an important part of the
(1) Indian Removal Act (3) Homestead Act
(2) Kansas-Nebraska Act (4) Dawes Act

15. Most Southern political leaders praised the Supreme Court decision in Dred Scott v. Sanford (1857) because it
(1) granted citizenship to all enslaved persons
(2) upheld the principle of popular sovereignty
(3) supported the right of a state to secede from the Union
(4) protected the property rights of slave owners in the territories

16. What is the most accurate title for this map?
(1) Closing the Frontier
(2) Results of Reconstruction
(3) A Nation Divided
(4) Compromise of 1850

Critical Thinking Question:
Could the Civil War have been prevented?

___________________________
___________________________

1. Which argument did President Abraham Lincoln use against the secession of the Southern States?
   (1) Slavery was not profitable
   (2) The government was a union of people and not of states.
   (3) The Southern States did not permit their people to vote on secession.
   (4) As the Commander in Chief, he had the duty to defend the United States against foreign invasion.

2. Which statement best explains President Abraham Lincoln's justification for the Civil War?
   (1) As an abolitionist, President Lincoln wanted to end slavery in the United States.
   (2) President Lincoln wanted to keep the South economically dependent on the industrial North.
   (3) President Lincoln's oath of office required him to defend and preserve the Union.
   (4) To keep the support of Great Britain and France, President Lincoln had to try to end slavery immediately.

3. Sectional differences developed in the United States largely because
   (1) the Federal Government adopted a policy of neutrality
   (2) economic conditions and interests in each region varied
   (3) only northerners were represented at the Constitutional Convention
   (4) early Presidents favored urban areas over rural areas

4. "By the 1850's, the Constitution, originally framed as an instrument of national unity, had become a source of sectional discord."
   This quotation suggests that
   (1) vast differences of opinion existed over the issue of States rights
   (2) the Federal Government had become more interested in foreign affairs than in domestic problems
   (3) the Constitution had no provisions for governing new territories
   (4) the Southern States continued to import slaves

5. Early in his Presidency, Abraham Lincoln declared that his primary goal as President was to
   (1) enforce the Emancipation Proclamation
   (2) preserve the Union
   (3) end slavery throughout the entire country
   (4) encourage sectionalism

6. Which phrase best completes the title for the partial outline shown below?

I. Reasons for the
   A. Increasing sectionalism
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   C. Breakdown of compromise D. Election of 1860

   (1) Start of the Revolutionary War
   (2) Adoption of the Bill of Rights
   (3) Failure of the Whiskey Rebellion
   (4) Secession of Southern States from the Union
Preserving the Union

US History

“As soon as the Confederacy was formed, Confederate soldiers in each secessionist state began seizing federal installations – especially forts. By the time of Lincoln’s inauguration on March 4, 1861, only four Southern forts remained in Union hands. The most important was Fort Sumter, on an island in Charleston harbor.

Lincoln decided to neither abandon Fort Sumter nor reinforce it. He would merely send in ‘food for hungry men.’ At 4:30 A.M. on April 12, Confederate soldiers began thundering away to the cheers of Charleston’s citizens. The deadly struggle between North and South was under way.

News of Fort Sumter’s fall united the North. When Lincoln called for volunteers, the response throughout the Northern states was overwhelming. However, Lincoln’s call for troops provoked a very different reaction in the states of the upper South. In April and May, Virginia, Arkansas, North Carolina, and Tennessee seceded, bringing the number of Confederate states to eleven. The western counties of Virginia opposed slavery, so they seceded from Virginia and were admitted into the Union as West Virginia in 1863. The four remaining slave states - Maryland, Delaware, Kentucky, and Missouri [the Border States] - remained in the Union.

The Union and the Confederacy were unevenly matched. The Union enjoyed enormous advantages in resources over the South – more people, more factories, greater food production, and a more extensive railroad system. The Confederacy’s advantages included ‘King Cotton,’ first-rate generals, and highly motivated soldiers.

After secession occurred, many Southerners believed that dependence on Southern cotton would force Great Britain to formally recognize the Confederacy as an independent nation. Unfortunately for the South, Britain had accumulated a huge cotton inventory just before the outbreak of war. Instead of importing Southern cotton, the British now needed Northern wheat and corn. Britain decided that neutrality was the best policy.”

~ The Americans

1. As the Civil War began, the North had all of the following advantages EXCEPT
(1) a larger population
(2) more railroads
(3) more industrial capacity
(4) superior military leadership

2. Lincoln’s solution to the dilemma of resupplying Fort Sumter was to:
(1) Send troops and warships to the fort.
(2) Attack Charleston
(3) Send only provisions – not troops or warships – to the fort.
(4) Send supplies and fresh troops

3. Who fired the first shot of the Civil War?
(1) The Confederates.
(2) The French.
(3) The Union.
(4) The English.

4. The Border States who stayed loyal to the Union were:
(1) South Carolina, Delaware, Kentucky, and Alabama
(2) Maryland, Delaware, and Virginia
(3) Maryland, Delaware, Kentucky, and Missouri
(4) West Virginia, Kentucky, and Maine
Challenges and Changes:

* **Copperheads:**
  - A group of Northern Democrats known as Peace Democrats
  - Opposed the war and called for reuniting the states through negotiation
  - Republicans referred to them as Copperheads (after the venomous snake)

* **Conscription [the Draft]**
  - Congress introduced a militia law that required states to use conscription (the draft)
  - Many Northern Democrats opposed the law and riots erupted
  - To enforce the law, Lincoln suspended writs of habeas corpus or a person’s right not to be imprisoned unless charged with a crime and given a trial
  - When suspended, a person can be imprisoned indefinitely without trial
  - President Lincoln suspended the writ for anyone who openly supported the rebels or encouraged others to resist the militia draft
  - Lincoln said, “Must I shoot a simple-minded soldier boy who deserts while I must not touch a hair of a wily agitator who induces him to desert?”

* **The Emancipation Proclamation**
  - On January 1, 1863, President Lincoln issued the Emancipation Proclamation
  - It declared that “all slaves in those regions still in rebellion on that date would be free”
  - Did not apply to border states or the regions under Union control, but only to those under Confederate control (thus, it did not immediately free any slaves)
  - The end of slavery did not come until the passage of the Thirteenth Amendment in 1865

* **The Gettysburg Address**
  - At the Battle of Gettysburg, the Union suffered 23,000 casualties, but the South lost an estimated 28,000 troops, over one-third of Lee’s entire force
  - The disaster at Gettysburg proved to be the turning point of the war
  - For the rest of the war, Lee’s forces remained on the defensive
  - In November 1863, Lincoln came to Gettysburg to dedicate a portion of the battlefield as a military cemetery
  - His speech became one of the best-known orations in American history
  - Lincoln reminded his listeners that the nation was “conceived in liberty, and dedicated to the proposition that all men are created equal.”

**Lincoln’s Goal**
- “My paramount object in this struggle is to save the Union,” Abraham Lincoln

1. Early in his Presidency, Abraham Lincoln declared that his primary goal as President was to
   (1) enforce the Emancipation Proclamation
   (2) preserve the Union
   (3) end slavery throughout the entire country
   (4) encourage sectionalism

2. Missouri, Kentucky, Maryland and Delaware were classified as these kinds of states during the Civil War.
   (1) Confederate States
   (2) Free States
   (3) Border States
   (4) Northern States
3. The president suspended this constitutional protection against unlawful imprisonment during the Civil War.
   (1) Ex Post Facto
   (2) Corpus Delicti
   (3) Habeas Corpus
   (4) Corpus Juris

4. This proclamation took affect January 1863 and freed slaves in states of rebellion.
   (1) General Emancipation
   (2) Emancipation Proclamation
   (3) 13th Amendment
   (4) 15th Amendment

5. These were Northerners who sympathized with the South and opposed the war and abolition.
   (1) Copperheads
   (2) Rattlesnakes
   (3) Cotton Mouths
   (4) Coral Snakes

6. These riots took place in New York City in July 1863 as a result of a dockside strike and an unpopular draft of men for the Union army.
   (1) The riots of 1863
   (2) The Draft Riots of 1863
   (3) The Irish Dock Riot
   (4) The War Riot of 1863

7. President Lincoln justified suspending the writ of habeas corpus by saying:
   (1) The Supreme Court had approved the action.
   (2) The country was under attack.
   (3) It was OK if the capital were threatened.
   (4) He was president and could do what he wanted.
   (5) His election gave him a mandate to do so.

8. The newly formed Confederacy had the advantage of
   (1) A larger population.
   (2) More naval warships and experienced sailors.
   (3) More experienced military leaders and trained soldiers.
   (4) More developed industry.
   (5) All of the above.

9. During the Civil War, the North had the advantage of having
   (1) 90 percent of manufacturing capacity.
   (2) A diversified economy that produced grain as well as textiles.
   (3) Control of the federal government and its bureaucratic infrastructure.
   (4) A much larger population.
   (5) All of the above.

10. The Emancipation Proclamation would, it was hoped, cause
    (1) Southern blacks to join the Union army.
    (2) Copperheads to become more supportive of Lincoln.
    (3) An end to slavery in the Border States.
    (4) Rally Southern slave owners to the Union cause.
    (5) All of the above.

11. Abraham Lincoln’s reason for coming to the Gettysburg battlefield was to
    (1) Declare an end to the Civil War.
    (2) Dedicate a national memorial to the fallen soldiers.
    (3) Campaign for re-election.
    (4) Tell the listeners about the history of the United States.

12. Lincoln emphasizes in the Gettysburg Address that the nation was conceived in
    (1) Rebellion
    (2) Disunity
    (3) Liberty
    (4) Happiness
The Gettysburg Address
Gettysburg, Pennsylvania
November 19, 1863

"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate – we can not consecrate – we can not hallow – this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the earth."

Source: *Collected Works of Abraham Lincoln*, edited by Roy P. Basler. The text above is from the so-called "Bliss Copy," one of several versions which Lincoln wrote, and believed to be the final version.

Questions:

1- What does President Abraham Lincoln believe is being tested during the Civil War?

2- What has Lincoln come to dedicate?

3- According to Lincoln, who really has consecrated the field?

4- According to Lincoln, what is the task remaining for the American people?

5- How does Lincoln use the idea of "unfinished work" to assign responsibility to his listeners?
Multiple-Choice Questions:
1. "A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free." -Abraham Lincoln, 1858

2. According to this quotation, Abraham Lincoln believed that
   (1) slavery was immoral and should be abolished immediately
   (2) sectional differences threatened to destroy the Union
   (3) the Southern states should be allowed to secede
   (4) to save the nation, the North should compromise with the South on slavery

3. The North’s rapid economic growth during the Civil War was stimulated by
   (1) the elimination of taxes on defense industries
   (2) a reduction in the number of immigrants
   (3) increased government demand for many products
   (4) enslaved persons filling industrial jobs

4. In the 1850s, why did many runaway slaves go to Canada?
   (1) They feared being drafted into the Northern army.
   (2) The Fugitive Slave Act kept them at risk in the United States.
   (3) More factory jobs were available in Canada.
   (4) Northern abolitionists refused to help fugitive slaves.

5. When did differences regarding slavery begin between the North and the South?
   (1) 1776 - American Constitution
   (2) 1820 - Missouri Compromise
   (3) 1850 - Compromise of 1850
   (4) 1857 - John Brown’s raids

6. Though the Civil War was going to be a fight about slavery, what was the South’s main reason to secede?
   (1) Wanted to protect rural way of life
   (2) Believed State’s rights superseded Federal rights.
   (3) Felt they were losing power in the Senate because of population shifts, prompting them to secede.
   (4) Believed that the Industrial Revolution was a threat to lives.

7. What state was the first to secede the Union?
   (1) Alabama
   (2) South Carolina
   (3) Virginia
   (4) Texas

8. Southern states threatened this if Lincoln was elected.
   (1) compromise
   (2) division
   (3) filibustering
   (4) secession

9. Which of the following statements is true?
   (1) The South was becoming urbanized
   (2) The South was becoming industrialized
   (3) Only 1/3 of Southerners owned slaves
   (4) Southern factories depended on slaves
"The Civil War caused tremendous political, economic, technological, and social change in the United States. It also exacted a high price in terms of human life. Approximately 360,000 Union soldiers and 260,000 Confederates died, nearly as many American combat deaths as in all other American wars combined.

The Civil War greatly increased the federal government’s power and authority. During the war, the federal government passed laws, including income tax and conscription laws, that gave it much more control over individual citizens. And after the war, no state ever threatened secession again.

Economically, the Civil War dramatically widened the gap between North and South. During the war, the economy of the Northern states boomed. The Southern economy, on the other hand, was devastated. The war not only marked the end of slavery as a labor system but also wrecked most of the region’s industry and farmland. The economic gulf between the regions would not diminish until the 20th century.

Because of developments in technology, the Civil War has been called the last old-fashioned war, or the first modern war. The two deadliest technological improvements were the rifle and the minie ball, a soft lead bullet that was more destructive than earlier bullets. Two other weapons that became more lethal were hand grenades and land mines. Another technological improvement was the ironclad ship, which could splinter wooden ships by ramming them, withstand cannon fire, and resist burning. On March 9, 1862, every wooden warship in the world became obsolete after the North’s ironclad Monitor exchanged fire with the South’s ironclad Merrimack.

The war not only revolutionized weaponry but also changed people’s lives. Perhaps the biggest change came for African Americans. The Emancipation Proclamation had freed only those slaves who lived in states that were behind Confederate lines, and not yet under Union control. The government had to decide what to do about the Border States, where slavery still existed. The president believed that the only solution was a constitutional amendment abolishing slavery. After some political maneuvering, the Thirteenth Amendment was ratified at the end of 1865. The U.S. Constitution now stated, “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.” ~ The Americans

1. Civil War historians would say that the battle between the Merrimac and the Monitor was MOST significant because it
   (1) Took place near Norfolk, Virginia
   (2) Was first battle between ironclad ships.
   (3) Was the first sea battle of the Civil War.
   (4) Had no clear winner.

2. How did the Civil War affect industries in the North?
   (1) The North closed many industries.
   (2) Industries could not meet wartime demands.
   (3) Industries became more mechanized.
   (4) Northern industries had to ask the South for help.
### The Fight: Several Battles and Changes to Consider

#### The Battle of Bull Run:
* First bloodshed on the battlefield occurred about three months after Fort Sumter fell
* Near the little creek of Bull Run, just 25 miles from Washington, D.C.
* Confederate victory but the Confederates were too exhausted to follow up their victory with an attack on Washington

#### The Battle of Antietam:
* Robert E. Lee [the leading Confederate General] decided to invade Maryland
* Lee and Jefferson Davis [President of the Confederacy] believed that only an invasion would convince the North to accept the South’s independence
* The Battle of Antietam was the bloodiest one-day battle in the war
* It ended with over 6,000 men killed and another 16,000 wounded
* Although Union General McClellan did not break Lee’s lines, he inflicted so many casualties that Lee decided to retreat to Virginia
* A crucial victory for the Union
* The British government had been ready to intervene in the war but now did not
* It also convinced Lincoln that the time had come to end slavery in the South

#### The Emancipation Proclamation:
* On September 22, 1862, encouraged by the Union victory at Antietam, Lincoln publicly announced that he would issue the Emancipation Proclamation – a decree freeing all enslaved persons in states still in rebellion after January 1, 1863

#### Lincoln Fired McClellan:
* Shortly after McClellan’s victory at Antietam, Lincoln became frustrated with him
* At Antietam, McClellan could have destroyed Lee’s army but did not
* He then moved so slowly after the battle that Lee was able to recover from his defeat
* On November 7, 1862, Lincoln fired McClellan

#### The Battle of Gettysburg:
* In June 1863 Lee marched into Pennsylvania
* As Lee’s army foraged in the Pennsylvania countryside, some of his troops headed into the town of Gettysburg and encountered Union cavalry
* On July 1, 1863, the Confederates pushed the Union troops out of the town into the hills
* On July 2 Lee attacked, but the Union troops held their ground
* The following day, Lee ordered nearly 15,000 men under the command of General George E. Pickett and General A.P. Hill to make a massive assault
* The attack became known as Pickett’s Charge
* As the mile-wide line of Confederate troops marched across open farmland toward Cemetery Ridge where Union forces stood, Union cannons and guns opened fire
* Less than 5,000 Confederate troops made it up the ridge, and Lee quickly withdrew from Gettysburg on a rainy July 4, and retreated to Virginia
* At Gettysburg the Union suffered 23,000 casualties, but the South lost an estimated 28,000 troops, over one-third of Lee’s entire force
Sherman's March to the Sea:
* After occupying Atlanta, Union General Sherman proposed to march across Georgia
  * "I could cut a swath to the sea," he explained, "and divide the Confederacy in two."
* On November 15, 1864, Sherman began his March to the Sea
* His troops cut a path of destruction
* They ransacked houses, burned crops, and killed cattle
* By December 21, 1864, they had reached the coast and seized the city of Savannah
* After reaching the sea, Sherman turned north and headed into South Carolina—the state
  that many people believed had started the Civil War
* The troops burned and pillaged, or looted, nearly everything in front of them

The South Surrenders:
* Lee's desperate attempt to escape Grant's forces failed when Sheridan's cavalry got
  ahead of Lee's troops and blocked the road at Appomattox Courthouse.
* When his troops failed to break through, Lee sadly observed, "There is nothing left for
  me to do but go and see General Grant, and I would rather die a thousand deaths."
* With his ragged and battered troops surrounded and outnumbered, Lee surrendered to
  Grant on April 9, 1865

1. The agrarian South was at a disadvantage against the
   (1) European-influenced North
   (2) Industrialized North
   (3) More liberal North
   (4) Colder North

2. What happened to the South's economy during the Civil War?
   (1) It improved.
   (2) It deteriorated.
   (3) It remained stable.
   (4) It declined and then grew.

3. How did the Civil War affect states' rights?
   (1) The supremacy of the federal government over the states was firmly established.
   (2) States gained more power in determining their own laws.
   (3) The balance of power between federal and states governments was unchanged.
   (4) States lost all rights of self-determination.

4. Where did Lee finally surrender to Grant?
   (1) Appomattox Court House
   (2) Petersburg
   (3) Richmond
   (4) Washington, D.C.

5. What effect did Lincoln's ability to unify the bitterly divided North have on the
   outcome of the Civil War?
   (1) It made no difference.
   (2) It gave the South an advantage.
   (3) It made Unionists angry.
   (4) It helped the Union win.

6. Which Northern battle in July of 1863 lasted three days and had a staggering number
   of casualties?
   (1) Gettysburg
   (2) Chattanooga
   (3) Antietam
   (4) Fredericksburg
7. What battle is considered to be the turning point in the Civil War?
(1) Battle of Bull Run
(2) Battle of Vicksburg
(3) Battle of Richmond
(4) Battle of Gettysburg

8. How did the Civil War end?
(1) Grant surrendered in Richmond, Virginia, after losing a battle there.
(2) President Lincoln declared a cease fire.
(3) Lee surrendered to Grant at Appomattox Court House, Virginia.
(4) Enslaved persons revolted and crushed the Confederate leadership.

9. Some abolitionists criticize Lincoln’s Emancipation Proclamation because
(1) They knew it did not specifically free all enslaved people.
(2) They wanted it sent to European countries.
(3) They wanted it to give enslaved people full rights of citizenship.
(4) They wanted it to bring an end to the Civil War.

10. The South’s primary hope in foreign affairs was to
(1) Win British recognition.
(2) Spread southward into Mexico and Central America.
(3) Convince all European nations to break off relations with the North.
(4) Create an alliance with Canada and thereby surround the North.

11. Until he selected Grant as general in chief, Lincoln’s primary problem with his generals was their
(1) Entry into battle even when unprepared.
(2) Aspirations for political office.
(3) Excessive age and inexperience.
(4) Inability to move decisively

12. The Battle of Antietam proved to be more than just a military loss for the South because
(1) Desertions from its army skyrocketed.
(2) It ended any remaining hopes of British diplomatic recognition.
(3) Civilian morale plunged, causing many to desert the southern cause.
(4) Northerners rushed to join the army in larger numbers than ever before.

13. As a result of the Emancipation Proclamation,
(1) Slave uprisings broke out all over the Deep South.
(2) Lincoln almost lost renomination for the presidency in 1864.
(3) All remaining slaves in the border states were freed.
(4) Not a single slave actually went free when it was announced.

14. What was William Tecumseh Sherman’s main goal using “total war” tactics when invading the South in 1864?
(1) He wanted to destroy valuable civilian and economic resources.
(2) He aimed to cripple the South’s cotton industry.
(3) He wanted to help free Southern slaves held captive.
(4) None of the above.

Additional Fact: The Anaconda Plan
Early in the war, General Winfield Scott proposed a strategy for defeating the South. Scott suggested that the Union blockade Confederate ports and send gunboats down the Mississippi to divide the Confederacy. Northern newspapers scorned this strategy, which they called the Anaconda Plan, after the snake that slowly strangles its prey to death. Eventually, Lincoln implemented the plan but hoped for a quick victory of Union troops.
“On the evening of April 14, 1865, while attending a special performance of the comedy, ‘Our American Cousin,’ President Abraham Lincoln was shot. Accompanying him at Ford’s Theater that night were his wife, Mary Todd Lincoln, a twenty-eight year-old officer named Major Henry R. Rathbone, and Rathbone’s fiancée, Clara Harris. After the play was in progress, a figure with a drawn derringer pistol stepped into the presidential box, aimed, and fired. The president slumped forward.

The assassin, John Wilkes Booth, dropped the pistol and waved a dagger. Rathbone lunged at him, and though slashed in the arm, forced the killer to the railing. Booth leapt from the balcony and caught the spur of his left boot on a flag draped over the rail, and shattered a bone in his leg on landing. Though injured, he rushed out the back door, and disappeared into the night on horseback.

A doctor in the audience immediately went upstairs to the box. The bullet had entered through Lincoln’s left ear and lodged behind his right eye. He was paralyzed and barely breathing. He was carried across Tenth Street, to a boarding-house opposite the theater, but the doctors’ best efforts failed. Nine hours later, at 7:22 AM on April 15th, Lincoln died.

At almost the same moment Booth fired the fatal shot, his accomplice, Lewis Paine, attacked Lincoln’s Secretary of State, William Henry Seward. Seward lay in bed, recovering from a carriage accident. Paine entered the mansion, claiming to have a delivery of medicine from the Secretary’s doctor. Seward’s son, Frederick, was brutally beaten while trying to keep Paine from his father’s door. Paine slashed the Secretary’s throat twice, then fought his way past Seward’s son Augustus, an attending hospital corps veteran, and a State Department messenger.

Paine escaped into the night, believing his deed complete. However, a metal surgical collar saved Seward from certain death. The Secretary lived another seven years, during which he retained his seat with the Johnson administration, and purchased Alaska from Russia in 1867.

There were at least four conspirators in addition to Booth involved in the mayhem. Booth was shot and captured while hiding in a barn near Bowling Green, Virginia, and died later the same day, April 26, 1865. Four co-conspirators, Paine, George Atzerodt, David Herold, and Mary Surratt, were hanged at the gallows of the Old Penitentiary, on the site of present-day Fort McNair, on July 7, 1865.”

Reflection:
Why did John Wilkes Booth assassinate Lincoln? What Civil War issues created such bitterness in the hearts of men?
### Differing Perspectives: Reconstruction

**Do Now**

<table>
<thead>
<tr>
<th>Lincoln’s Plan</th>
<th>Congressional Plan</th>
<th>Johnson’s Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- A moderate approach to Reconstruction; based on the belief that the war was a rebellion of individual citizens and that, since secession was not constitutionally permissible, the South had never legally left the Union</td>
<td>1- The “Radical” Republicans in Congress did not agree with Lincoln’s plan</td>
<td>1- In May 1865, after Lincoln’s assassination on April 14, 1865, Johnson issued his plan of Reconstruction</td>
</tr>
<tr>
<td>2- Reconstruction should be lenient and carried out by the President</td>
<td>2- They looked beyond emancipation to the problem of civil liberties of African Americans and felt that Congress should play a greater role in the assurance of liberties</td>
<td>2- A general pardon of all Southerners willing to take an oath upholding the Constitution, except military leaders and those whose wealth exceeded $20,000</td>
</tr>
<tr>
<td>3- All Southerners, except high-ranking Confederate officials, would be pardoned and regain citizenship when they took an oath to support the Constitution and the emancipation of slaves</td>
<td>3- Required that 50% of the voters take the loyalty oath rather than 10%</td>
<td>3- Recognition of the governments of Virginia, Tennessee, Arkansas, and Louisiana, which had been established under Lincoln’s Reconstruction plan</td>
</tr>
<tr>
<td>4- When 10% of the voters in a state took this oath, they could establish a legal government that would be recognized by the President</td>
<td>4- Confederate officials be disenfranchised</td>
<td>4- The remaining Southern states could reenter the Union when they repudiated war debts (bonds sold by the Confederate government to individuals to finance the war, disavowed their ordinance of secession, and ratified the Thirteenth Amendment, thereby abolishing slavery</td>
</tr>
</tbody>
</table>

**Questions:**

1- Identify four significant points of Lincoln’s plan for Reconstruction:

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~ Adapted from U.S. History and Government
2- Identify four significant points of Congress’ Plan for Reconstruction:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3- Identify four significant points of Johnson’s Plan for Reconstruction:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4- Which plan would you have supported? Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

“President Andrew Johnson opposed the Congressional program, believing that only the President had the power to determine the conditions for the return of Southern states. The Radical Republicans in Congress believed Congress alone had the constitutional power to admit states back to the Union. They also suspected Johnson, a Southerner from Tennessee, of being overly sympathetic towards the South.

To enforce its program, Congress passed the Tenure of Office Act, limiting the President’s power to dismiss his own Cabinet members. Johnson refused to obey this law which he believed was unconstitutional. When Johnson dismissed his Secretary of War, Congressional leaders attempted to remove Johnson from office through the process of impeachment. Johnson was impeached by the House of Representatives, but the Radical Republicans fell one vote short in the Senate of removing Johnson from office.”

~ The Key to Understanding U.S. History and Government

Questions:
1- Why did the President and Congress come into conflict over the issue of Reconstruction?

________________________________________________________________________

2- Why did Congress pass the Tenure of Office Act?

________________________________________________________________________

3- Identify a cause and an effect of the impeachment process:

________________________________________________________________________

“By 1872, Americans were tired of Reconstruction. Congress passed the Amnesty Act, which restored the franchise to almost all Confederates. As a result, white Democrats gradually regained control of the Southern states. Claiming that the Republican Party was
the party of corruption, the party of the black man, and responsible for the destruction of the South, the Democratic Party became the majority party of the South until well into the 20th century, a phenomenon later referred to as the ‘Solid South.’ The withdrawal of the last federal troops took place following the election of 1876.”

~ U.S. History and Government

1- What happened by 1872?

2- What was the Amnesty Act?

3- What political party gained control of the Southern states?

4- What did Democrats believe about the Republican Party?

5- Explain the meaning of the term: “Solid South”.

The Thirteenth, Fourteenth, and Fifteenth Amendments [loc.gov]:

The Thirteenth Amendment:
The Thirteenth Amendment to the Constitution declared that “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.” Formally abolishing slavery in the United States, the 13th Amendment was passed by the Congress on January 31, 1865, and ratified by the states on December 6, 1865.

The Fourteenth Amendment:
The Fourteenth Amendment to the Constitution was ratified on July 9, 1868, and granted citizenship to “all persons born or naturalized in the United States,” which included former slaves recently freed. In addition, it forbids states from denying any person “life, liberty or property, without due process of law” or to “deny to any person within its jurisdiction the equal protection of the laws.” By directly mentioning the role of the states, the 14th Amendment greatly expanded the protection of civil rights to all Americans and is cited in more litigation than any other amendment.

The Fifteenth Amendment:
The Fifteenth Amendment to the Constitution granted African American men the right to vote by declaring that 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.” Although ratified on February 3, 1870, the promise of the 15th Amendment would not be fully realized for almost a century. Through the use of poll taxes, literacy tests and other means, Southern states were able to effectively disenfranchise African Americans. It would take the passage of the Voting Rights Act of 1965 before the majority of African Americans in the South were registered to vote.

Summarize the main idea of each of the amendments:

13th:

14th:

15th:
Multiple-Choice Questions:
1. ... With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow, and his orphan – to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.
   ~ President Abraham Lincoln, 1865

This statement by President Lincoln contributed to disagreements over the
(1) continuation of a military draft
(2) provision of free land to settlers
(3) negotiations with foreign nations after the Civil War
(4) treatment of the former Confederate states and their leaders

2. Which argument was used by President Abraham Lincoln to explain his policy of leniency toward the South after the Civil War?
(1) Most Southerners have remained loyal to the Union during the war.
(2) Most Southerners are willing to grant equality to formerly enslaved persons.
(3) The federal government has no authority to punish states for secession.
(4) Healing the nation’s wounds quickly is essential.

3. In the Compromise of 1877 that ended Reconstruction, Republicans agreed to
(1) withdraw federal troops from the South
(2) support the Black Codes
(3) award the presidency to Democrat Samuel Tilden
(4) accept the Supreme Court decision in Dred Scott v. Sanford

4. Before the former Confederate states could be readmitted to the Union, the congressional plan for Reconstruction required them to
(1) ratify the 14th amendment
(2) imprison all former Confederate soldiers
(3) provide 40 acres of land to all freedmen
(4) help rebuild Northern industries

5. Many Southern States tried to limit the effects of Radical Reconstruction by
(1) adopting federal laws mandating segregation
(2) enacting Jim Crow laws
(3) abolishing the Southern sharecropping system
(4) securing passage of new amendments to the United States Constitution

6. The Radical Republicans in Congress opposed President Abraham Lincoln’s plan for Reconstruction because Lincoln
(1) called for the imprisonment of most Confederate leaders
(2) rejected the idea of harsh punishments for the South
(3) planned to keep Northern troops in the South after the war
(4) demanded immediate civil and political rights for formerly enslaved persons
7. Which action marked the end of Reconstruction in the United States?
   (1) ratification of the 14th amendment
   (2) withdrawal of federal troops from the South
   (3) creation of the Freedmen’s Bureau
   (4) impeachment of President Andrew Johnson

8. Constitutional amendments adopted during Reconstruction were intended to
   (1) provide legal and political rights for African Americans
   (2) end property and religious qualifications for voting
   (3) correct problems with the electoral college system
   (4) limit the number of terms of the president

9. In the ten years following the Civil War, a large numbers of former slaves earned a living by becoming
   (1) conductors on the Underground Railroad
   (2) workers in Northern factories
   (3) sharecroppers on Southern farms
   (4) gold miners in California

10. A primary reason for the passage of the 14th amendment in 1868 was to
    (1) prohibit the secession of states
    (2) uphold the legality of the Black Codes
    (3) continue the presidential plan for Reconstruction
    (4) guarantee citizenship rights to the newly freed slaves

11. What was a major result of the Civil War?
    (1) The judiciary became the dominant branch of the federal government.
    (2) Congress passed an amendment to provide for the direct election of senators.
    (3) The power of the central government was strengthened.
    (4) States were given the right to secede from the Union.

12. In his first inaugural address, President Abraham Lincoln stated his main goal for the nation was to
    (1) use the vote to resolve the conflict over slavery
    (2) free all slaves in the United States
    (3) uphold the *Dred Scott* decision
    (4) preserve the Union

13. Following Reconstruction, the passage of Jim Crow laws in the South limited the effectiveness of
    (1) the 14th and 15th amendments
    (2) the Freedmen’s Bureau
    (3) Black Codes
    (4) tenant farming and sharecropping

14. The Reconstruction plans of President Abraham Lincoln and President Andrew Johnson included a provision for the
    (1) resumption of full participation in Congress by Southern States
    (2) long-term military occupation of the Confederacy
    (3) payment of war reparations by Southern States
    (4) harsh punishment of former Confederate officials
Analyze the following images:

THE "RAIL SPLITTER" AT WORK REPAIRING THE UNION.

"Take it quietly UNCLE ABE and I will draw it closer than ever!!!"

"A few more stitches and the good old UNION will be mended!!"

Explain the meaning of the political cartoons:

____

____

____

____

____

23
Reconstruction, 1865 - 1877

US History

Name: ___________________________

"On April 14, 1865, five days after Lee surrendered to Grant at Appomattox, Lincoln and his wife went to Ford's Theatre in Washington. During its third act, a man crept up behind Lincoln and shot the president in the back of his head. Lincoln, who never regained consciousness, died on April 15. It was the first time a president of the United States had been assassinated. The assassin, John Wilkes Booth – a 26-year-old actor and Southern sympathizer – was captured twelve days later and shot dead by Union cavalry.

The Civil War had ended. Slavery and secession were no more. Now the country faced two new problems: how to restore the Southern states to the Union and how to integrate approximately 4 million newly freed African Americans into national life. Reconstruction, the period during which the United States began to rebuild after the Civil War, lasted from 1865 to 1877. Complicating Reconstruction was the fact that Abraham Lincoln, Andrew Johnson, and the members of Congress all had different ideas about Reconstruction.

Lincoln made it clear that he favored a lenient Reconstruction policy. In December 1863, Lincoln announced his Proclamation of Amnesty and Reconstruction, also known as the Ten-Percent Plan. Under this plan, the government would pardon all Confederates – except high-ranking officials and those accused of crimes against prisoners of war – who would swear allegiance to the Union. As soon as ten percent of those who had voted in 1860 took this oath of allegiance, a Confederate state could form a new state government and send representatives and senators to Congress. However, Lincoln's Reconstruction plan angered a minority of Republicans in Congress, known as Radical Republicans. Lincoln's successor, Andrew Johnson, had his own plan which differed little from Lincoln's. The major difference was that Johnson tried to break the planters' power by excluding high-ranking Confederates and wealthy Southern landowners from taking the oath needed for voting privileges. However, Johnson also pardoned more than 13,000 former Confederates because he believed that 'white men alone must manage the South.'

Angered by Johnson's actions, radical and moderate Republican factions decided to work together to shift the control of the Reconstruction process from the executive branch to the legislature. Congress drafted the Fourteenth Amendment, which prevented states from denying rights and privileges to any U.S. citizen, now defined as 'all persons born or naturalized in the United States.' In the 1866 elections, moderate and radical Republicans gained control of Congress. They joined together to pass the Reconstruction Act of 1867, which divided the former Confederate states into five military districts. The states were required to grant African-American men the vote and to ratify the Fourteenth Amendment in order to reenter the Union." ~ The Americans

1. In their plans for Reconstruction, Lincoln and Johnson sought to
   (1) punish the South
   (2) force the South to pay reparations
   (3) allow South to reenter the Union quickly
   (4) only allow Republicans the vote

2. Radical Republicans in Congress advocated all of the following EXCEPT
   (1) Equal distribution of wealth to all.
   (2) Immediate emancipation.
   (3) Civil liberties for freedmen.
   (4) Full citizenship for former slaves
Reconstruction, 1865 -1877

US History

Name: __________________________

Do Now:

<table>
<thead>
<tr>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Background</td>
</tr>
<tr>
<td>A. The period after the Civil War, 1865 - 1877, was called the Reconstruction period.</td>
</tr>
<tr>
<td>B. Lincoln wanted to bring the Nation back together as quickly as possible and in December 1863 he offered his plan which required that the states’ new constitutions prohibit slavery.</td>
</tr>
<tr>
<td>C. However, Lincoln believed that in order to rebuild national unity, Southern states should be treated leniently.</td>
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<tr>
<td>D. But in 1865, only a few days after the South surrendered, Lincoln was assassinated.</td>
</tr>
<tr>
<td>E. The new President, Andrew Johnson lacked Lincoln’s authority but sought to follow Lincoln’s plan of lenient treatment (most rebel leaders were pardoned).</td>
</tr>
<tr>
<td>II. The Thirteenth Amendment</td>
</tr>
<tr>
<td>A. In January 1865, Congress proposed an amendment to the Constitution which would abolish slavery in the United States.</td>
</tr>
<tr>
<td>B. On December 18, 1865, Congress ratified the Thirteenth Amendment formally abolishing slavery.</td>
</tr>
<tr>
<td>III. The Black Codes</td>
</tr>
<tr>
<td>A. The nation also faced the problem of how to deal with the millions of freed slaves, known as freedmen.</td>
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<tr>
<td>B. Congress established the Freedman’s Bureau to help the freed slaves.</td>
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<tr>
<td>C. However, Southern states were slow to extend voting rights to the freedmen.</td>
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<tr>
<td>D. In fact, Southern states passed Black Codes to regulate the lives of former slaves.</td>
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<tr>
<td>E. Black Codes made it illegal for freedmen to hold public office, to travel freely, or to serve on juries.</td>
</tr>
<tr>
<td>IV. The Radical Republicans</td>
</tr>
<tr>
<td>A. The Radical Republicans, a group of Northern Congressmen, wanted the freedmen to be granted political equality.</td>
</tr>
<tr>
<td>B. They passed a Civil Rights Bill guaranteeing freedmen’s rights, and restored military rule over the South.</td>
</tr>
<tr>
<td>C. To ensure that this legislation would not be held unconstitutional by the Supreme Court, they rewrote the Civil Rights Bill as the Fourteenth Amendment.</td>
</tr>
<tr>
<td>D. This amendment granted U.S. citizenship to all former slaves.</td>
</tr>
<tr>
<td>1. The Fourteenth Amendment allowed federal courts to protect individual rights from acts by state governments.</td>
</tr>
<tr>
<td>V. Carpetbaggers</td>
</tr>
<tr>
<td>A. Carpetbagger was the name given to Northerners who came south for political and economic reasons.</td>
</tr>
</tbody>
</table>
Multiple-Choice Questions:
1. “Although important strides were made, Reconstruction failed to provide lasting guarantees of the civil rights of the freedmen.” Which evidence best supports this statement (1) passage of Jim Crow laws in the latter part of the 19th century (2) ratification of the 13th, 14th, and 15th amendments (3) refusal of Southern States to allow sharecropping (4) passage of the Civil Rights Acts of 1866

2. Base your answer to the question below on the passage below and on your knowledge of social studies.

“[The registrar] brought a big old book out there, and he gave me the sixteenth section of the constitution of Mississippi, ... I could copy it like it was in the book, but after I got through copying it, he told me to give a reasonable interpretation and tell the meaning of the section I had copied. Well, I flunked out.” Source: A History of the United States since 1861

The main intent of the literacy test described in the passage was to (1) encourage reform of the political system (2) encourage Mississippi residents to learn about their state’s legal system (3) prevent African Americans from exercising a basic right (4) enforce the provisions of the United States Constitution

3. The 14th amendment provides that no “state [shall] 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.” A direct result of this amendment was that (1) the process of amending the Constitution became slower and more complex (2) the guarantees in the Bill of Rights were applied to state actions (3) every citizen gained an absolute right to freedom of speech and assembly (4) the power of the Federal Government was sharply reduced

4. After the passage of the 13th, 14th, and 15th amendments, African Americans continued to experience political and economic oppression mainly because (1) the amendments were not intended to solve their problems (2) many African Americans distrusted the Federal Government (3) Southern legislatures enacted Jim Crow laws (4) poor communications kept people from learning about their legal rights

5. Poll taxes and grandfather clauses were devices used to (1) deny African Americans the right to vote (2) extend suffrage to women and 18-year-old citizens (3) raise money for political campaigns (4) prevent immigrants from becoming citizens
### The Thirteenth Amendment
- Formally abolished slavery

### The Fourteenth Amendment
- Prevents states from denying rights and privileges to any U.S. citizen, now defined as ‘all persons born or naturalized in the United States.’

### The Fifteenth Amendment
- States that no one can be kept from voting because of “race, color, or previous condition of servitude.”

### Scalawags
- White Southerners who joined the Republican Party – many were small farmers
- Wanted to improve their position and did not want wealthy planters to regain power

### Carpetbaggers
- Were Northerners who moved to the South after the war
- This negative name came from the misconception that they arrived with so few belongings that they carried everything in small traveling bags made of carpeting

### Sharecropping
- Without their own land, freed African Americans could not grow crops to sell or to use
- In the system of sharecropping, landowners divided their land and assigned each head of household a few acres, along with seed and tools
- Sharecroppers kept a small share of their crops and gave the rest to the landowners but rents were high and sharecroppers were often in debt

### Ku Klux Klan
- A group created to destroy the Republican Party, to throw out the Reconstruction governments, to aid the planter class, and to prevent African Americans from exercising their political rights
- Terrorized African Americans and white Republicans in the South

### Black Codes
- Southern states passed Black Codes to regulate the lives of former slaves
- Black Codes made it illegal for freedmen to hold public office, to travel freely, or to serve on juries

---

1. In Reconstruction, a scalawag was a
   (1) A white southerner who joined the Republican Party.
   (2) Former slave who voted Democratic.
   (3) Northern Democrat who voted with Republicans in Congress.
   (4) Northern Republican who joined the Democratic Party during Reconstruction.

2. Black codes were enacted
   (1) By Radical Republicans to punish the Deep South.
   (2) To force African Americans into legally subordinate positions in southern society.
   (3) To protect former slaves from abuse.
   (4) Under the terms of the Fourteenth Amendment to the Constitution.
3. A major example of Abraham Lincoln’s policy of leniency toward the defeated South is provided by his
   (1) Willingness to have the federal government assume responsibility for all debts incurred by the government of the
       Confederacy.
   (2) Choice of a southerner as his vice president in the 1864 election.
   (3) Offer to consider revoking the Emancipation Proclamation.
   (4) Decision that a state government could be organized after only 10 percent of the voters took an oath of loyalty to the Union.

4. The Thirteenth Amendment
   (1) Stripped many leaders of the Confederacy of their citizenship.
   (2) Barred the president from defining how southern states could reenter the Union.
   (3) Was necessary because the Emancipation Proclamation had not abolished slavery everywhere.
   (4) Was later repealed by the Fifteenth Amendment.

5. Sharecropping arose because
   (1) Many southerners, white as well as black, had no means of acquiring land.
   (2) The Freedmen’s Bureau advised people that it would lead to landownership in the not-too-distant future.
   (3) The government provided loans that made it possible for poor farmers to become landowners.
   (4) Southern banks lent money on easy terms to anyone who agreed to become a sharecropper.

6. In the aftermath of emancipation, freedmen
   (1) Did not establish schools and churches.
   (2) Tried to emigrate en masse to the North.
   (3) Hoped to return to Africa.
   (4) By and large stayed with and continued to work for their former masters.

7. All of the following statements about Andrew Johnson are correct EXCEPT
   (1) He was a southerner who remained loyal to the Union.
   (2) He agreed with the Radical Republicans about Reconstruction.
   (3) He disliked the southern planter elite.
   (4) He wished to strengthen the white middle class in the South.

8. The congressional Reconstruction amendments to the Constitution did NOT
   (1) Address the issue of the right of African Americans to vote.
   (2) Extend the Bill of Rights to the states.
   (3) Prohibit disenfranchise on the basis of sex.
   (4) Settle the issue of citizenship for African Americans.

9. The 14th amendment provides that no "state [shall] 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." A direct result of this amendment
   (1) Was the process of amending the Constitution became slower.
   (2) The guarantees in the Bill of Rights were applied to state actions
   (3) Every citizen gained an absolute right to freedom of speech and assembly.
   (4) The power of the Federal Government was sharply reduced.

10. Which statement most accurately describes President Abraham Lincoln’s plan for Reconstruction after the Civil War?
    (1) Southerners should be made to pay for their rebellion.
    (2) The Union should be restored as quickly as possible.
    (3) African Americans should be given free land.
    (4) War damages should be collected through military occupation.
11. During Reconstruction, the Black Codes passed by Southern states were attempts to
(1) provide land to former slaves
(2) punish former Confederate leaders
(3) repeal the Jim Crow laws
(4) deny equal rights to African Americans

12. What effect did the system of sharecropping have on the South after the Civil War?
(1) It kept formerly enslaved persons economically dependent.
(2) It brought investment capital to the South.
(3) It encouraged Northerners to migrate south.
(4) It provided for a fairer distribution of farm profits.

13. Following the Civil War, many Southern states enacted Black Codes to
(1) provide free farmland for African Americans
(2) guarantee equal civil rights for African Americans
(3) restrict the rights of formerly enslaved persons
(4) support the creation of the Freedmen’s Bureau

14. The institution of slavery was formally abolished in the United States by the
(1) Compromise of 1850
(2) Emancipation Proclamation of 1863
(3) Creation of the Freedmen’s Bureau in 1865
(4) Ratification of the 13th amendment in 1865

15. During the late 1800s, Southern voters solidly supported the Democratic Party primarily because Democrats
(1) favored a stronger national government
(2) led efforts to advance civil rights
(3) opposed the Jim Crow legal system
(4) disliked the Reconstruction programs of the Republicans

16. Constitutional amendments adopted during Reconstruction were intended to
(1) provide legal and political rights for African Americans
(2) end property and religious qualifications for voting
(3) correct problems with the electoral college system
(4) limit the number of terms of the president

Critical Thinking Questions:

Some Radical Republicans wanted “forty acres and a mule” for each newly freed slave. How would an allowance of “forty acres and a mule” for each newly freed slave have changed the lives of newly freed slaves?

In retrospect, Reconstruction brought about a dramatic shift in power away from the states to the federal government and away from the executive branch of the federal government to Congress. What evidence is there to support this assessment of Reconstruction?

Why was it so difficult to change Southern culture after Reconstruction and why historians often speak of the “failure of Reconstruction”?
Plessy, Washington, and DuBois

US History
Name: ______________________
Do Now:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1- Plessy, a racially mixed man, sat in a railroad car where only whites were permitted.</td>
<td>1- Booker T. Washington was born into slavery in 1856.</td>
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<tr>
<td>2- He was arrested for violating a state law that provided “separate but equal” facilities for non-whites.</td>
<td>2- In 1881, he founded the Tuskegee Institute in Alabama.</td>
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<td>3- Plessy said this law violated his “equal protection” rights under the 14th Amendment.</td>
<td>3- In 19011, he wrote <em>Up From Slavery</em>, an autobiography.</td>
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<td>4- The Supreme Court held that so long as a state provided “equal” facilities, it could legally separate African Americans from whites.</td>
<td>4- Washington believed that African Americans should first concentrate their efforts on trying to achieve economic independence before seeking full social equality.</td>
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<tr>
<td>5- The decision allowed the continuation of “separate but equal” facilities – resulting in whites and African Americans attending different schools, using different water fountains, and bathing in different public beaches.</td>
<td>5- He believed economic prosperity could best be achieved by vocational training and practical, job-related education.</td>
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<td>6- He wanted young African Americans to develop skills and attitudes that would help them to survive in an environment of increasing violence and discrimination.</td>
<td>6- He wanted young African Americans to develop skills and attitudes that would help them to survive in an environment of increasing violence and discrimination.</td>
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~ The Key to Understanding U.S. History and Government

1- W.E.B. DuBois was the first African American to obtain a Ph.D. from Harvard University and became a notable historian and writer.

2- Unlike Booker T. Washington, DuBois urged the next generation of African Americans to move in a new direction.

3- DuBois believed African Americans should agitate for full social and political equality immediately and not rest content with an inferior social and economic status.

4- In his writings, DuBois encouraged African Americans not to define themselves as whites saw them, but to take pride in their dual heritages – as both Africans and Americans.

5- In 1909, he helped form the National Association for the Advancement of Colored People (N.A.A.C.P.) – to win rights through the courts.
1- Who was Plessy and why was he arrested?

2- What Amendment did Plessy state was being violated? Why?

3- What did the Supreme Court rule at the time?

4- What did the Court's decision allow?

5- Who was Booker T. Washington and what was significant about his early years?

6- What book did Booker T. Washington write?

7- What did Booker T. Washington found?

8- What did Booker T. Washington believe African Americans should focus on first?

9- How did Booker T. Washington believe economic prosperity could be achieved?

10- Who was W.E.B. DuBois and why was he significant?

11- What did W.E.B. DuBois believe?

12- How did the ideas of W.E.B. DuBois differ from the ideas of Booker T. Washington?

13- How did W.E.B. DuBois encourage African Americans to see themselves?

14- What organization did W.E.B. DuBois help found?

15- Given the circumstances at the time, who would you have agreed with: Booker T. Washington or W.E.B. DuBois? Why?
16- What is most surprising about the information presented in the chart? Why?

Multiple-Choice Questions:

1. The Supreme Court decision in *Plessy v. Ferguson* (1896) affected African Americans by
   (1) granting voting rights
   (2) expanding civil rights
   (3) upholding racial segregation
   (4) guaranteeing equal wages

2. Which statement best describes how the status of African Americans in the South changed soon after the end of Reconstruction in 1877?
   (1) The Supreme Court consistently supported civil rights for African Americans.
   (2) Poll taxes and literacy tests were eliminated for African Americans.
   (3) Increasing numbers of African Americans were elected to public office.
   (4) African Americans faced increasing discrimination and segregation.

3. The Supreme Court decision in the case of *Plessy v. Ferguson* (1896) affected civil rights in the United States by
   (1) ruling that segregated public schools were unconstitutional
   (2) rejecting the legal basis of Jim Crow laws
   (3) approving racial segregation in public facilities
   (4) strengthening the protections of the 14th amendment

4. The formation of the National Association for the Advancement of Colored People (NAACP) and the Anti-Defamation League (ADL) was primarily a response to

5. One idea that both Booker T. Washington and W. E. B. Du Bois supported is that
   (1) African Americans should have increased civil rights
   (2) vocational training was the best approach to education
   (3) immigration was responsible for racial segregation
   (4) Jim Crow laws were needed to help African Americans

6. In the ten years following the Civil War, a large numbers of former slaves earned a living by becoming
   (1) conductors on the Underground Railroad
   (2) workers in Northern factories
   (3) sharecroppers on Southern farms
   (4) gold miners in California

7. The Supreme Court decision in *Plessy v. Ferguson* (1896) had a major impact on the lives of African Americans because it ruled that
   (1) segregation was illegal in educational institutions
   (2) voting was a right guaranteed by the Constitution
   (3) separate but equal public facilities were legal
   (4) military occupation of the South was Unconstitutional

8. Following Reconstruction, the passage of Jim Crow laws in the South limited the effectiveness of
   (1) the 14th and 15th amendments
   (2) the Freedmen’s Bureau
   (3) Black Codes
   (4) tenant farming and sharecropping
Jim Crow and Discrimination

US History

Name: ________________________

“The Fifteenth Amendment prohibited states from denying citizens the right to vote on the basis of ‘race, color, or previous condition of servitude.’ However, it did not bar the governments from requiring that citizens be literate or own property in order to vote. Using this loophole, Southern states began imposing restrictions that barred nearly all African Americans from voting, even though the restrictions seemed on the surface to apply to both races. Mississippi took this step first in 1890 by requiring that all citizens registering to vote pay a poll tax of $2, a sum beyond the means of most poor African Americans. Mississippi also instituted a literacy test, requiring that prospective voters be able to read or understand the state constitution. More than half of all African Americans who came of age in the South after the Civil War had no school to attend, and those who had grown up under slavery were largely illiterate. Even those who knew how to read often failed the literacy test because local officials deliberately picked complicated passages that few could understand. Other Southern states later adopted similar restrictions, and the results were devastating. In Louisiana the number of African Americans registered to vote fell from about 130,000 in 1890 to around 5,300 in 1900. In Alabama the number fell from about 181,000 to around 3,700.

Election officials were far less strict in applying the poll tax and literacy requirements to whites, but the number of white voters also fell significantly. Some states gave whites a special break, however, by including a so-called grandfather clause in the restrictions. The grandfather clause in Louisiana allowed any man to vote if he had an ancestor on the voting rolls in 1867. The clause made almost all formerly enslaved Louisiana citizens ineligible to vote.

In the South, segregation, or separation of the races, existed. The statutes enforcing segregation were known as Jim Crow laws. The term probably came from the name of a character popularized by a slavery-era blackface minstrel – a white musical stage performer who darkened his face with makeup and crudely imitated supposed African American behavior. Even worse than the Jim Crow laws was the brutality leveled against African Americans. In the late 1800s, mob violence increased in the United States, particularly in the South. Between 1890 and 1899, there was an average of 187 lynchings – executions without proper court proceedings – carried out by mobs each year. Over 80 percent of the lynchings occurred in the South, and nearly 70 percent of the victims were African Americans.” ~ The American Vision

1. Starting in the 1870s, Jim Crow laws were enacted in Southern states as a means to (1) provide an education for formerly enslaved persons (2) protect the voting rights of formerly enslaved persons (3) enforce racial segregation

2. In the late 1800s, southern state governments used literacy tests, poll taxes, and grandfather clauses to (1) ensure that only educated individuals voted (2) require African Americans to attend school (3) prevent African Americans from voting
(4) ensure equal protection under the law
3. Poll taxes and grandfather clauses were
devices used to
(1) deny African Americans the right to vote
(2) extend suffrage to women and 18-year-old citizens
(3) raise money for political campaigns
(4) prevent immigrants from becoming citizens

4. Which of the following required freedmen
to know certain sections of the Constitution
in order to vote?
(1) Poll taxes (3) Jim Crow laws
(2) Literacy tests (4) Grandfather clauses

5. What state laws unfairly used economic
status to deny African Americans their right
to vote?
(1) Grandfather clauses
(2) Jim Crow laws
(3) Poll taxes
(4) Literacy tests

6. Jim Crow laws were those which
(1) Were enacted by Southern whites in the
late nineteenth century to segregate African Americans from whites.
(2) The North enforced in the South in the
Reconstruction era following the Civil War, granting rights to former slaves.
(3) Sought to end segregation and bring the
races into closer contact with one another.
(4) Justified slavery and set codes for slaves' behavior.
(5) Established slavery and contract law
regulating the slave trade.

7. The poll tax, the literacy test, and the
actions of the Ku Klux Klan were all
attempts to limit the effectiveness of
(1) the 14th and 15th amendments
(2) the Supreme Court’s decision in Brown
v. Board of Education
(3) civil rights legislation passed in all states
after the Civil War

(4) integrate public facilities
8. After the passage of the 13th, 14th, and 15th
amendments, African Americans continued
to experience political and economic
oppression mainly because
(1) the amendments were not intended to
solve their problems
(2) many African Americans distrusted the
Federal Government
(3) Southern legislatures enacted Jim Crow
laws
(4) poor communications kept people from
learning about their legal rights

9. “Although important strides were made,
Reconstruction failed to provide lasting
guarantees of the civil rights of the
freedmen.” Which evidence best supports
this statement?
(1) Passage of Jim Crow laws in the latter
part of the 19th century
(2) Ratification of the 13th, 14th, and 15th
amendments
(3) Refusal of Southern States to allow
sharecropping
(4) Passage of the Civil Rights Acts of 1866

10. “[The registrar] brought a big old book
out there, and he gave me the sixteenth
section of the constitution of Mississippi…I
could copy it like it was in the book, but
after I got through copying it, he told me to
give a reasonable interpretation and tell the
meaning of the section I had copied. Well, I
flunked out.” Source: A History of the
United States since 1861

The main intent of the literacy test
described in the passage was to
(1) encourage reform of the political system
(2) encourage Mississippi residents to learn
about their state’s legal system
(3) prevent African Americans from
exercising a basic right
(4) enforce the provisions of the United
States Constitution
"Because the Radical Republicans thought President Andrew Johnson [a Southerner] was blocking Reconstruction, they looked for grounds on which to impeach him. They found grounds when Johnson removed Secretary of War Edwin Stanton from office in 1868. Johnson’s removal of a cabinet member violated the Tenure of Office Act, which stated that a president could not remove cabinet officers during the term of the president who had appointed them without the Senate’s approval. The House impeached Johnson, but he remained in office after the Senate voted not to convict.

In the 1868 presidential election, the Civil War hero Ulysses S. Grant won by a margin of only 306,000 votes out of almost 6 million ballots cast. More than 500,000 Southern African Americans had voted. Of this number, 9 out of 10 voted for Grant. The importance of the African-American vote to the Republican Party was obvious.

Eventually, support for Reconstruction weakened. The breakdown of Republican unity made it even harder for the Radical Republicans to continue to impose their Reconstruction plan on the South. In addition, a series of bank failures known as the panic of 1873 triggered a five-year depression, which diverted attention in the North away from the South’s problems. The Supreme Court also began to undo some of the social and political changes that the Radical Republicans had made. Although political violence continued in the South and African Americans were denied civil and political rights, Republicans slowly retreated from the policies of Reconstruction.

As the Republicans’ hold on the South loosened, Southern Democrats began to regain control of the region. As a result of ‘redemption’ – as the Democrats called their return to power – and a political deal made during the national election of 1876, congressional Reconstruction came to an end.

In the election of 1876, Democratic candidate Samuel J. Tilden won the popular vote, but was one vote short of the electoral victory. Southern Democrats in Congress agreed to accept Rutherford B. Hayes, the Republican candidate, if federal troops were withdrawn from the South. After Republican leaders agreed to the demands, Hayes was elected, and Reconstruction ended in the South. Reconstruction ended without much real progress in the battle against discrimination. Segregation or Jim Crow laws developed in the South."

~ The Americans

1. The underlying reason for the impeachment of President Andrew Johnson was
   (1) the Credit Mobilier scandal
   (2) a power struggle with Congress over Reconstruction
   (3) his refusal to appoint new justices to the Supreme Court
   (4) his policies toward Native American Indians

2. In return for the support of certain Southern Democrats, Hayes agreed that when he became president he would:
   (1) Crack down on black voters.
   (2) Refuse to fund internal improvement projects.
   (3) Ignore the Klan.
   (4) Withdraw the remaining troops.
   (5) Allow Southerners to elect their own governors.
Analyzing Political Cartoons: Unwelcome Guest

"Of all the political cartoonists of the 19th century, Thomas Nast (1840–1902) had the greatest and most long-lasting influence. Nast created or popularized symbols that have become part of America’s visual heritage, symbols that include the Democratic donkey, the Republican elephant, Uncle Sam, and Santa Claus. This cartoon from a Southern Democratic newspaper depicts Carl Schurz, a liberal Republican who advocated legal equality for African Americans. Schurz is shown as a carpetbagger trudging down a dusty Southern road as a crowd of people watch his arrival." ~ The Americans

1- Is Schurz shown in a positive or negative light? How can you tell?

2. Why do you think the cartoonist chose to place the crowd of onlookers at such a great distance from Schurz?

Turning Point: The Compromise of 1877

"With Grant’s reputation damaged by scandals, the Republicans decided not to nominate him for a third term in 1876. Instead, they nominated Rutherford B. Hayes, a Republican. Noting that Hayes could not have won without the support of Southern Democrats, many concluded that a deal had been made. This is why the outcome of the election is known as the Compromise of 1877. Historians are not sure if a deal really took place or what its exact terms were. The compromise reportedly included a promise by the Republicans to pull federal troops out of the South, if Hayes was elected.

In April 1877, after assuming the presidency, Hayes did pull federal troops out of the South. Without soldiers to support them, the two remaining Republican governments in South Carolina and Louisiana quickly collapsed. Reconstruction was now over. The collapse of Reconstruction ended African American hopes of being granted their own land in the South. Instead, many returned to plantations owned by whites, where they either worked for wages or became tenant farmers, paying rent for the land they farmed. Most tenant farmers eventually became sharecroppers. Sharecroppers did not pay their rent in cash. Instead, they paid a share of their crops – often as much as one-half to two-thirds – to cover their rent as well as the cost of the seed, fertilizer, tools, and animals they needed.

Many sharecroppers also needed more seed and other supplies than their landlords could provide. As a result, country stores and local suppliers, known as furnishing merchants,
provided sharecroppers with the supplies they needed on credit but at interest rates often as high as 40 percent. To make sure sharecroppers paid their debts, laws allowed merchants to put liens on their crops. These crop liens meant that the merchant could take some of the crops to cover the debts. The crop lien system and high interest rates led many into a financial condition called debt peonage.

Debt peonage trapped sharecroppers on the land because they could not make enough money to pay off their debts and leave, nor could they declare bankruptcy. Failure to pay off debts could lead to imprisonment or forced labor. The Civil War had ended slavery, but the failure of Reconstruction left many African Americans trapped in economic circumstances where they lost much of their newly gained freedom.”

~ The American Vision

1. “With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow, and his orphan – to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.”

~ President Abraham Lincoln, 1865

This statement by President Lincoln contributed to disagreements over the (1) continuation of a military draft (2) provision of free land to settlers (3) negotiations with foreign nations after the Civil War (4) treatment of the former Confederate states and their leaders

2. Which argument was used by President Abraham Lincoln to explain his policy of leniency toward the South after the Civil War? (1) Most Southerners have remained loyal to the Union during the war. (2) Most Southerners are willing to grant equality to formerly enslaved persons. (3) The federal government has no authority to punish states for secession. (4) Healing the nation’s wounds quickly is essential.

3. The Radical Republicans in Congress opposed President Abraham Lincoln’s plan for Reconstruction because Lincoln (1) called for the imprisonment of most Confederate leaders (2) rejected the idea of harsh punishments for the South (3) planned to keep Northern troops in the South after the war (4) demanded immediate civil and political rights for formerly enslaved persons

4. Many Southern States tried to limit the effects of Radical Reconstruction by (1) adopting federal laws mandating segregation (2) enacting Jim Crow laws (3) abolishing the Southern sharecropping system (4) securing passage of new amendments to the United States Constitution

5. The Reconstruction plans of President Abraham Lincoln and President Andrew Johnson included a provision for the (1) resumption of full participation in Congress by Southern States (2) long-term military occupation of the Confederacy (3) payment of war reparations by Southern States (4) harsh punishment of former Confederate Officials

37
6. Before the former Confederate states could be readmitted to the Union, the congressional plan for Reconstruction required them to
(1) ratify the 14th amendment
(2) imprison all former Confederate soldiers
(3) provide 40 acres of land to all freedmen
(4) help rebuild Northern industries

7. In the Compromise of 1877 that ended Reconstruction, Republicans agreed to
(1) withdraw federal troops from the South
(2) support the Black Codes
(3) award the presidency to Democrat Samuel Tilden
(4) accept the Supreme Court decision in Dred Scott v. Sanford

8. Following Reconstruction, the passage of Jim Crow laws in the South limited the effectiveness of
(1) the 14th and 15th amendments
(2) the Freedmen’s Bureau
(3) Black Codes
(4) tenant farming and sharecropping

9. Which faction of the Republican Party wanted Reconstruction to punish the former Confederacy, disenfranchise large numbers of Southern whites, and confiscate the property of leading Confederates?
(1) Moderates
(2) Conservatives
(3) Redeemers
(4) Radicals

10. The “solid” South refers to the
(1) Work ethic values of Southern whites.
(2) Courage of Confederate soldiers during war despite being outnumbered.
(3) Steady returns that Northern bankers could expect from investment in cotton.
(4) The fact that the Democratic Party could count on the votes of the Southern states after Reconstruction.

11. “Jim Crow” is a nickname for
(1) White Southerners who used violence or intimidation to restrict black activities.
(2) Black people who curried favor with whites by acting excessively polite and deferential.
(3) The whole system of laws and customs that kept the races separate in schools, public buildings, houses, jobs, theaters and the like.
(4) Black people who pretended to be friendly toward whites but who secretly undermined white interests.
(5) The African-American culture of dance, music, food, and religion that grew up after slavery.

12. The triggering event for the congressional effort to impeach Andrew Johnson was ________________.
(1) The president’s removal of Secretary of War Stanton in violation of the Tenure of Office Act, which required Senate consent before the removal of cabinet officials
(2) The president’s veto of the Second Reconstruction Acts
(3) The president’s veto of the Freedmen’s Bureau
(4) The Supreme Court’s decision in the Prize Cases

13. During Reconstruction, groups such as the Ku Klux Klan
(1) Tried to pass laws to limit the rights of freed people.
(2) Were disbanded by the Fifteenth Amendment.
(3) Used violence to prevent freed people from voting.
(4) Supported the passage of the Enforcement Acts.
The South after Reconstruction

US History

Name: __________________

Do Now:
“Many plantation owners entered into share-cropping arrangements with their former slaves. The landowner provided a cabin, a mule, tools, and land to the sharecropper. The sharecropper, in turn, gave a large share of his crop to the landowner as a form of rent. Other freedmen became tenant farmers, renting the land but providing their own tools and provisions. Few freedmen were able to become landowners themselves.”
~ The Key to Understanding U.S. History and Government

Questions:
1- Do you remember the idea of providing every freed slave with “forty acres and a mule”? It was based on the idea of redistributing land and breaking up large plantations into smaller holdings to provide freed slaves with economic opportunities. Does the above passage suggest that this idea of “forty acres and a mule” actually happened? Explain your answer.

2- Explain the system of sharecropping.

3- Why were many sharecroppers in debt to the landowners?

4- Why were few freed slaves able to become landowners?

Segregation and the South

I. Poverty
A. Most freed slaves remained poor, especially since land redistribution did not occur after the Civil War.
B. Most freed slaves remained dependent on their former masters.
C. Most freed slaves were denied adequate education.
1- This is what is meant by the “failure of Reconstruction.”

II. The Ku Klux Klan
A. Some whites created secret organizations to terrorize African Americans.
B. The Ku Klux Klan was a white terrorist organization.
1- It used violence against African Americans who asserted their rights.
2- Most African Americans were afraid to challenge the Klan.

III. Loss of Northern Interest
A. After Reconstruction ended, most Northerners lost interest in what was happening in the South.
B. Instead, Republicans focused on industrial expansion while Northern reformers turned their attention to correcting the abuses of big business.

IV. Literacy Tests
A. Requirements for voting
B. Most newly freed slaves lacked a formal education and were unable to pass these tests.
C. Reading passages were often made more difficult for African Americans than for whites.
D. Many African Americans were disenfranchised [deprived of the right to vote] in the South.

V. Poll Taxes
A. Registration fees for voting
B. Poll taxes were imposed on poor African Americans who could least afford to pay them.

VI. Grandfather Clauses
A. Were state laws that allowed those whose ancestors qualified to vote in 1867 to vote without passing a literacy test or paying a poll tax
B. These clauses exempted poor whites but not poor African Americans, since few African Americans were qualified to vote in 1867/

VII. Jim Crow Segregation
A. In the 1880s and afterward, Southern legislatures passed laws segregating (separating) African Americans from whites.
B. African Americans were not permitted to ride in the same train cars, attend the same schools, or use many of the same public facilities as whites.
C. These laws became known as “Jim Crow” laws.

Questions:
1- Why were most freed slaves poor and uneducated?

2- How did the Ku Klux Klan prevent freed slaves from asserting their rights?

3- What happened to the North’s involvement in the South after Reconstruction?

4- How did literacy tests prevent freed slaves from voting?

5- How did poll taxes prevent freed slaves from voting?

6- How did Grandfather Clauses prevent freed slaves from voting?

7- What was Jim Crow segregation?

8- How was apartheid in South Africa similar to Jim Crow segregation?
Multiple-Choice Questions:
1. After the Civil War, the sharecropping system emerged in the South primarily as a way to:
   (1) diversify agricultural production
   (2) provide a labor supply to plantation owners
   (3) give forty acres of land to freedmen
   (4) guarantee economic equality for African Americans

2. Starting in the 1870s, Jim Crow laws were enacted in Southern states as a means to:
   (1) provide an education for formerly enslaved persons
   (2) protect the voting rights of formerly enslaved persons
   (3) enforce racial segregation
   (4) ensure equal protection under the law

3. Literacy tests and grandfather clauses were enacted in the South after the Reconstruction Era primarily to:
   (1) increase the number of women voters
   (2) limit the number of African American voters
   (3) guarantee that voters could read and write
   (4) ensure that formerly enslaved persons met property requirements

4. In the late 1800s, southern state governments used literacy tests, poll taxes, and grandfather clauses to:
   (1) ensure that only educated individuals voted
   (2) require African Americans to attend school
   (3) prevent African Americans from voting
   (4) integrate public facilities

5. Many Southern States tried to limit the effects of Radical Reconstruction by:
   (1) adopting federal laws mandating segregation
   (2) enacting Jim Crow laws
   (3) abolishing the Southern sharecropping system
   (4) securing passage of new amendments to the United States Constitution

6. In the South, the passage of Jim Crow laws in the 1870s and 1880s led directly to the:
   (1) racial integration of public schools
   (2) decline of the Democratic party
   (3) organization of the Ku Klux Klan
   (4) segregation of public facilities

7. “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...”
   — 15th Amendment, Section 1, United States Constitution, 1870

Which actions did Southern States take to keep African Americans from exercising the rights guaranteed in this amendment?
   (1) suspending habeas corpus and denying women the right to vote
   (2) collecting poll taxes and requiring literacy tests
   (3) establishing religious and property-holding requirements for voting
   (4) passing Black Codes and establishing segregated schools
Primary Source:
Letter about Ku Klux Klan Terror, 1871

Letter about Ku Klux Klan Terror, 1871: State of Mississippi. Monroe County. March 30, 1871

My beloved Sister:

I will endeavor to answer your joyfully received letter.

Mr. Bill Webb’s wife died week before last, she had been sick a month. They had two doctors waiting on her. I was very sorry to hear of her death, for I thought a great deal of her.

I must tell you something about the Ku Klux; they are raging on the other side of the River. They have whipped several white men, whipped and killed several Negroes. They whipped Colonel Huggins, the Superintendent of the free schools nearly to death, and everybody rejoiced when they heard it, for everybody hated him. He squandered the public money, buying pianofortes, organs, sofas, and furniture for the Negro School house in Aberdeen. The people are taxed beyond endurance. The Ku Klux gave him seventy lashes, and then gave him ten days to leave the country. He left and went to Jackson. There was a Regiment of Militia came into Aberdeen Friday. They are sent here to put down the Ku Klux. Huggins has come back with the Militia, but I wouldn’t give a straw for his life, for he will be killed.

It is the opinion of most everybody there will be war. The Yankees coming here will make the Negroes more insolent. With Country full of Yankees, things are going too far, for the free whites of the South are determined not to put up with it.

A Negro can kill a white man, take it in Court, get a Negro jury, clear him and then turn him loose; things can’t go on this way. We are in a most peculiar situation.

Give my love to all the Connections and write soon.

Yours
Jennie

[Mrs. Webb was the wife of William J. Webb, who owned and operated the City Hotel on the site of the Plainview Hotel, on the Block North of the Monroe County Courthouse, Aberdeen, Mississippi. The Shaw Family patronized this Hotel. Colonel Huggins left Aberdeen in the night and went back North.] ~ historicaltextarchive.com

Question:
What does this letter reveal about the Ku Klux Klan?
Analyze the following images:

Explain the meaning of the political cartoon:

Explain the meaning of the image:
4- Identify Americans who challenged segregation:

A Professor's Perspective on Teaching about Jim Crow Segregation:
"Displaying photos of segregated water fountains utterly fails to convey how Jim Crow's long reign shaped life for generations of African American and white Southerners. Whether in neighborhood stores or on public sidewalks, segregation established an intricate set of rules to govern every kind of interracial contact that were reinforced by its repeated daily humiliations. Laws and practices that assigned African American laborers the most menial and lowest-paying jobs and kept them out of labor unions ensured their economic subordination.

White newspapers stirred fears of black criminality and white police often arrested black people for the most minor infractions. As the primary source from the Cleveland Advocate in 1918 suggests, all-white juries and white judges punished African Americans more severely than whites, even when whites had committed the greater crime...More broadly, Southern courts sentenced a disproportionate number of African Americans to chain gangs and prison.

Segregation literally rendered African American life less valuable than white life. Black Southerners had higher mortality rates, for example, because they lived in areas where white officials did not invest in improving sanitation and because the lack of public spending on health services for black people typically meant fewer hospitals and treatment options. An untold number of black adults and black children died as a result."

~ Katherine Mellen Charron [Associate Professor of History at North Carolina State University]; teachinghistory.org

Questions:
1- Why does Professor Charron believe that "displaying photographs of segregated water fountains utterly fail to convey how Jim Crow’s long reign shaped life for generations of African Americans"?

2- What examples does Professor Charron provide that demonstrate the oppression of African Americans under Jim Crow segregation?

3- How does this reading passage increase your understanding of Jim Crow segregation?