Section 2

TEACHING TRANSPARENCIES

Graphic Organizer 12
Why It Matters Chapter Transparency 12

APPLICATION AND ENRICHMENT

Why It Matters Chapter Activity 12
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REVIEW AND REINFORCEMENT

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Time Line Activity 12
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Meeting NCSS Standards

The following standards are highlighted in Chapter 12:

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Section 2 X Civic Ideals and Practices: A, B, C, F, H
Section 3 V Individuals, Groups, and Institutions: A, B, C, G
Section 4 VII Production, Distribution, and Consumption: A, D, E, F

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ASSessment and Evaluation

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ExamView® Pro Testmaker CD-ROM

MULTIMEDIA

- Vocabulary PuzzleMaker CD-ROM
- Interactive Tutor Self-Assessment CD-ROM
- ExamView® Pro Testmaker CD-ROM
- Audio Program
- American History Primary Source Documents Library CD-ROM
- MindJogger Videoquiz
- Presentation Plus! CD-ROM
- TeacherWorks™ CD-ROM
- Interactive Student Edition CD-ROM
- Glencoe Skillbuilder Interactive Workbook CD-ROM, Level 2
- The American Vision Video Program
- American Music: Hits Through History
- American Music: Cultural Traditions

SPANISH RESOURCES

The following Spanish language materials are available in the Spanish Resources Binder:

- Spanish Guided Reading Activities
- Spanish Reteaching Activities
- Spanish Quizzes and Tests
- Spanish Vocabulary Activities
- Spanish Summaries
- The Declaration of Independence and United States Constitution Spanish Translation

HISTORY Online

Use our Web site for additional resources. All essential content is covered in the Student Edition.

You and your students can visit tav.glencoe.com, the Web site companion to the American Vision. This innovative integration of electronic and print media offers your students a wealth of opportunities. The student text directs students to the Web site for the following options:

- Chapter Overviews
- Self-Check Quizzes
- Student Web Activities
- Textbook Updates

Answers to the student Web activities are provided for you in the Web Activity Lesson Plans. Additional Web resources and Interactive Tutor Puzzles are also available.

The following videotape program is available from Glencoe as a supplement to Chapter 12:

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following home pages:
- A&E Television: www.aande.com
- The History Channel: www.historychannel.com
## Chapter 12 Resources

### SECTION RESOURCES

<table>
<thead>
<tr>
<th>Daily Objectives</th>
<th>Reproducible Resources</th>
<th>Multimedia Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION 1</strong> Reconstruction Plans 1. Contrast Lincoln's plan to reunite the nation with that of the Radical Republicans. 2. Discuss life in the South immediately after the war.</td>
<td>- Reproducible Lesson Plan 12–1  - Daily Lecture and Discussion Notes 12–1  - Guided Reading Activity 12–1*  - Section Quiz 12–1*  - Reading Essentials and Study Guide 12–1  - Performance Assessment Activities and Rubrics  - Supreme Court Case Studies</td>
<td>- Daily Focus Skills Transparency 12–1  - Interactive Tutor Self-Assessment CD-ROM  - ExamView® Pro Testmaker CD-ROM  - Presentation Plus! CD-ROM  - TeacherWorks™ CD-ROM  - Skillbuilder Interactive Workbook, Level 2  - Audio Program</td>
</tr>
<tr>
<td><strong>SECTION 4</strong> Reconstruction Collapses 1. Discuss the policies and problems of Grant's administration. 2. Explain how Reconstruction ended, and contrast the New South and the Old South.</td>
<td>- Reproducible Lesson Plan 12–4  - Daily Lecture and Discussion Notes 12–4  - Guided Reading Activity 12–4*  - Section Quiz 12–4*  - Reading Essentials and Study Guide 12–4  - Performance Assessment Activities and Rubrics</td>
<td>- Daily Focus Skills Transparency 12–4  - Interactive Tutor Self-Assessment CD-ROM  - ExamView® Pro Testmaker CD-ROM  - Presentation Plus! CD-ROM  - TeacherWorks™ CD-ROM  - Vocabulary PuzzleMaker CD-ROM  - Audio Program</td>
</tr>
</tbody>
</table>

**OUT OF TIME?**

Assign the Chapter 12 **Reading Essentials and Study Guide.**

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*Also Available in Spanish**
INDEX TO NATIONAL GEOGRAPHIC MAGAZINE

The following articles relate to this chapter:

NATIONAL GEOGRAPHIC SOCIETY PRODUCTS AVAILABLE FROM GLENCOE

To order the following products for use with this chapter, contact your local Glencoe sales representative, or call Glencoe at 1-800-334-7344:
• Picture Atlas of the World (CD-ROM)
• PicturePack: The Civil War (Transparencies)
• PictureShow: The Civil War (CD-ROM)
• PictureShow: The Westward Movement (CD-ROM)
• PictureShow: The Westward Movement (Transparencies)

ADDITIONAL NATIONAL GEOGRAPHIC SOCIETY PRODUCTS

To order the following, call National Geographic at 1-800-368-2728:
• Heritage of the Black West (Video)

Access National Geographic’s Web site for current events, atlas updates, activities, links, interactive features, and archives.
www.nationalgeographic.com

ADDITIONAL RESOURCES FROM GLENCOE

• American Music: Cultural Traditions
• American Art & Architecture
• Outline Map Resource Book
• U.S. Desk Map
• Building Geography Skills for Life
• Inclusion for the High School Social Studies Classroom Strategies and Activities
• Teaching Strategies for the American History Classroom (Including Block Scheduling Pacing Guides)

KEY TO ABILITY LEVELS

Teaching strategies have been coded.
L1 BASIC activities for all students
L2 AVERAGE activities for average to above-average students
L3 CHALLENGING activities for above-average students
ELL ENGLISH LANGUAGE LEARNER activities

From the Classroom of...

Al Cate
Central High School
Memphis, TN

Sharecropping and the Cycle of Debt in the South

To help students understand the issue of sharecropping and debt peonage in the South, tell them this story about Big Daddy and Jim Brown.

“Jim Brown and his wife bring their eight children to Cateville to sharecrop 40 acres of Big Daddy’s land. Big Daddy loans Jim one mule, tools, and seed. Jim will receive one-third of the profits from the crop, and credit at Big Daddy’s store. The deal sounds good so Jim puts his X on the contract.

“Because Jim Brown cannot avoid the inflated store prices and never knows what his profit from the crop will be, he goes deeper and deeper into debt. After the harvest, Brown goes to receive his money. Big Daddy merely hands Brown a bill for $100 and asks, ‘How do you want to settle accounts?’”

Discuss Brown’s options with students. Ask them to find the flaws in the contract between the two men.

Block Schedule

Activities that are suited to use within the block scheduling framework are identified by:  ●
Reconstruction 1865–1877

Why It Matters
The nation faced difficult problems after the Civil War. The first issue was how to bring the South back into the Union. Lincoln had wanted to make reunion relatively easy. After he died, Congress designed a plan that focused on punishing the South and ensuring that African Americans had the right to vote. These policies increased hostility between the regions. Pressures on the South to reform eased with the Compromise of 1877.

The Impact Today
The Reconstruction era has permanently affected American society.
- The Fourteenth and Fifteenth Amendments provide constitutional protections for all Americans.
- The Radical Republicans’ rule so antagonized the South that the region remained solidly Democratic for nearly a century.

Why It Matters Activity
Ask students to offer some examples of how they think Reconstruction affects their lives today. Students should evaluate their answers after they have completed the chapter.

The American Vision Video Program
To learn more about life in America after the Civil War, have students view the Chapter 12 video, “The Aftermath of War,” from the American Vision Video Program.

MindJogger Videoquiz
Use the MindJogger Videoquiz to preview Chapter 12 content.

TWO-MINUTE LESSON LAUNCHER
Tell students that the great question facing the nation at the end of the Civil War was how to readmit the Confederate states to the Union. Ask students to predict what political issues might arise during Reconstruction. Have students revisit their predictions at the end of the chapter and update their lists with the information they have learned.
Upland Cotton by Winslow Homer shows that even after emancipation, many African Americans continued working long hours in the cotton fields.

**GRAPHIC ORGANIZER ACTIVITY**

**Organizing Information** Have students use a graphic organizer similar to the one shown below to help them remember the various pieces of legislation related to Reconstruction. Students’ organizers will be more extensive than what is shown here.

<table>
<thead>
<tr>
<th>Year</th>
<th>Legislation</th>
<th>Major Provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1866</td>
<td>Civil Rights Act of 1866</td>
<td>granted citizenship to all persons born in the U.S. except Native Americans</td>
</tr>
<tr>
<td>1867</td>
<td>Military Reconstruction Act</td>
<td>divided the former Confederacy except Tennessee into five military districts</td>
</tr>
<tr>
<td>1868</td>
<td>Fourteenth Amendment</td>
<td>granted citizenship to all persons born or naturalized in the U.S.</td>
</tr>
</tbody>
</table>

**HISTORY Online**

Introduce students to chapter content and key terms by having them access the Chapter 12 Overview at tav.glencoe.com.

**More About the Art**

**Background:** Winslow Homer worked for Harper’s magazine during the Civil War. He painted and sketched images of daily life in military camps in Virginia. About ten years after the war ended, the New England native returned to Virginia to study the life of rural African Americans. The result was a realistic portrayal of African Americans contrasting dramatically with the unflattering images created by many of his contemporaries.

**Ask:** Why do you think African Americans continued to work in cotton fields after emancipation? (Students’ answers will vary. A possible answer is that many African Americans had no other skills.)

**HISTORY Online**

Chapter Overview
Visit the American Vision Web site at tav.glencoe.com and click on Chapter Overviews—Chapter 12 to preview chapter information.

**ACTIVITY**

Have students duplicate the time line that appears on pages 384–385 and demonstrate their ability to use relative chronology by adding the following information to the time line.

- Alfred Nobel develops dynamite, 1866
- Mathematician Lewis Carroll writes Alice’s Adventures in Wonderland, 1865
- Impressionists, including Cézanne, Degas, Monet, and Renoir, exhibit their work in Paris, 1874
- Queen Victoria becomes Empress of India, 1877
- Zanzibar closes public slave market, 1873
Main Idea
In the months after the Civil War, the nation began the effort to rebuild and reunite.

Reading Strategy
Organizing As you read, complete a graphic organizer similar to the one below to compare plans for readmitting Southern states to the Union.

Reading Objectives
• Contrast Lincoln’s plan to reunite the nation with that of the Radical Republicans
• Discuss life in the South immediately after the war.

Section Theme
Groups and Institutions Northerners disagreed on which policies would best rebuild the South and safeguard the rights of African Americans.

Answers to Graphic: Lincoln’s plan: When 10 percent of a state’s voters in the 1860 presidential election took an oath of loyalty to the United States and accepted the Union’s proclamations concerning slavery, they could organize a new state government; Radical Republicans’ Plan: Under the Wade-Davis Bill, a majority of white men in each Confederate state had to take a loyalty oath. Then each state had to hold a constitutional convention, abolish slavery, reject Confederate debts, and deny former Confederate leaders the right to hold office.

Preteaching Vocabulary
Have students write a brief explanation for each of the Key Terms and Names.

The Reconstruction Battle Begins
Houston Holloway and millions like him faced freedom in a devastated South. By 1865 large areas of the former Confederacy lay in ruins. A traveler on a railroad journey through the South described the region as a “desolated land,” adding, “Every village and station we stopped at presented an array of ruined walls and chimneys standing useless and solitary.”

Union troops and cannons had left few Southern cities untouched. Describing Columbia, the capital of South Carolina, a Northern reporter noted, “Two-thirds of the
Use the rubric for a cooperative group management plan on pages 81–82 in the Performance Assessment Activities and Rubrics.
**Assess**

Assign Section 1 Assessment as homework or as an in-class activity.

Have students use the Interactive Tutor Self-Assessment CD-ROM.

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**Guided Reading Activity 12–1**

**Recalling Facts**

1. What was the condition of the South in 1865?
2. What were the elements of the economic chaos in the South after the war?
3. What was the purpose of Reconstruction?
4. When did the problem of how to bring the Southern states back into the Union begin?
5. How did Lincoln want the North and the South reunited?
6. What was the content of the Proclamation of Amnesty and Reconstruction?

**Making a List**

Have students make a list of the things a free person can do according to Henry Wilson. Then have students add to the list other freedoms that they think freed African Americans may have valued. **Ask:** If you had been enslaved, which of the freedoms on our list would you have valued most? **Why?**

**F Y I**

Benjamin Franklin Wade was a U.S. senator from Ohio. Henry Winter Davis was elected to the House of Representatives from Maryland.

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**Meeting Special Needs**

**Auditory/Musical**

Immediately after students read this section, lead a discussion about the Reconstruction plans of President Lincoln and Congress. Tell students that you will be using some important terms from the text. Have students write each term they hear that also appeared in the text. Suggested terms include: Reconstruction, amnesty, Radical Republicans, Wade-Davis Bill, and pocket veto. **L1**

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.

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**National Geographic**

**MOMENT IN HISTORY**

**WINDS OF CHANGE**

Two formerly enslaved women in the rural, postwar South share a treasure that was once forbidden to them—a book. Before the Civil War, it was illegal in some states to teach an enslaved person to read and write. Despite the well-intentioned efforts of some federal officials during Reconstruction, the education of African Americans continued to be an issue after the war.

In 1865 only about 10 percent of African Americans could read. By 1880 more than 25 percent were considered literate and around 40 percent of African American children were enrolled in school.

Representatives. This would endanger Republican control of Congress, unless Republicans could find a way to protect African Americans' voting rights.

Although Radical Republicans knew that giving African Americans in the South the right to vote would help their party win elections, most were not acting cynically. Many had been abolitionists before the Civil War and had pushed Lincoln into making emancipation a goal of the war. They believed in a right to political equality for all Americans, regardless of their race. Senator Henry Wilson of Massachusetts summarized their position by saying:

"[Congress] must see to it that the man made free by the Constitution is a freeman indeed; that he can go where he pleases, work when and for whom he pleases . . . go into schools and educate himself and his children; that the rights and guarantees of the common law are his, and that he walks the earth proud and erect in the conscious dignity of a free man."

The Wade-Davis Bill

Caught between Lincoln and the Radical Republicans was a large number of moderate Republicans. The moderates thought Lincoln was being too lenient, but they also thought the radicals were going too far in their support for African Americans.

By the summer of 1864, the moderates and radicals had come up with a Reconstruction plan that they could both support as an alternative to Lincoln's and introduced it in Congress as the Wade-Davis Bill. This bill required the majority of the adult white men in a former Confederate state to take an oath of allegiance to the Union. The state could then hold a constitutional convention to create a new state government. Each state's convention would then have to abolish slavery, reject all debts the state had acquired as part of the Confederacy, and deprive all former Confederate government officials and military officers of the right to vote or hold office.

Although Congress passed the Wade-Davis Bill, Lincoln blocked it with a pocket veto, that is, he let the session of Congress expire without signing the
5. Analyzing What are the benefits of a compromise such as the Wade-Davis Bill to a government? What are the drawbacks?

6. Categorizing Use a graphic organizer similar to the one below to list the effects of the Civil War on the South.

7. Examining Photographs Study the National Geographic photograph of formerly enslaved women on the previous page. How would you describe the women’s environment? Do you think there were other books in the house?

8. Descriptive Writing Take on the role of a Southerner after the Civil War. Write a journal entry describing the postwar South and what you hope the future will hold for the South.

Read about the Reconstruction era and discuss how it affected the South and its citizens, especially African Americans.

Enrich Have interested students write a report about the successes and failures of the Freedmen’s Bureau.

CLOSE Discuss life in the South immediately after the war.
Interpreting Political Cartoons

Why Learn This Skill?
Do you enjoy reading the comics section in the newspaper? Many people enjoy reading comic strips. Cartoons also appear on the editorial page. These cartoons express opinions on political issues. Political cartoons are good sources of historical information because they reflect opinions on current events.

Learning the Skill
Political cartoonists rely mostly on images to communicate a message. By using caricatures and symbols, political cartoonists help readers see relationships and draw conclusions about events. A caricature exaggerates a detail, such as a subject’s features, in a drawing. Cartoonists use caricature to create a positive or negative impression of a subject. For example, if a cartoon shows one figure three times larger than another, it implies that the larger figure is more powerful than the smaller one or perhaps is a bully.

A symbol is an image or object that represents something else. For example, a cartoonist may use a crown to represent a monarch. Symbols often represent nations or political parties. The bald eagle and Uncle Sam are common symbols for the United States, a bear often stands for Russia, and a dragon might be used to represent China.

To analyze a political cartoon, first identify the topic and main characters. Then read labels and messages and note relationships between the figures and symbols. Review your knowledge of the cartoon’s topic to determine the cartoonist’s viewpoint and message.

Practicing the Skill
The political cartoon on this page, published in an 1872 newspaper, makes a statement about the Reconstruction years. After the Civil War, Southerners gave the nickname “carpetbaggers” to Northerners who moved South. Southerners claimed Northerners came with nothing but a small bag made from carpet fabric, ready to gain wealth at Southerners’ expense. Study the cartoon, and then answer the following questions.

1. The figure at the top is President Ulysses S. Grant. What symbols are surrounding him? What do these symbols represent? Why do you think Grant is placed among them?
2. In what symbol is Grant sitting? What might this object represent?
3. What symbols depict the North? How are they shown? What does their appearance imply about the North’s feelings about Reconstruction?
4. Summarize the cartoonist’s opinion of Reconstruction and explain why you agree or disagree with this point of view.

Skills Assessment
Complete the Practicing Skills questions on page 409 and the Chapter 12 Skill Reinforcement Activity to assess your mastery of this skill.

Answers to Practicing the Skill
1. Grant is surrounded by weapons. This symbolizes military rule. Grant is among them because he is president.
2. a carpet bag; that the North is forcing its rule on the South
3. soldiers, weapons, carpet bag; It implies the North has conquered the South and is exploiting it.
4. The cartoonist implies that Reconstruction hurt Southerners.

Applying the Skill
Students’ answers will vary. Ask students to explain the caricatures and symbols used in the cartoon.
Congressional Reconstruction

Main Idea
Dissatisfied with the president’s lenient policies toward the South, Congress seized control of Reconstruction.

Key Terms and Names
black codes, Civil Rights Act, Fourteenth Amendment, Military Reconstruction Act, Tenure of Office Act, impeach

Reading Strategy
Categorizing As you read about Reconstruction, complete a graphic organizer like the one below to show how each piece of legislation listed affected African Americans.

<table>
<thead>
<tr>
<th>Legislation</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>black codes</td>
<td></td>
</tr>
<tr>
<td>Civil Rights Act of 1866</td>
<td></td>
</tr>
<tr>
<td>Fourteenth Amendment</td>
<td></td>
</tr>
<tr>
<td>Fifteenth Amendment</td>
<td></td>
</tr>
</tbody>
</table>

Reading Objectives
• Analyze the Reconstruction dispute between President Johnson and Congress.
• Describe the major features of congressional Reconstruction.

Section Theme
Civic Rights and Responsibilities
Congressional Reconstruction promoted civil rights for formerly enslaved persons.

Johnson Takes Office
Lincoln’s assassination dramatically changed the politics of Reconstruction. Lincoln’s vice president, Andrew Johnson, now became president. Johnson had been a Democrat living in Tennessee before the Civil War. He had served as a mayor and state legislator before being elected to the United States Senate. When Tennessee seceded from the

CHAPTER 12 Reconstruction 391

An American Story
Tensions ran high in the nation’s capital as Congress reconvened in December 1865. President Andrew Johnson had implemented his Reconstruction plan, which was lenient toward the South, despite strong opposition by many members of Congress. One of the more vocal critics was Massachusetts senator Charles Sumner. Sumner advocated greater rights for formerly enslaved people and stronger punishment for the South. Just days before Christmas, Sumner expressed his distrust of the former Confederate states:

“They will continue to assert the inferiority of the African, and they would today, if possible, precipitate the United States into a foreign war, believing that they could then reassert and obtain their independence. . . . On the whole, looking at the affair from all sides, it amounts to just this: If the Northern people are content to be ruled over by the Southerners, they will continue in the Union, if not, the first chance they get they will rise again.”
—quoted in Charles Sumner

Answers to Graphic: Black codes severely limited rights of African Americans in the South; Civil Rights Act of 1866 allowed African Americans to own property, and stated that they were to be treated equally in court; Fourteenth Amendment protected due process and guaranteed all people equal protection of the laws; Fifteenth Amendment guaranteed the right to vote.

Preteaching Vocabulary
Have students make a list of the Key Terms and Names and add a person’s name, date, or phrase to clarify the significance of the terms and names.
The Fourteenth Amendment

Key provisions of the Fourteenth Amendment (1868) made all persons born in the United States citizens of both the nation and the state where they resided. States were prohibited from abridging the rights of citizenship or depriving persons of due process and equal protection of the law. The Supreme Court has often cited the Fourteenth Amendment as the basis for its decisions in cases involving the rights of minorities and immigrants. The Court has also used the Fourteenth Amendment to strike down state laws that discriminate against women and homosexuals.

Union, Johnson remained loyal and stayed in the Senate, making him a hero in the North.

As Union troops advanced into Tennessee in 1862, Lincoln appointed Johnson military governor of the state. The president then approved Johnson's nomination as vice president in 1864, hoping to convince some Democrats to vote for the Republicans. Johnson was hot-tempered and stubborn at times, but, like Lincoln, he believed that a moderate policy was needed to bring the South back into the Union and to win Southern loyalty.

Johnson's Plan In the summer of 1865, with Congress in recess, Johnson began to implement what he called his restoration program, which closely resembled Lincoln's plan. In late May 1865, he issued a new Proclamation of Amnesty to supplement the one Lincoln had issued earlier. Johnson offered to pardon all former citizens of the Confederacy who took an oath of loyalty to the Union and to return their property. He excluded from the pardon former Confederate officers and officials as well as all former Confederates who owned property worth more than $20,000. These were the people—the rich planter elite—who Johnson believed had caused the Civil War. Those who were excluded could apply to the president individually for a pardon for their acts during the war.

On the same day he issued the Proclamation of Amnesty, Johnson issued another proclamation for North Carolina. This became a model of how the South would be governed under his Reconstruction plan. It also included a provision for the ratification of the Thirteenth Amendment, which prohibited slavery in the United States.

Black Codes The election of former Confederates to Congress was not the only development that Johnson hoped to achieve. He wanted to restore the South to the Union. Under it, each former Confederate state had to call a constitutional convention to vote on the amendments and ratify the Thirteenth Amendment. The conventions also had to reject all Civil War debts.

The former Confederate states, for the most part, met Johnson's conditions. While the Southern states organized their new governments and elected people to Congress, Johnson began granting pardons to thousands of Southerners.

By the time Congress gathered for its next session in December 1865, Johnson's plan was well underway. Many members of Congress were astonished and angered when they realized that Southern voters had elected to Congress many former Confederate officers and political leaders, including Alexander Stephens, the former vice president of the Confederacy. Many Radical and moderate Republicans found this unacceptable and voted to reject the new Southern members of Congress.

Testing the Fourteenth Amendment

1896

In Plessy v. Ferguson, the Supreme Court decided that Jim Crow laws—state-mandated segregation of public facilities such as railroad cars—did not violate the Fourteenth Amendment. The Court ruled that separate facilities could be equal and allowed segregation to continue.

1954

In Brown v. Board of Education, the Court found that segregated education denied minority schoolchildren like Linda Brown (far left) the equal protection of the laws provided by the Fourteenth Amendment. This decision partially reversed Plessy v. Ferguson.
In Gideon v. Wainright, the Supreme Court ruled that the state of Florida had violated the due process clause when it refused to appoint a lawyer to represent Clarence Gideon (right). The ruling extended the Bill of Rights to state courts.

In the disputed presidential race between George W. Bush and Al Gore, the Supreme Court decided a crucial case based on the Fourteenth Amendment. Justices argued that a lack of uniform standards for hand recounts of ballots in Florida would violate the equal protection of all the state’s voters. The decision allowed Bush to claim a controversial victory.

The black codes, which severely limited African Americans’ rights in the South, varied from state to state, but they all seemed intended to keep African Americans in a condition similar to slavery. African Americans were generally required to enter into annual labor contracts. African American children had to accept apprenticeships in some states and could be whipped or beaten while serving in these apprenticeships. Several state codes set specific work hours for African Americans and required them to get licenses to work in nonagricultural jobs.

The black codes enraged many Northerners. Gideon Welles, the secretary of the navy, warned, “The entire South seem to be stupid and vindictive, know not their friends, and are pursuing just the course which their opponents, the Radicals, desire.”

The Republicans could claim that they had a mandate from the public to enact their own Reconstruction program. In addition, the Republicans could override any presidential veto if representatives voted along party lines.

Pocket Veto One meaning of the word pocket is “to set aside.” With the pocket veto, the president simply sets aside the bill in question. Andrew Jackson was the first president to use the pocket veto.

Radical Republicans Take Control

The election of former Confederates to office and the introduction of the black codes convinced many moderate Republicans to join the Radicals in opposing Johnson’s Reconstruction policies. In late 1865, House and Senate Republicans created the Joint Committee on Reconstruction. Their goal was to develop their own program for rebuilding the Union.

The Fourteenth Amendment In March 1866, in an effort to override the black codes, Congress passed the Civil Rights Act of 1866. The act granted citizenship to all persons born in the United States except Native Americans. It allowed African Americans to own property and stated that they were to be treated equally in court. It also gave the federal government the power to sue people who violated those rights.

Fearing that the Civil Rights Act might be overturned in court, the Republicans introduced the Fourteenth Amendment to the Constitution. This amendment granted citizenship to all persons born or naturalized in the United States and declared that no state could deprive any person of life, liberty, or property “without due process of law.” It also declared that no state could deny any person “equal protection of the laws.”

Increasing violence in the South convinced moderate Republicans to support the amendment. The most dramatic incident occurred in Memphis, Tennessee, in May 1866. White mobs killed 46 African Americans, and burned hundreds of black homes, churches, and schools. Congress passed the amendment in June 1866 and sent it to the states for ratification.

The Election of 1866 President Johnson attacked the Fourteenth Amendment and made it the major issue of the 1866 congressional elections. He hoped Northern voters would turn against the Radical Republicans and elect a new majority in Congress that would support his plan for Reconstruction.

As the election campaign got under way, more violence erupted in the South. In July 1866, a white mob attacked delegates to a convention in New Orleans supporting voting rights for African Americans. As Johnson attacked Radical Republicans, Republicans responded by accusing Democrats of being traitors and starting the Civil War. When the votes were counted, the Republicans achieved an overwhelming victory, winning an approximate three-to-one majority in Congress.

The Republicans’ three-to-one majority in Congress was significant for two reasons. The Republicans could claim that they had a mandate from the public to enact their own Reconstruction program. In addition, the Republicans could override any presidential veto if representatives voted along party lines.

MEETING SPECIAL NEEDS

Visual/Spatial Have students research the harsh restrictions placed on African Americans by the black codes. Then have students use their research to create a political cartoon expressing their reaction to these laws. Encourage students to share their cartoons with the class and have others interpret their meaning. L2

Refer to Inclusion for the High School Social Studies Classroom Strategies and Activities in the TCR.
Following the Civil War, the Confederate states were readmitted to the Union in the following order: Tennessee (July 24, 1866), Arkansas (June 22, 1868), Florida (June 25, 1868), North Carolina (July 4, 1868), Louisiana (July 13, 1868), South Carolina (July 9, 1868), Alabama (July 13, 1868), Virginia (January 26, 1868), Mississippi (February 23, 1870), Texas (March 10, 1870), and Georgia (July 15, 1870).

Military Reconstruction In March 1867, Congressional Republicans passed the Military Reconstruction Act, which essentially wiped out Johnson’s programs. The act divided the former Confederacy, except for Tennessee—which had ratified the Fourteenth Amendment in 1866—into five military districts. A Union general was placed in charge of each district.

In the meantime, each former Confederate state had to hold another constitutional convention to design a constitution acceptable to Congress. The new state constitutions had to give the right to vote to all adult male citizens, regardless of their race. After a state had ratified its new constitution, it had to ratify the Fourteenth Amendment before it would be allowed to elect people to Congress.

With military officers supervising the registration of voters, the Southern states began holding elections and organizing constitutional conventions. By the end of 1868, six former Confederate states—North Carolina, South Carolina, Florida, Alabama, Louisiana, and Arkansas—had met all of the requirements and were readmitted to the Union.

Impeachment The Republicans knew they had the votes to override any veto of their policies, but they also knew that President Johnson could still interfere with their plans by refusing to enforce the laws they passed. Although they distrusted Johnson, Republicans in Congress knew that Secretary of War Edwin M. Stanton agreed with their program and would enforce it. They also trusted General Ulysses S. Grant, the head of the army, to support the policies of Congress.

To prevent Johnson from bypassing Grant or firing Stanton, Congress passed the Command of the Army Act and the Tenure of Office Act. The Command of the Army Act required all orders from the president to go through the headquarters of the general of the army—Grant’s headquarters. The Tenure of Office Act required the Senate to approve the removal of any government official, including Stanton, whose appointment had required the Senate’s consent.

Determined to challenge the Tenure of Office Act, Johnson fired Stanton on February 21, 1868. Stanton barricaded himself inside his office and refused to leave. Three days later, the House of Representatives voted to impeach Johnson, meaning that they charged him with “high crimes and misdemeanors” in office. The main charge against Johnson was that he had broken the law by refusing to uphold the Tenure of Office Act. Also, because Johnson had removed four commanders in the Southern military districts who supported the Republicans, the House charged him with attempting to undermine the Reconstruction program.
As provided in the Constitution, the Senate then put the president on trial. If two-thirds of the senators found the president guilty of the charges, he would be removed from office. For more than two months, amid intense public excitement, the Senate debated the president’s fate. On May 16, 1868, the Senate voted 35 to 19 that Johnson was guilty of high crimes and misdemeanors—just one vote short of what was needed for conviction. Seven Republican senators joined with the Democrats in refusing to convict Johnson. These senators believed that it would set a dangerous precedent to impeach a president simply because he did not agree with congressional policies.

The Election of 1868 Although Johnson remained in office, the impeachment stripped him of what little power he had left. Demoralized, he finished his term quietly and did not run for election in 1868. The logical candidate for the Republicans was General Grant, the most popular war hero in the North. In 1868 the Republican convention unanimously nominated Grant to run for president.

During the campaign, ongoing violence in the South convinced many Northern voters that the South could not be trusted to reorganize its state governments without military supervision. At the same time, the presence of Union troops in the South enabled African Americans to vote in large numbers. As a result, Grant won six Southern states and most of the Northern states. The Republicans retained large majorities in both houses of Congress.

The Fifteenth Amendment With its majority securely established and a trusted president in office, congressional Republicans moved rapidly to continue their Reconstruction program. Recognizing the importance of African American suffrage, the Republican-led Congress passed the Fifteenth Amendment to the Constitution. This amendment declared that the right to vote “shall not be denied . . . on account of race, color, or previous condition of servitude.” By March 1870, enough states had ratified the amendment to make it part of the Constitution. Radical Reconstruction had a dramatic impact on the South, particularly in the short term. It changed Southern politics by bringing hundreds of thousands of African Americans into the political process for the first time. It also began to change Southern society. As it did so, it angered many white Southerners, who began to fight back against the federal government’s policies.

CHAPTER 12 Reconstruction

SECTION 2 ASSESSMENT

Checking for Understanding
1. Define: black codes, impeach.
3. Evaluate: why the congressional election of 1866 was significant to the Radical Republicans.

Critical Thinking
5. Evaluating: Do you think Presidents Lincoln and Johnson were wise in not seeking harsh treatment of the Southern states? Why or why not?
6. Taking Notes: Use an outline similar to the one below to list the major events of congressional Reconstruction.

Analyzing Visuals
7. Analyzing Maps: Study the map of Military Districts on page 394. Then list the Confederate states that were readmitted to the Union in 1868, the earliest year for any such state to gain readmission.

Writing About History
8. Persuasive Writing: Imagine that you are a citizen during Andrew Johnson’s administration. Write a letter to a member of Congress urging him to vote either for or against Johnson’s impeachment. Include reasons for your position.

SECTION 2 ASSESSMENT ANSWERS
1. Terms are in blue.
2. Civil Rights Act (p. 393), Fourteenth Amendment (p. 393), Military Reconstruction Act (p. 394), Tenure of Office Act (p. 394)
3. Republicans won enough seats in Congress to have a three-to-one majority.
4. Radical Republicans introduced the Civil Rights Act of 1866, the Fourteenth Amendment, Military Reconstruction, and the Fifteenth Amendment.
5. Answers will vary.
6. I. Johnson takes office; A. Johnson’s plan; B. Black codes; II. Radical Republicans take control; A. The Fourteenth Amendment; B. The election of 1866; C. Military Reconstruction; D. Impeaching Andrew Johnson; E. The election of 1868
7. Alabama, Arkansas, Florida, North Carolina, and South Carolina
8. Letters will vary but should explain the chosen position.

CLOSE

Describe the major features of congressional Reconstruction.
Eyewitness

Tell students that some historians view Edmund Ross as courageous, while others view him as politically expedient. Organize the class into small groups and assign the groups to research Edmund Ross and his decision not to convict Andrew Johnson. Assign half the groups to write an editorial expressing the opinion that Ross was a courageous man. Assign the other half to write an editorial expressing the opinion that Ross was a scoundrel, using his vote for political favors. “Publish” the editorials and distribute them to the class. As a class, discuss how our understanding of events is influenced by the opinions of contemporary writers and historians.

Presidential Superlatives

Have students select one of the U.S. presidents and create a list of interesting facts and firsts about this president’s term in office, or special accomplishments before taking office. Compile the various lists, placing them in sequential order, and create a display for the school.

Visit the TIME Web site at www.time.com for up-to-date news, weekly magazine articles, editorials, online polls, and an archive of past magazine and Web articles.

Eyewitness

WILLIAM H. CROOKE served as a bodyguard for President Andrew Johnson and witnessed the decisive vote by Edmund Ross during the impeachment trial in the Senate on Saturday, May 16, 1868. Here, Crooke recalls the scene:

The tension grew. There was a weary number of names before that of Ross was reached. When the clerk called it, and Ross [senator from Kansas] stood forth, the crowd held its breath.

‘Not guilty,’ called the senator from Kansas. It was like the babbling [sic] over of a caldron. The Radical Senators, who had been laboring with Ross only a short time before, turned to him in rage; all over the house people began to stir. The rest of the roll-call was listened to with lessened interest... When it was over, and the result—35 to 19—was announced, there was a wild outburst, chiefly groans of anger and disappointment, for the friends of the president were in the minority.

It was all over in a moment, and Mr. Johnson was ordering some whiskey from the cellar. [President Johnson was not convicted.]

PRESIDENTIAL SUPERLATIVES

While he was neither “first in war, first in peace” nor “first in the hearts of his countrymen,” President Andrew Johnson left his mark on history:

- First to have never attended school
- First to be impeached
- First to be elected to the Senate both before and after being president
- First to host a queen at the White House
- First tailor/president who made his own clothes
- Last not to attend successor’s inauguration
- Most vetoes overridden
- Father of the Homestead Act

COOPERATIVE LEARNING ACTIVITY

Creating a Display Organize the class into groups of four or five. Have each group select one of the following time periods: 1860–1865, 1866–1870, or 1871–1877. Have each group create a display relating to the time period selected. Tell students that their displays must include a time line. Encourage students to be creative with the other elements of the display and include such items as photos, quotations from primary sources, artifacts, and drawings.

Use the rubric for a cooperative group management plan on pages 81–82 in the Performance Assessment Activities and Rubrics.
Elizabeth Cady Stanton One of the founders of the National Woman Suffrage Association, Elizabeth Cady Stanton worked throughout her life to secure rights for women. She learned early in life that women did not have the same opportunities as men. She was the only girl who took the mathematics and language courses offered in her school. She was barred from attending college and practicing law simply because she was a woman. The National Woman Suffrage Association, formed in 1869, sought to gain voting rights for women. Stanton also worked to gain economic and political equality for women.
CHAPTER 12
Section 3, 398–402

Section Overview
This section deals with life in the South during Reconstruction.

FOCUS

Key Terms and Names
- carpetbagger
- scalawag
- Joseph Rainey
- Hiram Revels
- graft
- Ku Klux Klan Act

Main Idea
Under Republican rule, the South began to rebuild. African Americans gained new opportunities, and some Southerners organized to resist the Republicans.

Reading Strategy
Organizing: As you read about Southern attempts to rebuild, complete a graphic organizer to identify how African Americans helped govern the Reconstruction South.

Reading Objectives
- Discuss Republican rule in the South during Reconstruction.
- Describe how African Americans worked to improve their lives.

Section Theme
Groups and Institutions: Despite opposition, African Americans took active roles in politics during Reconstruction.

An American Story
On a moonlit December night in the late 1860s, Essic Harris, a formerly enslaved man, woke suddenly after hearing loud noises outside his small home in Chatham County, North Carolina. He peered out his bedroom window and a wave of terror rushed over him. Thirty men in white robes and hoods stood around the house. Many held shotguns. They were members of the Ku Klux Klan, an organization that used violence and intimidation to force African Americans and white Republicans out of Southern politics. They had come to harass Harris, who was active in local politics.

As Klan members began firing shotgun blasts at his home, Harris pushed his family into a corner and grabbed his own shotgun. He rushed to the front door and fired back, then shouted to one of his children, “Boy, bring my five-shooter!” Harris had no such gun, but his bluff worked. The Klan members cursed Harris and rode off, but they would return. They continued harassing Harris until he abandoned his home and moved to another county.

—adapted from The Fiery Cross

Republican Rule in the South
By late 1870, all of the former Confederate states had rejoined the Union under the congressional Reconstruction plan. Throughout the South, the Republican Party took power and introduced several major reforms. Most white Southerners scorned the Republicans, however, partly because the party included Northerners and African Americans. Southerners also believed the Union army had forced the new Republican governments on them.
Carpetbaggers and Scalawags As Reconstruction began many Northerners moved to the South. Quite a few were eventually elected or appointed to positions in the South’s new state governments. Southerners, particularly Democratic Party supporters, referred to these newcomers as carpetbaggers because some arrived with suitcases made of carpet fabric. Many local residents viewed the Northerners as intruders seeking to exploit the South.

Some carpetbaggers did seek to take advantage of the war-torn region. Others, however, hoped to find more opportunities than existed for them in the North and West. Some simply wanted to help. Many Northern schoolteachers, for example, moved south to help educate whites and African Americans.

While many Southerners despised carpetbaggers, they also disliked white Southerners who worked with the Republicans and supported Reconstruction. They called these people scalawags—an old Scotch-Irish term for weak, underfed, worthless animals.

The scalawags were a diverse group. Some were former Whigs who had grudgingly joined the Republican Party before the war. Many were owners of small farms who did not want the wealthy planters to regain power. Still others were business people who favored Republican plans for developing the South’s economy.

African Americans Enter Politics Thousands of formerly enslaved people also took part in governing the South. Having gained the right to vote, African Americans quickly began organizing politically. “You never saw a people more excited on the subject of politics than are the [African Americans] of the South,” wrote one plantation manager.

At first, African American leaders in the South came from those who had been educated before the war. These included artisans, shopkeepers, and ministers. Many had lived in the North and fought in the Union army. Helped by the Republican Party, these African Americans delivered speeches to former plantation workers, drawing them into politics.

Within a few remarkable years, African Americans went from enslaved workers to legislators and administrators on nearly all levels of government. Hundreds of formerly enslaved people served as delegates to state constitutional conventions. They also won election to numerous local offices, from mayor to police chief to school commissioner. Dozens of African Americans delivered speeches to former plantation workers, drawing them into politics.

Creating an Exhibit Organize the class into small groups to develop an exhibit illustrating Reconstruction. Groups may focus on aspects such as: an important person; an important event such as the impeachment of President Johnson; the culture of the period, such as hair and clothing styles, songs, and available reading material; or an important idea, such as what people expected of a Reconstruction policy. Exhibits should include illustrations, short written descriptions, and primary sources. Use the rubric for a cooperative group management plan on pages 81–82 in the Performance Assessment Activities and Rubrics.
African Americans served in Southern state legislatures, while 14 were elected to the House of Representatives and 2 to the Senate.

With formerly enslaved people making such political gains, many Southerners claimed that “Black Republicanism” ruled the South. Such claims, however, were greatly exaggerated. No African American was ever elected governor. In South Carolina, where African Americans made up a majority of the population, they did achieve a majority in the legislature, but it lasted for only one legislative term. African Americans participated in government, but they did not control it.

The Republican Party took power in the South because it also had the support of a large number of white Southerners. Poor white farmers, who resented the planters and the Democratic Party that dominated the South before the Civil War, often joined with African American voters to elect Republicans.

**Republican Reforms in the South** The newly elected Republican governments in the South quickly instituted a number of reforms. They repealed the black codes and made many more state offices elective. They established state hospitals and institutions for orphans, the hearing and visually impaired, and the mentally ill. They rebuilt roads, railroads, and bridges and provided funds for the construction of new railroads and industries in the South. They also established a system of public schools.

The Republican reforms did not come without cost. Many state governments were forced to borrow money and to impose high property taxes to pay for the repairs and new programs. Many property owners, unable to pay these new taxes, lost their land.

Although many Republicans wanted to help the South, others were corrupt. One Republican governor admitted accepting more than $40,000 in bribes. Graft, or gaining money illegally through politics, was common in the South, just as it was in the North at the time, but it gave Southern Democrats another issue that would help them regain power in the 1870s.

**Schools for African Americans** O.O. Howard, head of the Freedmen’s Bureau, is pictured here (seated, far right) with the students of a Freedmen’s school.

**Reading Check**

**Summarizing Research** Have students work in groups of three to research what schools were like for the following groups during Reconstruction: African Americans, rural Southerners, and city dwellers in large Northern cities. Have each student research one of the three groups. Based on their research, have each student group create a chart that summarizes their findings. L2

**Carpetbagger** The term carpetbagger is currently used to describe a person who establishes residency in a community and quickly becomes involved in politics. The term is pejorative and often indicates a suspicion that a person has moved for the sole purpose of seeking elective office.
establish their own churches. Religion had long played a central role in the lives of many African Americans, and with the shackles of slavery now gone, the building of churches quickly began.

Churches served as the center of many African American communities, as they housed schools and hosted social events and political gatherings. In rural areas, church picnics, festivals, and other activities provided residents with many of their recreational and social opportunities. In many communities, churches often acted as unofficial courts by promoting social values, settling disputes among residents, and disciplining individuals for improper behavior.

African Americans also established thousands of other organizations to help and support each other. These organizations ranged from burial societies and debating clubs to drama societies and trade associations.

Southern Resistance

At the same time these changes were taking place, African Americans faced intense resentment from many Southern whites. Many Southerners also

Different Viewpoints

Carpetbaggers: Corrupt or Well-Intentioned?

According to Southerners, many carpetbaggers were corrupt Northerners who came south to get rich or to get elected. Films like Gone with the Wind influenced many generations to accept this view. The opposing interpretation argues that Northerners were not necessarily corrupt but often simply wanted to make new lives or aid African Americans.

In 1871 Oliver Morton, a Radical Republican senator from Indiana, defended Northerners who relocated to the South, claiming they were beneficial to that region:

“When the war ended many men who had been in the Union army remained in the South, intending to make it their home. . . . Others emigrated from the North, taking with them large capital, believing that the South presented fine prospects for business. . . . It so happened, and was, in fact, necessary, that many of these men should be elected to office. This was their right and the natural result of the circumstances by which they were surrounded. . . . Emigration is a part of the genius of the American people. . . . it is an odious and anti-American doctrine that a man has no right to be elected to an office in a State because he was not born in it. . . . What the South needs is emigrants with carpet bags well filled with capital to revive industry. . . .”

—quoted in Reconstruction: Opposing Viewpoints

In an 1871 question-and-answer session before Congress, William Manning Lowe, a former Confederate colonel and Alabama lawyer, criticized his state’s U.S. senators, William Warner and George Spencer. Both were originally from Northern states:

“[A] carpet-bagger is generally understood to be a man who comes here for office sake, of an ignorant or bad character, and who seeks to array the Negroes against the whites . . . in order to get office through them. . . . (The term) does not apply to all northern men who come here. . . . We regard any republican or any man as a man of bad character, whether he is native or foreign born, who seeks to obtain office from the Negroes by exciting their passions and prejudices against the whites. We think that a very great evil—very great. We are intimately associated with the Negro race; we have a large number in the country, and we think it essential that we shall live in peace together. . . . No, sir; the term is never applied to a democrat under any circumstances. . . .”

—quoted in Reconstruction: Opposing Viewpoints

Answers:

1. Answers may vary. Students should note that Lowe’s characterization seems more arbitrary and emotion-based than Morton’s. That tends to make Morton’s view seem more accurate.

2. Answers will vary. Possible questions include—Morton: As a Northerner, how do you know what will help the South? Lowe: Are you saying that Democrats never have the wrong motives for running for elected office?

Reading Check

A comprehensive public school system was established for children; literacy programs and African American academies were established for higher education.

3 ASSESS

Assign Section 3 Assessment as homework or as an in-class activity.

Have students use the Interactive Tutor Self-Assessment CD-ROM.
CHAPTER 12  Reconstruction
Section 3, 398–402

Section Quiz 12-3

Answer: to combat violence in the South and outlaw the activities of the Ku Klux Klan.

Reading Check

Answer: intimidation and violence. What actions did Congress take in response to the violence? (It passed three Enforcement Acts which made it a federal crime to interfere with a citizen’s right to vote, put federal elections under the supervision of federal marshals, and outlawed activities of the Ku Klux Klan.)

Picturing History

Answer: The Ku Klux Klan. Unable to strike openly at the Republicans running their states, some Southerners organized secret societies. The largest of these groups was the Ku Klux Klan. Started in 1866 by former Confederate soldiers in Pulaski, Tennessee, the Klan spread rapidly throughout the South. Its goal was to drive out the Union troops and carpetbaggers and regain control of the South for the Democratic Party.

Reteach

Discuss Republican rule in the South during Reconstruction.

Enrich

Have students use historical statistical abstracts to find data on African American enrollment in schools from 1860 to 1900. Ask them to present their findings in the form of a bar graph using ten-year intervals.

CLOSE

Describe how African Americans worked to improve their lives after the Civil War.

despised the “Black Republican” governments, which they believed vindictive Northerners had forced upon them.

The Ku Klux Klan

Unable to strike openly at the Republicans running their states, some Southerners organized secret societies. The largest of these groups was the Ku Klux Klan. Started in 1866 by former Confederate soldiers in Pulaski, Tennessee, the Klan spread rapidly throughout the South. Its goal was to drive out the Union troops and carpetbaggers and regain control of the South for the Democratic Party.

Hooded, white-robed Klan members rode in bands at night terrorizing supporters of the Republican governments. They broke up Republican meetings, drove Freedmen’s Bureau officials out of their communities, burned African American homes, schools, and churches, and attempted to keep African Americans and white Republicans from voting.

Republicans and African Americans formed their own militia groups and fought back. As the violence perpetrated by both sides increased, one African American organization sent a report to the federal government asking for help:

We believe you are not familiar with the description of the Ku Klux Klan’s riding nightly over the country, going from county to county, and in the county towns spreading terror wherever they go by robbing, whipping, ravishing, and killing our people without provocation. . . . We pray you will take some steps to remedy these evils

—from the Records of the U.S. Senate, 42nd Congress

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SECTION 3 ASSESSMENT ANSWERS

1. Terms are in blue.
2. Joseph Rainey (p. 399), Hiram Revels (p. 399), Ku Klux Klan Act (p. 402)
3. While some decided to join the Republicans, others joined the Klan and tried to prevent African Americans and white Republicans from voting.
4. Churches served as community centers and acted as unofficial courts. Social organizations helped African Americans support each other.
5. Carpetbaggers and scalawags both wanted to change the South while many Southerners wanted things to be the same as they were before the Civil War.
6. positive: provided an influx of capital and helped African Americans; negative: exploited South’s postwar turmoil for personal gain
7. about 600,000 students
8. Students’ letters should describe specifics of Southern life.
CHAPTER 12
Section 4, 403–407

FOCUS

Section Overview
This section focuses on the end of Reconstruction and the emergence of the “New South.”

BELLRINGER

Skillbuilder Activity
Project transparency and have students answer the question.
Available as a blackline master.

Daily Focus Skills Transparency 12–4

Answers to Graphic:
I. The Republican Split
A. Scandals Mar Grant’s Second Term
B. The Panic of 1873
C. The Panic of 1873
II. Reconstruction Ends
A. Democrats “Redeem” the South
B. The Compromise of 1877
III. “New South” Arises
A. New Industries
B. Sharecropping

Preteaching Vocabulary
Have students create note cards with the Key Terms and Names on the front of the cards. Instruct students to use the reverse side to make notes about the term or name.

SECTION RESOURCES

Reproducible Masters
• Reproducible Lesson Plan 12–4
• Daily Lecture and Discussion Notes 12–4
• Guided Reading Activity 12–4
• Section Quiz 12–4
• Reading Essentials and Study Guide 12–4
• Performance Assessment Activities and Rubrics

Transparencies
• Daily Focus Skills Transparency 12–4

Multimedia
• Interactive Tutor Self-Assessment CD-ROM
• ExamView® Pro Testmaker CD-ROM
• Presentation Plus! CD-ROM
• TeacherWorks™ CD-ROM
• Audio Program

Main Idea
After a little more than a decade, Reconstruction ended shortly after the election of 1876.

Key Terms and Names

Reconstruction Collapses

Reading Strategy
Taking Notes As you read about the Grant administration and the end of Reconstruction, use the major headings of the section to create an outline similar to the one below.

Reading Objectives
• Discuss the policies and problems of Grant’s administration.
• Explain how Reconstruction ended, and contrast the New South and the Old South.

Section Theme
Economic Factors After Reconstruction, the South tried to build a new economy, but many problems remained.

I. The Grant Administration

A. Democrats “Redeem” the South

1872 Grant reelected

1873 Jay Cooke and Company declares bankruptcy

1875 “Whiskey Ring” scandal breaks

1877 Hayes named president

An American Story

Ethelbert Barksdale could hardly contain his excitement as the 1875 election campaign in Mississippi wound down. For the past several years, Democrats had steadily regained power throughout the South, winning back various local and state offices from Republicans through political organizing and through intimidation and harassment of African Americans and other Republican supporters.

Barksdale, the editor of the Weekly Clarion, a Democratic Mississippi newspaper, now watched with joy and anticipation as Democrats prepared to recapture numerous political offices in his state. To Barksdale and many other white Southerners, the efforts by the Democrats to regain political control was nothing less than a revolution to free the South from despised Republican rule. “When a government is oppressed with very bad rulers, and national affairs are tending toward corruption, the people . . . bear these grievances for a long time hoping that a reformation may come,” he wrote on the eve of Election Day.

—adapted from Reconstruction and Redemption in the South

The Grant Administration

As commander of the Union forces, Ulysses S. Grant had led the North to victory in the Civil War. His reputation had then carried him into the White House in the election of 1868. Unfortunately, Grant had little experience in politics. He believed that the

- grant reelected
- jay Cooke and company declares bankruptcy
- “whiskey ring” scandal breaks
- hayes named president

- ethelbert barksdale could hardly contain his excitement as the 1875 election campaign in mississippi wound down.
- for the past several years, democrats had steadily regained power throughout the south, winning back various local and state offices from republicans through political organizing and through intimidation and harassment of african americans and other republican supporters.
- barksdale, the editor of the weekly clarion, a democratic mississippi newspaper, now watched with joy and anticipation as democrats prepared to recapture numerous political offices in his state.
- to barksdale and many other white southerners, the efforts by the democrats to regain political control was nothing less than a revolution to free the south from despised republican rule.
- “when a government is oppressed with very bad rulers, and national affairs are tending toward corruption, the people . . . bear these grievances for a long time hoping that a reformation may come,” he wrote on the eve of election day.

—adapted from reconstruction and redemption in the south

- the grant administration
- as commander of the union forces, ulysses s. grant had led the north to victory in the civil war.
- his reputation had then carried him into the white house in the election of 1868.
- unfortunately, grant had little experience in politics.

chapter 12

403
I. The Grant Administration

A. Republican Congress

During Grant’s first term in office, the Republican-controlled Congress continued to enforce Reconstruction. The Republicans split during Grant’s first term in office, the Republican-controlled Congress continued to enforce Reconstruction. At the same time, Congress expanded the programs it had introduced during the Civil War to promote commerce and industry. It kept tariffs high, tightened banking regulations, promised to repay its debts with gold and not paper money, and increased federal spending on railroads, port facilities, and the national postal system.

The Republican Congress also kept in place the taxes on alcohol and tobacco that had been introduced as emergency measures during the war. These taxes, nicknamed “sin taxes,” helped the government pay off the bonds that had been issued to pay for the Civil War. Democrats attacked these Republican economic policies, arguing they benefited the wealthy, such as government bondholders, at the expense of the poor.

Some Republicans, known as Liberal Republicans, agreed with the Democrats. They were concerned that men who were in office to make money and sell influence were beginning to dominate the Republican Party. The Liberal Republicans tried to prevent Grant from being nominated for a second term. When that failed, they left the Republican Party in 1872 and nominated their own candidate, Horace Greeley, the influential newspaper publisher.

To attract Southern support, the Liberal Republicans promised to pardon nearly all former Confederates and to remove Union troops from the South. As a result, the Democratic Party, believing that only a united effort would defeat Grant, also nominated Greeley. Despite the split in his own party, Grant won the election easily.

Scandals Mar Grant’s Second Term

During Grant’s second term, a series of scandals badly hurt his administration’s reputation. In one scandal, Grant’s secretary of war, William Belknap, was found to have accepted bribes from merchants operating at army posts in the West. He was impeached but resigned before the Senate could try him. Then, in 1875, the “Whiskey Ring” scandal broke. A group of government officials and distillers in St. Louis cheated the government out of millions of dollars by filing false tax reports. It was reported that Orville E. Babcock, Grant’s private secretary, was in this group, although the charges were never proven.

The Panic of 1873

In addition to dealing with political scandals, Grant and the nation endured a severe economic crisis that began during Grant’s second term. The turmoil started in 1873 when a series of bad railroad investments forced the powerful banking firm of Jay Cooke and Company to declare bankruptcy. A wave of fear known as the Panic of 1873 quickly spread throughout the nation’s financial community. The panic prompted scores of smaller banks to close and the stock market to plummet. Thousands of businesses shut down, and tens of thousands of Americans were thrown out of work.

The scandals in the Grant administration and the deepening economic depression hurt the Republicans politically. In the 1874 midterm elections, the Democrats won control of the House of Representatives and made gains in the Senate. These newly elected Democrats immediately...
launched investigations into the scandals, further embarrassing Grant and the Republicans.

**Reading Check**  **Explaining**  Why did the Liberal Republicans oppose President Grant?

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**Reconstruction Ends**

The rising power of the Democrats in Congress meant that enforcing Reconstruction policies became more difficult. At the same time, many Northerners were weary of the decade-long struggle to impose a new society on the South. They were more concerned with their own economic problems than with the political situation in the South.

**Democrats “Redeem” the South** Throughout the 1870s, Southern Democrats had worked to regain control of their state and local governments from Republicans. Southern militia groups intimidated African American and white Republican voters, while some Democrats resorted to various forms of election fraud, such as stuffing ballot boxes, bribing vote counters, and stealing ballot boxes in Republican precincts. Southern Democrats also called on all whites to help “redeem”—or save—the South from “Black Republican” rule.

By appealing to white racism and defining the elections as a struggle between whites and African Americans, Democrats were able to win back the support of white owners of small farms who had supported the Republicans. By 1876 the Democrats had taken control of all Southern state legislatures except those of Louisiana, South Carolina, and Florida. In those states, the large number of African American voters, protected by Union troops, were able to keep the Republicans in power.

**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 former governor of Ohio. Many Americans regarded Hayes as a moral man untainted by scandal or corruption. Hayes wanted to end Radical Reconstruction.

The Democrats, responding by nominating Samuel Tilden, a wealthy corporate lawyer and former governor of New York who had tried to end the corruption in New York City’s government. On Election Day, Tilden clearly won 184 electoral votes, 1 short of a majority. Hayes clearly won 165 electoral votes, leaving 20 votes in dispute. Nineteen of the votes were in the three Southern states Republicans still controlled: Louisiana, South Carolina, and Florida. There had been so much election fraud on both sides that no one could tell who had won.

To resolve the situation, Congress appointed a commission of 15 persons made up equally of members of the House, Senate, and Supreme Court. The commission had 8 Republicans and 7 Democrats and eventually voted along party lines—voting 8 to 7 to give the electoral votes to Hayes. The commission’s recommendations, however, were not binding if both houses of Congress rejected them.

After much debate, several Southern Democrats joined with Republicans in the Democratic-controlled House of Representatives and voted to accept the commission’s findings, giving the election to Hayes, Republican. The Twenty-second Amendment, ratified in 1951, prohibits anyone from being elected to the office of president more than twice.

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**Logical/Mathematical** Have interested students research the Compromise of 1877 to identify the points of view of Republicans, Southern Democrats, and African Americans. Have students write a report that discusses the three points of view and draws a conclusion about whether or not Hayes accepted a deal to become president. L3

Refer to **Inclusion for the High School Social Studies Classroom Strategies and Activities** in the TCR.
CHAPTER 12
Section 4, 403–407

3 ASSESS

Assign Section 4 Assessment as homework or as an in-class activity.

Have students use the Interactive Tutor Self-Assessment CD-ROM.

Reading Check

Answer: The presidential election of 1876 was settled by the Compromise of 1877.

Reading Essentials and Study Guide 12–4

Economics Ask the economics teacher to describe the labor force and how jobs are classified into agricultural, manufacturing, or service jobs. Have students estimate what the trends in each category have been from colonial times to the present. Then have students use resources such as the Statistical Abstract of the United States to research the trends over time in the number of people employed in the agricultural, manufacturing, and service industries. Have them create line charts using the data to see if their estimations about the trends were accurate.

INTERDISCIPLINARY CONNECTIONS ACTIVITY

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Atlanta Pride The war devastated Georgia’s capital, but this painting by Horace James Bradley portrays the city’s revival. Bradley called his painting Commercial Center of Atlanta. What elements of the painting show that Atlanta was indeed a commercial center again?

Explaining What major issue was settled by the Compromise of 1877?

A “New South” Arises

During his inaugural speech in March 1877, President Hayes expressed his desire to move the country beyond the quarrelsome years of Reconstruction, in part by putting an end to the nation’s regional distinctions. He hoped to narrow the divisions of sectionalism that had long plagued the nation:

“Let me assure my countrymen of the Southern States that it is my earnest desire to regard and promote their truest interests—the interests of the white and colored people both equally—and to put forth my best efforts in behalf of a civil policy which will forever wipe out . . . the distinction between North and South, . . . that we may have not merely a united North or a united South, but a united country.”

—quoted in Rutherford B. Hayes

Many Southern leaders realized the South could never return to the pre–Civil War agricultural economy dominated by the planter elite. Instead, these Southerners called for the creation of a “New South”—a phrase coined by Henry Grady, editor of the Atlanta Constitution. They were convinced that the region had to develop a strong industrial economy.
New Industries  An alliance between powerful white Southerners and Northern financiers brought great economic changes to some parts of the South. Northern capital helped to build railroads, and by 1890, almost 40,000 miles of railroad track crisscrossed the South—nearly four times the amount there in 1860. Southern industry also grew. A thriving iron and steel industry developed around Birmingham, Alabama. In North Carolina, tobacco processing became big business, and cotton mills appeared in numerous small towns.

In other ways, however, the South changed little. Despite its industrial growth, the region remained largely agrarian. As late as 1900, only 6 percent of the Southern labor force worked in manufacturing. For many African Americans in particular, the end of Reconstruction meant a return to the “Old South,” where they had little political power and were forced to labor under difficult and unfair conditions.

Sharecropping  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 in cash. They paid a share of their crops to the landlord in exchange for the crops 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.

Reading Check  Summarizing  What alliance brought about an economic rebuilding of the South?

Critical Thinking

Reviewing Themes
3. Economic Factors  What factors contributed to improving the economy of the South after Reconstruction?
4. Analyzing  How did the disputed election of 1876 affect Reconstruction policy?
5. Organizing  Use a graphic organizer similar to the one below to identify the problems that President Grant’s administration faced.

Problems Faced by Grant’s Administration

6. Interpreting Art  Study the Horace Bradley painting on page 406. What details did the artist include in this painting to suggest dynamic activity?

Writing About History
7. Expository Writing  Write a short essay explaining what you consider to be the three most important events of the Reconstruction period. Explain why you chose these events.

Reading Check

Answer: The alliance between powerful white Southerners and Northern financiers

Rutherford B. Hayes announced in advance that he would serve only one term. In 1881 he and his wife Lucy Ware Webb Hayes retired to Spiegel Grove in Fremont, Ohio, where he died in 1893.

FYI

SECTION 4 ASSESSMENT ANSWERS
1. Terms are in blue.
3. acceptance that things were never going to be the same as they were before the Civil War, investment by Northerners, growth of the Southern economy
4. The outcome of the election of 1876 led to the Compromise of 1877 and ended Reconstruction.
5. Problems: perception that wealthy Americans had too much influence, Belknap scandal, “Whiskey Ring” scandal, and Panic of 1873
6. smoke trailing from the trains, flags moving in the wind, multiple trains, flagmen and people moving
7. Essays should include three events and an explanation for each.
26. The Thirteenth and Fourteenth Amendments
27. They appealed to white racism, intimidated African American and white Republican voters, and engaged in election fraud.

Critical Thinking
28. They were uneducated, had no land, and most had limited skills.

29. Students should support their choice with logical reasoning.
30. The Democrats regained power by uniting white voters. Also, following the Compromise of 1877, Union troops were no longer used to enforce civil rights.
31. Southern Democrats called Republicans who supported African Americans Black Republicans.
32. Lincoln wanted amnesty for all Southerners who took an oath of loyalty to the United States and accepted the Union’s proclamations concerning slavery. He also

Needs of the Postwar South
- Land, infrastructure, and economy needed to be rebuilt
- Refugees and freed African Americans needed assistance

Wade-Davis Bill
- Required majority of adult white men in the South to pledge loyalty to the Union
- Each state’s new constitution had to abolish slavery and deprive former Confederate leaders of voting and public service rights
- Killed by Lincoln’s pocket veto

Johnson’s Plan
- Amnesty for those taking an oath of loyalty to the Union
- Required states to abolish slavery

Congressional Reconstruction
- Passed the Fourteenth and Fifteenth Amendments
- Military Reconstruction Act divided South into five military districts
- New state constitutions had to guarantee voting rights
- Military rule protected voting rights for African Americans
- Empowered African Americans in government and supported their education

Southern Reactions to Federal Reconstruction
- Southerners believed Northern Republicans were taking advantage of the weakened South
- Some Southerners were barred from government service; others refused to participate
- Formed secret societies to undermine Republican rule
- Intimidated African American voters

Reconstruction Comes to a Close
- Scandals and economic problems weakened Republican Party
- Disputed election of 1876 brought an end to Reconstruction

Critical Thinking
28. Analyzing Themes: Civic Rights and Responsibilities Why did the end of slavery not bring about equality for African Americans?
29. Forming an Opinion In your opinion, whose approach to Reconstruction was more appropriate—that of Presidents Lincoln and Johnson or that of Congress? Why do you think so?
30. Synthesizing Why did African Americans in the 1870s lose some of the political power that they had gained during Reconstruction?
31. Making Inferences Who were the “Black Republicans,” and what did this name imply?
32. Evaluating What were the main features of Lincoln’s plan for Reconstruction? Do you think his plan would have worked? Why or why not?
33. Analyzing Some leaders, both Northern and Southern, argued that the South should develop a different kind of economy after the Civil War. What kind of economy did they mean?
planned to organize new state governments when 10 percent of a state’s voters had taken the oath. Students’ answers about the plan’s effectiveness will vary.

33. an economy that was not based totally on agriculture

34. Positives: Fourteenth Amendment, Fifteenth Amendment, African American participation in politics, education for African Americans; negatives: black codes, carpetbaggers, scalawags, Ku Klux Klan, Panic of 1873

35. a. The figure is Uncle Sam, and he symbolizes either Grant or the U.S. government; b. He thinks reform is unlikely because there is so much corruption and the government is involved in it.

36. a. corn, cotton, and rice; b. possible answers: increased demand, better transportation to reach more distant markets

37. Scripts will vary but should present the facts in a style typical of radio news broadcasts.

38. Political cartoons selected will vary. The displays should be well organized and the summaries should indicate a clear understanding of the cartoons.

39. Reports will vary but should focus on one aspect of the era.

34. Categorizing Use a graphic organizer similar to the one below to list the positive and negative aspects of Reconstruction.

Practicing Skills
35. Interpreting Political Cartoons Study the political cartoon on page 404. Then use the steps you learned on page 390 to answer the following questions:
   a. What well-known symbol appears here, and to whom does it refer during this period?
   b. What attitude do you think the cartoonist has about promises of reform? Why do you think so?

Geography and History
36. The graph on this page shows agricultural production in the South from 1860 to 1900. Study the graph and answer the questions below.
   a. Interpreting Graphs Which crops surpassed pre–Civil War levels of production by 1890?
   b. Applying Geography Skills What factors do you think might have contributed to increased production in the late 1800s?

Writing Activity
37. Portfolio Writing Choose one of the events of the Reconstruction period discussed in the chapter. Imagine that the radio had been invented at that time. Write a radio news segment in which you provide information about the event and your view of it. Include the script for the radio segment in your portfolio.

Chapter Activities
38. Research Project Use library sources to find examples of political cartoons from the Reconstruction era. Create a display of these cartoons, and write a summary of how they illustrate the major issues of the time period.

39. Technology Activity: Using the Internet Search the Internet to find information on an aspect of the Reconstruction era, such as Johnson’s impeachment or the Ku Klux Klan and what did it do to African Americans and white Republicans from voting. Republicans and African Americans formed their own militia groups. Congress passed the Enforcement Acts.)