

**SECTION****1****Chapter 17**

1. What effect did the end of the Civil War have on African Americans in the South?
2. How did President Lincoln, Congress, and President Johnson differ in their views on Reconstruction?

**Rebuilding the South****ASK THE STUDENTS...**

to look up and learn the following vocabulary terms:

*amnesty, Reconstruction, Ten Percent Plan, Wade-Davis Bill, Thirteenth Amendment, Freedmen's Bureau, John Wilkes Booth, Andrew Johnson*

**I. Planning Reconstruction (Objectives 1 & 2, pp. 514–516)****A. Reconstruction**

1. Process of reuniting the nation and rebuilding the South without slavery
2. Lasted from 1865 to 1877

**B. Lincoln's Plan**

1. Offer **amnesty**, or an official pardon, to southerners who took a loyalty oath to the United States and who accepted a ban on slavery
2. Once 10 percent of the voters in a state had made these pledges, the state could form a new government and be readmitted to the Union.
3. Under this **Ten Percent Plan**, southern states began efforts to rejoin the Union.

**C. Wade-Davis Bill**

1. Congressional alternative to Lincoln's plan; had two requirements
2. First, to rejoin the Union, a southern state had to ban slavery.
3. Second, a majority of the adult males in the state had to take a loyalty oath.
4. The plan also banned Confederate supporters from voting or holding office.
5. President Lincoln refused to approve this tougher plan.

**II. The Thirteenth Amendment (pp. 516–517)****A. Problems with the Emancipation Proclamation**

1. Because of the proclamation's limitations, the border states still had slavery.
2. Some people worried that the federal courts might declare the Emancipation Proclamation to be unconstitutional.

**B. The Thirteenth Amendment made slavery illegal throughout the United States.****C. Responses**

1. Frederick Douglass argued that African Americans must have the right to vote.
2. Freedpeople demanded economic and political equality.

**ASK THE STUDENTS...**

How did many African Americans respond to the end of slavery?

*demanded political and economic equality*

**III. The Freedmen's Bureau (p. 518)**

**A. Freedmen's Bureau**—established by Congress in 1865 to provide relief to all poor southerners, regardless of race

**B.** The bureau helped to promote education by building schools.

**IV. A New President (p. 518)**

**A. John Wilkes Booth**, a southerner, assassinated President Lincoln in April 1865.

**B. Andrew Johnson**

1. As Lincoln's vice president, became president upon Lincoln's death

2. Gave amnesty to southerners who took loyalty oaths and denounced slavery

3. Required wealthy southerners and former Confederate officials to receive a presidential pardon to qualify for amnesty

4. Johnson shocked many Republicans by granting more than 7,000 pardons.

**ASK THE STUDENTS...**

How did Andrew Johnson become president of the United States?

*As vice president, he took office after President Lincoln was assassinated.*

**V. President Johnson's Reconstruction Plan (p. 519)**

**A. The New President's Plan**

1. Elected delegates in each state would hold a convention to write a new state constitution, after which voters would elect new officials to the U.S. Congress.

2. The state government must declare that secession was illegal.

3. The state could not repay Confederate war debts.

**B. Congressional Response**

1. Angry that southern states sent former Confederate officials to serve in Congress

2. Refused to readmit the reconstructed southern states into the Union

**ASK THE STUDENTS...**

Why did the U.S. Congress refuse to readmit southern states under Johnson's plan?

*Many southern states sent former Confederate officials to serve in Congress.*

1. How did Black Codes restrict African Americans' freedoms?
2. Why did Radical Republicans try to impeach President Johnson?
3. How did Republicans try to protect the civil rights of African Americans?

**SECTION****2****Chapter 17****The Fight over Reconstruction****ASK THE STUDENTS...**

to look up and learn the following vocabulary terms:

*Black Codes, Radical Republicans, Thaddeus Stevens, Civil Rights Act of 1866, Fourteenth Amendment, Reconstruction Acts, Fifteenth Amendment*

- I. **The Black Codes (Objective 1, pp. 520–521)**
  - A. **Black Codes**—laws that greatly limited the freedom of African Americans
  - B. Passed in every southern state
  - C. Required African Americans to sign work contracts that created working conditions similar to slavery
  - D. New state governments in the South did not respond to African American concerns about the slave codes.
- II. **The Radical Republicans (Objective 2, pp. 521–522)**
  - A. Moderate Republicans wanted the South to have loyal governments, African Americans to have rights as citizens, and to limit federal intervention in the South.
  - B. **Radical Republicans** wanted to see more change in the South and wanted the federal government to be much more involved in Reconstruction.
    1. **Thaddeus Stevens** of Pennsylvania and Charles Sumner of Massachusetts were the leaders of the Radical Republicans in Congress.
    2. Radical Republicans gained support among moderates when President Johnson ignored criticism of the Black Codes.

**ASK THE STUDENTS...**

Why did some moderates decide to support the Radical Republicans?  
*were disappointed when Johnson ignored criticism of the Black Codes*

**III. Johnson Versus Congress (Objective 3, p. 522)**

- A. **The Freedmen's Bureau Bill**
  1. Congress passed a bill expanding the powers of the Freedmen's Bureau.
  2. Johnson vetoed the bill; argued that African Americans did not need assistance.

**B. Civil Rights**

1. Congress passed **Civil Rights Act of 1866** to give African Americans legal rights.
2. Johnson vetoed the act, but Congress overrode his veto.

**IV. The Fourteenth Amendment (p. 523)**

**A. Provisions of the Fourteenth Amendment**

1. Defined citizenship and guaranteed equal protection of the laws to citizens
2. States could not deny citizens “life, liberty or property” without due process.
3. Banned former Confederate officials from holding state or federal office and made state laws subject to review by federal courts
4. Gave Congress the power to pass any laws needed to enforce the amendment

**B. President Johnson and most Democrats opposed the amendment.**

**ASK THE STUDENTS...**

Why did Republicans support the Fourteenth Amendment?  
*feared that the courts might overturn the Civil Rights Act of 1866*

**V. Congress Takes Charge (Objective 2, p. 524–525)**

**A. In 1866 the Republicans gained control of Congress and of Reconstruction.**

**B. The Reconstruction Acts**

1. Placed most of the South under military control until states rejoined the Union
2. Required states to guarantee the right to vote to African American men

**C. Johnson impeached but not removed from office.**

**VI. The Election of 1868 (p. 525)**

**A. Democrats nominated Horatio Seymour; Republicans chose Ulysses S. Grant.**

**B. White southerners used violence to keep many African Americans from voting.**

**C. African American votes helped Grant win the election.**

**VII. The Fifteenth Amendment (p. 526)**

**A. The Fifteenth Amendment guaranteed African American men the right to vote.**

**B. Flaws**

1. Did not guarantee the right of African Americans to hold office
2. Did not extend the right to vote to women

**ASK THE STUDENTS...**

What were the provisions of the Fifteenth Amendment?  
*guaranteed African American men the right to vote*

**SECTION****3****Chapter 17**

## Learning Objectives

## Section 3:

1. What reforms did Reconstruction governments carry out?
2. What factors led to the end of Reconstruction?
3. How did southern laws and governments change after Reconstruction ended?

**Reconstruction in the South****ASK THE STUDENTS...**

to look up and learn the following vocabulary terms:

*carpetbaggers, scalawags, poll tax, segregation, Hiram Revels, Blanche K. Bruce, Ku Klux Klan, General Amnesty Act of 1872, Panic of 1873, Civil Rights Act of 1875, Compromise of 1877, Redeemers, Jim Crow laws, Plessy v. Ferguson*

**I. Reconstruction Governments (Objective 1, pp. 527–528)**

- A.** The Republican Party controlled most southern state governments.
  1. The Fourteenth Amendment banned many former Confederates, who were Democrats, from holding office.
  2. African Americans supported Republican candidates.
  3. **Carpetbaggers**—southern term for northern Republicans who moved South
  4. **Scalawags**—southern Democrats' term for white southern Republicans
- B.** African Americans
  1. Made up the largest group of southern Republican voters
  2. More than 600 elected to state legislatures; 16 elected to the U.S. Congress
  3. Served in important state offices, such as lieutenant governor and treasurer
- C.** African American Politicians
  1. **Hiram Revels**—born free, first African American in the U.S. Senate
  2. **Blanche K. Bruce**—born into slavery, represented Mississippi in the U.S. Senate
- D.** Reconstruction Governments
  1. Raised taxes to establish state-funded school systems, hospitals, and prisons
  2. Passed laws banning discrimination against African Americans

**ASK THE STUDENTS...**

Why were Republicans able to dominate the southern state governments?

*Many former Confederates, who were Democrats, could not hold office because of the Fourteenth Amendment; African American voters supported Republicans.*

**II. Opposition to Reconstruction (p. 529)**

- A.** Democrats claimed that the Reconstruction governments were illegal.

**B. The Ku Klux Klan**

1. This secret society opposed civil rights for African Americans and used violence and terror against African Americans and Republicans in the South.
2. Weakened by federal laws, but violence remained a problem in the South

**III. The End of Reconstruction (Objective 2, pp. 530–531)**

**A. General Amnesty Act of 1872**—allowed many former Confederate officials to hold public office

**B. Panic of 1873**—serious economic downturn that hurt the Republican Party and helped Democrats gain control of the House of Representatives

**C. Civil Rights Act of 1875**—secured African Americans’ equal rights in public places

**D. The Election of 1876**

1. Democrats chose Samuel J. Tilden; Republicans chose Rutherford B. Hayes.
2. Southern Democrats used violence to keep African Americans from voting.
3. Republicans challenged electoral returns, and a special commission declared Hayes to be the new president.
4. In the **Compromise of 1877**, Democrats agreed to accept Hayes’s victory in return for which Hayes agreed to remove all federal troops from the South.

**ASK THE STUDENTS...**

What effect did the national economy have on Reconstruction?

*The Panic of 1873 weakened the Republicans and helped Democrats, who opposed Reconstruction efforts, gain control of the House of Representatives.*

**IV. Jim Crow and Plessy v. Ferguson (Objective 3, pp. 531–532)**

**A. Redeemers**—Democrats who gained control of southern state governments

1. Set up the **poll tax**—special voting tax used to deny African Americans the vote
2. Introduced legal **segregation**—the forced separation of whites and African Americans in public places
3. **Jim Crow laws**, or segregation laws, became common in the South in the 1880s.

**B. Plessy v. Ferguson**

1. Challenged that Jim Crow laws violated African Americans’ right to equal treatment under the Fourteenth Amendment
2. U.S. Supreme Court ruling established “separate-but-equal” doctrine.

**ASK THE STUDENTS...**

How did Redeemer governments limit the rights of African Americans?

*used poll tax to stop African Americans from voting, passed segregation laws*

1. How did southern agriculture change after the Civil War?
2. Why did some business leaders hope to create a “New South”?
3. What were some popular forms of southern culture during and after Reconstruction?

**SECTION****4****Chapter 17****The New South****ASK THE STUDENTS...**

to look up and learn the following vocabulary terms:

*sharecropping, Henry W. Grady, Mary Noailles Murfree, Joel Chandler Harris, Charles W. Chesnutt*

**I. Sharecropping (Objective 1, pp. 533–535)****A. Finding Work**

1. Few African Americans could afford to buy farmland or to move West.
2. Thus, many African Americans stayed on plantations; others moved to cities.

**B. Working the Land**

1. **Sharecropping**—or sharing the crop; a system under which landowners provided land, tools, and supplies, and sharecroppers provided the labor
2. Most of the crop went to the landowner, with the sharecropper receiving the remainder.

**C. Cycle of Debt**

1. Sharecroppers had little cash, so they bought food, clothing, and supplies on credit from local merchants.
2. Some merchants cheated sharecroppers by charging them for unbought items.
3. Landowners also cheated sharecroppers by taking more than their fair share of harvests.
4. Sharecroppers often ended up owing more than they had made for their labor.

**D. Cotton**

1. Overproduction led to falling prices.
2. Banks and landlords pressured sharecroppers to continue growing cotton.

**ASK THE STUDENTS...**

Why did many African Americans stay on southern plantations?

*They lacked the money to buy their own farmland or to migrate West.*

**II. Southern Industry (Objective 2, p. 535)**

- A.** Some southerners hoped industry would strengthen the southern economy and create a “New South.”

1. **Henry W. Grady**—Atlanta newspaper editor, leader of the New South movement
  2. Wanted the South to build factories, especially textile mills to process cotton
- B. The Textile Industry**
1. Businesspeople built textile mills in many small towns.
  2. Southerners moved to mill towns for work, but few African Americans got jobs.
  3. Children began mill work at age 12.
  4. Women did much of the work but had few opportunities for advancement.
- C. Mill Work**
1. Workers labored 12 hours a day, six days a week.
  2. Dangers included lint-filled air and fast-moving machinery.

**ASK THE STUDENTS...**

What was the goal of the New South movement?  
*to strengthen the southern economy by industrializing the region*

**III. Southern Literature (Objective 3, p. 536)**

- A.** Southerners saw literature as a way to keep southern traditions alive.
- B.** Southern literature grew popular nationwide in the late 1800s.
- C. Authors**
1. **Mary Noailles Murfree**—wrote about mountain people in eastern Tennessee
  2. **Joel Chandler Harris**—wrote short stories about fictional plantation life; based his stories on tales he had heard from enslaved African Americans
  3. **Charles W. Chesnutt**—African American author whose short stories examined the cruelty of slavery on plantations

**IV. Southern Music (Objective 3, p. 537)**

- A.** Southern music became more popular after the Civil War.
- B.** Spirituals—songs based on Christian hymns and African music
- C.** The lyrics of spirituals usually described the sorrows of slavery and slaves' hope for freedom.

**ASK THE STUDENTS...**

Who were some of the leading authors in the South, and what did they write about?  
*Mary Noailles Murfree—southern mountain people in eastern Tennessee; Joel Chandler Harris—plantation life as based on African American tales; Charles W. Chesnutt—cruelty of slavery on plantations*