



Reconstruction

GRAPHIC ORGANIZER ACTIVITY

Congress and Reconstruction

Complete the graphic organizer by writing the major provisions of each piece of Reconstruction legislation.

Legislation	Provisions of Legislation
Wade-Davis Bill 1864	
Thirteenth Amendment proposed 1865; ratified 1868	
Freedmen's Bureau Bill 1866	
Civil Rights Act 1866	
Fourteenth Amendment proposed 1866; ratified 1868	
Reconstruction Acts 1867	
Fifteenth Amendment proposed 1869; ratified 1870	
Civil Rights Act 1875	

Copyright © by Holt, Rinehart and Winston. All rights reserved.

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 _____
2. Lasted from 1865 to _____

B. Lincoln's Plan

1. Offer _____, or an official pardon, to southerners who took a _____ to the United States and who accepted a ban on slavery
2. Once _____ 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 _____ 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 _____
3. Second, a _____ of the adult males in the state had to take a loyalty oath.
4. The plan also banned Confederate supporters from _____ 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 _____ 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 _____ throughout the United States.

C. Responses

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

ASK THE STUDENTS...

How did many African Americans respond to the end of slavery?
demanding 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 _____ southerners, regardless of race
- B. The bureau helped to promote _____ by building _____

IV. A New President (p. 518)

- A. **John Wilkes** _____ a southerner, assassinated President Lincoln in April 1865.
- B. **Andrew** _____
 1. As Lincoln's vice president, became president upon Lincoln's death
 2. Gave _____ to southerners who took loyalty oaths and denounced slavery
 3. Required _____ southerners and former Confederate officials to receive a presidential pardon to qualify for amnesty
 4. Johnson shocked many Republicans by granting more than _____ 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 _____
 3. The state could not repay Confederate war _____
- B. **Congressional Response**
 1. Angry that southern states sent _____ 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.

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 _____ Codes (Objective 1, pp. 520–521)
 - A. _____ Codes—laws that greatly limited the _____ of African Americans
 - B. Passed in every southern state
 - C. Required African Americans to sign work contracts that created working conditions similar to _____
 - D. New state governments in the South did not respond to African American concerns about the slave codes.
- II. The _____ Republicans (Objective 2, pp. 521–522)
 - A. _____ Republicans wanted the South to have loyal governments, African Americans to have rights as citizens, and to limit federal intervention in the South.
 - B. _____ Republicans wanted to see more change in the South and wanted the federal government to be much more involved in Reconstruction.
 1. Thaddeus _____ of Pennsylvania and Charles _____ 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 _____

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 _____
 2. Johnson _____ the bill; argued that African Americans did not need assistance.

B. Civil Rights

1. Congress passed _____; 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 _____, and guaranteed _____ protection of the laws to citizens
2. States could not deny citizens "life, liberty or property" without due _____
3. Banned former Confederate officials from holding state or federal office and made _____ 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 _____ 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 _____, gained control of Congress and of Reconstruction.

B. The Reconstruction Acts

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

C. Johnson _____ but not removed from office.

VI. The Election of 1868 (p. 525)

A. Democrats nominated Horatio Seymour; Republicans chose Ulysses S. _____

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

C. _____ votes helped Grant win the election.

VII. The Fifteenth Amendment (p. 526)

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

B. Flaws

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

ASK THE STUDENTS...

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

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. _____—southern term for northern Republicans who moved South
4. _____—southern Democrats' term for white southern Republicans

B. African Americans

1. Made up the _____ 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. _____
2. **Blanche K. Bruce**—born into slavery, represented _____ in the U.S. Senate

D. Reconstruction Governments

1. Raised _____ 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.

Reconstruction, Section 3, continued

B. The _____

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. _____ Act of 1872—allowed many former Confederate officials to hold public office

B. **Panic of 1873**—serious economic downturn that hurt the _____ 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. _____
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 _____ of 1877, Democrats agreed to accept Hayes’s victory in return for which Hayes agreed to remove all _____ 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. _____—Democrats who gained control of southern state governments

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

B. *Plessy v.* _____

1. Challenged that Jim Crow laws violated African Americans’ right to equal treatment under the Fourteenth Amendment
2. U.S. Supreme Court ruling established _____ 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

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. _____ (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. _____—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 _____, with the sharecropper receiving the remainder.

C. Cycle of _____:

1. Sharecroppers had little cash, so they bought food, clothing, and supplies on _____ 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. _____ led to falling prices.
2. _____ 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 _____ would strengthen the southern economy and create a “New South.”

Reconstruction, Section 4, continued

1. **Henry W. Grady**—Atlanta newspaper editor, leader of the New South movement
2. Wanted the South to build factories, especially _____ 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 _____
4. _____ 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.** _____—songs based on _____ hymns and _____ 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