



Chapter Preview

The Civil War was the bloodiest war fought on U.S. territory. The war ended slavery and reunited the North and the South. After the war, the nation faced the task of rebuilding the South—a region ruined by war.

Section 1



16B.G.4, 18B.G.4,
18B.H.2, 18B.H.3

Rebuilding the Nation

Pages 546–549



What You Will Learn

As the Civil War ended, Americans faced the problem of how to reunite the nation.

Section 2



14C.H.4, 14C.H.5,
14F.G.1, 14F.H.2

The Battle Over Reconstruction

Pages 552–557

Disagreements over Reconstruction led to conflict in the government and in the South.

Section 3



14C.H.3, 14C.H.5,
14F.H.3, 15A.H.2, 17A.H.2

The End of Reconstruction

Pages 558–563

With the end of Reconstruction, African Americans in the South lost many of the rights they had gained.



Northerners who moved south after the Civil War were called carpetbaggers. A carpetbag was a carpet rolled up or stitched together to hold belongings.



U.S. Events

1863

President Lincoln proposes mild Reconstruction plan.

1865

Lincoln is assassinated five days after war ends.

1867

Radical Reconstruction begins.



World Events

1860

1865

1870

1867 Dominion of Canada is formed.

Quick View Video

View the chapter video for a quick preview of the main ideas.

Students and teachers pose outside the Freedmen's Bureau school in Beaufort, South Carolina.



1870

15th Amendment is ratified by the states.

1877

Rutherford B. Hayes becomes President after disputed election.

1896

Supreme Court upholds separate facilities for blacks and whites.

1870

Italy becomes unified nation.

1875

Slave markets are abolished in Zanzibar, in Africa.

1876

Porfirio Díaz becomes leader of Mexico.

1900



History Reading Skill Analyze and Evaluate Proposals

How did the Civil War affect plantation owners?



16A.H.3, 18B.H.2, 18B.H.4

Thomas Dabney's plantation lay in ruins after the Civil War. In the excerpt below, his daughter describes the way Dabney dealt with his personal crisis.

Primary Source

Here, he gives a reason to support his proposal: They will get paid at the end of the year.

Dabney proposes a way to get an education for his children.

Thomas Dabney was a southern plantation owner. At the close of the Civil War, his property was in ruins and the plantation economic system had ended. His daughter, Susan Dabney Smedes, describes the proposals he made to face those challenges and the methods he used to carry out his proposals.

He informed [former slaves] . . . that they were now free. His advice was that they should continue to work the crop as they had been doing. At the end of the year they should receive such pay for their labor as he thought just. . . .

He owned nothing that could be turned into money without great sacrifice but five bales of cotton. There were yet two sons and two daughters to be educated. He decided to get a tutor for them and to receive several other pupils in his house in order to make up the salary.

His chivalrous nature had always revolted from the sight of a woman doing hard work. He determined to spare his daughters all such labor as he could perform. General Sherman had said that he would like to bring every southern woman to the washtub. "He shall never bring my daughter to the washtub," Thomas Dabney said. "I will do the washing myself." And he did it for two years.

Thomas Dabney proposes to his former slaves that they keep working.

Here, Dabney proposes how he will treat the women of his family.

He shows how he will carry out his proposal.

— Susan Dabney Smedes, *Memorials of a Southern Planter*

Analyze and Evaluate Proposals

- Ask yourself what goals Thomas Dabney has and how he proposes to meet those goals.
- You can identify Thomas Dabney's proposals in the decisions he makes. Support follows in the reasons for those decisions or the methods of carrying them forward.
- Evaluate Dabney's proposals. Do you think his proposals will help him meet his goals?

Document-Based Questions

1. Who is the author of this source?
2. What is the relationship of the author to Thomas Dabney?
3. How might the opinion of Dabney's former slaves compare with the author's opinion of Dabney?

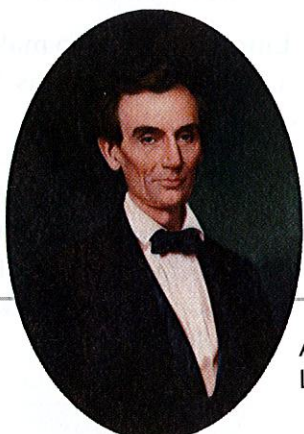
Vocabulary Builder

Previewing High-Use Academic Words

High-Use Word	Definition	Sample History Sentence
voluntary (VAHL ahn tair ee) (Section 1, p. 547)	adj. not forced; done of one's own free will	The state of Virginia's ceding of western land to the U.S. government was <u>voluntary</u> .
resolve (ree SAHLV) (Section 1, p. 548)	v. to decide; to solve	The colonists <u>resolved</u> to fight the British.
critic (KRIHT ihk) (Section 2, p. 553)	n. someone who makes judgments on the value of objects or actions	The war hawks were <u>critics</u> of Madison's lenient policy toward the British.
impose (ihm POHZ) (Section 2, p. 555)	v. to place a burden on something or someone	The Tariff of 1816 <u>imposed</u> a high tax on certain goods imported into the country.
factor (FAK tor) (Section 3, p. 558)	n. condition or quality that causes something else to happen	Distance was the most important <u>factor</u> in the colonies developing cultures different from the British.
inferior (ihn FIR ee uhr) (Section 3, p. 561)	adj. of lower rank or status, or of poorer quality	At first, American manufactures were <u>inferior</u> in quality to British goods.

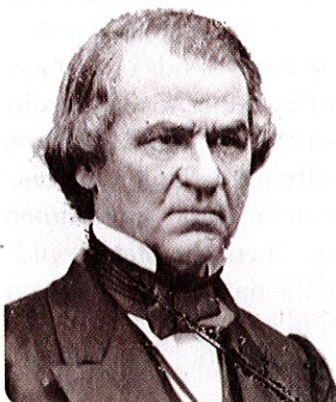
Previewing Key Terms and People

Abraham Lincoln, p. 546
amnesty, p. 547
freedman, p. 548
John Wilkes Booth, p. 549
Andrew Johnson, p. 552



Abraham Lincoln

black codes, p. 553
Hiram Revels, p. 555
Blanche Bruce, p. 555
scalawag, p. 555
carpetbagger, p. 555
impeachment, p. 556



Andrew Johnson



Hiram Revels

poll tax, p. 560
literacy test, p. 560
grandfather clause, p. 560
segregation, p. 560
Homer Plessy, p. 561
sharecropper, p. 561



Rebuilding the Nation



Learning Standards

- **16B.G.4** Individuals' or groups' impact on history
- **18B.G.4** Why social institutions change over time
- **18B.H.2** Changing topics of self and groups affect roles of social institutions
- **18B.H.3** Changing concept of social institutions affects social groups

Prepare to Read



Reading Skill

Identify Proposals In turbulent times, such as after the Civil War, people may have many different ideas about how to move forward. They identify goals to achieve and propose solutions to problems. For example, each proposal made by a government leader was intended to achieve a specific goal. As you read Section 1, identify these proposals and goals.

Vocabulary Builder

High-Use Words

voluntary, p. 547

resolve, p. 548

Key Terms and People

Abraham Lincoln, p. 546

amnesty, p. 547

freedman, p. 548

John Wilkes Booth, p. 549

Main Idea

President Lincoln and Congress did not agree about how to bring the Union back together.



Background Knowledge After four years of bitter war, the Union finally had won the Civil War. Even though the fighting had ended, the nation remained divided. In this section, you will read of early plans for rebuilding national unity after the war.

Preparing for Reunion

As the Civil War ended, enormous problems faced the nation, especially the South. Vast stretches of the South lay in ruins. What provisions would be made for people who had been freed from slavery? Homeless refugees—both African American and white—needed food, shelter, and work. (For more on conditions in the South after the Civil War, see the Life at the Time feature at the end of this section.)

Somehow, though, Americans had to master their hard feelings and bring the North and the South together again. This process, known as Reconstruction, would occupy the nation for years to come.

Lincoln's Ten Percent Plan Abraham Lincoln wanted to make it easy for the southern states to rejoin the Union. His goal was to bind up the wounds of war as quickly as possible.

In December 1863, Lincoln introduced what was called the Ten Percent Plan. As soon as ten percent of a state's voters swore an oath of loyalty to the United States, the voters could organize a new state government. That government would have to declare an end to slavery. Then, the state could send members to Congress and take part in the national government again.

Lincoln's plan included amnesty for former Confederates who took the loyalty oath. An **amnesty is a group pardon**. The offer of amnesty did not apply to Confederate government leaders and top military officers.

The Wade-Davis Bill Six months later, Congress passed a much stricter plan for Reconstruction called the Wade-Davis Bill. Under that bill, 50 percent of voters would have to sign a loyalty oath before a state could return to the Union. Moreover, anyone who had voluntarily fought for the Confederacy would be barred from voting for delegates to a convention to write a new state constitution. The bill did not give them a right to vote. Lincoln would not sign the Wade-Davis Bill, so it never became law.

Lincoln and his fellow Republicans hoped to see a strong Republican Party in the new South. Lincoln thought that his "soft," or lenient, Reconstruction policy would win support from influential southerners. Supporters of a strict policy toward the South, known as Radical Republicans, disagreed. They argued that only a strict plan would keep the people who had led the South into secession from regaining power and weakening the control of the Radical Republicans.

 **Checkpoint** How did Lincoln's plan for Reconstruction differ from that of the Radical Republicans in Congress?



Identify Proposals

What did Lincoln propose in his Ten Percent Plan?

Vocabulary Builder

voluntary (VAHL ahn tair ee) *adj.*
not forced; done of one's own free will

Destruction in the South

Parts of Richmond, capital of the Confederacy, lay in ruins at war's end. **Critical Thinking:**

Interpret Photographs What do you think would be the most urgent need of the people of Richmond?



Main Idea

The Freedmen's Bureau provided education and economic help to freed slaves and poor whites.

The Freedmen's Bureau

It was urgent to deal with the needs of **freedmen**, **enslaved people who had been freed by the war**, as well as other war refugees. Congress created the Freedmen's Bureau in March 1865. The bureau's first duty was to provide emergency relief to people displaced by the war.

Education The Freedmen's Bureau set up schools to teach freedmen to read and write. So great was the hunger for education that many African American communities started schools on their own. To pay a teacher, people pooled their pennies and dollars.

Many teachers were northern white women, but a large number were northern African American women. Edmonia Highgate, the daughter of freed slaves, taught at a Freedmen's Bureau school in Louisiana. "The majority of my pupils come from plantations, three, four and even eight miles distant," she wrote. "So anxious are they to learn that they walk these distances so early in the morning."

Most southern states had lacked systems of public education before the war. Now, public schools began to educate both blacks and whites. The Freedmen's Bureau helped to start schools at which African Americans could extend their education. These schools gave rise to such present-day institutions as Fisk University in Tennessee and Hampton University in Virginia.

Defending Freedmen The Freedmen's Bureau helped freedmen find jobs and **resolved** disputes between whites and blacks. Some people tried to cheat the freedmen. The Freedmen's Bureau set up its own courts to deal with such disputes.

Vocabulary Builder

resolve (ree SAHLV) v. to decide; to solve

 **Checkpoint** What was the Freedmen's Bureau?

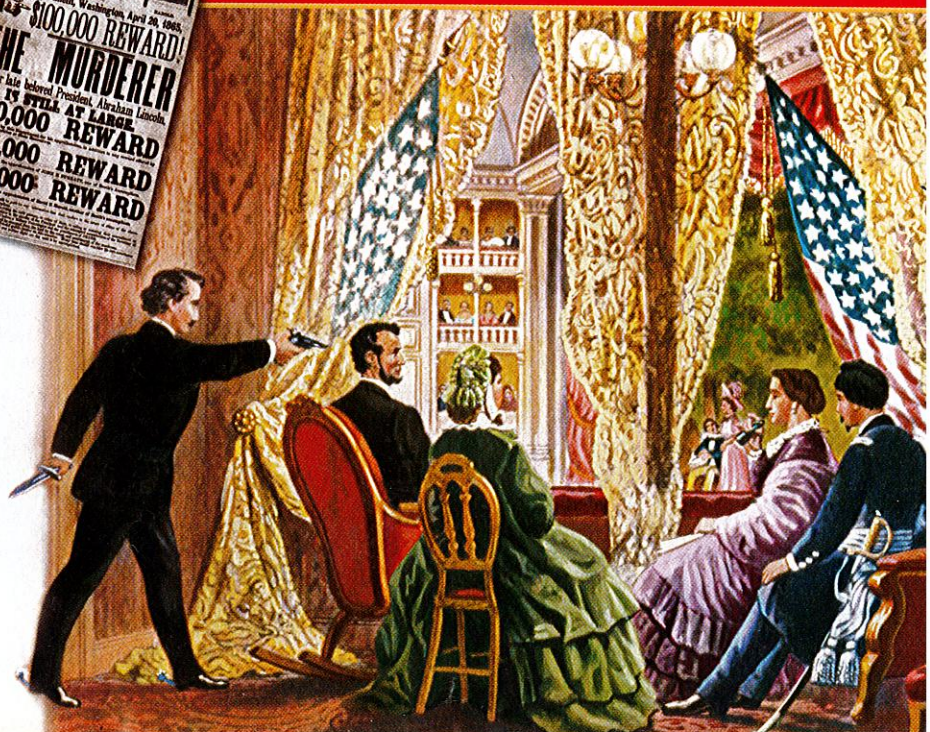


Explore More Video

To learn more about Lincoln's life and presidency, view the video.

Assassinated!

Lincoln's assassination set off an intense hunt for the killer, John Wilkes Booth. **Critical Thinking:** **Make Predictions** What effect do you think the assassination of Lincoln would have on the nation?



Lincoln Is Murdered

As the war drew to a close, President Lincoln hoped for a peaceful Reconstruction. But Lincoln had no chance to put his plans into practice. He was shot dead on April 14, 1865, five days after Lee's surrender.


A Confederate sympathizer, **John Wilkes Booth**, slipped up behind Lincoln while he and his wife were attending a play at the Ford's Theatre in Washington. Booth fired a single pistol shot into the President's head. Lincoln died a few hours later.

Booth was shot dead two weeks later after pursuers trapped him in a barn and set it on fire. Eight people were convicted and four were hanged for their parts in the plot to kill Lincoln.

News of Lincoln's death shocked the nation. A special funeral train carried Lincoln's body back to Illinois for burial. In town after town, vast crowds paid their last respects.

Lincoln's successor was Vice President Andrew Johnson of Tennessee. Johnson was a southern Democrat who had remained loyal to the Union. Because Johnson had expressed bitterness toward the Confederates, many expected him to take a strict approach to Reconstruction.

 **Checkpoint** Why did many people expect Johnson to take a hard line on Reconstruction?

 **Looking Back and Ahead** Many people feared the effect of Lincoln's assassination on the process of Reconstruction. In the next section, you will learn how Reconstruction was affected by tensions between Lincoln's successor and members of Congress.

Main Idea

Abraham Lincoln's assassination ended the chance of a lenient Reconstruction.

Section 1

Check Your Progress

Progress Monitoring Online

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Comprehension and Critical Thinking

1. (a) **Recall** How did the Civil War affect the North? How did the war affect the South?
(b) **Contrast** Why did the South have greater difficulty than the North in recovering from the Civil War?
2. (a) **Recall** How did Lincoln's plan for Reconstruction differ from the Wade-Davis Bill?
(b) **Explain Problems** What problems do you see for reuniting the nation in each plan?



Reading Skill

3. **Identify Proposals** Reread the paragraphs under the heading "The Freedmen's Bureau." What did the bureau propose to do to help the freedmen?

Vocabulary Builder

Answer the following questions in complete sentences that show your understanding of the key terms.

4. What did former Confederates have to do to get **amnesty** under Lincoln's plan to rebuild the Union?
5. Who were the **freedmen**?

Writing

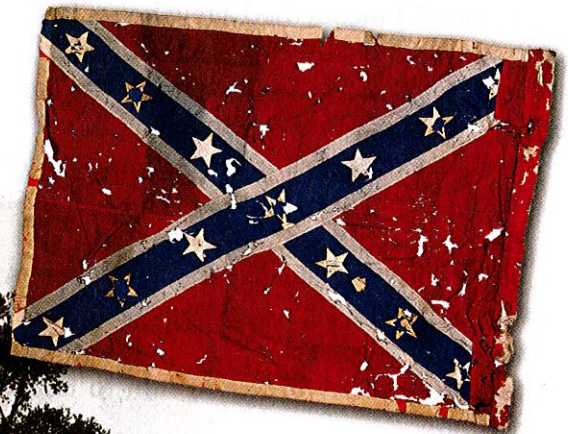
6. Choose the best sentence to end a research paper about Abraham Lincoln. Explain your choice.
Sentences:
 - (a) Abraham Lincoln was humbly born on February 12, 1809, but he went on to be one of our greatest Presidents.
 - (b) Because Abraham Lincoln did not win a majority of the votes cast, his presidency turned out to be the nation's most turbulent period.
 - (c) His trials as President changed Lincoln into the steady leader who saved the Union in its darkest hour.

The South After the Civil War

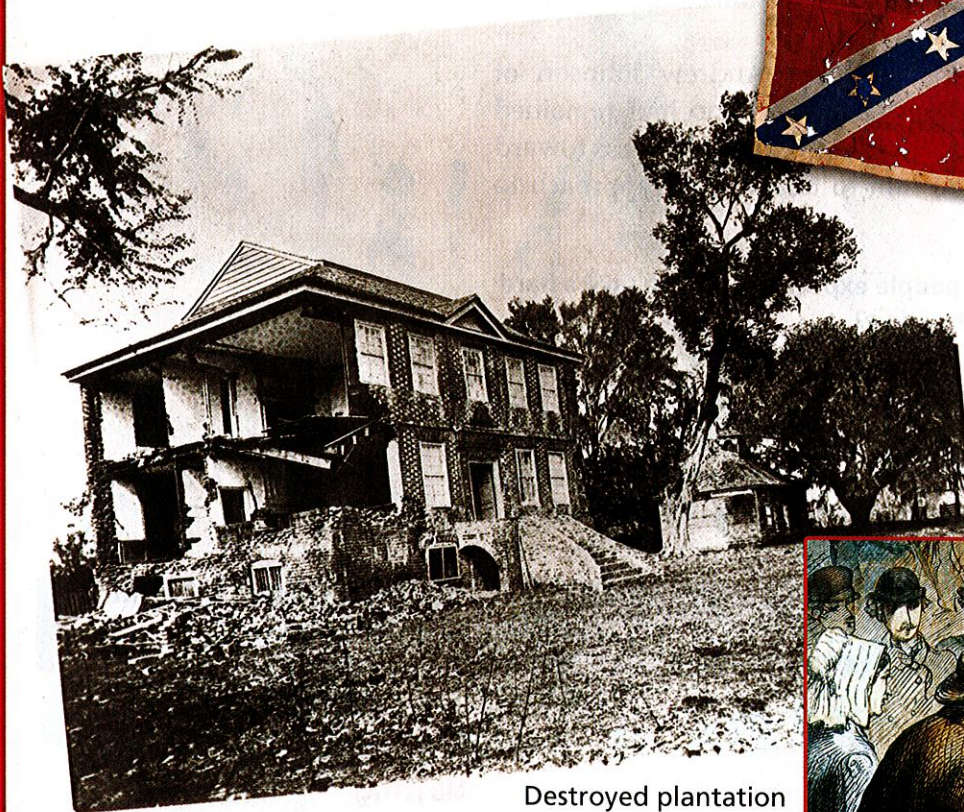


16D.G.1, 18A.H.3,
18B.G.4

The Civil War had a devastating impact on the South. All southerners—rich and poor, black and white—faced a long struggle to rebuild their lives and their land.



Confederate battle flag



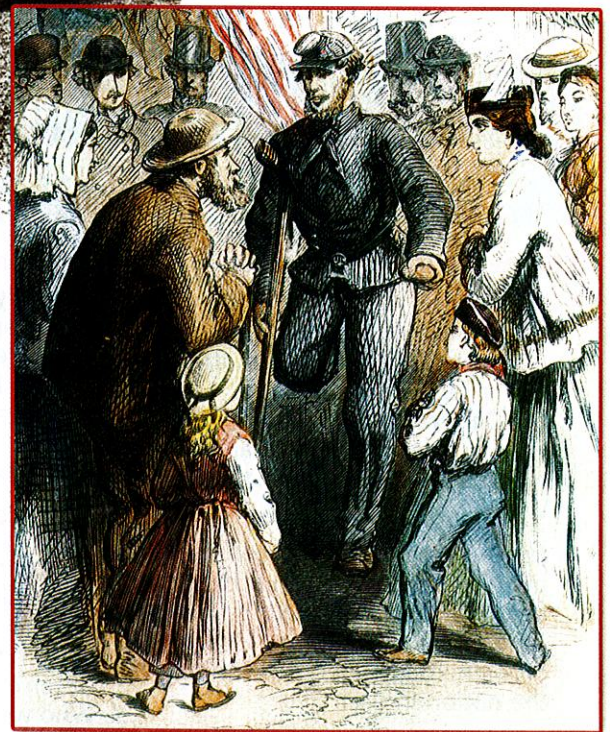
Destroyed plantation

▲ Physical Destruction

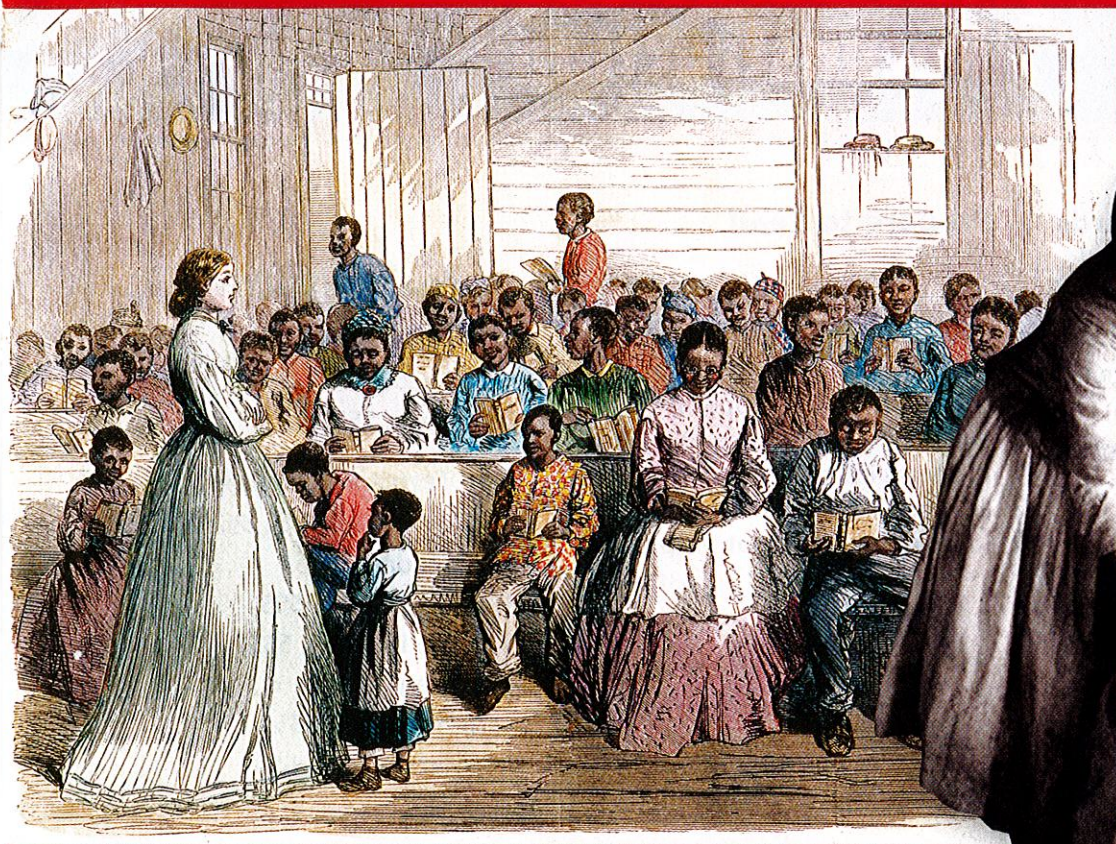
Most of the fighting during the Civil War took place in the South. Cities and plantations lay in charred ruins. Two thirds of the railroads were destroyed.

► Wounded Soldiers

A quarter of a million Confederate soldiers died in the war. Thousands more were disabled by their wounds.



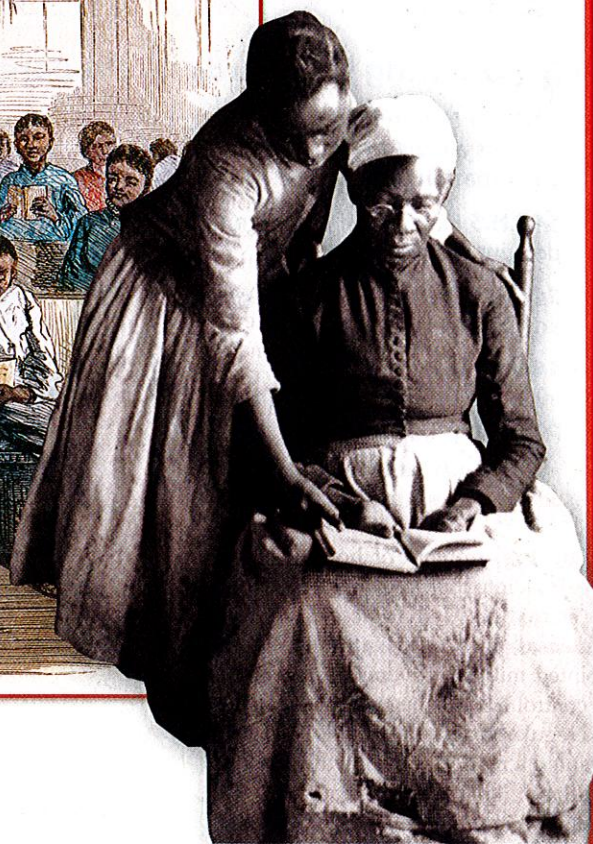
Returning Confederate veteran



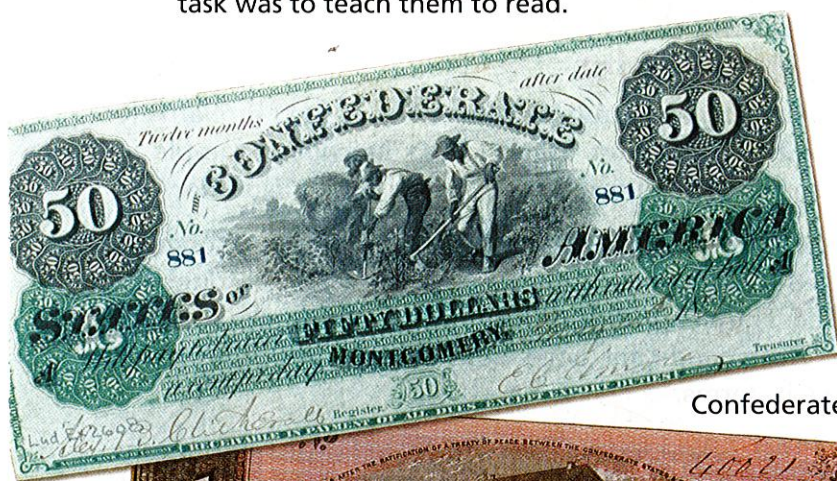
Freedmen's school

▲ Freedmen

For nearly 4 million freedmen, the end of the Civil War was a time of both hope and fear. They were no longer enslaved. But most had no land, no jobs, and no education. The first task was to teach them to read.



Teaching people to read



Confederate money

◀ Financial Ruin

The economy of the South was ruined. Confederate money was suddenly worthless. Many banks closed, and people lost their life's savings.



Analyze LIFE AT THE TIME

Take one of the following roles: a wounded veteran; a planter whose plantation has been destroyed; a freedman. Write a paragraph explaining how you feel about the end of the war and the possibilities for the future.



The Battle Over Reconstruction



Learning Standards

- **14C.H.4** How removing voting barriers allowed more participation
- **14C.H.5** Example of a government denying voting rights
- **14F.G.1** The need for civil rights in any nation
- **14F.H.2** U.S. political ideas included or denied amendments protecting rights

Prepare to Read



Reading Skill

Analyze Proposals Proposals must be carried out in order to be effective. The proposal must include details on how to put the proposal into action. As you read Section 2, look at the suggested ideas for carrying out proposals.

Vocabulary Builder

High-Use Words

critic, p. 553

impose, p. 555

Key Terms and People

Andrew Johnson, p. 552

black codes, p. 553

Hiram Revels, p. 555

Blanche Bruce, p. 555

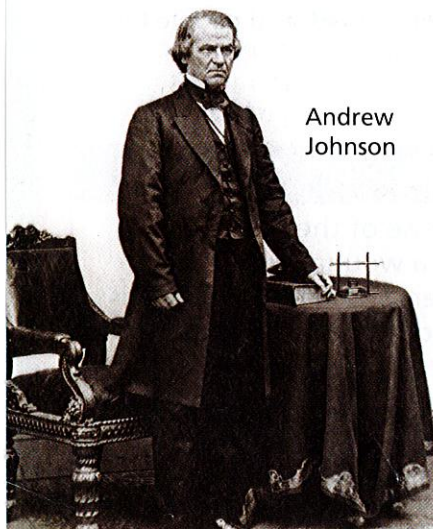
scalawag, p. 555

carpetbagger, p. 555

impeachment, p. 556

Main Idea

Andrew Johnson's lenient Reconstruction plan was rejected by Congress.



Andrew Johnson



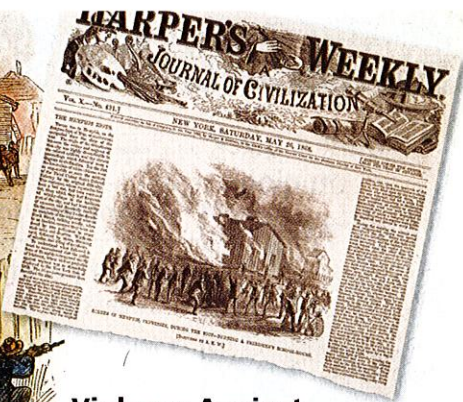
Background Knowledge You have read that Radical Republicans in Congress wanted a strict Reconstruction. In this section, you will learn how President Johnson's Reconstruction plans set the stage for a bitter battle between Johnson and Congress.

A Growing Conflict

Like President Lincoln, Andrew Johnson proposed a relatively lenient plan of Reconstruction. He followed Lincoln's example in putting his plan into effect himself, without consulting legislators.

The Thirteenth Amendment In January 1865, Congress approved a constitutional amendment to abolish slavery throughout the nation. The Thirteenth Amendment banned both slavery and forced labor. The amendment gave Congress the power to make laws to enforce its terms.

Johnson's Plan Like Lincoln, Johnson issued a broad amnesty to most former Confederates. Johnson allowed southern states to organize new governments and elect representatives to Congress. Each state, though, was required to abolish slavery and ratify the Thirteenth Amendment. By late fall, most of the states had met Johnson's requirements. When Congress met in December 1865, the representatives and senators elected by white southerners included many former Confederate leaders.



Violence Against Freedmen

Popular magazines carried pictures of violence against freedmen, including the burning of a school (above) and the riots in Memphis (left). **Critical Thinking: Make Predictions**
How do you think northerners might have reacted to these pictures?

Congress quickly rejected Johnson's approach. First, it refused to seat the southern senators and representatives. Next, the two houses appointed a committee to form a new plan for the South.

In a series of public hearings, the committee heard testimony about **black codes—new laws used by southern states to control African Americans**. Critics claimed that the codes replaced the system of slavery with near-slavery. In Mississippi, for example, African Americans could not vote or serve on juries. If unable to pay a fine as ordered by a court, they might be hired out by the sheriff to any white person who paid the fine.

Anger at these developments led Congress to adopt an increasingly hard line. The hardest line was taken by the Radical Republicans. The Radicals had two key goals. One was to prevent former Confederates from regaining control over southern politics. The other was to protect the freedmen and guarantee them a right to vote.

✓Checkpoint How did Congress respond to Johnson's plan for Reconstruction?

Vocabulary Builder

critic (KRIHT ihk) *n.* someone who makes judgments on the value of objects or actions

The Fourteenth Amendment

The struggle over Reconstruction led to direct clashes between the President and Congress during 1866. At issue were two laws and a constitutional amendment.

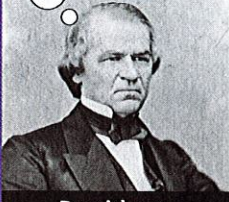
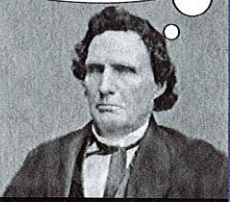
Voicing alarm at the treatment of African Americans in the South, Congress passed the Civil Rights Act of 1866. It granted citizenship rights to African Americans and guaranteed the civil rights of all people except Native Americans.

President Johnson vetoed the bill and another one extending the life of the Freedmen's Bureau. Congress voted to overturn both vetoes. Under the Constitution, a vetoed bill becomes law if it wins the votes of two thirds of each house. Both bills received enough votes to become law.

Main Idea

Alarmed by violence against African Americans in the South, Congress approved the Fourteenth Amendment.

Opposing Plans for Reconstruction

<p>I want a quick reunion.</p>  <p>President Andrew Johnson</p>	<p>President Andrew Johnson (1865)</p> <ul style="list-style-type: none"> • Majority of white men must swear oath of loyalty • Must ratify 13th Amendment • Former Confederate officials may vote and hold office 	<p>Radical Republicans (1867)</p> <ul style="list-style-type: none"> • Must disband state government • Must write new constitution • Must ratify 13th and 14th Amendments • Must allow African American men to vote 	<p>We want real change.</p>  <p>Congressman Thaddeus Stevens</p>
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Reading Charts

Skills Activity

President Andrew Johnson and Republican members of Congress, led by Thaddeus Stevens, disagreed about the process of Reconstruction.

- (a) **Read a Chart** Which plan required states to write new constitutions?
- (b) **Detect Points of View** Why did Radical Republicans think Johnson's plan was not strict enough?

Congress also drew up the Fourteenth Amendment to the Constitution, seeking to make sure that the Supreme Court did not strike down the Civil Rights Act. Republicans remembered the Court's Dred Scott decision. In that ruling, the Court declared that no one descended from an enslaved person could be a United States citizen.

The amendment failed at first to win the approval of three fourths of the states. It finally was approved in 1868, after Radicals took control of Reconstruction.

The Fourteenth Amendment says that all people born or naturalized in the United States are citizens. The amendment also declares that states may not pass laws that take away a citizen's rights. Nor can a state "deprive any person of life, liberty, or property, without due process of law; nor deny to any person . . . the equal protection of the laws."

Another provision declares that any state that denies the vote to any male citizen over the age of 21 will have its representation in Congress reduced. That provision was not enforced until the 1970s.

The Fourteenth Amendment became a powerful tool for enforcing civil rights. However, almost a century passed before it was used for that purpose.



Analyze Proposals

Congress proposed the Fourteenth Amendment to give freedmen a way to defend their rights. How would the amendment put that goal into action?



Checkpoint How did the Fourteenth Amendment seek to protect the freedmen?

Main Idea

During Radical Reconstruction, African Americans played an active part in the political life of the South.

Radical Reconstruction

Tempers rose as the elections of 1866 approached. White rioters and police attacked and killed many African Americans in two southern cities, Memphis and New Orleans. Outrage at this violence led Congress to push a stricter form of Reconstruction.

Radicals in Charge By early 1867, the Radical Republicans had won enough support from moderates to begin a “hard” Reconstruction. This period is known as Radical Reconstruction.

The Reconstruction Act of 1867 removed the governments of all southern states that had refused to ratify the Fourteenth Amendment. It then imposed military rule on these states, dividing them into five military districts. Before returning to the Union, each state had to write a new constitution and ratify the Fourteenth Amendment. Each state also had to let African Americans vote.

Under military rule, the South took on a new look. Soldiers helped register southern blacks to vote. In five states, African American voters outnumbered white voters. In the election of 1868, Republicans won all southern states. The states wrote new constitutions and, in June 1868, Congress seated representatives from seven “reconstructed” states.

Time of Hope and Advancement For the first time, African Americans in the South played an active role in politics. Prominent among them were free-born African Americans—carpenters, barbers, preachers—and former Union soldiers.

African Americans were elected as sheriffs, mayors, judges, and legislators. Sixteen African Americans served in the U.S. House of Representatives between 1872 and 1901. Two others, **Hiram Revels** and **Blanche Bruce**, served in the Senate.

Historians once took a critical view of Radical Reconstruction, focusing on the widespread corruption and excessive spending during this period. More recently, however, historians have written about important accomplishments of Reconstruction. They noted that during Reconstruction, southern states opened public schools for the first time. Legislators spread taxes more evenly and made fairer voting rules. They gave property rights to women. In addition, states rebuilt bridges, roads, and buildings destroyed by the war.

Radical Reconstruction brought other sweeping changes to the South. Old leaders lost much of their power. The Republican Party built a strong following based on three key groups. One group, called scalawags by their opponents, were southern whites who had opposed secession. Freedmen voters made up a second group.

The third group were carpetbaggers, a name given by southerners to northern whites who went south to start businesses or pursue political office. Critics claimed that these northerners were in such a rush to head south that they just tossed their clothes into cheap satchels called carpetbags.

Vocabulary Builder

impose (ihm POHZ) v. to place a burden on something or someone

Biography Quest



Hiram Revels
1822–1901

In his early years, Hiram Revels was a minister and preached to African American congregations across the Midwest. Throughout the Civil War, he was a staunch supporter of the Union.

In 1870, Revels was elected to the U.S. Senate and thus became the nation’s first African American senator. He was elected to complete the unfinished term of former Confederate president Jefferson Davis.

Biography Quest

How did some senators try to keep Revels out of the Senate?

For: The answer to the question about Revels

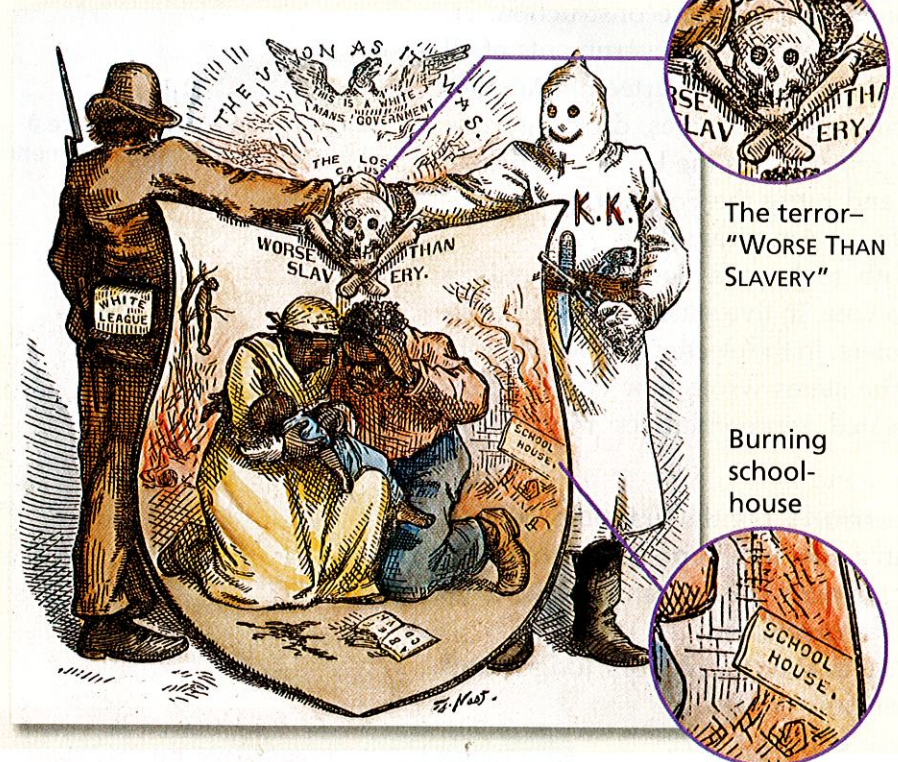
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The Impact of Violence

Reading Political Cartoons

Skills Activity



The terror—
"WORSE THAN
SLAVERY"

Burning
school-
house

The Ku Klux Klan used terror and violence to keep African Americans from voting. Northern cartoonist Thomas Nast shows his point of view about the Klan and other secret societies in this cartoon.

- (a) **Distinguish Relevant Information** Point out two negative images in the cartoon. Give one word to describe the family.
- (b) **Detect Points of View** What do you think is Nast's opinion of the Ku Klux Klan?

Targeting President Johnson Meanwhile, the Radicals mounted a major challenge against President Johnson. The Radicals tried to remove Johnson from office by impeachment. **Impeachment** is the bringing of formal charges against a public official. The Constitution says the House may impeach a President for “treason, bribery, or other high crimes and misdemeanors.” After impeachment, there is a trial in the Senate. If convicted, the President is removed from office.

Johnson escaped removal—but barely. The House voted to impeach him in February 1868. The Senate trial took place from March to May. In the end, the votes went 35 for and 19 against Johnson. This was one vote short of the required two-thirds majority.

The Election of 1868 General Ulysses S. Grant, a war hero, won the presidential election for the Republicans in the fall of 1868. With southern states back in the Union under military rule, some 500,000 African Americans voted, mainly for Republicans. Grant won the electoral votes of 26 of the 34 states.

Grant was a moderate who had support from many northern business leaders. With his election, the Radicals began losing their grip on the Republican Party.


Fifteenth Amendment Over opposition from Democrats, Congress approved the Fifteenth Amendment in 1869. It barred all states from denying African American males the right to vote “on account of race, color, or previous condition of servitude.”


Some African Americans said the amendment was too weak. It did not prevent states from requiring voters to own property or pay a voting tax. The amendment took effect in 1870, after three fourths of the states gave their approval.

The Ku Klux Klan Angry at being shut out of power, some whites resorted to violence. They created secret societies to terrorize African Americans and their white allies.

The best-known secret society was the Ku Klux Klan. Its members donned white robes with hoods that hid their faces. Klansmen rode by night to the homes of African American voters, shouting threats and burning wooden crosses. If threats failed, the Klan would whip, torture, shoot, or hang African Americans and white Republicans. Klan violence took hundreds of lives during the election of 1868.

The terror went on even after Congress responded with new laws. The Ku Klux Klan Acts of 1870 and 1871 barred the use of force against voters. Although the original Klan dissolved, new groups took its place. In the face of the terrorism, voting by African Americans declined. The stage was set for the end of Reconstruction.

 **Checkpoint** What were the key elements of Radical Reconstruction?

 **Looking Back and Ahead** Although Reconstruction guaranteed rights to more Americans, huge challenges remained. In the next section, you will learn more about the process of rebuilding the South. You will also learn that as time went on, Americans became less interested in Reconstruction. This set the scene for a return of power to former Confederates.



Terror and Violence

To spread terror, Ku Klux Klan members wore hoods like the one above when they attacked their victims. They also left miniature coffins as warnings. **Critical Thinking: Draw Conclusions** Why do you think the hoods helped spread terror?

Section 2 | Check Your Progress

Progress Monitoring Online

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Comprehension and Critical Thinking

- (a) Recall** Which amendment guaranteed African Americans the right to vote: the Thirteenth, Fourteenth, or Fifteenth?
(b) Apply Information How did each of these three amendments help to expand democracy?
- (a) Recall** What was the Ku Klux Klan?
(b) Evaluate Information Why do you think the Klan was not formed before the Civil War?

Reading Skill

- Analyze Proposals** In 1867, the Radical Republicans in Congress proposed the Reconstruction Act. What actions did this proposal involve?

Vocabulary Builder

Complete each of the following sentences so that the second part clearly shows your understanding of the key term.

- Radical Republicans in the House of Representatives tried to remove the President by **impeachment**, which is _____.

- Former Confederates wanted to control the lives of freedmen through **black codes**, which were _____.

Writing

- Rewrite the following passage to correct the grammar, spelling, and punctuation errors that you find. **Passage:** President Johnson wanting to show mercy to the defeated confederacy. Many of the republicans in Congress, however, opposed him. Because they wanted to protect the freed-man. This conflict led congress to held impeechment hearings.



The End of Reconstruction



Learning Standards

- **14C.H.3** Examples of civil rights election issues
- **14C.H.5** Example of a government denying voting rights
- **14F.H.3** Supreme Court decision's impact on civil rights
- **15A.H.2** Relationship between productivity and wages
- **17A.H.2** How to display spatial information

Prepare to Read



Reading Skill

Evaluate Proposals When you read a proposal, ask yourself: Is the proposal likely to work as a way of advancing its goal?

Vocabulary Builder

High-Use Words

factor, p. 558

inferior, p. 561

Key Terms and People

poll tax, p. 560

literacy test, p. 560

grandfather clause, p. 560

segregation, p. 560

Homer Plessy, p. 561

sharecropper, p. 561

Main Idea

A deal between President Hayes and southern Democrats led to the end of Reconstruction.

Vocabulary Builder

factor (FAK tor) *n.* condition or quality that causes something else to happen



Background Knowledge You have read how Reconstruction brought both positive change and turmoil to the South. In this section, you will learn how Reconstruction's end led to new hardships for African Americans in the South.

Reconstruction's Conclusion

Support for Radical Republicans declined as Americans began to forget the Civil War and focus on bettering their own lives. Scandals within President Grant's administration played an important role. Grant made poor appointments to public offices, often appointing personal friends. Many of the appointees proved to be corrupt. Although Grant himself had no part in the corruption that took place, his reputation suffered. Grant won reelection in 1872, but many northerners lost faith in the Republicans and their policies.

Self-rule for the South Meanwhile, many people in both North and South were calling for the withdrawal of federal troops and full amnesty for former Confederates. Starting with Virginia in 1869, opponents of Republicans began to take back the South, state by state. Slowly, they chipped away at the rights of African Americans.

In some states, campaigns of terror by secret societies were a major factor in restoring their power. By 1874, Republicans had lost control of all but three southern states. By 1877, Democrats controlled those, too.

The Election of 1876 The end of Reconstruction was a direct result of the presidential election of 1876. Because of disputes over election returns, the choice of the President was decided by

Congress. There, a deal between the Republicans and Democrats settled the election—and sealed the fate of Reconstruction.

The candidates in 1876 were Rutherford B. Hayes of Ohio for the Republicans and Samuel J. Tilden of New York for the Democrats. The Republicans said they would continue Reconstruction, and the Democrats said they would end it.

Tilden won the popular vote by 250,000 votes. However, 20 electoral votes were in dispute. Without them, Tilden fell one vote short of the 185 needed to win in the electoral college.

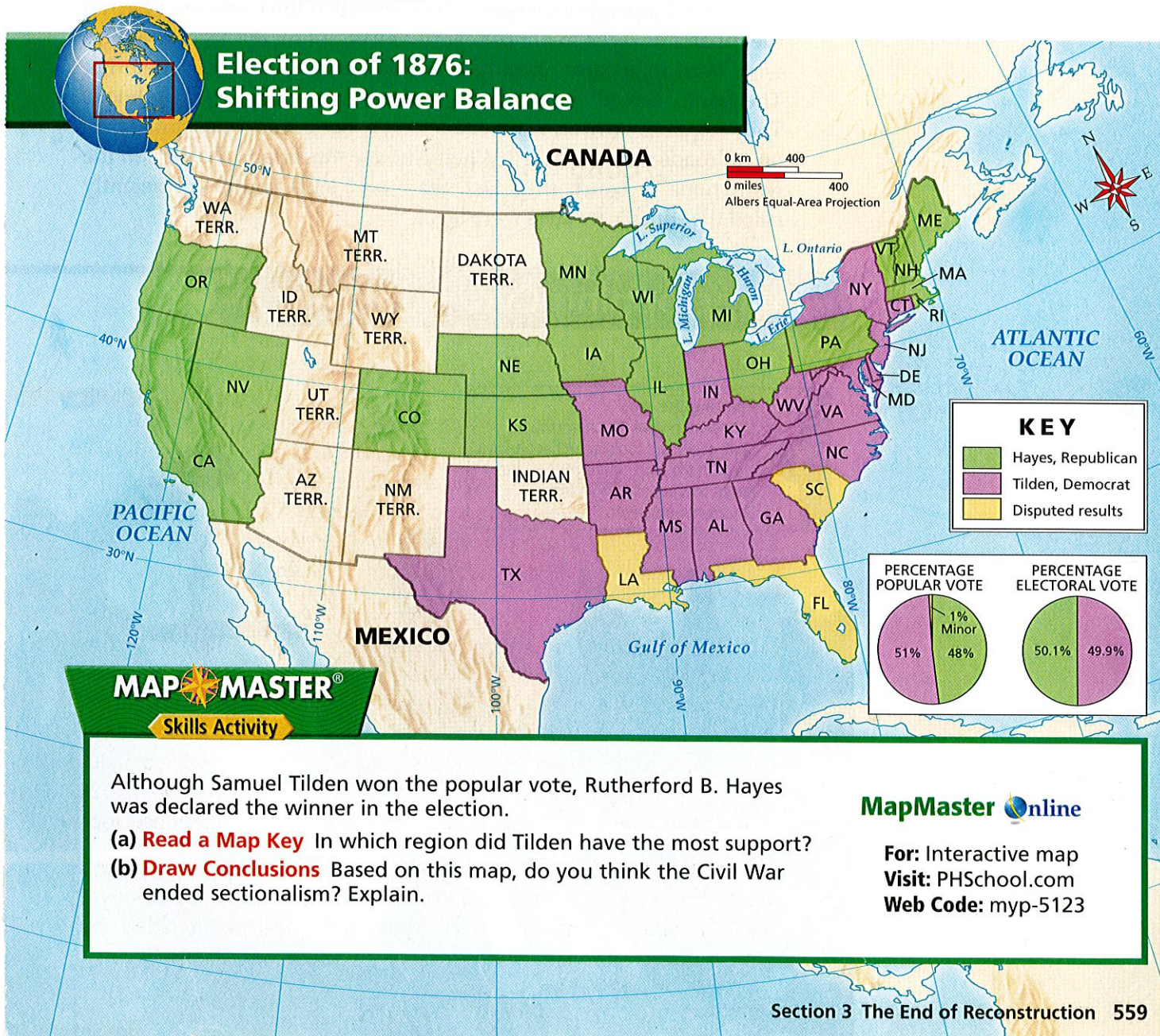
To resolve the issue, Congress appointed a special commission of 15 members. Most of them were Republicans. The commission gave all 20 electoral votes to Hayes. Rather than fight the decision in Congress, Democrats agreed to accept it. Hayes had privately told them that he would end Reconstruction. Once in office, Hayes removed all federal troops from the South.



Evaluate Proposals

What proposal did Hayes make to the Democrats in order to end their opposition? How did this proposal meet the goals of both the Democrats and Republicans?

Checkpoint What factors contributed to the end of Reconstruction?



Main Idea

Laws passed by southern states after Reconstruction cost African Americans most of their civil rights.

African Americans Lose Rights

With the end of Reconstruction, African Americans began to lose their remaining political and civil rights in the South. Southern whites used a variety of techniques to stop African Americans from voting. They passed laws that applied to whites and African Americans but were enforced mainly against African Americans.

One such law imposed a **poll tax**—a personal tax to be paid before voting. This kept a few poor whites and many poor freedmen from voting. Another law required voters to pass a **literacy test**, or a test to see if a person can read and write. In this case, voters were required to read a section of the Constitution and explain it.

However, a grandfather clause allowed illiterate white males to vote. The **grandfather clause** was a provision that allowed a voter to avoid a literacy test if his father or grandfather had been eligible to vote on January 1, 1867. Because no African American in the South could vote before 1868, nearly all were denied the right to vote.

Southern states created a network of laws requiring **segregation**, or enforced separation of races. These so-called Jim Crow laws barred the mixing of races in almost every aspect of life. Blacks and whites were born in separate hospitals and buried in separate cemeteries. The laws decreed separate playgrounds, restaurants, and schools. They required African Americans to take back seats or separate cars on railroads and streetcars. When African Americans challenged the restrictions in court, they lost. State and local courts consistently ruled that Jim Crow laws were legal.

Sharecropping Cycle of Poverty

1

Planting the crop

Landowners give the sharecropper land, seed, and tools in exchange for a share in the crop. Sharecroppers buy goods and supplies from the landowner on credit.



In 1896, the U.S. Supreme Court upheld segregation laws. **Homer Plessy** had been arrested for sitting in a coach marked “for whites only.” In the case of *Plessy v. Ferguson*, the Court ruled in favor of a Louisiana law requiring segregated railroad cars. The Court said a law could require “separate” facilities, so long as they were “equal.”

This “separate but equal” rule was in effect until the 1950s. In fact, facilities for African Americans were rarely equal. For example, public schools for African Americans were almost always inferior to schools for whites.

Checkpoint What methods did southern states use to deprive African Americans of their rights?

Vocabulary Builder

inferior (ihn FIR ee uhr) *adj.* of lower rank or status, or of poorer quality

A Cycle of Poverty

At emancipation, many freedmen owned little more than the clothes they wore. Poverty forced many African Americans, as well as poor whites, to become sharecroppers. A **sharecropper** is a laborer who works the land for the farmer who owns it, in exchange for a share of the value of the crop.

The landlord supplied living quarters, tools, seed, and food on credit. At harvest time, the landlord sold the crop and tallied up how much went to the sharecroppers. Often, especially in years of low crop prices or bad harvests, the sharecroppers’ share was not enough to cover what they owed the landlord for rent and supplies. As a result, most sharecroppers became locked into a cycle of debt.

Main Idea

Freedmen farmers were forced into a cycle of poverty nearly impossible to escape.

History Interactive

Explore the Sharecropping Cycle

Visit: PHSchool.com
Web Code: myp-5127

Farming land they did not own, sharecroppers were locked in a cycle of debt, as shown by the illustration. **Critical Thinking:** **Draw Conclusions** Why was it hard for sharecroppers to escape the debt cycle?

Harvesting the crop and settling accounts

The sharecropper gives the landowner his crop. Landowner sells it and gives the tenant his share, minus the amount owed at the company store.

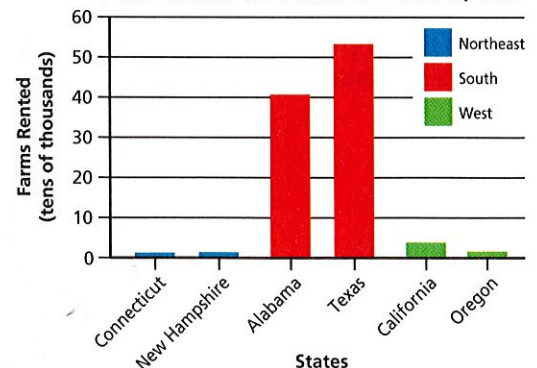
2

3

Cycle of debt

After a year of hard work, the sharecroppers often owed more than they had earned and had no choice but to offer the landlord a greater percentage of next year’s crop.

Farms Rented for Shares of Products, 1880



Source: Inter-university Consortium for Political and Social Research

Links Across Time

Fighting for Civil Rights

1896 In *Plessy v. Ferguson*, the Supreme Court upheld segregation laws in the South. These restrictions continued for more than 50 years.

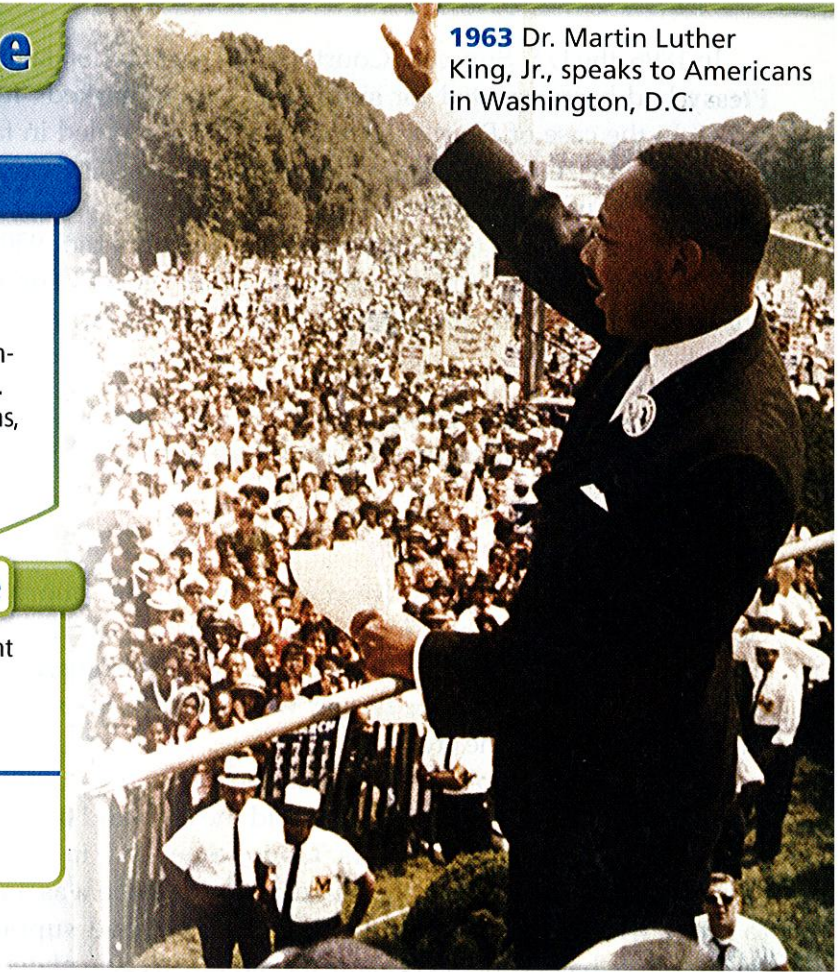
1950s–1960s Some Americans launched a campaign to bring equal rights to African Americans. This civil rights movement used marches, petitions, and other public actions to end discrimination in education, use of public facilities, and voting.

Link to Today


Civil Rights Today Did the civil rights movement win equal rights for all Americans? Not everyone agrees. Go online to find out more about recent developments in civil rights.

For: Civil rights in the news
Visit: PHSchool.com
Web Code: myc-5123

1963 Dr. Martin Luther King, Jr., speaks to Americans in Washington, D.C.



Opportunities dwindled for African Americans in southern towns and cities, too. African American artisans who had been able to find skilled jobs during Reconstruction increasingly found such jobs closed to them. Those with some education could become school-teachers, lawyers, or preachers in the African American community. But most urban African Americans had to take whatever menial job they could find.

 **Checkpoint** How did many freedmen and whites become locked in a cycle of poverty?

Main Idea

By the 1880s, the South had begun to develop its own resources and industries.

Industrial Growth

It would be a long process, but during Reconstruction the South's economy began to recover. By the 1880s, new industries appeared. Southerners hailed a "New South," based on industrial growth.

The first element of the South's economy to begin recovery was agriculture. Cotton production, which had lagged during the war, quickly revived. By 1875, it was setting new records. Planters put more land into tobacco production, and output grew.

Southern investors started or expanded industries to turn raw materials into finished products. The textile industry came to play an important role in the southern economy.


The South had natural resources in abundance, but it had done little to develop them in the past. Atlanta newspaper editor Henry Grady described the funeral of a man from Georgia as follows:


“They buried him in the heart of a pine forest, and yet the pine coffin was imported from Cincinnati. They buried him within touch of an iron mine, and yet the nails in his coffin and the iron in the shovel that dug his grave were imported from Pittsburgh.”

—Henry Grady to the Bay State Club of Boston, 1889

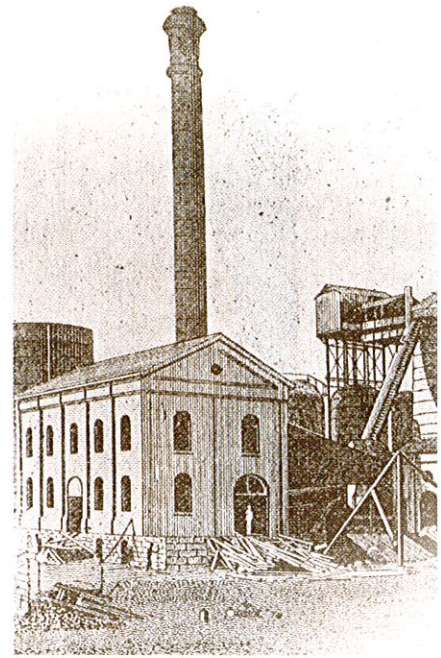
The South began to develop its own resources. New mills and factories grew up to use the South’s iron, timber, and oil. Lumber mills and furniture factories processed yellow pine and hardwoods from southern forests.

Southern leaders took great pride in the region’s progress. They spoke of a “New South” that was no longer dependent on “King Cotton.” An industrial age was underway, although the North was still far more industrialized.

 **Checkpoint** What was the “New South” that was emerging by 1900?

 **Looking Back and Ahead** When Reconstruction ended in 1877, its record showed many successes and some failures. Most importantly, all African Americans were finally citizens. Laws passed during Reconstruction, such as the Fourteenth Amendment, became the basis of the civil rights movement that took place almost 100 years later.

Factory in the “New South”



Section 3 | Check Your Progress

Progress Monitoring Online

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Comprehension and Critical Thinking

- (a) Identify** Who were sharecroppers? How did they differ from landowners?
(b) Draw Conclusions Why did so many sharecroppers live in poverty?
- (a) Recall** What is segregation?
(b) Analyze Cause and Effect How did *Plessy v. Ferguson* make the fight against segregation more difficult?

Reading Skill

- Evaluate Proposals** In *Plessy v. Ferguson*, the Supreme Court proposed the idea of “separate but equal” facilities. Do you think this idea meets the goal of ensuring equal rights?

Vocabulary Builder

Complete each of the following sentences so that the second part clearly shows your understanding of the key term.

- African Americans and whites had to pay a **poll tax** before _____.

- Because of laws in the South requiring **segregation**, African Americans and whites _____.

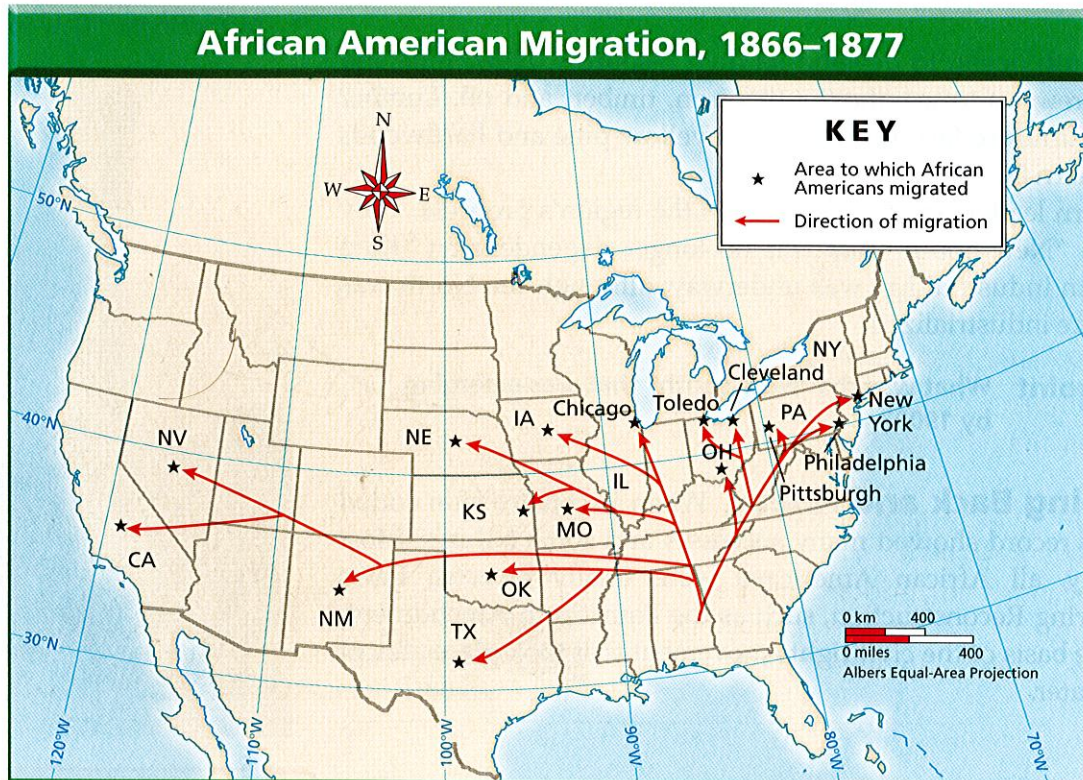
Writing

- Rewrite the following passage to correct the errors. **Passage:** The 1876 presidential election decided by a special commission. Samuel J. Tilden a democrat won the Popular vote over republican Rutherford B. Hayes. However, their were 20 disputed electoral votes. A special commission made an agreement with the democrats.

Thematic maps focus on special topics, such as food products, physical features, or political boundaries. Information presented in a visual way is easier to understand and absorb. One type of thematic map shows the migration or movement of people within a particular area.



**17A.G.2, 17A.G.3,
17D.H.3**



Learn the Skill

Use these steps to learn how to trace migrations on maps.

- 1 **Identify the subject of the map.** Read the title of the map. Look for dates that identify the time period.
- 2 **Look at the map key.** The map key explains special symbols and colors used on the map.
- 3 **Determine direction.** To trace the route of a migration, use the direction arrows on the compass rose to identify north, south, east, and west. Then, identify the direction or directions of the route.
- 4 **Make a generalization.** Use the information on the map to make a general statement about the historic migration.

Practice the Skill

Answer the following questions about the map on this page.

- 1 **Identify the subject of the map.** What is the title of the map?
- 2 **Look at the map key.** What does the star symbol show?
- 3 **Determine direction.** In which direction did African Americans travel to migrate to New York?
- 4 **Make a generalization.** In general, to which areas of the country did African Americans migrate during Reconstruction?

Apply the Skill

See the Review and Assessment at the end of this chapter.

Chapter Summary

Section 1
Rebuilding the Nation

- The South faced major economic and social challenges at the end of the Civil War.
- Reconstruction plans and programs like the Freedmen's Bureau were designed to rebuild the South.
- The death of Abraham Lincoln threatened lenient plans for Reconstruction.

Section 2
The Battle Over Reconstruction

- President Andrew Johnson and the Radical Republicans clashed over Reconstruction plans.
- Conflict over Reconstruction led to Andrew Johnson's impeachment.
- During Reconstruction, African American males gained the right to vote. Republicans came to power in each southern state.

Section 3
The End of Reconstruction

- With the end of Reconstruction, African Americans in the South lost many rights they had gained after the Civil War.
- Many African Americans and poor whites were forced to become sharecroppers.
- The South's agriculture revived, and its industries expanded.



Key Concepts

These notes will help you prepare for questions about key concepts.

Freedmen Rights and Restrictions**Rights**

- Were granted freedom from slavery
- Were given citizenship and the right to vote
- Could no longer be legally discriminated against

Restrictions

- Black codes
- Voting limited by laws and violence
- Legal segregation

The Civil War Amendments**Amendment 13**

- Abolished slavery

Amendment 14

- Defined citizenship to include African Americans
- Guaranteed equal protection under the law

Amendment 15

- Guaranteed voting rights

Successes and Failures of Reconstruction**Successes**

- The Union was restored, and the South began rebuilding.
- African Americans gained the right to vote.
- African Americans gained legal rights to equal treatment.

Failures

- Southern governments kept African Americans from voting.
- Federal troops were unable to stop the violence against African Americans.

Vocabulary Builder

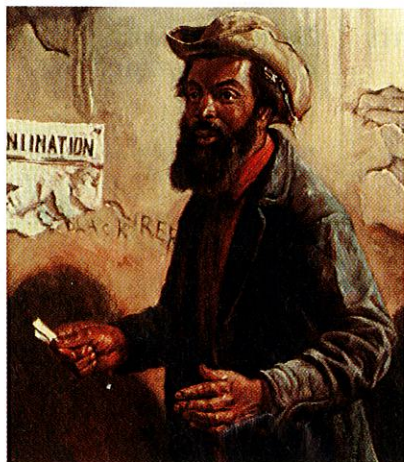
Key Terms

Fill in the blanks with the correct key terms.

1. _____ were people who had been enslaved before emancipation.
2. Northerners who moved south after the Civil War were sometimes called _____.
3. Southern states gave _____, which required voters to read and explain part of the Constitution.
4. A _____ farmed land in return for a portion of the value of the crop.

Comprehension and Critical Thinking

5. (a) **Recall** How did the Wade-Davis Bill differ from Lincoln's plan for reuniting the country?
(b) **Make Predictions** How do you think southerners would have reacted to Reconstruction if Lincoln's plan had been followed?
6. (a) **Recall** How did Johnson and the Radicals come into conflict?
(b) **Analyze Cause and Effect** How effective do you think Johnson was after the failure of the impeachment process?
7. (a) **Recall** What right is guaranteed by the Fifteenth Amendment?
(b) **Interpret Art** How does the painting *His First Vote* (below) reflect how the Fifteenth Amendment affected African Americans?



8. (a) **Recall** How did the Freedman's Bureau help African Americans after the Civil War?
(b) **Make Predictions** Which of the actions of the Freedmen's Bureau has probably had the longest lasting impact on African Americans? How?
9. (a) **Recall** What were the terms of the compromise that gave Rutherford B. Hayes the presidency in 1876?
(b) **Draw Conclusions** How were African Americans in the South affected by this compromise?

History Reading Skill

10. **Analyze and Evaluate Proposals** Review what you have read about the conflict between Johnson and Radical Republicans. What did each side propose? Which proposal makes the most sense to you? Explain.

Writing

11. **Write an essay on the following topic:**
Explain how events and developments during Reconstruction highlighted differences between North and South, even as the two tried to reunite.
Your essay should:
 - state a thesis or purpose for writing;
 - explain the subject you are writing about;
 - offer evidence, examples, or details to support your explanation;
 - conclude with a short summary of your main points.
12. **Write a Narrative:**
Imagine you are Hiram Revels. Write a narrative describing your first days in the Senate.

Skills for Life

Analyze a Migration Map

Use the map in the Skills for Life feature to answer the questions that follow.

13. What time period is covered in this map?
14. What does the arrow symbol show?
15. In which direction did African Americans travel to migrate to Oklahoma and New Mexico?
16. Based on the information in the map, what decision did many African Americans make during Reconstruction?

Test Yourself



14C.H.3, 14C.H.5, 14F.G.2, 16B.G.1

Refer to the quotation below to answer Question 1.

"A system of oppression so rank that nothing could make it seem small except the fact that [African Americans] had already been ground under it for a century and a half."

1. Which system does this quotation refer to?

- A amnesty
- B Reconstruction
- C sharecropping
- D segregation

2. How did African Americans benefit from the passage of the Fourteenth Amendment?

- A Their right to vote was protected.
- B They became citizens.
- C They were given land.
- D They no longer had to pass literacy tests.

3. A chief goal of the Freedmen's Bureau was to promote

- A abolition.
- B industrial growth.
- C education.
- D segregation.

Document-Based Questions

Task: Look at Documents 1 and 2, and answer their accompanying questions. Then, use the documents and your knowledge of history to complete the following writing assignment:

Write a two-paragraph essay about the goals and methods of the Ku Klux Klan. Using specific details, draw a conclusion about whether Document 1 or Document 2 gives a more accurate description of the Klan.

Document 1: The "Organization and Principles" of the Ku Klux Klan, stated below, was written in 1868. It describes the goals of the Klan. *What does the Klan say is its attitude toward violence?*

"This is an institution of chivalry, humanity, mercy, and patriotism; embodying in its genius and its principles all that is chivalric in conduct, noble in sentiment, generous in manhood, and patriotic in purpose; its peculiar objects being:

First, to protect the weak, the innocent, and the defenseless from the [insults], wrongs, and outrages of the lawless, the violent, and the brutal; to relieve the injured and oppressed. . . .

Questions to be asked each [Klan] candidate:

- Are you in favor of a white man's government in this country? . . ."

Document 2: This political cartoon was published in a northern magazine in 1874. *Describe what has happened to the African American family.*

