

ASSESSMENT

Vocabulary and Key Ideas

1. **Identify Main Ideas** How did the **Missouri Compromise** affect slavery in the territories?
2. **Recall** Why were many people in the North angry over the **Fugitive Slave Act**?
3. **Check Understanding** How did the court justify convicting John Brown of **treason**?
4. **Recall** How did the South's defeat at the **Battle of Gettysburg** affect the war?
5. **Identify Main Ideas** How did the **Emancipation Proclamation** treat the **border states** differently from the Confederate states?
6. **Identify Main Ideas** How did the Supreme Court's ruling in **Dred Scott v. Sandford** increase sectional tensions?
7. **Recall** What did General Grant do at **Appomattox Court House**?

Critical Thinking and Writing

8. **Compare and Contrast** What different views did John C. Calhoun and Henry Clay express during the conflict over the extension of slavery in 1850?
9. **Identify Main Ideas** How did economic issues during the war impact the North and the South?
10. **Identify Cause and Effect** How did states' rights help cause the Civil War?
11. **Revisit the Central Question** Was the North's participation in the Civil War justified?
12. **Writing Workshop: Write an Informative Essay** Complete writing the essay you have begun on the differences between the North and South before, during, and after the Civil War. Finalize your thesis and introduction. Revise the body paragraphs, using transitions to connect ideas. Then write a conclusion.

Analyze Primary Sources

13. Read the quotation. What does Lincoln most want to achieve?
 - A. leave slavery just as it is
 - B. keep the Union together
 - C. free some enslaved persons
 - D. free all enslaved persons

"If I could save the Union without freeing any slave, I would do it; and if I could save it by freeing all the slaves, I would do it; and if I could do it by freeing some and leaving others alone, I would also do that."

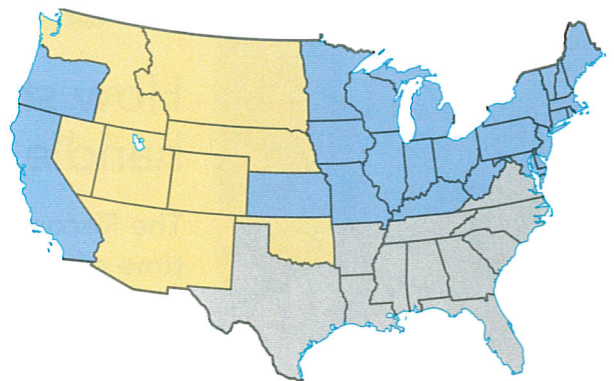
—Abraham Lincoln, August 22, 1862, quoted in Carl Sandburg, *Abraham Lincoln*

Analyze Maps

The map shows Union states in blue and Confederate states in gray. Use the map to answer the following questions.

14. Which states were the last to join the Confederacy?
15. For which side did Missouri fight during the Civil War? Why was it called a border state?
16. How many states made up the Confederacy? Which was the farthest west?









▼ North and South, 1861–1865



TOPIC
9

The Reconstruction Era (1865–1877)

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Go back 150 years

to **THE RECONSTRUCTION ERA** following the Civil War. Why? The Union had survived, but big questions loomed: How would free African Americans fit into American society? How could the wounds of war be healed? How could the South be reconstructed?

Explore The Essential Question

How should we handle conflict?

The Reconstruction era was a time of uncertainty, distrust, and deep questioning. How did the United States find the answers?

Unlock the Essential Question in your  Active Journal.

Read

how Americans met the challenges of the era and how the nation became one again.

Lesson 1 Early Reconstruction

Lesson 2 Radical Reconstruction

Primary Source Frederick Douglass, "What the Black Man Wants"

Lesson 3 Reconstruction and Southern Society

Lesson 4 The Aftermath of Reconstruction

Watch

 **NBC LEARN**



BOUNCE
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VIDEO

Born Into Slavery




Learn about life in slavery and the changes that came with emancipation.

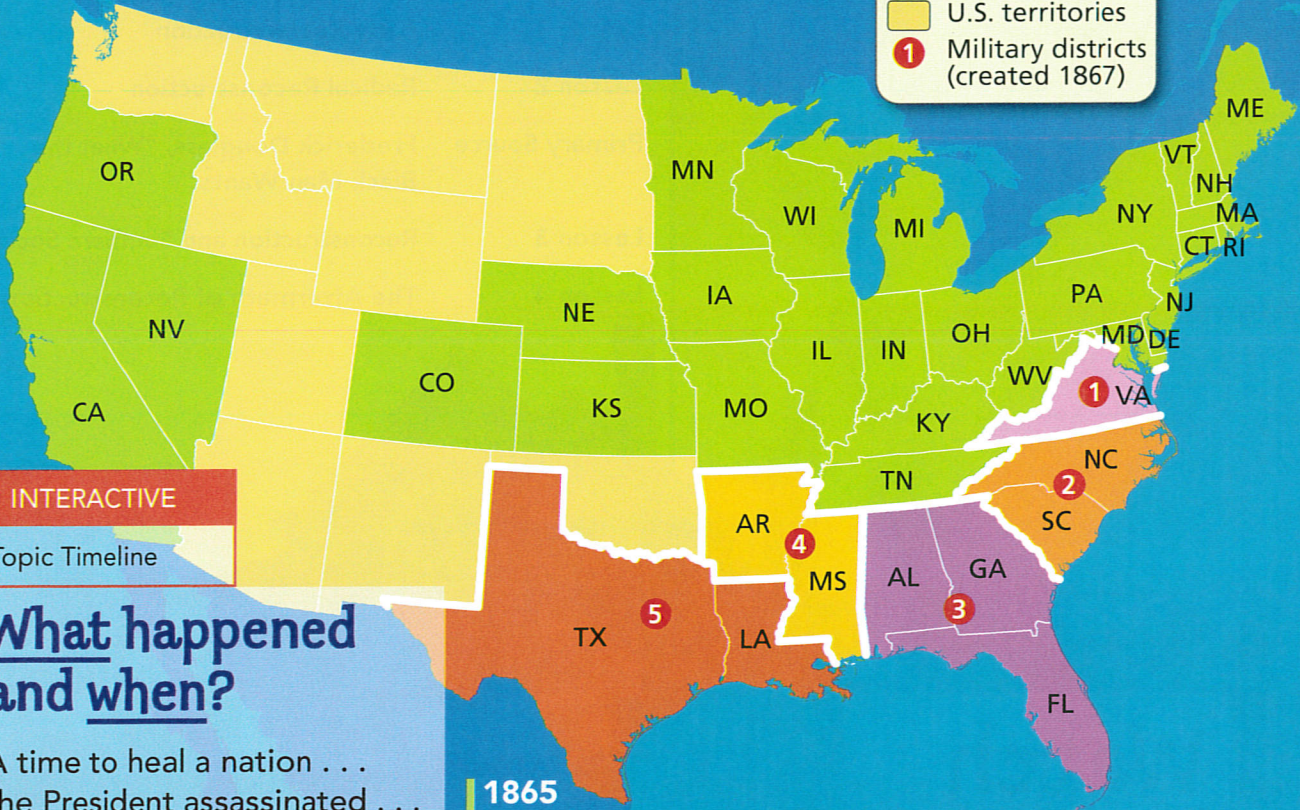
The Reconstruction Era


(1865–1877)

Learn more about the Reconstruction Era by making your own map and timeline in your  Active Journal.

KEY

-  U.S. states
-  U.S. territories
-  Military districts (created 1867)



 **INTERACTIVE**
Topic Timeline

What happened and when?

A time to heal a nation . . . the President assassinated . . . four million African Americans learning to be free . . . many questions and no certain solutions. Explore the timeline to see some of what was going on in the United States and the rest of the world.

1865
Lincoln assassinated;
Thirteenth Amendment ratified

1866
Civil Rights Act

1867
First Reconstruction Act

1868
Johnson impeached;
Fourteenth Amendment ratified;
Grant elected president

TOPIC EVENTS

1865

1870

WORLD EVENTS

1866
Mendel publishes his laws of genetics

1869
Suez Canal opens

1871
End of feudal system in Japan

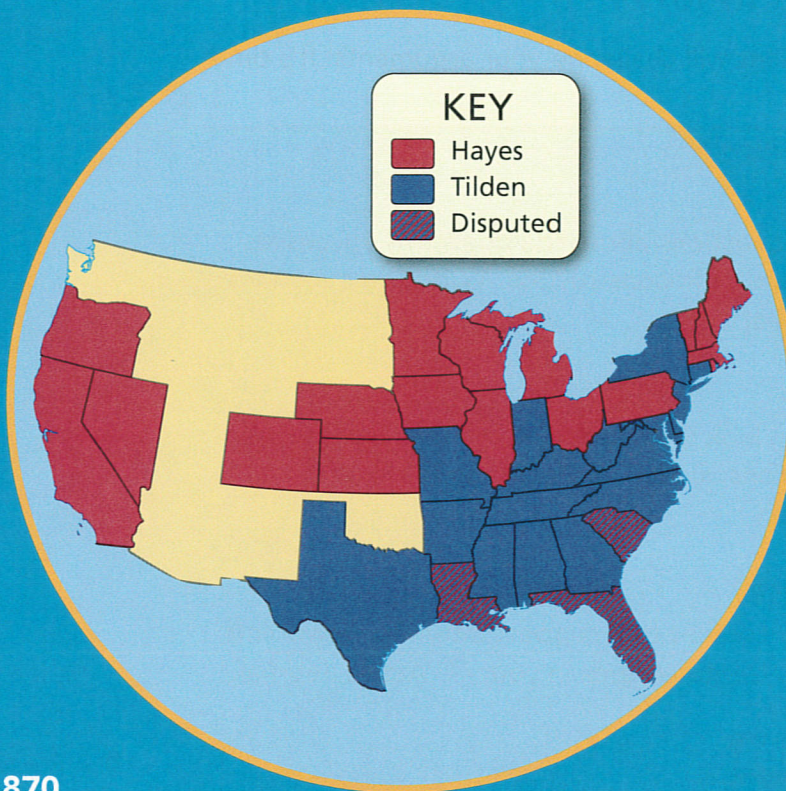


INTERACTIVE

Topic Map

Where did the Reconstruction Era have its greatest effect?

Reconstruction affected the whole nation, but its greatest impact was on the South. There, state governments had to be rebuilt, the states brought back into the Union, and a ruined economy restarted. And there were four million African Americans who had to discover life as a free people.



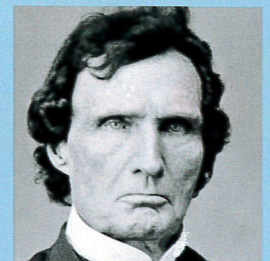
1870
Fifteenth
Amendment
ratified

1876
Hayes-Tilden
election

Who will you meet?



Andrew Johnson, president and opponent of strict Reconstruction



Thaddeus Stevens, representative and leader of the Radical Republicans



Blanche K. Bruce, U.S. senator born into slavery

1875

1880

1872
Yellowstone—world's
first national park

1876
Bell patents the
telephone

Quest

Civic Discussion Inquiry

The End of Reconstruction


Quest KICK OFF

You are a leading scholar writing a multi-volume series on Reconstruction and its impact. Lately, you have been wrestling with a key question:


Should the United States have ended Reconstruction in 1877?

Be ready! Other historians will challenge your arguments. It's time to prepare!


1 Ask Questions

Get started by listing questions about the goals, the successes and failures, and the end of Reconstruction. Write the questions in your  Active Journal.

2 Investigate

As you read this Topic, look for Quest Connections that provide information about Reconstruction. Collect your findings in your  Active Journal.

3 Examine Sources

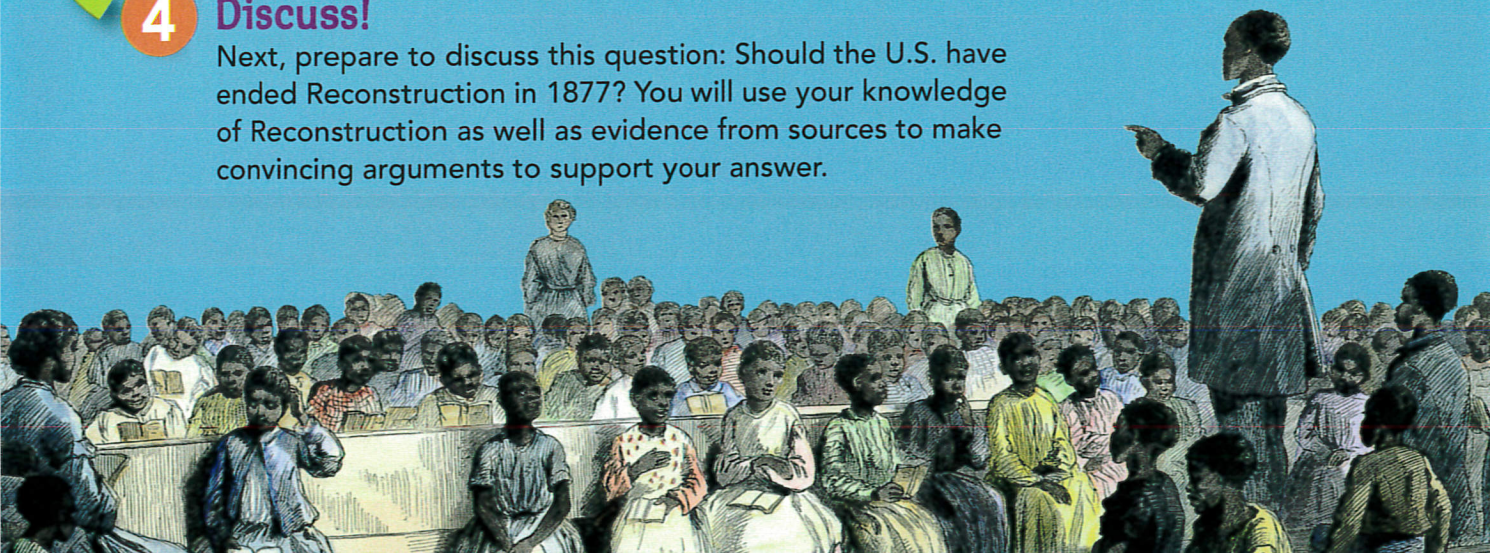
Next, explore primary sources that support differing viewpoints about Reconstruction. Capture notes in your  Active Journal.

Quest FINDINGS

4 Discuss!

Next, prepare to discuss this question: Should the U.S. have ended Reconstruction in 1877? You will use your knowledge of Reconstruction as well as evidence from sources to make convincing arguments to support your answer.

▼ A Freedman's Bureau School classroom



LESSON 1

Early Reconstruction



GET READY TO READ

START UP


Examine this photograph showing the destruction suffered by the South. List three or four steps the South would have to take to begin rebuilding.

GUIDING QUESTIONS


- What economic, political, and social problems did the United States face after the Civil War?
- What steps were taken initially during Reconstruction?
- How did the assassination of Lincoln and the inauguration of a new President lead to conflict?

TAKE NOTES

Literacy Skills Identify Cause and Effect

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

Vocabulary

freedmen
Reconstruction
amnesty
Freedmen's Bureau

Thirteenth
Amendment

Academic Vocabulary

alternative
intervene

At the end of the Civil War, the future looked bleak to many southerners. Across the South, cities and farms lay in ruins. All southerners, black or white, faced an unfamiliar new world. At the same time, a shattered nation had to find a way to become whole again.


The Effects of the Civil War

After four years of war, both northerners and southerners had to adjust to a changed world. The adjustment was far more difficult in the South.

Problems in the North Despite their victory, northerners faced a number of economic problems. Some 800,000 returning Union soldiers needed jobs. The government was canceling its war orders, and factories were laying off workers. Still, the North's economic disruption was temporary. Boom times quickly returned.

The North lost more soldiers in the war than the South did. However, only a few battles had taken place on northern soil.

Quest CONNECTIONS

What problems did the country face after the Civil War? What problems should Reconstruction be expected to solve? Record your findings in your  Active Journal.



INTERACTIVE

The Downfall of the Southern Economy

Analyze Images Like other major southern cities, Atlanta lay in ruins after the Civil War.

Use Visual Information Examine the image and list the types of structures that were destroyed.

Northern farms and cities were hardly touched. One returning Union soldier remarked, “It seemed . . . as if I had been away only a day or two, and had just taken up . . . where I had left off.” However, thousands of soldiers suffered wounds from the war, many of which included missing limbs and other painful injuries.

The North faced political problems, too. There was disagreement about how to bring the South back into the Union and what to do with newly freed African Americans. Many wanted to punish southerners for what they had done, while others wanted a more moderate approach.

Problems in the South Economic conditions in the South were far worse than in the North. Confederate soldiers had little chance of taking up where they had left off. In some areas, every house, barn, and bridge had been destroyed.

Two thirds of the South’s railroad tracks had been turned into twisted heaps of scrap. The cities of Columbia, Richmond, and Atlanta had been leveled.

The war wrecked the South’s financial system. After the war, Confederate money was worthless. People who had loaned money to the Confederate government were never repaid. Many southern banks closed, and depositors lost their savings.

The war changed southern society forever. Almost overnight, there was a new class of nearly four million people known as **freedmen**—men and women who had been freed from slavery. Under slavery, they could not own property or learn to read or write. What would become of them? How could the South cope with this drastic change?

These economic and social problems combined with political problems. It was unclear how the southern states would run their governments.



No legal systems were in place to protect African Americans, and many white southerners feared African Americans gaining political power. Also, many white politicians who had held office in the Confederacy were forbidden from politics.


Overall, the economic differences between the agrarian South and industrial North increased after the war. The northern economy picked up, while the South struggled to rebuild. Many southerners resented northerners coming in to “fix” southern problems. The ruined economy made recovery especially hard.

Environmental Damage from the War Because most of the fighting had been in the South, the region’s physical environment suffered heavily from the war.

Many southern farms had become battlefields. Fields and buildings were destroyed, and battle debris littered the landscape. Other farms in the South were deliberately destroyed by Union troops.

Forests were destroyed as well. Soldiers cut down trees to build fortifications and campfires, and artillery and fires damaged other forests.

Animals also suffered. Mules and horses used in the war died by the thousands. Hungry soldiers captured livestock for food. Union soldiers killed the livestock they found as they swept through Georgia.

 **READING CHECK** Summarize the political, economic, and social difficulties faced by the South after the war.

Causes and Effects of Reconstruction

The era following the Civil War became known as **Reconstruction**, or the physical, political, and social rebuilding of the South. Lincoln wanted to make it easy for southerners to rejoin the Union. The sooner the nation was reunited, he believed, the faster the South could rebuild.

Lincoln’s Plan for Reconstruction As early as 1863, Lincoln outlined his Ten Percent Plan for Reconstruction. Under this plan, a southern state could form a new government after 10 percent of its voters swore an oath of loyalty to the United States. The new government had to abolish slavery. Voters could then elect members of Congress and take part in the national government once again.

Lincoln’s plan also offered **amnesty**, or a government pardon, to Confederates who swore loyalty to the Union. Amnesty would not apply to the former leaders of the Confederacy, however.



Analyze Images For this family, as for many other freedmen, life after emancipation still involved working in the fields for white people. **Draw Conclusions** After their emancipation, why did many freedmen continue to work as farm laborers?



INTERACTIVE

Lincoln and Reconstruction

Quick Activity

What would a Congressional Republican in 1864 have said if asked why the Wade-Davis Bill was the best plan for Reconstruction?

Academic Vocabulary

alternative • *adj.*, offering a choice

Analyze Images

Freedmen's Bureau schools like this one aimed to provide skills needed for employment and civic life. **Infer** What do you think would be the most important skills and subjects to teach the former slaves?

Lincoln Rejects a Rival Proposal Many Republicans in Congress thought the Ten Percent Plan was too generous to the rebels. In 1864, they passed an **alternative** plan, the Wade-Davis Bill. It required a majority of white men in each southern state to swear loyalty to the Union. It also denied the right to vote or hold office to anyone who had volunteered for the Confederacy. Lincoln refused to sign the Wade-Davis Bill because he felt it was too harsh.

The Freedmen's Bureau Addresses Economic and Social

Needs One month before Lee surrendered, Congress passed a bill creating the **Freedmen's Bureau**, a government agency to help former slaves. Lincoln signed the bill.

The Freedmen's Bureau gave food and clothing to former slaves. It also tried to find jobs for freedmen. The bureau helped poor whites as well. It provided medical care for more than one million people.

One of the bureau's most important tasks was to set up schools for freedmen. Most of the teachers were volunteers, often women from the North. Grandparents and grandchildren sat side by side in the classroom. Charlotte Forten, an African American volunteer from Philadelphia, wrote:

Primary Source

"It is wonderful how a people who have been so long crushed to the earth . . . can have so great a desire for knowledge, and such a capacity for attaining it."

—Charlotte Forten, article in the *Atlantic Monthly*

The Freedmen's Bureau laid the foundation for the South's public school system. It also created colleges for African Americans, including today's Howard University, Morehouse College, and Fisk University. Many graduates of these schools became teachers themselves. By the 1870s, African Americans were teaching in grade schools throughout the South.

READING CHECK Check

Understanding Why did President Lincoln want to make it easy for the South to rejoin the Union?






Abraham Lincoln Is Assassinated

President Lincoln hoped to persuade Congress to accept his Reconstruction plan. However, he never got the chance.

On April 14, 1865, just five days after Lee's surrender, President Lincoln attended a play at Ford's Theatre in Washington, D.C. A popular actor who supported the Confederate cause, John Wilkes Booth, crept into the President's box and shot Lincoln in the head. Lincoln died the next morning. Booth was later caught and killed in a barn outside the city.

The nation was plunged into grief. The assassination was significant because Lincoln was the first American President to be assassinated. Also, millions who had been celebrating the war's end now mourned Lincoln's death. His body was transported by train for burial in Springfield, Illinois, his hometown. Millions of Americans came to pay their respects along the route. "Now he belongs to the ages," commented Secretary of War Edwin Stanton.

Booth was part of a group of ten conspirators who had long been plotting to kill Lincoln, Vice President Andrew Johnson, and Secretary of State William Seward. None of the other assassinations took place, although Seward was attacked by one of the conspirators. Four of Booth's co-conspirators were hanged for their crimes, including Mary Surratt, the first woman executed by the United States.

 **READING CHECK** Summarize the meaning behind Secretary of War Edwin Stanton's statement about Lincoln.

Analyze Images The first stage of Lincoln's funeral procession from the White House to the Capitol.

Compare and Contrast How did Confederate and Union sympathizers feel about Lincoln's assassination?

Academic Vocabulary

intervene • *v.*, to interfere in order to stop or change something

Analyze Images Although they had been freed, African Americans like this laborer had few opportunities and would struggle for many years to gain even the most basic civil rights. **Use Visual Information** What attitude does this man appear to express? Why do you think he posed for this picture?

President Johnson's Reconstruction Plan

Vice President Andrew Johnson was now President. Johnson had represented Tennessee in Congress. When his state seceded, Johnson had remained loyal to the Union.

The Thirteenth Amendment Changes Life in the United States

Republicans in Congress believed Johnson would support a strict Reconstruction plan. But his plan was much milder than expected. It called for a majority of voters in each southern state to pledge loyalty to the United States. Each state also had to ratify the **Thirteenth Amendment**, which banned slavery throughout the nation. (As you read, the Emancipation Proclamation did not free slaves in areas already under Union control.) Congress proposed the Thirteenth Amendment in January 1865. It was ratified in December that year.

The Thirteenth Amendment had a significant impact on life in the United States. Without slavery, the South developed new social and economic systems. Many newly freed African Americans were hired on plantations. Others moved to towns or to the North to find work. Many thousands searched for and reunited with family. And African Americans founded churches, freeing them from another form of white dominance.

Politically, the amendment overturned previous state laws and Supreme Court decisions upholding slavery. The Thirteenth Amendment gave Congress the power to **intervene**, and later to pass additional legislation protecting civil rights.

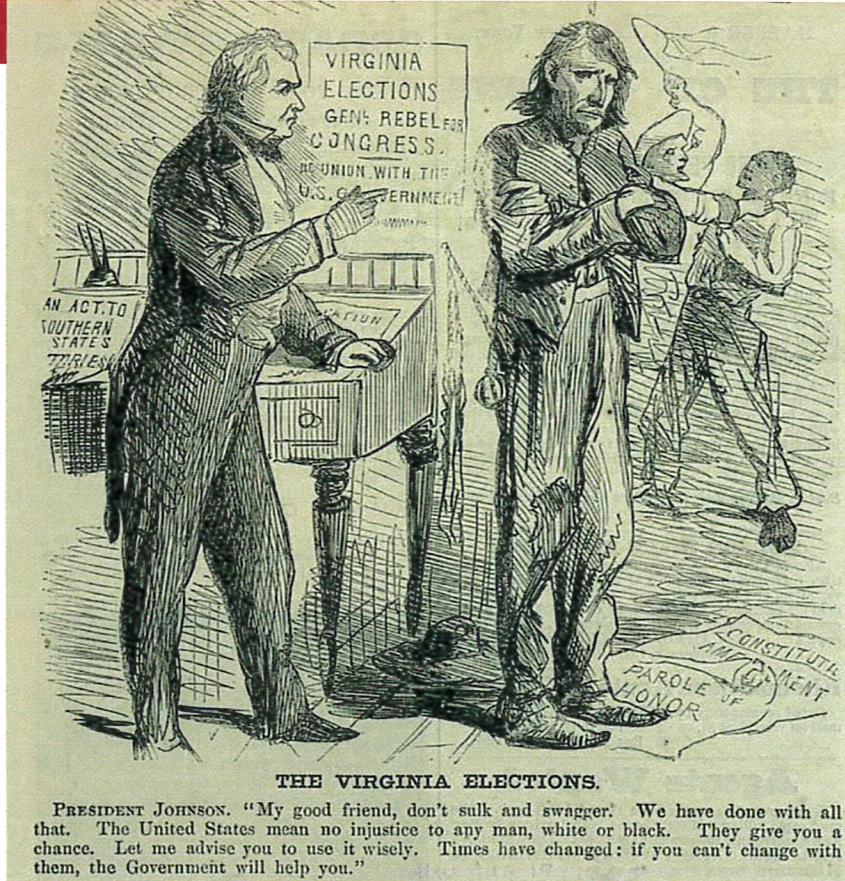
Fighting in Congress The southern states quickly met Johnson's conditions. While Congress was in recess, the President approved their new state governments in late 1865. Voters in the South then elected representatives to Congress. Many of those elected had held office in the Confederacy. For example, Alexander Stephens, the former vice president of the Confederacy, was elected senator from Georgia.



Republicans in Congress were outraged. The men who had led the South out of the Union were being elected to the House and Senate. Plus, no southern state allowed African Americans to vote.

When the new Congress met, Republicans refused to let southern representatives serve. Instead, they set up a Joint Committee on Reconstruction to form a new plan for the South. The stage was set for a showdown between Congress and the President.

READING CHECK Compare and Contrast Which key difference between Lincoln's and Johnson's Reconstruction plans caused problems in 1865?



Analyze Political Cartoons In this cartoon, President Johnson sympathizes with a former rebel while ignoring cruelty to a former slave. **Draw Conclusions** Which side of the debate between Johnson and Congress does the cartoonist support? How do you know?

Lesson Check

Practice Vocabulary

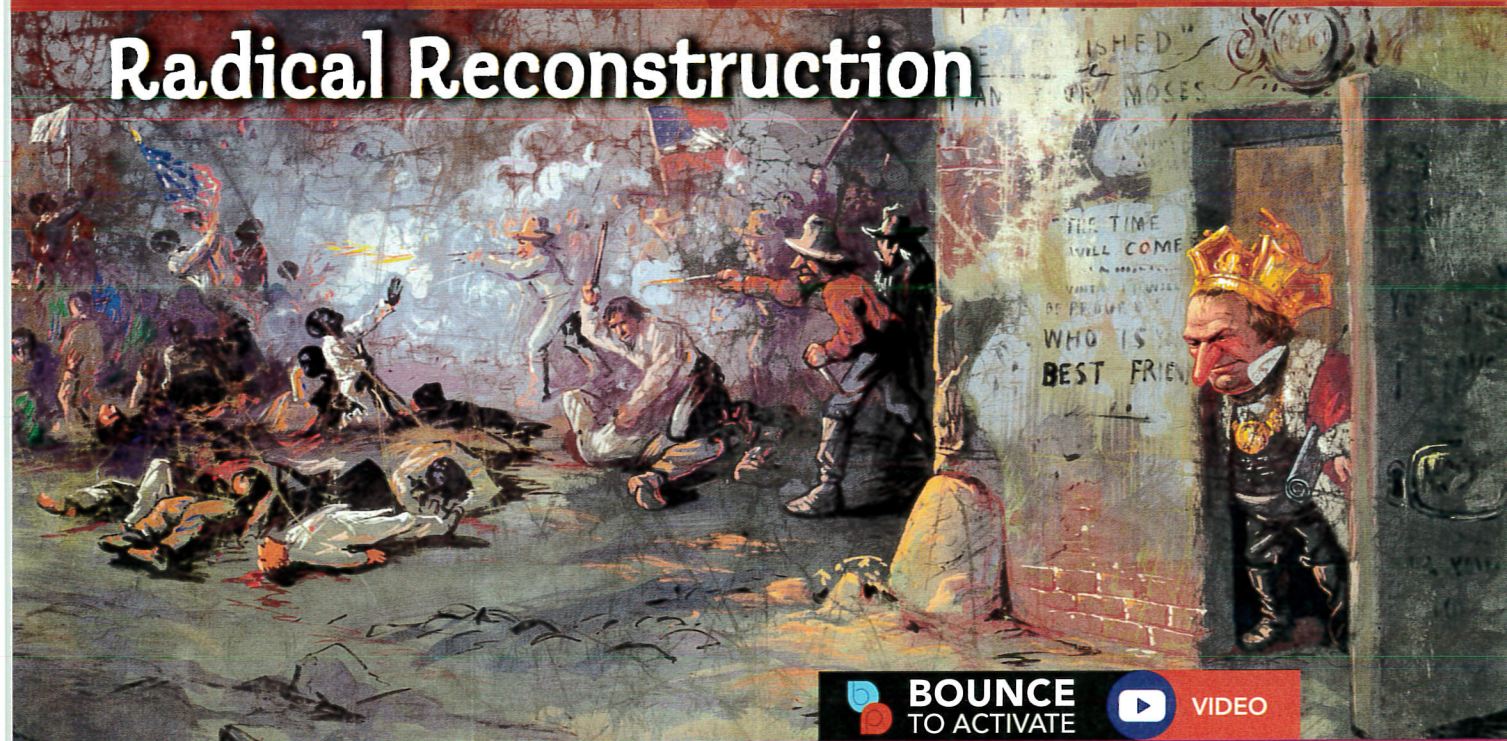
1. In what ways was **amnesty** an important part of **Reconstruction**?
2. Who were the **freedmen**, and what was the purpose of the **Freedmen's Bureau**?
3. What was the purpose of the **Thirteenth Amendment**?

Critical Thinking and Writing

4. **Identify Main Ideas** What problems did the South face after the Civil War that the North did not?
5. **Understand Effects** Why did Republicans in Congress refuse to let newly elected southern representatives take their seats?
6. **Writing Workshop: Generate Questions to Focus Research** You will be writing a research paper on the Freedmen's Bureau and its effects, and the restrictions placed on the rights and opportunities of African Americans in the Reconstruction-era South. In your Active Journal, write questions that will help you narrow your research on the topic.

LESSON 2

Radical Reconstruction



 **BOUNCE**
TO ACTIVATE

 VIDEO

GET READY TO READ

START UP


According to the cartoon, what role did President Johnson (shown with a big, red nose) have in the 1866 New Orleans race riots?

GUIDING QUESTIONS


- How did Congress react to the black codes?
- Why was President Johnson impeached?
- How did Reconstruction redefine what it meant to be an American?

TAKE NOTES

Literacy Skills Identify Supporting Details

Use the graphic organizer in your  Active Journal to take notes as you read the lesson.

PRACTICE VOCABULARY

Use the vocabulary activity in your  Active Journal to practice the vocabulary words.

Vocabulary

black codes	Reconstruction Act
Radical Republicans	impeach
Fourteenth Amendment	Fifteenth Amendment

Academic Vocabulary

capability
imposition

Under Johnson's Reconstruction plan, most southern states promptly ratified the Thirteenth Amendment. However, southern legislatures also passed **black codes**, laws that severely limited the rights of freed African Americans. Their purpose was to preserve African Americans as an underclass and a source of cheap labor.

Continuing Conflict Over Reconstruction

The black codes did grant some rights. For example, African Americans could marry legally and own some kinds of property. Still, the codes were clearly meant to keep freedmen from gaining political and economic power.

Restrictions in the South Black codes forbade freedmen to vote, own guns, and serve on juries. In some states, African Americans were permitted to work only as servants or farm laborers. In others, they had to sign contracts for a year's work. Those without contracts could be arrested and sentenced to work on a plantation.