Reconstruction meant rebuilding the government, economy, and cities of the South.

Notice the two churches in this image appear largely undamaged from the battle.

1865
- Andrew Johnson becomes president after Lincoln’s assassination.
- Joseph Lister pioneers antiseptic surgery.

1866
- Civil Rights Act is passed.

1867
- Reconstruction Acts are passed.
- Emperor Maximilian is executed in Mexico.

1868
- Fourteenth Amendment extends full citizenship to African Americans.
- Ulysses S. Grant is elected president.

1870
- Fifteenth Amendment guarantees voting rights to African Americans.
- Unification of Italy is completed.
The Civil War has just ended, and the Southern economy is in ruins. Slavery has been abolished. Northerners and Southerners feel deep anger toward one another. As a member of Congress, you must help the nation recover.

**How would you rebuild the Union?**

**What Do You Think?**
- What problems would you face in rebuilding the nation?
- How would you ease tensions between North and South?
- How would you help freed African Americans?

Visit the Chapter 18 links for more information about Reconstruction.
What Do You Know?

What do you think it means to reconstruct something? What kinds of things did the U.S. government need to reconstruct after the Civil War? Which of these issues do you think was most important?

Think About

• what you learned about the Civil War in the last two chapters
• what you’ve learned about civil rights in the United States from television and movies
• your responses to the Interact with History about rebuilding the Union (see page 531)

What Do You Want to Know?

What questions do you have about Reconstruction? Record those questions in your notebook before you read this chapter.

Identifying and Solving Problems

Sometimes, to understand what you read, you must learn to identify problems and solutions. As you read through this chapter, use a diagram like the one below to take notes on the problems the United States faced during Reconstruction and the actions the nation took to solve them.

Rebuilding the Union

**ONE AMERICAN’S STORY**

After the Civil War, Pennsylvania congressman Thaddeus Stevens became a leader of the Radical Republicans. This group of congressmen favored using federal power to create a new order in the South and to promote full citizenship for freed African Americans. Stevens stated that “the whole fabric of southern society must be changed.”

In this section, you will learn how political leaders battled over how to bring the Southern states back into the Union.

**Reconstruction Begins**

After the Civil War ended in 1865, the South faced the challenge of building a new society not based on slavery. The process the federal government used to readmit the Confederate states to the Union is known as Reconstruction. Reconstruction lasted from 1865 to 1877.

In his Second Inaugural Address, in March 1865, Lincoln promised to reunify the nation “with malice [harm] toward none, with charity for all.” Lincoln’s plan included pardoning Confederate officials. It also called for allowing the Confederate states to quickly form new governments and send representatives to Congress.

To assist former slaves, the president established the Freedmen’s Bureau. This federal agency set up schools and hospitals for African Americans and distributed clothes, food, and fuel throughout the South.

When Lincoln was killed in April 1865, Vice-President Andrew Johnson became president. Johnson was a Democrat. The Republicans...
had put him on the ticket in 1864 to help win support in the nation’s border states. Johnson was a former slaveholder and, unlike Lincoln, a stubborn, unyielding man.

Johnson believed that Reconstruction was the job of the president, not Congress. His policies were based on Lincoln’s goals. He insisted that the new state governments ratify the Thirteenth Amendment, which prohibited slavery. He also insisted that they accept the supreme power of the federal government.

Johnson offered amnesty, or official pardon, to most white Southerners. He promised to return their property. In return, they had to pledge loyalty to the United States. At first, the large plantation owners, top military officers, and ex-Confederate leaders were not included in this offer. But they, too, eventually won amnesty.

**Rebuilding Brings Conflict**

As the Southern states rebuilt, they set up new state governments that seemed very much like the old ones. Some states flatly refused to ratify the Thirteenth Amendment. “This is a white man’s government,” said the governor of South Carolina, “and intended for white men only.”

The Southern states passed laws, known as **black codes**, which limited the freedom of former slaves. In Mississippi, for instance, one law said that African Americans had to have written proof of employment. Anyone without such proof could be put to work on a plantation. African Americans were forbidden to meet in unsupervised groups or carry guns. Because of such laws, many people in the North suspected that white Southerners were trying to bring back the “old South.”

When Congress met in December 1865, its members refused to seat representatives from the South. Many of these Southern representatives had been Confederate leaders only months before.

Under the Constitution, Congress has the right to decide whether its members are qualified to hold office. So instead of admitting the Southerners, Congress set up a committee to study conditions in the South and decide whether the Southern states should be represented. By taking such action, Congress let the president know that it planned to play a role in Reconstruction.

Republicans outnumbered Democrats in both houses of Congress. Most Republicans were moderates who believed that the federal government should stay out of the affairs of individuals and the states.

The Radical Republicans, however, wanted the federal government to play an active role in remaking Southern politics and society. Led by Thaddeus Stevens and Massachusetts senator Charles Sumner, the
group also demanded full and equal citizenship for African Americans. Their aim was to destroy the South’s old ruling class and turn the region into a place of small farms, free schools, respect for labor, and political equality for all citizens.

The Civil Rights Act

Urged on by the Radicals, Congress passed a bill promoting civil rights—those rights granted to all citizens. The Civil Rights Act of 1866 declared that all persons born in the United States (except Native Americans) were citizens. It also stated that all citizens were entitled to equal rights regardless of their race.

Republicans were shocked when President Johnson vetoed the bill. Johnson argued that federal protection of civil rights would lead “towards centralization” of the national government. He also insisted that making African Americans full citizens would “operate against the white race.” Congress voted to override Johnson’s veto. That is, two-thirds of the House and two-thirds of the Senate voted for the bill after the president’s veto, and the bill became law.

The Fourteenth Amendment

Republicans were not satisfied with passing laws that ensured equal rights. They wanted equality to be protected by the Constitution itself. To achieve this goal, Congress proposed the Fourteenth Amendment in 1866. It stated that all people born in the United States were citizens and had the same rights. All citizens were to be granted “equal protection of the laws.” However, the amendment did not establish black suffrage. Instead, it declared that any state that kept African Americans from voting would lose representatives in Congress. This meant that the Southern states would have less power if they did not grant black men the vote.

Johnson refused to support the amendment. So did every former Confederate state except Tennessee. This rejection outraged both moderate and Radical Republicans. As a result, the two groups agreed to join forces and passed the Reconstruction Acts of 1867. The passage of these
acts began a period known as Radical Reconstruction. From this point on, Congress controlled Reconstruction.

One of the Reconstruction Acts of 1867 divided the South into five military districts, each run by an army commander. Members of the ruling class before the war lost their voting rights. The law also stated that before the Southern states could reenter the Union, they would have to do two things:

1. They must approve new state constitutions that gave the vote to all adult men, including African Americans.
2. They must ratify the Fourteenth Amendment.

The New Southern Governments

In 1867, Southern voters chose delegates to draft their new state constitutions. About three-fourths of the delegates were Republicans. Many of the Republicans were poor white farmers. Angry at planters for starting what they called the “rich man’s war,” these delegates were called scalawags (scoundrels) for going along with Radical Reconstruction.

Another one-fourth of the Republican delegates were known as carpetbaggers—white Northerners who had rushed to the South after the war. Many Southerners accused them, often unfairly, of seeking only to get rich or gain political power.

African Americans made up the rest of the Republican delegates. Of these, half had been free before the war. Most were ministers, teachers, or skilled workers. About 80 percent of them could read.

The new constitutions written by these delegates set up public schools and gave the vote to all adult males. By 1870, voters in all the Southern states had approved their new constitutions. As a result, the former Confederate states were let back into the Union and allowed to send representatives to Congress.

During Reconstruction, more than 600 African Americans served in state legislatures throughout the South, and 14 of the new U.S. congressmen from the South were African Americans. Two African Americans served as U.S. senators during this time. One was Hiram Revels of Mississippi, a minister in the African Methodist Episcopal Church. He had recruited African Americans to fight for the Union during the Civil War.
Johnson Is Impeached

President Johnson fought against many of Congress’s reform efforts during Radical Reconstruction. For instance, he chose people friendly to ex-Confederates to serve as military commanders in the South. The conflict between Johnson and Congress soon brought a showdown.

In 1867, Congress passed the Tenure of Office Act, which prohibited the president from firing government officials without the Senate’s approval. In February 1868, Johnson fired his secretary of war, Edwin Stanton, over disagreements about Reconstruction. Three days later, the House of Representatives voted to impeach the president. This means that the House formally accused him of improper conduct while in office. By removing Johnson from office, they hoped to strengthen Congress’s role in Reconstruction.

The case moved to the Senate for a trial. After several weeks of testimony, the senators prepared to vote. George Julian, a 20-year congressman from Indiana, recalled the tension in the air.

A VOICE FROM THE PAST

The galleries were packed, and an indescribable anxiety was written on every face. Some of the members of the House near me grew pale and sick under the burden of suspense. Such stillness prevailed that the breathing in the galleries could be heard at the announcement of each Senator’s voice.

George Julian, quoted in Grand Inquests

In the end, President Johnson was acquitted by a single vote. But much work remained to be done in rebuilding the South. In the next section, you will learn how African Americans in the South worked to improve their lives.

ACTIVITY OPTIONS

TECHNOLOGY

Research an African American who served in Congress during Reconstruction. Design his Internet home page, or make a speech about his accomplishments. (HH1)
You live in Richmond, Virginia, the capital of the Confederacy. It is 1865, and the South faces defeat in the Civil War. On April 2, Confederate officials set fire to supplies in Richmond to prevent the approaching Union army from using them. The fire spreads out of control and destroys downtown Richmond. The next day, Union troops march into the city and take command. You must now help rebuild the city.

**COOPERATIVE LEARNING** On this page are two challenges you face as a resident of Richmond. Working with a small group, decide how to solve one of these problems. Divide the work among the group members. You will find useful information in the Data File. Be prepared to present your solutions to the class.

**ARTS CHALLENGE**

“We want the burnt district of Richmond to . . . sit proudly again.”

The smell of charred wood still floats in the breeze. However, spirit and determination fill the air. Warehouses are opening. Newly cleared streets bustle with activity. The rebuilding of Richmond has begun. How would you design one block of Richmond’s new downtown business district? Use the Data File for help. Then present your plan using one of these options:

- Make a model of your new city block.
- Ask and answer questions about how buildings and services should be distributed on the model block.
THE BURNT DISTRICT
- about $30 million damage
- 20 city blocks destroyed, including 900 buildings

Destroyed Property
- all banks, 20 law offices, 24 grocery stores, 36 merchant shops, 2 carriage factories, 2 paper mills, 7 book and stationery stores, 2 train depots, 3 bridges, a church, a machine shop, a tin shop, a pottery factory, several flour mills and printing offices

Surviving Property
- capitol and city hall, residential areas, ironworks

EMERGENCY SERVICES
Union Army
- distributes 13,000 food rations
- provides medical help
- guards homes; patrols streets

American Union Commission
- hands out food tickets
- distributes 80,000 pounds of flour; feeds soup to 800 people a day
- provides garden seeds and sells shovels at cost to farmers

REBUILDING
April 1865
- rubble is cleared
- markets sell meat, fish, produce
- hotels and bakeries open
- one bridge is rebuilt

May 1865
- two banks open
- gas and telegraph service is restored
- river opens to steamboat traffic

Summer 1865
- horse-drawn buses operate
- city government is reinstated

Fall 1865
- ironworks reopens
- 100 buildings are now under construction

CIVICS CHALLENGE
“Open robberies have been perpetrated.”
Robberies and assaults are commonplace, especially in the burnt area of the downtown. Groups of orphaned children also roam the city, picking pockets to support themselves. Union military police supposedly protect the public. However, soldiers sometimes commit crimes themselves. What would you do to improve public safety? Use the Data File for help.
Present your ideas using one of these options:
- Hold a town meeting to explore possible solutions.
- Create a set of emergency laws, with plans for publicizing them.

ACTIVITY WRAP-UP
Meet as a group to review your responses to rebuilding Richmond. Pick your most creative solution and present it to the class.
Reconstruction and Daily Life

MAIN IDEA
As the South rebuilt, millions of newly freed African Americans worked to improve their lives.

WHY IT MATTERS NOW
Many important African-American institutions, including colleges, began during Reconstruction.

TERMS & NAMES
freedmen’s school
sharecropping
Ku Klux Klan
lynch

CALIFORNIA STANDARDS
8.11.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.
8.11.3 Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.
8.11.4 Trace the rise of the Ku Klux Klan and describe the Klan’s effects.
REP4 Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

ONE AMERICAN’S STORY
One day, as the Civil War came to a close, two enslaved women named Mill and Jule saw a fleet of Union gunboats coming up the Mississippi River. Yankee soldiers came ashore and offered them and other slaves passage aboard their boats. On that day, Mill and Jule left the plantation.

A VOICE FROM THE PAST
An’ we all got on the boat in a hurry . . . we all give three times three cheers for the gunboat boys, and . . . three times three cheers for gov’ment.

Mill and Jule, quoted in We Are Your Sisters

The Union’s victory in the Civil War spelled the end of slavery in America. In this section, you will learn about the gains and setbacks of former slaves during Reconstruction.

Responding to Freedom
African Americans’ first reaction to freedom was to leave the plantations. No longer needing passes to travel, they journeyed throughout the region. “Right off colored folks started on the move,” recalled one freedman. “They seemed to want to get closer to freedom, so they’d know what it was—like it was a place or a city.” Some former slaves returned to the places where they were born. Others went looking for more economic opportunity in the North and West. Still others traveled just because they could.

African Americans also traveled in search of family members separated from them during slavery. One man walked 600 miles from Georgia to North Carolina to find his family. To locate relatives, people placed advertisements in newspapers. The Freedmen’s Bureau helped many families reunite. A Union officer wrote in 1865, “Men are taking
their wives and children, families which had been for a long time broken up are reunited and oh! such happiness.”

Freedom allowed African Americans to strengthen their family ties. Former slaves could marry legally. They could raise families without fearing that their children might be sold. Many families adopted children of dead relatives and friends to keep family ties strong.

Starting Schools

With freedom, African Americans no longer had to work for an owner’s benefit. They could now work to provide for their families. To reach their goal of economic independence, however, most had to learn to read and write. As a result, children and adults flocked to freedmen’s schools set up to educate newly freed African Americans. Such schools were started by the Freedmen’s Bureau, Northern missionary groups, and African-American organizations. Freed people in cities held classes in warehouses, billiard rooms, and former slave markets. In rural areas, classes were held in churches and houses. Children who went to school often taught their parents to read at home.

In the years after the war, African-American groups raised more than $1 million for education. However, the federal government and private groups in the North paid most of the cost of building schools and hiring teachers. Between 1865 and 1870, the Freedmen’s Bureau spent $5 million for this purpose.

More than 150,000 African-American students were attending 3,000 schools by 1869. About 10 percent of the South’s African-American adults could read. A number of them became teachers. Northern teachers, black and white, also went South to teach freed people. Many white Southerners, however, worked against these teachers’ efforts. White racists even killed teachers and burned freedmen’s schools in some parts of the South. Despite these setbacks, African Americans kept working toward an education.
40 Acres and a Mule

More than anything else, freed people wanted to own land. As one freedman said, “Give us our own land and we take care of ourselves, but without land, the old masters can hire us or starve us, as they please.”

As the Civil War ended, General William T. Sherman suggested that abandoned land in coastal South Carolina be split into 40-acre parcels and given to freedmen. The rumor then spread that all freedmen would get 40 acres and a mule. Most African Americans thought they deserved at least that much. In the end, however, most freedmen never received land. Those who did often had to return it to its former owners after the owners were pardoned by President Johnson. One freedman, Bayley Wyat, protested.

A VOICE FROM THE PAST

Our wives, our children, our husbands, [have] been sold over and over again to purchase the lands we now [locate] upon; for that reason we have a divine right to the land. . . . And then didn’t we clear the land, and raise the crops of corn, of cotton, of tobacco, of rice, of sugar, of everything.
Bayley Wyat, quoted in Reconstruction: America’s Unfinished Revolution

Radical Republican leaders Thaddeus Stevens and Charles Sumner pushed to make land reform part of the Reconstruction Acts of 1867. Stevens proposed a plan to Congress that would have taken land from plantation owners and given it to freed people.

Many moderate Republicans and even some Radicals were against the plan. They believed that new civil and voting rights were enough to give African Americans a better life.

Supporters of the plan argued that civil rights meant little without economic independence. Land could provide that independence, they claimed. However, Congress did not pass the land-reform plan.

The Contract System

Without their own property, many African Americans returned to work on plantations. They returned not as slaves but as wage earners. They and the planters both had trouble getting used to this new relationship. “It seems humiliating to be compelled to bargain and haggle with our own servants about wages,” wrote the daughter of a Georgia plantation owner. For their part, many freed workers assumed that wages were extra. They thought that the planters still had to house and feed them.

After the Civil War, planters desperately needed workers to raise cotton, still the South’s main cash crop. African Americans reacted to this demand for labor by choosing the best contract offers. The contract system was far better than slavery. African Americans could decide whom to work for, and planters could not abuse them or split up families.

The contract system still had drawbacks, however. Even the best contracts paid very low wages. Workers often could not leave the plantations
without permission. Many owners cheated workers out of wages and other benefits. Worse yet, laws punished workers for breaking their contracts, even if the plantation owners were abusing or cheating them. These drawbacks made many African Americans turn to sharecropping.

**Sharecropping and Debt**

Under the sharecropping system, a worker rented a plot of land to farm. The landowner provided the tools, seed, and housing. When harvest time came, the sharecropper gave the landowner a share of the crop. This system gave families without land a place to farm and gave landowners cheap labor.

But problems soon arose with the sharecropping system. One cause of these problems was that farmers and landowners had opposite goals. Farmers wanted to grow food to feed their families, but landowners forced them to grow cash crops, such as cotton. As a result, farmers had to buy food from the local store—which was usually owned by the landlord. Most farmers did not have the money to pay for goods. As a result, many were caught in a cycle of debt, as shown in the diagram above. Often farmers had to use one year’s harvest to pay the previous year’s bills.

White farmers also became sharecroppers. Many had lost their land in the war. Others had lost it to taxes. By 1880, one-third of the white farmers in the Deep South worked someone else’s land.

No matter who worked the plantations, much of what they grew was cotton. After the war, the value of cotton dropped. Southern planters responded by trying to produce more of the cash crop—a move that
drove down prices even further. Growing cotton exhausted the soil and reduced the amount of land available for food crops. As a result, the South had to import half its food. Relying on cotton was one reason the Deep South experienced years of rural poverty.

**The Ku Klux Klan**

African Americans in the South faced other problems besides poverty. They also faced violent racism. Many planters and former Confederate soldiers did not want African Americans to have more rights. In 1866, such feelings spurred the rise of a secret group called the **Ku Klux Klan**. The Klan’s goals were to restore Democratic control of the South and keep former slaves powerless.

The Klan attacked African Americans. Often it targeted those who owned land or had become prosperous. Klansmen rode on horseback and dressed in white robes and hoods. They beat people and burned homes. They even lynched some victims, killing them on the spot without a trial as punishment for a supposed crime. The Klan also attacked white Republicans.

Klan victims had little protection. Military authorities in the South often ignored the violence. President Johnson had appointed most of these authorities, and they were against Reconstruction.

The Klan’s terrorism served the Democratic Party. As gun-toting Klansmen kept Republicans away from the polls, the Democrats increased their power.

In the next section you will see how planters took back control of the South. You also will learn how they blocked African Americans’ attempts to win more rights.
End of Reconstruction

MAIN IDEA
As white Southerners regained power, Reconstruction ended, as did black advances toward equality.

WHY IT MATTERS NOW
Reforms made during Reconstruction made later civil rights gains possible.

TERMS & NAMES
Fifteenth Amendment
Compromise of 1877
Panic of 1873

ONE AMERICAN’S STORY
Robert B. Elliott was a U.S. congressman from South Carolina during Reconstruction. In 1874, he made a speech in favor of a civil rights bill that would outlaw racial discrimination in public service.

A VOICE FROM THE PAST
The passage of this bill will determine the civil status, not only of the negro but of any other class of citizens who may feel themselves discriminated against. It will form the capstone of that temple of liberty begun on this continent.

Robert B. Elliott, quoted in The Glorious Failure

In 1877, federal troops left the South. White Southerners took back control of the region. Quickly, they forced African Americans, including Elliott, out of office. In Section 3, you will learn about the events that ended Reconstruction. You will also see how Reconstruction’s end meant setbacks in the fight for civil rights.

The Election of Grant
The Republican Party seemed stronger than ever in 1868. That year, its candidate, General Ulysses S. Grant, won the presidency. During the campaign, the Democrats attacked the Republicans’ Reconstruction policies. They blamed the party for granting rights to African Americans.

On Election Day, however, the Republicans won. Grant received 214 electoral votes. His Democratic opponent received only 80. The popular count was much closer. Grant had a majority of only 306,000 votes.

Grant would not have had such a majority without the freedmen’s vote. Despite attacks by the Ku Klux Klan, about 500,000 African Americans voted in the South. Most cast their ballots for Grant.
The Fifteenth Amendment

After Grant’s victory, Radical Republicans worried that the Southern states might try to keep African Americans from voting in future elections. To prevent this, Radical leaders proposed a new constitutional amendment.

The Fifteenth Amendment stated that citizens could not be stopped from voting “on account of race, color, or previous condition of servitude.” (This amendment, like the Fourteenth Amendment, did not apply to Native Americans on tribal lands.) The amendment was ratified in 1870.

The Fifteenth Amendment was not aimed only at the South. African-American men could not vote in 16 states. “We have no moral right to impose an obligation on one part of the land which the rest will not accept,” one Radical wrote. With the Fifteenth Amendment, the nation again turned toward democracy.

The Fifteenth Amendment did not apply to women. This made many white women angry. Why couldn’t they vote when black men—former slaves—could? Suffragist Elizabeth Cady Stanton protested the idea of uneducated immigrants and freedmen “who never read the Declaration of Independence” making laws for educated white women. Most African-American women were not as angry. To Frances E. W. Harper, a black suffragist and writer, it was important for African Americans to gain voting rights, even if that meant only men at first.

Grant Fights the Klan

Despite gaining the vote, African Americans in the South continued to be terrorized by the Ku Klux Klan. In 1871, to stop the terror, President Grant asked Congress to pass a tough law against the Klan. Joseph Rainey, a black congressman from South Carolina, had received death threats from the Klan. He urged his fellow lawmakers to support the bill.

A VOICE FROM THE PAST

When myself and colleagues shall leave these Halls and turn our footsteps toward our southern home we know not but that the assassin may await our coming. Be it as it may we have resolved to be loyal and firm, and if we perish, we perish! I earnestly hope the bill will pass.

Joseph Rainey, quoted in The Trouble They Seen

Congress approved the anti-Klan bill. Federal marshals then arrested thousands of Klansmen. Klan attacks on African-American voters declined. As a result, the 1872 presidential election was both fair and peaceful in the South. Grant won a second term.
Scandal and Panic Weaken Republicans

Under the Grant administration, support for the Republicans and Reconstruction weakened. Scandals hurt the administration and caused divisions in the Republican Party. A financial panic further hurt the Republicans and turned the country’s attention away from Reconstruction.

President Grant did not choose his advisers well. He put his former army friends and his wife’s relatives in government positions. Many of these people were unqualified. Some Grant appointees took bribes. Grant’s private secretary, for instance, took money from whiskey distillers who wanted to avoid paying taxes. Grant’s secretary of war, General William Belknap, left office after people accused him of taking bribes.

Such scandals deeply outraged many Republicans. In 1872, some Republican officials broke away and formed the new Liberal Republican Party. The Republicans, no longer unified, became less willing to impose tough Reconstruction policies on the South.

In 1873, political corruption and Republican quarreling gave way to a more serious problem. When several powerful Eastern banks ran out of money after making bad loans, a financial panic swept the country. In the Panic of 1873, banks across the land closed. The stock market temporarily collapsed. The panic caused an economic depression, a time of low business activity and high unemployment. The railroad industry, which relied on banks for loans, suffered. Within a year, 89 of the country’s 364 railroads went broke. Railroad failures left Midwestern farmers with no way to move their crops, and many farmers were ruined.

The depression, which lasted about five years, touched nearly all parts of the economy. By 1875, more than 18,000 companies had folded. Hundreds of workers had lost their jobs. Many Americans blamed the crisis on the Republicans—the party in power. As a result, Democrats won victories in the 1874 congressional and state elections. In the middle of the depression, Americans grew tired of hearing about the South’s problems. The nation was losing interest in Reconstruction.

This cartoon from Puck magazine shows President Grant weighed down by corruption in his administration.
Supreme Court Reversals

To make matters worse for the Republicans, the Supreme Court began to undo some of the changes that had been made in the South. In an 1876 case, *U.S. v. Cruikshank*, the Court ruled that the federal government could not punish individuals who violated the civil rights of African Americans. Only the states had that power, the Court declared. Southern state officials often would not punish those who attacked African Americans. As a result, violence against them increased.

In the 1876 case *U.S. v. Reese*, the Court ruled in favor of white Southerners who barred African Americans from voting. The Court stated that the Fifteenth Amendment did not give everyone the right to vote—it merely listed the grounds on which states could not deny the vote. In other words, states could prevent African Americans from voting for other reasons. States later imposed poll taxes and literacy tests to restrict the vote. These Court decisions weakened Reconstruction and blocked African-American efforts to gain full equality.

Reconstruction Ends

The final blow to Reconstruction came with the 1876 presidential election. The Democrats nominated Samuel J. Tilden, governor of New York. The Republicans chose Rutherford B. Hayes, governor of Ohio. The race was very close. Victory depended on the electoral votes of South Carolina, Louisiana, and Florida. The votes in those states were so close that both the Democrats and the Republicans claimed victory. A special commission of eight Republicans and seven Democrats made a deal. Under the **Compromise of 1877**, Hayes became president. In return, the Republicans compromised with the Southern Democrats on several issues.

1. The government would remove federal troops from the South.
2. The government would provide land grants and loans for the construction of railroads linking the South to the West Coast.
3. Southern officials would receive federal funds for construction and improvement projects.
4. Hayes would appoint a Democrat to his cabinet.
5. The Democrats promised to respect African Americans’ civil and political rights.

Abolitionist Wendell Phillips was against the compromise. He doubted that the South would respect black rights. “The whole soil of the South is hidden by successive layers of broken promises,” he said. “To trust a Southern promise would be fair evidence of insanity.”

After the 1876 presidential election, the Reconstruction governments in the South collapsed. The Democrats returned to power, believing that they were the redeemers, or rescuers, of the South.
**Reconstruction: Civil Rights Amendments and Laws**

<table>
<thead>
<tr>
<th>Amendment/Law</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Rights Act of 1866</td>
<td>• Granted citizenship and equal rights to all persons born in the United States (except Native Americans)</td>
</tr>
<tr>
<td>Fourteenth Amendment (1868)</td>
<td>• Granted citizenship and equal protection of the laws to all persons born in the United States (except Native Americans)</td>
</tr>
<tr>
<td>Fifteenth Amendment (1870)</td>
<td>• Protected the voting rights of African Americans</td>
</tr>
<tr>
<td>Civil Rights Act of 1875</td>
<td>• Outlawed racial segregation in public services</td>
</tr>
</tbody>
</table>

**SKILLBUILDER Interpreting Charts**

1. Which amendment and law are most similar?
2. Which amendment specifically protects voting rights?

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**The Legacy of Reconstruction**

Historians still argue about the success of Reconstruction. The nation did rebuild and reunite. However, Reconstruction did not achieve equality for African Americans.

After Reconstruction, most African Americans still lived in poverty. Legally, they could vote and hold public office. But few took part in politics. They continued to face widespread violence and prejudice.

During this period, however, African Americans did make lasting gains. Protection of civil rights became part of the U.S. Constitution. The Fourteenth and Fifteenth amendments would provide a legal basis for civil rights laws of the 20th century. Black schools and churches begun during Reconstruction also endured. Reconstruction changed society, putting African Americans on the path toward full equality. In the next unit, you will learn about other changes in American society after the Civil War.

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**Section 3 Assessment**

1. **Terms & Names**
   - Explain the significance of:
     - Fifteenth Amendment
     - Panic of 1873
     - Compromise of 1877

2. **Using Graphics**
   - Review the chapter and find five significant individuals and events to place on a timeline as shown.
   - 1865 event event 1877 event event event
   - Which event or person was most important and why? (CST2)

3. **Main Ideas**
   - a. What did the Fifteenth Amendment declare? (HI1)
   - b. What effect did scandals in the Grant administration have on the Republican Party? (HI2)
   - c. What demands did Southern Democrats make in the Compromise of 1877? (HI1)

4. **Critical Thinking**
   - Drawing Conclusions
     - Why do you think the Republicans were willing to agree to the Compromise of 1877 and end Reconstruction? (REP5)

   **THINK ABOUT**
   - the election of 1876
   - the Panic of 1873
   - the Supreme Court rulings

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**Activity Options**

**Language Arts**
- Research Ku Klux Klan activities barring African Americans from voting. Then write a protest letter to the editor or propose a law to protect voting rights. (HI1)
Chapter 18 ASSESSMENT

TERMS & NAMES
Briefly explain the significance of each of the following.

1. Reconstruction
2. Andrew Johnson
3. black codes
4. civil rights
5. Fourteenth Amendment
6. sharecropping
7. lynching
8. Fifteenth Amendment
9. Panic of 1873
10. Compromise of 1877

REVIEW QUESTIONS

Rebuilding the Union (pages 533–539)

1. What was the Freedmen’s Bureau? (HI1)
2. What were the main parts of President Johnson’s Reconstruction plan? (HI1)
3. Who were scalawags and carpetbaggers? (HI1)
4. What reason did the House give for impeaching President Johnson? (HI2)

Reconstruction and Daily Life (pages 540–544)

5. Why did Congress not pass a land-reform plan? (HI1)
6. What new systems of labor developed in the South after the Civil War? (HI1)
7. How did the Ku Klux Klan serve the Democratic Party? (HI2)

End of Reconstruction (pages 545–549)

8. Why did the Fifteenth Amendment arouse anger in many women? (HI2)
9. What caused an economic depression in the 1870s? (HI2)
10. How did Supreme Court rulings during Reconstruction help weaken African Americans’ civil rights? (HI2)

CRITICAL THINKING

1. USING YOUR NOTES: IDENTIFYING AND SOLVING PROBLEMS

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Using your diagram, answer the following questions. (HI2)

a. What was the solution to the problem of educating African Americans?

b. What was the solution to the problem of Ku Klux Klan violence?

2. ANALYZING LEADERSHIP

Why might Reconstruction be considered a time in which the presidency was weak? (HI1)

3. THEME: DEMOCRATIC IDEALS

How did the Fourteenth and Fifteenth amendments promote greater equality for African Americans? How were the amendments limited? (HI1)

4. APPLYING CITIZENSHIP SKILLS

What were the different viewpoints of Elizabeth Cady Stanton and Frances E. W. Harper regarding the Fifteenth Amendment’s failure to give women an important right of citizenship—the right to vote? (REP5)

5. ANALYZING CAUSES

What aspect of the Compromise of 1877 likely played the greatest role in ending Reconstruction? (HI2)

Interact with History

How did your solutions to rebuilding the nation compare with the actual solutions carried out?

Rebuilding the Union

During Reconstruction, Congress decided how the Southern states would be readmitted to the Union and passed laws to improve conditions for freed people.

Reconstruction and Daily Life

After slavery ended, freed African Americans reunited their families, attended school, and began working for pay. Racist violence and lack of land slowed their progress.

End of Reconstruction

In the 1870s, hostile Supreme Court decisions, the Southern Democrats’ return to power, and the withdrawal of federal troops from the South ended Reconstruction.
STANDARDS-BASED ASSESSMENT

Use the map and your knowledge of U.S. history to answer questions 1 and 2.
Additional Test Practice, pp. S1–S33.

1. In what region of the country were most of the disputed votes located? (8.11.1)
   A. the North
   B. the South
   C. the Northeast
   D. the Southwest

2. What regions voted mostly Republican? (8.11.1)
   A. the North and East
   B. the South and East
   C. the South and West
   D. the North and West

Robert B. Elliott gives his views of the civil rights bill in this quotation. Use the quotation and your knowledge of U.S. history to answer question 3.

PRIMARY SOURCE

The passage of this bill will determine the civil status, not only of the negro but of any other class of citizens who may feel themselves discriminated against. It will form the capstone of that temple of liberty begun on this continent.

Robert B. Elliott, quoted in The Glorious Failure

3. This passage supports which point of view? (8.11.5)
   A. African Americans would never gain freedom without the passage of the civil rights bill.
   B. The passage of the civil rights bill would be important to southern states only.
   C. The passage of the civil rights bill would help any group subject to discrimination.
   D. Failure to pass the civil rights bill would mean renewed war in the United States.

ALTERNATIVE ASSESSMENT

1. WRITING ABOUT HISTORY

Write a letter to the editor of a newspaper stating your opinion of the freedmen’s schools. You might write from the perspective of a plantation owner, or from that of a recently-freed African American. (REPS)
   • Use library resources to research the schools.
   • Support your opinion with facts from your research.
   • Try to persuade your reader to support your position.

2. COOPERATIVE LEARNING

Work with two classmates to research sharecropping. Each group member can choose a different perspective to research: a land owner; a white sharecropper, or an African-American sharecropper. Explain how their perspectives differ from each other. (REPS)

INTEGRATED TECHNOLOGY

PARTICIPATING IN A NET SIMULATION

Go to NetSimulations: The Impeachment of Andrew Johnson at classzone.com to participate in the impeachment trial of the president. You must evaluate the evidence against President Johnson and vote to retain or remove him from office. (REPS)
   • Use the simulation to learn about the impeachment process, the conflicts between Congress and the president, and the events that led to the trial.
   • Answer questions in the Senator’s Journal, and use it to take notes.
   • Before you cast your vote, carefully consider the closing arguments of each attorney.
Business Writing:  
A Letter to Your Employer

PURPOSE: To convey information in a business letter  
AUDIENCE: Your employer, a magazine editor

Many of the most moving documents from the Civil War era are letters. Some are personal letters, from sons to mothers, brothers to brothers, husbands to wives. Others are more formal. These include business letters, which are written with a tone and language suited to their audience. For example, a letter written from a sergeant on the battlefield to his commanding officer would be respectful in tone. The writer would present only the necessary information and would avoid using slang or jargon.

Organization & Focus

You write for a magazine during the Civil War era. Your assignment is to write a simple business letter to your managing editor about a story you would like to cover. In the letter, you will present information purposefully and clearly and explain why the story should be included in your magazine.

IDENTIFYING PURPOSE AND AUDIENCE Your purpose is to both inform and persuade. You will inform your managing editor about an important event, person, or development from the Civil War era. You will try to convince him or her that this subject is worth writing about. Your audience is your supervisor, the managing editor of the magazine you work for.

CHOOSING A TOPIC Review the chapters in Unit 5. As you scan each one, note the events, people, and developments that interest you. Jot down details about what makes each one newsworthy. When you have finished, review your notes and decide which event, person, or development you think should be included in your magazine.

FINDING SUPPORTING EVIDENCE After making your choice, gather the facts and reasons you need to explain to your editor why the story you have chosen is the most important one to cover. Use this book and library and Internet resources for any additional support.
OUTLINING AND DRAFTING

A business letter has five key elements: a heading; an inside address; a salutation, or greeting; a body; and a closing. This standard format is modeled in the letter to the right.

Use your own real address in the heading. Make up a name and address for the inside address. In the body of your letter, identify the subject you want to develop for the magazine and explain why you think it is important. Remember to maintain a respectful tone.

Research & Technology

For a vivid sense of life during the Civil War, search for letters from the period on the Internet. There are many collections online that present original documents.

Evaluation & Revision

Exchange letters with a classmate for feedback on the format, tone, and content of your letter. Revise your letter until you are satisfied with it.

Publish & Present

If possible, print your letter on paper that resembles parchment and share it with your class.

Heading

Where the letter comes from and when

Inside Address

To whom the letter is sent

Salutation

Greeting

Body

Text of the message

Closing

Sergeant Joseph Snow
3rd Battalion
Vicksburg, Mississippi
April 10, 1863

Captain John Simon
Washington, D.C.
Dear Sir:

The men and I have arrived and have set up camp on the outskirts of Vicksburg. As instructed, we are preparing for a long siege.

An inventory of our supplies reveals that we are well stocked with weapons and clothing. However, rations are low. The soldiers do not complain but show definite signs of fatigue. Therefore, I respectfully request that a shipment of salt pork, vegetables, and coffee be sent as soon as possible.

Thank you for your attention to this matter. I await your further orders.

Sincerely yours,
Joseph Snow

Self-Check

Does my letter have . . .

☐ the five key elements of a business letter?
☐ information presented simply and clearly?
☐ the proper tone for a business letter?
European immigrants such as those shown in this photograph (taken around 1900) streamed into Ellis Island at the turn of the century.

“Give me your tired, your poor,
Your huddled masses, yearning
to breathe free…”

—Emma Lazarus