

The Reconstruction Era

Lesson 1 Planning Reconstruction

ESSENTIAL QUESTION

How do new ideas change the way people live?

GUIDING QUESTIONS

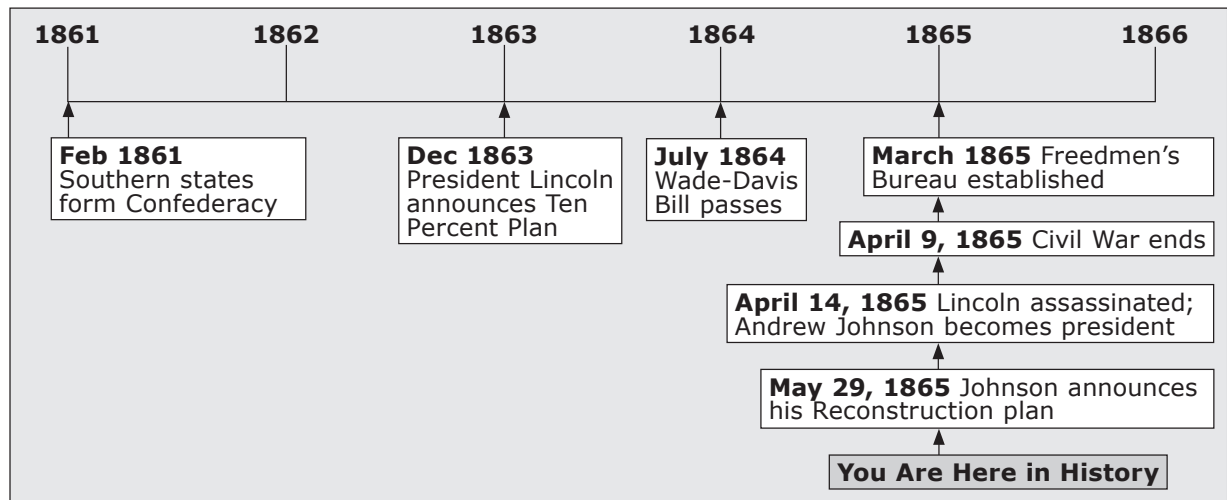
1. *Why did leaders disagree about the South rejoining the Union?*
2. *How did Lincoln's assassination change the plans for the South rejoining the Union?*

Terms to Know

Reconstruction the period of rebuilding the South and readmitting Southern states into the Union

amnesty the granting of a pardon to a large number of persons

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	When did the North begin planning on ways to bring Southern states back into the Union?	
	Who opposed Lincoln's plan?	
	Why was the Thirteenth Amendment to the Constitution important?	

The Reconstruction Era

Lesson 1 Planning Reconstruction, *Continued*

The Reconstruction Debate

The Civil War was fought from 1861 until 1865. The North, or Union, won the war. Now that the war was over, it was time for the country to become whole again. The states in the South needed to rejoin the states in the North. The nation needed to be rebuilt, or reconstructed.

The period of time that followed the Civil War is called **Reconstruction**. Reconstruction also refers to the plans for bringing the Southern states back into the Union. Northern leaders began forming these plans before the war even ended.

RECONSTRUCTION

- *the rebuilding of the South after the Civil War*
- *the plans for bringing the Southern states back into the Union*

The president and Congress did not agree about how to bring the Southern states back into the Union. Some Northern leaders wanted to go easy on the South. Others wanted to punish the South for leaving the Union and starting a war.

President Abraham Lincoln wanted to go easy on the South. He wanted to let the Southern states rejoin the Union if they agreed to these conditions:

- Voters in each Southern state had to take an oath of loyalty to the Union.
- When ten percent of the voters had taken the oath, the state could form a new government.
- The state would have to adopt a new constitution that banned slavery.

Lincoln's plan was called the Ten Percent Plan.

Lincoln went even further. He wanted to give **amnesty** to Southerners who would promise loyalty to the Union. Amnesty means a pardon, or forgiveness. Louisiana, Arkansas, and Tennessee agreed to Lincoln's requirements. However, Congress refused to accept the new states. They also did not allow their senators and representatives in Congress.

There were others who thought the South should be punished. They wanted a more radical, or extreme, approach. This group was called the Radical Republicans, or the Radicals. Thaddeus Stevens, a radical leader, said



Defining

1. What are the two meanings of Reconstruction?



Explaining

2. Who proposed the Ten Percent Plan?
3. Why was it called the Ten Percent Plan?



Marking the Text

4. Underline the definition of *amnesty*.
5. Circle the definition of *radical*.

The Reconstruction Era

Lesson 1 Planning Reconstruction, *Continued*



Explaining

6. Why did the Wade-Davis Bill not become a law?



Reading Check

7. What were the three requirements for rejoining the Union stated in the Wade-Davis Bill?



Describing

8. Use a two-tab Foldable and cut each tab in half to make four tabs. Place it along the dotted line to cover the text beginning with "Meanwhile, Lincoln and Congress..." Write the title *Freedman's Bureau* on the anchor tab. Label the four tabs *Who*, *What*, *Why*, and *How*. Use both sides of the tabs to write information about the Freedman's Bureau.

that Southern institutions "must be broken up or relaid, or all our blood and treasure will have been spent in vain."

Radical Republicans in Congress passed their plan for Reconstruction in 1864. The Plan was called the Wade-Davis Bill. The Wade-Davis Bill would make it difficult for Southern states to rejoin the Union.

The Wade-Davis Bill required the Southern states to do three things:

- A majority (more than 50 percent) of the state's white male adults had to promise loyalty to the Union.
- Only white males who swore they had not fought against the Union could vote for representatives to a convention to write a new constitution.
- All new states had to ban slavery.

The Wade-Davis Bill was harsher than Lincoln's Ten Percent Plan. The bill passed Congress, but President Lincoln refused to sign it. The bill did not become law. There were still no plans for Reconstruction.

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Meanwhile, Lincoln and Congress worked together to create a new government department called the Freedman's Bureau. The Freedmen's Bureau helped poor Southerners, especially freed African Americans, adjust to life after slavery. It provided food, clothing, and shelter. It set up schools. It helped people find work. It also helped some people get their own land to farm.

Johnson's Reconstruction Plan

President Lincoln was assassinated on April 14, 1865, as he was watching a play in Washington, D.C. During the play, John Wilkes Booth shot Lincoln in the head. Booth was an actor who sympathized with the South. African Americans and white Northerners mourned Lincoln's death.

Vice President Andrew Johnson became president. He had different ideas about Reconstruction than Lincoln did.

Johnson wanted to give amnesty to most Southerners. However, he would not give amnesty to Southern leaders unless they asked the president. Johnson wanted to humiliate these leaders. He thought they had tricked ordinary Southerners into the war. Johnson opposed equal rights for African Americans. He said, "White men alone must manage the South."

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Lesson 1 Planning Reconstruction, *Continued*

Johnson's plan for Reconstruction required Southern states to write new constitutions that banned slavery. Johnson's plan also required Southern states to ratify, or approve, the Thirteenth Amendment to the Constitution. The Thirteenth Amendment banned slavery throughout the United States. By the end of 1865, all the former Confederate states except Texas had set up new governments under Johnson's plan. They were ready to rejoin the Union.

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Check for Understanding

How did Lincoln and the Radical Republicans disagree over Reconstruction?

List two ways that Lincoln's Ten Percent Plan and Johnson's Reconstruction plan were alike.

1.

2.



Reading Check

9. What did the Thirteenth Amendment accomplish?



10. Place a three-tab Venn diagram Foldable along the dotted line to cover Check for Understanding. Write the title *Reconstruction* on the anchor tab. Label the tabs *Lincoln*, *Both*, and *Johnson*. Write information about each president's approach to Reconstruction. What did they have in common? Use the Foldable to help answer Check for Understanding.

The Reconstruction Era

Lesson 2 The Radicals Take Control

ESSENTIAL QUESTION

How do new ideas change the way people live?

GUIDING QUESTIONS

1. *How did the North attempt to assist African Americans in the South?*
2. *What elements were included in the Radical Republican idea of Reconstruction?*

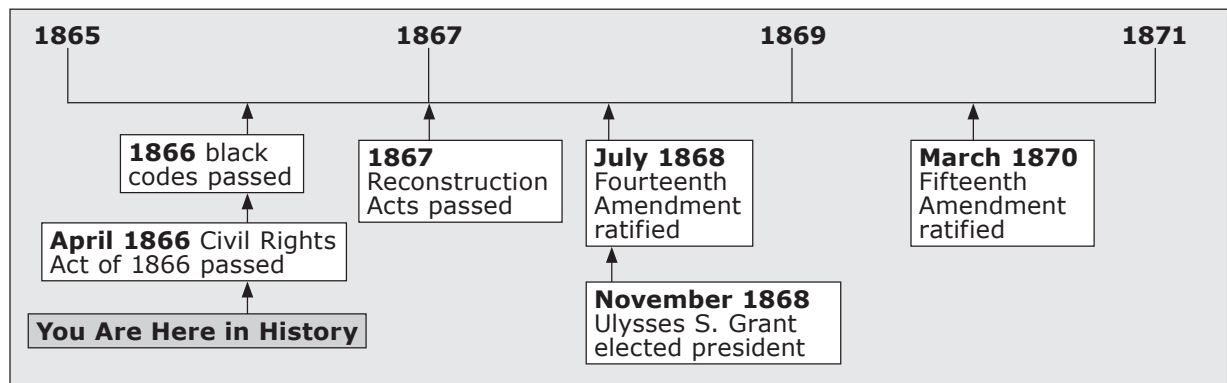
Terms to Know

black codes laws passed in the South just after the Civil War aimed at controlling freed men and women, and allowing plantation owners to take advantage of African American workers

override to reject or defeat something that has already been decided

impeach to formally charge a public official with misconduct in office

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	How did Southern states try to control newly freed African Americans?	
	Why did Congress pass amendments to the Constitution during this period?	
	How did the United States govern the Southern states during Reconstruction?	

The Reconstruction Era

Lesson 2 The Radicals Take Control, *Continued*

Protecting African Americans' Rights

In 1865, former Confederate states began creating new governments. They elected leaders to Congress, but the Radical Republicans would not seat them. They thought that Johnson's Reconstruction plan was too easy on the Southerners. Radicals wanted it to be difficult for Southerners to join the Union again.

White people in the South were unhappy that they had lost the war. They were angry that the slaves had been freed. To keep control of former slaves, Southern states passed laws called **black codes**. These laws were meant to control newly freed African Americans. Some made it illegal for African Americans to own or rent farms. Some made it easy for white employers to take advantage of African American workers. Others made it possible to fine or arrest African Americans who did not have jobs. In many ways, the black codes made life for African Americans little better than slavery.

The U.S. Congress was unhappy about the black codes. They wanted former slaves to be free and equal. So Congress did two things:

Congress's Response to the Black Codes

- Empowered the Freedmen's Bureau to set up courts to try people who violated African Americans' rights.
- Passed the Civil Rights Act of 1866.

The Civil Rights Act gave citizenship to African Americans. It also gave the federal government the power to get involved in state affairs to protect African Americans' rights.

President Johnson vetoed both bills. He argued that they were unconstitutional because they were passed without Southern representatives. Radical Republicans in Congress were able to **override**, or overrule, each veto. Both bills became law.

Congress worried that the Civil Rights Act might be overturned in court, so it passed another amendment to the Constitution. The Thirteenth Amendment had ended slavery. The Fourteenth Amendment made African Americans citizens. It promised equal protection under the law. It also banned former Confederate leaders from



Explaining

1. Why would Radical Republicans not seat Southern senators and representatives in Congress?



Explaining

2. Why did Southern states pass black codes?



Listing

3. List two ways that Congress reacted to the Southern states passing black codes.



Marking the Text

4. Underline the reason Congress passed the Fourteenth Amendment to the Constitution.
5. What did this amendment do?

The Reconstruction Era

Lesson 2 The Radicals Take Control, *Continued*



Determining Cause and Effect

6. What allowed Radical Reconstruction to take place?



Analyzing

7. How were the Southern states governed during Reconstruction?



Identifying Central Issues

8. Why was Johnson able to control Reconstruction directly?

holding office unless they had been pardoned. However, many Southern states would not ratify it. This made the Radical Republicans more determined than ever to treat the South harshly.

Radical Republicans in Charge

Radical Republicans were a powerful force in Congress. They became an even more powerful force in 1866. It was an election year, and they won many seats in Congress. There was no way Johnson could stop them. A period known as Radical Reconstruction began. The Radical Republicans passed the Reconstruction Acts.

Radical Reconstruction: The Reconstruction Acts

Act	What it did
First Reconstruction Act	<ul style="list-style-type: none"> • said that states that had not ratified Fourteenth Amendment must form new governments • divided ten states into five military districts governed by generals • banned Confederate leaders from serving in new state governments • required new state constitutions • guaranteed African American men the right to vote
Second Reconstruction Act	<ul style="list-style-type: none"> • empowered army to register voters and help organize state constitutional conventions

The Southern states were now under the control of army generals. This angered Southerners. It also brought the differences between Radical Republicans in Congress and President Johnson to the boiling point.

The Radical Republicans in Congress had the majority. But as president, Johnson was in charge of the Army. He was in charge of the generals who governed the South. This meant that he could control Reconstruction directly. He could avoid Congress by giving orders to his generals.

The Reconstruction Era

Lesson 2 The Radicals Take Control, *Continued*

Congress knew this. So, to keep President Johnson from becoming too powerful, they passed laws to limit his power. One such law was the Tenure of Office Act. It said that the president could not fire any government officials without the Senate's approval. They were afraid Johnson would fire the Secretary of War, Edwin Stanton, because he supported Radical Reconstruction.

This did not stop Johnson. He suspended Stanton, or stopped him from working temporarily, without the Senate's approval. Radical Republicans in Congress believed that Johnson had violated the Tenure of Office Act.

The Radical Republicans reacted strongly. The House of Representatives voted to **impeach** Johnson—that is, formally charge him with wrongdoing. In 1868 the case went to the Senate for a trial. Not enough senators voted Johnson guilty, so he was able to remain president until Ulysses S. Grant was elected president in 1868.

In 1869, Congress took one more major step in Reconstruction. The Thirteenth Amendment had abolished slavery. The Fourteenth Amendment had granted citizenship to African Americans. This new Amendment—the Fifteenth—granted African American men the right to vote.

When the Fifteenth Amendment was ratified in 1870, many Americans thought Reconstruction was complete. However, there was still a long way to go.

Check for Understanding

List two ways that Congress tried to help African Americans before Radical Reconstruction began.

1. _____

2. _____

List three measures passed by Congress during Radical Reconstruction.

1. _____

2. _____

3. _____



Defining

9. Write a definition of *impeach*.



Identifying

10. What did the Fifteenth Amendment do?



11. Place a three-tab Foldable along the dotted line to cover Check for Understanding. Write the title *Amendments* on the anchor tab. Label the three tabs *13th*, *14th*, and *15th*. Write what you remember about the importance of each amendment. Use the Foldable to help answer Check for Understanding.

The Reconstruction Era

Lesson 3 The South During Reconstruction

ESSENTIAL QUESTION

How do new ideas change the way people live?

GUIDING QUESTIONS

1. *How were African Americans discouraged from participating in civic life in the South?*
2. *What were some improvements and some limitations for African Americans?*

Terms to Know

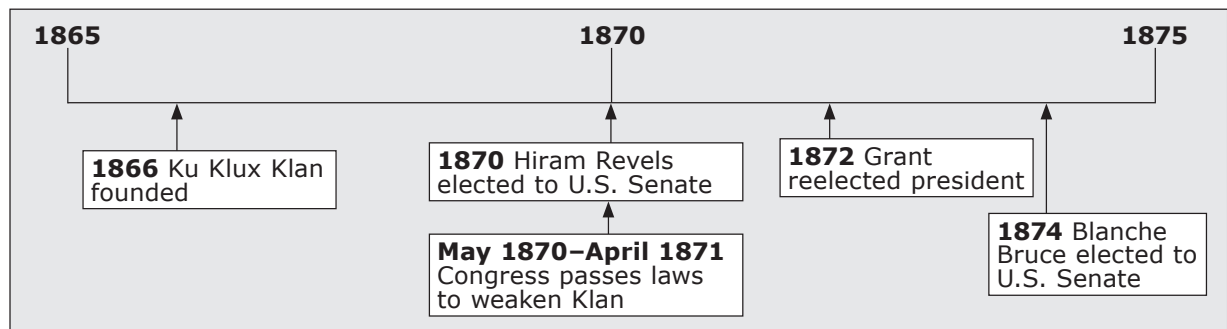
scalawag name given by former Confederates to Southern whites who supported Republican Reconstruction of the South

corruption dishonest or illegal actions

integrate to unite, or blend into a united whole

sharecropping system of farming in which a farmer works land for an owner who provides equipment and seeds and receives a share of the crop

When did it happen?



What do you know?

In the first column, answer the questions based on what you know before you study. After this lesson, complete the last column.

Now...		Later...
	How did African Americans affect Southern politics and government during Reconstruction?	
	Who were "scalawags" and "carpetbaggers?"	
	What was life like for African Americans in the South during this period?	
	How many white and African American children attended school?	
	How does sharecropping work?	

The Reconstruction Era

Lesson 3 The South During Reconstruction, *Continued*

Republicans in Charge

The Republicans were more powerful than the Democrats during Reconstruction. The groups in charge of state governments in the South supported Republicans. These included African Americans and some white Southerners. They also included whites from the North who moved to the South.

African Americans had fewer rights than white Southerners. But they supported the Republican Party and had a great effect on Southern politics. The Republican Party helped African Americans participate in government. Reconstruction marked the first time African Americans participated in government, both as voters and as elected officials.

African Americans voted for Republican candidates. Some of the candidates were African Americans themselves. A small number of African Americans held top positions in Southern states during Reconstruction. They did not control any state government. For a short time, African Americans held a majority of elected positions in the lower house of the South Carolina legislature.

African Americans served at the national level, too. In 1870, Hiram Revels became the first African American elected to the United States Senate. Blanche Bruce was elected to the Senate in 1874. He was the first African American senator to serve a full term. Eighteen African Americans served in the Senate and House of Representatives between 1869 and 1880.

Most Southern whites opposed the Republican Party, but some supported it. They were usually business people who had never owned slaves. These people were called **scalawags** by other whites. The word means "scoundrel" or "worthless rascal."

Some who supported the Republican Party were Northerners who moved South during Reconstruction. Many white Southerners did not trust their reasons for moving South. They suspected that the Northerners wanted to take advantage of the troubles in the South. Some of the Northerners were dishonest. Others were looking for opportunities. Many sincerely wanted to help rebuild the South. White Southerners called the Northerners "carpetbaggers."



Marking the Text

1. Underline the sentences that tell how many African Americans served in the national government.



Defining

2. What word for a white Southerner means "scoundrel" or "rascal"?



Reading Check

3. Why did many Southerners resent scalawags and carpetbaggers?

The Reconstruction Era

Lesson 3 The South During Reconstruction, *Continued*

Critical Thinking

4. How did the Klan's use of violence against African Americans help resist Republican rule?

Describing

5. Who taught in African American schools in the South?

Defining

6. *Integrate* is the opposite of *segregate*. *Segregate* means "to separate." What does *integrate* mean?

Why Were They Called Carpetbaggers?

Northerners who moved South were called carpetbaggers because they sometimes arrived with their belongings in cheap suitcases made of carpet fabric.

White Southerners said that Reconstruction governments suffered from **corruption**, or dishonest or illegal activities. Some officials did make money illegally. But there is no proof that corruption in the South was worse than in the North.

Life during reconstruction was hard for African Americans. Most Southern whites did not want African Americans to have more rights. White landowners often refused to rent land to them. Store owners refused to give them credit. Many employers would not hire them. Many of the jobs available were often jobs whites would not do.

Even worse, African Americans were victims of violence. Secret societies like the Ku Klux Klan used fear and violence to control them. Klan members disguised themselves in white sheets and hoods. They threatened, beat, and killed thousands of African Americans and their white friends. They burned African American homes, schools, and churches. Many Democrats, planters, and other white Southerners supported the Klan. They saw violence as a way to oppose Republican rule.

Education and Farming

African Americans started their own schools during Reconstruction. Many whites and African Americans from the North came to teach in these schools. In the 1870s, Reconstruction governments set up public schools for both races. Soon about 50 percent of white children and 40 percent of African American children in the South were attending school.

African American and white students usually went to different schools. A few states had laws requiring schools to be **integrated**. Schools that are integrated have both white and African American students. In most cases, integration laws were not enforced.

In addition to education, freed people wanted land. Having their own land to farm would allow them to feed and support their families. Some African Americans were able to buy land with the help of the Freedmen's Bank. But

The Reconstruction Era**Lesson 3** The South During Reconstruction, *Continued*

most failed in their efforts to get their own land. Many freed people had no other choice but to farm on land owned by whites.

In a system called **sharecropping** a landowner let a farmer farm some of the land. In return, the farmer gave a part, or share, of his crops to the landowner. The part demanded by landowners was often very large. This made the system unfair. After giving landowners their share, sharecroppers often had little left to sell. Sometimes there was not even enough to feed their families. For many, sharecropping was little better than slavery.

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Check for Understanding

Name three ways that former slaves were discouraged from fully participating in Southern society.

1. _____
2. _____
3. _____

What improvements did Reconstruction bring for African Americans?

**Explaining**

7. What "rent" did the farmer pay the landowner under the sharecropping system?

**Reading Check**

8. How would you describe the relationship between sharecroppers and landowners?



9. Place a two-tab Foldable along the dotted line to cover Check for Understanding. Write the title *During Reconstruction* on the anchor tab. Label the tabs *Improvements* and *Limitations*. Write words or phrases that you remember about life for African Americans during Reconstruction in the South. Use the Foldable to help answer Check for Understanding.

The Reconstruction Era

Lesson 4 The Post-Reconstruction Era

ESSENTIAL QUESTION

How do new ideas change the way people live?

GUIDING QUESTIONS

1. *How did Democrats regain control of Southern governments?*
2. *Why did freedom for African Americans become a distant dream after Reconstruction ended?*

Terms to Know

poll tax a tax a person must pay in order to vote

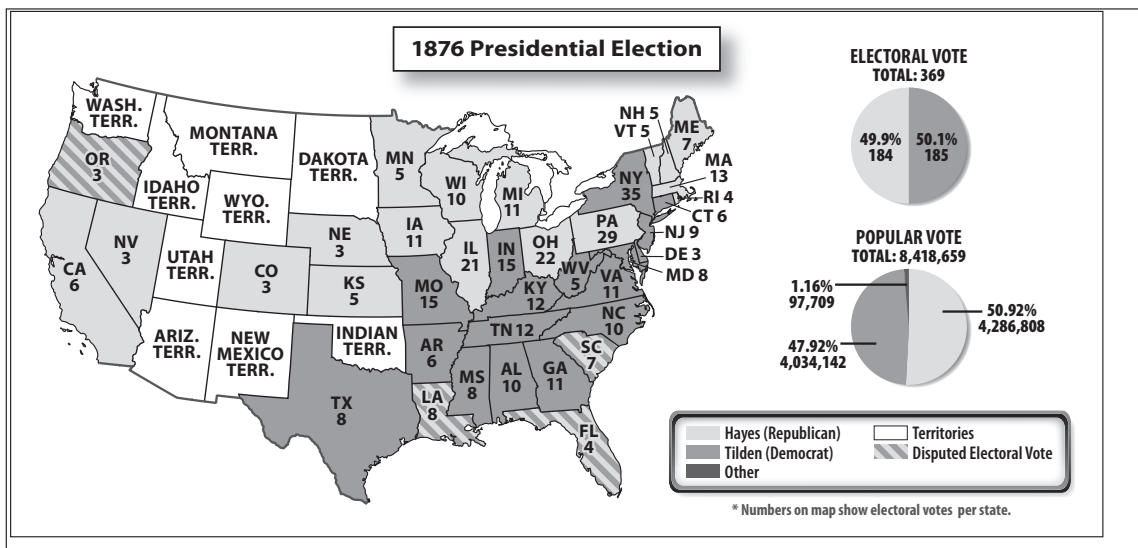
literacy test a method used to prevent African Americans from voting by requiring prospective voters to read and write at a specified level

grandfather clause a device that allowed persons to vote if their fathers or grandfathers had voted before Reconstruction began

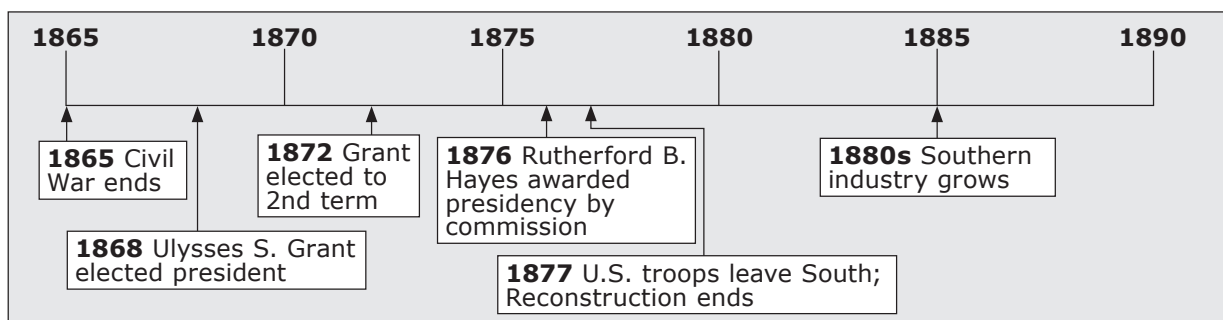
segregation the separation or isolation of a race, class, or group

lynching putting to death by the illegal action of a mob

Where in the world?



When did it happen?



The Reconstruction Era

Lesson 4 The Post-Reconstruction Era, *Continued*

Reconstruction Ends

As a general, Ulysses S. Grant had led the North to victory in the Civil War. He was elected president in 1868. He was reelected in 1872.

Grant's presidency had problems with corruption and dishonesty. Then, an economic depression struck: the Panic of 1873. The economy remained bad for years. These factors hurt the Republican Party. Democrats made gains in Congress.

Democrats also made gains at the state level. Southern democrats who came to power called themselves "redeemers." They wanted to redeem, or save, their states from "black Republican" rule.

The presidential election of 1876 was extremely important. President Grant thought about running for a third term. The Republicans wanted a new candidate because Grant was unpopular. They nominated Rutherford B. Hayes. The Democrats nominated Samuel Tilden.

It was a very close election. It was so close that neither candidate got a majority of the electoral votes. To determine who should be president, Congress appointed a commission. A commission is a group of officials chosen for a specific job. The commission said that Hayes, the Republican, should be named president. In return for this, the Republicans made many promises to Democrats. The most important was a promise to withdraw all troops from the South. The last troops left in 1877. This marked the end of Reconstruction.

With the end of Reconstruction, Southern leaders looked forward to a brighter future. They dreamed of a "New South." The New South would have industries that used the region's coal, iron, tobacco, cotton, and lumber resources.

The South did make great gains in industry in the 1880s. The tobacco, iron and steel, and lumber industries all boomed. Southern industry grew because the South had a large supply of natural resources, cheap and reliable labor, and new railroads.

Southern industry grew, but the South still relied mostly on farming. Supporters of the New South hoped that farming would change too. They hoped that huge cotton plantations would be replaced by smaller farms growing a variety of crops.

But those changes did not happen. Instead, the South became a land of sharecroppers and tenant farmers. Most



Explaining

1. Why did Grant become an unpopular president?



Identifying

2. Why was a commission formed after the election of 1876?



Identifying

3. What marked the end of Reconstruction?



Listing

4. List the important industries that grew in the New South.



Explaining

5. Complete this sentence: The South's economy in the late 1800s still depended mostly on _____.

The Reconstruction Era

Lesson 4 The Post-Reconstruction Era, *Continued*

? Comparing

6. How was sharecropping similar to slavery?

Explaining

7. Why did white Southerners pass new voting laws?

Ab C Marking the Text

8. Underline the definition of *segregation* in the text.

of the sharecroppers were former slaves. They ended up owing large amounts to white landowners. Laws made them stay on the land until their debt was paid—which could take years, or even a lifetime. This system made sharecropping little better than slavery.

A Divided Society

Reconstruction was over. The Union troops that had protected African Americans in the South left. The dream of freedom and justice for African Americans faded.

Southern government officials—the “redeemers”—passed laws that discriminated against African Americans. African Americans could do little about these government officials. The governments passed laws that made it nearly impossible for African Americans to vote. These laws enforced **poll taxes**, **literacy tests**, and **grandfather clauses**.

Restricting African Americans' Right to Vote in the South		
Method	What it Was	How it Worked
poll tax	a fee people had to pay to vote	Many African Americans could not afford the tax, so they could not vote.
literacy test	a requirement that voters must be able to read and write at a certain level	Most Southern African Americans had little education, so literacy tests prevented many from voting.
grandfather clause	A law stating that a voter could vote if his father or grandfather had voted before Reconstruction.	African Americans could not vote until 1867, so they could not meet this requirement. This also allowed poor white Southerners who could not read to vote.

Other laws also discriminated against African Americans. In the late 1800s, **segregation** was common in the South. Segregation is the separation of races. Public places were

The Reconstruction Era

Lesson 4 The Post-Reconstruction Era, *Continued*

segregated by law. The laws that required segregation were called Jim Crow laws.

Even worse than segregation was the practice of lynching. **Lynching** happens when a mob kills a person, often by hanging. White mobs lynched many African Americans in the South.

Some African Americans managed to escape the South. Many fled to Kansas. They called themselves Exodusters after the biblical book of Exodus which describes the Jews' escape from slavery in Egypt.

Other African Americans escaped the South by joining the army. They fought in the Indian Wars of the late 1800s. The Apache and Cheyenne named these African Americans "Buffalo Soldiers."

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Check for Understanding

List three factors that aided the success of Southern industries in the late 1800s.

1. _____
2. _____
3. _____

List three ways that the redeemers prevented African Americans from voting.

1. _____
2. _____
3. _____



Reading Check

9. What were Jim Crow laws?



Marking the Text

10. Underline the definition of lynching in the text.



11. Place a two-tab Foldable along the dotted line to cover Check for Understanding. Write the title *Loss of Freedoms* on the anchor tab. Label the tabs *Cause* and *Effect*. Recall and list ways freedoms were lost after Reconstruction. Use the Foldable to help answer Check for Understanding.