

Chapter Summary

Section 1 Rebuilding the Nation

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

Section 2 The Battle Over Reconstruction

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

Section 3 The End of Reconstruction

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



Key Concepts

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

Freedmen Rights and Restrictions

Right:

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

Restrictions

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

The Civil War Amendments

Amendment 13

- Abolished slavery

Amendment 14

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

Amendment 15

- Guaranteed voting rights

Successes and Failures of Reconstruction

Successes

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

Failures

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

Vocabulary Builder

Key Terms

Fill in the blanks with the correct key terms.

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

Comprehension and Critical Thinking

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



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

History Reading Skill

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

Writing

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

Skills for Life

Analyze a Migration Map

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

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

Test Yourself

Refer to the quotation below to answer Question 1.

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

1. Which system does this quotation refer to?
- A amnesty
 - B Reconstruction
 - C sharecropping
 - D segregation

2. How did African Americans benefit from the passage of the Fourteenth Amendment?
- A Their right to vote was protected.
 - B They became citizens.
 - C They were given land.
 - D They no longer had to pass literacy tests.
3. A chief goal of the Freedmen’s Bureau was to promote
- A abolition.
 - B industrial growth.
 - C education.
 - D segregation.

Document-Based Questions

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

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

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

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

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

Questions to be asked each [Klan] candidate:

- Are you in favor of a white man’s government in this country? . . .”

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

