**Three Plans of Reconstruction**

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| **Lincoln’s Plan** | **Congressional Plan** | **Johnson’s Plan** |
| 1. A moderate approach to Reconstruction; based on the belief that the war was a rebellion of individual citizens and that, since secession was not constitutionally permissible, the South had never legally left the Union
2. Reconstruction should be lenient and carried out by the President
3. All Southerners, except high-ranking Confederate officials, would be pardoned and regain citizenship when they took an oath to support the Constitution and the emancipation of slaves
4. When 10% of the voters in a state took this oath, they could establish a legal government that would be recognized by the President
 | 1. The “Radical” Republicans in Congress did not agree with Lincoln’s plan
2. They looked beyond emancipation to the problem of civil liberties of African Americans and felt that Congress should play a greater role in the assurance of liberties
3. Required that 50% of the voters take the loyalty oath rather than 10%
4. Confederate officials be disenfranchised
5. Confederate debts be repudiated
6. Lincoln killed this Wade-Davis bill with a pocket veto because it would have postponed the readmittance of the Southern States

Adapted from U.S. History and Government | 1. In May 1865, after Lincoln’s assassination on April 14, 1865, Johnson issued his plan of Reconstruction
2. A general pardon of all Southerners willing to take an oath upholding the Constitution, except military leaders and those whose wealth exceeded $20,000
3. Recognition of the governments of Virginia, Tennessee, Arkansas, and Louisiana, which had been established under Lincoln’s Reconstruction plan
4. The remaining Southern states could reenter the Union whey they repudiated war debts (bonds sold by the Confederate government to individuals to finance the war, disavowed their ordinance of secession, and ratified the Thirteenth Amendment, thereby abolishing slavery
 |

1. **Which plan would you have supported? Why?**
2. **Why did the President and Congress come into conflict over the issue of Reconstruction?**
3. **Why did Congress pass the Tenure of Office Act?**

 “President Andrew Johnson opposed the Congressional program, believing that only the President had the power to determine the conditions for the return of Southern states. The Radical Republicans in Congress believed Congress alone had the constitutional power to admit states back to the Union. They also suspected Johnson, a Southerner from Tennessee, of being overly sympathetic towards the South.

To enforce its program, Congress passed the Tenure of Office Act, limiting the President’s power to dismiss his own Cabinet members. Johnson refused to obey this law which he believed was unconstitutional. When Johnson dismissed his Secretary of War, Congressional leaders attempted to remove Johnson from office through the process of impeachment. Johnson was impeached by the House of Representatives, but the Radical Republicans fell one vote short in the Senate of removing Johnson from office.” ~ The Key to Understanding U.S. History and Government

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| The Thirteenth Amendment: The Thirteenth Amendment to the Constitution declared that “Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.” Formally abolishing slavery in the United States, the 13th Amendment was passed by the Congress on January 31, 1865, and ratified by the states on December 6, 1865.  |
| The Fourteenth Amendment: The Fourteenth Amendment to the Constitution was ratified on July 9, 1868, and granted citizenship to “all persons born or naturalized in the United States,” which included former slaves recently freed. In addition, it forbids states from denying any person “life, liberty or property, without due process of law” or to “deny to any person within its jurisdiction the equal protection of the laws.” By directly mentioning the role of the states, the 14th Amendment greatly expanded the protection of civil rights to all Americans and is cited in more litigation than any other amendment. |
| The Fifteenth Amendment: The Fifteenth Amendment to the Constitution granted African American men the right to vote by declaring that the “right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.” Although ratified on February 3, 1870, the promise of the 15th Amendment would not be fully realized for almost a century. Through the use of poll taxes, literacy tests and other means, Southern states were able to effectively disenfranchise African Americans. It would take the passage of the Voting Rights Act of 1965 before the majority of African Americans in the South were registered to vote. |

 “By 1872, Americans were tired of Reconstruction. Congress passed the Amnesty Act, which restored the franchise to almost all Confederates. As a result, white Democrats gradually regained control of the Southern states. Claiming that the Republican Party was the party of corruption, the party of the black man, and responsible for the destruction of the South, the Democratic Party became the majority party of the South until well into the 20th century, a phenomenon later referred to as the ‘Solid South.’ The withdrawal of the last federal troops took place following the election of 1876.” ~ U.S. History and Government

**4. Explain the meaning of the term: “Solid South”.**

**The South after Reconstruction**

 “Many plantation owners entered into share-cropping arrangements with their former slaves. The landowner provided a cabin, a mule, tools, and land to the sharecropper. The sharecropper, in turn, gave a large share of his crop to the landowner as a form of rent. Other freedmen became tenant farmers, renting the land but providing their own tools and provisions. Few freedmen were able to become landowners themselves.”

~ The Key to Understanding U.S. History and Government

1. **Do you remember the idea of providing every freed slave with “forty acres and a mule”? It was based on the idea of redistributing land and breaking up large plantations into smaller holdings to provide freed slaves with economic opportunities. Does the above passage suggest that this idea of “forty acres and a mule” happened? Explain your answer.**
2. **Why were few freed slaves able to become landowners?**

**Textbook Page 493**

**7. What factors limited southern economic recovery?**

* **The lack of works and investment capital**
* **Southern Railroads did not connect to northern railroads**

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| 1. **Poverty**
2. Most freed slaves remained poor, especially since land redistribution did not occur after the Civil War.
3. Most freed slaves remained dependent on their former masters.
4. Most freed slaves were denied adequate education.
5. This is what is meant by the “failure of Reconstruction.”
 |
| 1. **The Ku Klux Klan**
2. Some whites created secret organizations to terrorize African Americans.
3. The Ku Klux Klan was a white terrorist organization.
4. It used violence against African Americans who asserted their rights.
5. Most African Americans were afraid to challenge the Klan.
 |
| 1. **Loss of Northern Interest**
2. After Reconstruction ended, most Northerners lost interest in what was happening in the South.
3. Instead, Republicans focused on industrial expansion while Northern reformers turned their attention to correcting the abuses of big business.
 |

1. **How did the Ku Klux Klan prevent freed slaves from asserting their rights?**
	1. It used violence against African Americans who asserted their rights.
	2. Most African Americans were afraid to challenge the Klan.
2. **What happened to the North’s involvement in the South after Reconstruction?**
	1. Northerners lost interest in what was happening in the South.
	2. Instead, Republicans focused on industrial expansion while Northern reformers turned their attention to correcting the abuses of big business

**10. What does this letter reveal about the Ku Klux Klan?**

Textbook Page 495

**11. How did the Supreme Court erode the rights of African Americans after the Civil Rights Act of 1875?**

**- left the implementation of the law up to state and local governments some of which used it to legalize segregation through separate and equal.**

**- tried to reverse the gains of African Americans by separating churches and passing laws supporting the elimination of black government officials.**

**Primary Source:**

***Letter about Ku Klux Klan Terror, 1871*: State of Mississippi. Monroe County. March 30, 1871**

*My beloved Sister:*

 *I will endeavor to answer to answer your joyfully received letter.*

 *Mr. Bill Webb’s wife died week before last, she had been sick a month. They had two doctors waiting on her. I was very sorry to hear of her death, for I thought a great deal of her.*

 *I must tell you something about the Ku Klux; they are raging on the other side of the River. They have whipped several white men, whipped and killed several Negroes. They whipped Colonel Huggins, the Superintendent of the free schools nearly to death, and everybody rejoiced when they heard it, for everybody hated him. He squandered the public money, buying pianofortes, organs, sofas, and furniture for the Negro School house in Aberdeen. The people are taxed beyond endurance. The Ku Klux gave him seventy lashes, and then gave him ten days to leave the country. He left and went to Jackson. There was a Regiment of Militia came into Aberdeen Friday. They are sent here to put down the Ku Klux. Huggins has come back with the Militia, but I wouldn’t give a straw for his life, for he will be killed.*

 *It is the opinion of most everybody there will be war. The Yankees coming here will make the Negroes more insolent. With Country full of Yankees, things are going too far, for the free whites of the South are determined not to put up with it.*

 *A Negro can kill a white man, take it in Court, get a Negro jury, clear him and then turn him loose; things can’t go on this way. We are in a most peculiar situation.*

*Give my love to all the Connections and write soon.*

*Yours*

*Jennie*

*[Mrs. Webb was the wife of William J. Webb, who owned and operated the City Hotel on the site of the Plainview Hotel, on the Block North of the Monroe County Courthouse, Aberdeen, Mississippi. The Shaw Family patronized this Hotel. Colonel Huggins left Aberdeen in the night and went back North.] ~ historicaltextarchive.com*

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| 1. Literacy Tests
2. Requirements for voting
3. Most newly freed slaves lacked a formal education and were unable to pass these tests.
4. Reading passages were often made more difficult for African Americans than for whites.
5. Many African Americans were disenfranchised [deprived of the right to vote] in the South.
 |
| 1. Poll Taxes
2. Registration fees for voting
3. Poll taxes were imposed on poor African Americans who could least afford to pay them.
 |
| 1. Grandfather Clauses
2. Were state laws that allowed those whose ancestors qualified to vote in 1867 to vote without passing a literacy test or paying a poll tax
3. These clauses exempted poor whites but not poor African Americans, since few African Americans were qualified to vote in 1867/
 |
| 1. Jim Crow Segregation
2. In the 1880s and afterward, Southern legislatures passed laws segregating (separating) African Americans from whites.
3. African Americans were not permitted to ride in the same train cars, attend the same schools, or use many of the same public facilities as whites.
4. These laws became known as “Jim Crow” laws.
 |

1. **How did literacy tests prevent freed slaves from voting?**
2. **How did poll taxes prevent freed slaves from voting?**
3. **How did Grandfather Clauses prevent freed slaves from voting?**
4. **How was apartheid in South Africa similar to Jim Crow segregation?**

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| --- | --- | --- |
| **Plessy v. Ferguson, 1896** | **Booker T. Washington** | **W.E.B. DuBois** |
| 1. Plessy, a racially mixed man, sat in a railroad car where only whites were permitted.
2. He was arrested for violating a state law that provided “separate but equal” facilities for non-whites.
3. Plessy said this law violated his “equal protection” rights under the 14th Amendment.
4. The Supreme Court held that so long as a state provided “equal” facilities, it could legally separate African Americans from whites.
5. The decision allowed the continuation of “separate but equal” facilities – resulting in whites and African Americans attending different schools, using different water fountains, and bathing in different public beaches.

~ The Key to Understanding U.S. History and Government | 1. Booker T. Washington was born into slavery in 1856.
2. In 1881, he founded the Tuskegee Institute in Alabama.
3. In 19011, he wrote *Up From Slavery*, an autobiography.
4. Washington believed that African Americans should first concentrate their efforts on trying to achieve economic independence before seeking full social equality.
5. He believed economic prosperity could best be achieved by vocational training and practical, job-related education.
6. He wanted young African Americans to develop skills and attitudes that would help them to survive in an environment of increasing violence and discrimination.
 | 1. W.E.B. DuBois was the first African American to obtain a Ph.D. from Harvard University and became a notable historian and writer.
2. Unlike Booker T. Washington, DuBois urged the next generation of African Americans to move in a new direction.
3. DuBois believed African Americans should agitate for full social and political equality immediately and not rest content with an inferior social and economic status.
4. In his writings, DuBois encouraged African Americans not to define themselves as whites saw them, but to take pride in their dual heritages – as both Africans and Americans.
5. In 1909, he helped form the National Association for the Advancement of Colored People (N.A.A.C.P.) – to win rights through the courts.
 |

1. **What Amendment did Plessy state was being violated? Why?**
2. **What did the Supreme Court rule at the time?**
3. **How did each man’s view of white society shape his ideas?**
* **Washing trusted that white people would eventually reward the hard work of African Americans with political equality. Du Bois distrusted whites and did not believe that they would ever give Arican Americans their full rights unless forced to do so.**
1. **How did the ideas of W.E.B. DuBois differ from the ideas of Booker T. Washington?**
* **Washinton believed that personal eocnimc success should be the amin goal for African Americans. Du Bois believed that their main goal should be politicala equality.**

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**Plessy v. Ferguson, 163 U.S. 537 (1896) :**  “In Plessy v. Ferguson the Supreme Court held that the state of Louisiana did not violate the Fourteenth Amendment by establishing and enforcing a policy of racial segregation in its railway system. Justice John Marshall Harlan wrote a memorable dissent to that decision.” Source: McKenna, George, ed. A Guide to the Constitution That Delicate Balance (New York, 1984), pp. 384-386. ~ chnm.gmu.edu

**20. Explain the connection between Plessy vs. Ferguson and the current state in 2011 as suggested by the political cartoon?**

**21. What does Judge Harlan believe is the basis for Louisiana’s segregation?**

**Judge Harlan’s dissent :**  …It was said in argument that the statute of Louisiana does not discriminate against either race but prescribes a rule applicable alike to white and colored citizens. But this argument does not meet the difficulty. Everyone knows that the statues in question had its origin in the purpose, not so much to exclude white persons from railroad cars occupied by blacks, as to exclude colored people from coaches occupied by or assigned to white persons. Railroad corporations of Louisiana did not make discrimination among whites in the matter of accommodation for travelers. The thing to accomplish was, under the guise of giving equal accommodations for whites and blacks, to compel the latter to keep to themselves while travelling in railroad passenger coaches. No one would be so wanting in candor as to assert the contrary. The fundamental objection, therefore, to the statues is that it interferes with the personal freedom of citizens....If a white man and a black man choose to occupy the same public conveyance on a public highway, it is their right to do so, and no government, proceeding alone on grounds of race, can prevent it without infringing the personal liberty of each....

 The white race deems itself to be the dominant race in this country. And so it is, in prestige, in achievements, in education, in wealth, and in power. So, I doubt not, it will continue to be for all time, if it remains true to its great heritage and holds fast to the principles of constitutional liberty. But in the view of the Constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution in color-blind and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful. The law regards man as man and takes no account of his surroundings or of his color when his civil rights as guaranteed by the supreme law of the land are involved…

**22. What is the fundamental objection to the Louisiana statue?**

**23. What does Judge Harlan mean when he writes that the Constitution is color-blind?**

 The arbitrary separation of citizens, on the basis of race, while they are on a public highway, is a badge of servitude wholly inconsistent with the civil freedom and the equality before the law established by the Constitution. It cannot be justified upon any legal grounds.”

**For each questions write 5-8 sentences containing 5 facts to answer the question.**

**Chapter 15 Section 1 – 490-495**

1. **How did the southern economy and society change after the Civil War?**
	1. **Some attempt was made to diversify southern industry by using investment capital from the North, however southern farmers suffered because of the continued dependence on cotton as the main cash crop. African Americans gained access to education, but later rights were limited by localized segregation. The kkk used terror tactics to created localized segregation and the limiting of rights for African Americans.**

**Chapter 16 Section 1 - 520 -524**

1. **How were the civil and political rights of African American groups in America Undermined during the years after Reconstruction?**
	1. **African Americans were reuired to pay a poll tax and pass a literacy test.**
	2. **They also passed the grandfather clauses appoliwng people to vote only if their ancestors had voted prior to 1866.**
	3. **Segregation forced an eteme separation that had never existed under slavery**
	4. **African Americans were kept from obtaining better jobs, housing and schools.**

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1. **… With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow, and his orphan – to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.**

**~ President Abraham Lincoln, 1865**

**This statement by President Lincoln contributed to disagreements over the**

* 1. continuation of a military draft
	2. provision of free land to settlers
	3. negotiations with foreign nations after the Civil War
	4. treatment of the former Confederate states and their leaders
1. **In the ten years following the Civil War, a large numbers of former slaves earned a living by becoming**
	1. conductors on the Underground Railroad
	2. workers in Northern factories
	3. sharecroppers on Southern farms
	4. gold miners in California
2. **Many Southern States tried to limit the effects of Radical Reconstruction by**
	1. adopting federal laws mandating segregation
	2. enacting Jim Crow laws
	3. abolishing the Southern sharecropping system
	4. securing passage of new amendments to the United States Constitution
3. **In the South, the passage of Jim Crow laws in the 1870s and 1880s led directly to the**
	1. racial integration of public schools
	2. decline of the Democratic party
	3. organization of the Ku Klux Klan
	4. segregation of public facilities
4. **“The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude. . . .” — 15th Amendment, Section 1, United States Constitution, 1870**

**Which actions did Southern States take to keep African Americans from exercising the rights guaranteed in this amendment?**

* 1. suspending habeas corpus and denying women the right to vote
	2. collecting poll taxes and requiring literacy tests
	3. establishing religious and property-holding requirements for voting
	4. passing Black Codes and establishing segregated schools
1. **A primary reason for the passage of the 14th amendment in 1868 was to**
	1. prohibit the secession of states
	2. uphold the legality of the Black Codes
	3. continue the presidential plan for Reconstruction
	4. guarantee citizenship rights to the newly freed slaves
2. **One idea that both Booker T. Washington and W. E. B. Du Bois supported is that**
	1. African Americans should have increased civil rights
	2. vocational training was the best approach to education
	3. immigration was responsible for racial segregation
	4. Jim Crow laws were needed to help African Americans
3. **In the ten years following the Civil War, a large numbers of former slaves earned a living by becoming**
	1. conductors on the Underground Railroad
	2. workers in Northern factories
	3. sharecroppers on Southern farms
	4. gold miners in California
4. **The Supreme Court decision in Plessy v. Ferguson (1896) had a major impact on the lives of African Americans because it ruled that**
	1. segregation was illegal in educational institutions
	2. voting was a right guaranteed by the Constitution
	3. separate but equal public facilities were legal
	4. military occupation of the South was Unconstitutional
5. **Following Reconstruction, the passage of Jim Crow laws in the South limited the effectiveness of**
	1. the 14th and 15th amendments
	2. the Freedmen’s Bureau
	3. Black Codes
	4. tenant farming and sharecropping
6. **Which action marked the end of Reconstruction in the United States?**
	1. ratification of the 14th amendment
	2. withdrawal of federal troops from the South
	3. creation of the Freedmen’s Bureau
	4. impeachment of President Andrew Johnson
7. **Starting in the 1870s, Jim Crow laws were enacted in Southern states as a means to**
	1. provide an education for formerly enslaved persons
	2. protect the voting rights of formerly enslaved persons
	3. enforce racial segregation
	4. ensure equal protection under the law
8. **Literacy tests and grandfather clauses were enacted in the South after the Reconstruction Era primarily to**
	1. increase the number of women voters
	2. limit the number of African American voters
	3. guarantee that voters could read and write
	4. ensure that formerly enslaved persons met property requirements
9. **In the late 1800s, southern state governments used literacy tests, poll taxes, and grandfather clauses to**
	1. ensure that only educated individuals voted
	2. require African Americans to attend school
	3. prevent African Americans from voting
	4. integrate public facilities
10. **After the Civil War, the sharecropping system emerged in the South primarily as a way to**
	1. diversify agricultural production
	2. provide a labor supply to plantation owners
	3. give forty acres of land to freedmen
	4. guarantee economic equality for African Americans
11. **Constitutional amendments adopted during Reconstruction were intended to**
	1. provide legal and political rights for African Americans
	2. end property and religious qualifications for voting
	3. correct problems with the electoral college system
	4. limit the number of terms of the president
12. **The Supreme Court decision in Plessy v. Ferguson (1896) affected African Americans by**
	1. granting voting rights
	2. expanding civil rights
	3. upholding racial segregation
	4. guaranteeing equal wages
13. **How did the status of African Americans in the South change soon after the end of Reconstruction in 1877?**
	1. The Supreme Court consistently supported civil rights for African Americans.
	2. Poll taxes and literacy tests were eliminated for African Americans.
	3. Increasing numbers of African Americans were elected to public office.
	4. African Americans faced increasing discrimination and segregation.
14. **The Supreme Court decision in the case of Plessy v. Ferguson (1896) affected civil rights in the United States by**
	1. ruling that segregated public schools were unconstitutional
	2. rejecting the legal basis of Jim Crow laws
	3. approving racial segregation in public facilities
	4. strengthening the protections of the 14th amendment
15. **The formation of the National Association for the Advancement of Colored People (NAACP) and the Anti-Defamation League (ADL) was primarily a response to**
	1. racism and prejudice
	2. nationalism and patriotism
	3. abolition and temperance
	4. prohibition and nationalism
16. **Which argument was used by President Abraham Lincoln to explain his policy of leniency toward the South after the Civil War?**
	1. Most Southerners have remained loyal to the Union during the war.
	2. Most Southerners are willing to grant equality to formerly enslaved persons.
	3. The federal government has no authority to punish states for secession.
	4. Healing the nation’s wounds quickly is essential.