

SUBJECT NAME

Name: _____

Period: _____

MODULE: Unit 1- Civil War & Reconstruction

Objective: What were the causes and effects of the Civil War?

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I. Causes & Events Leading to the Civil War

A. Sectionalism - America became divided into sections with different _____ & _____ ways of life

Manufacturing, factories, shipping, & fishing	Mostly farming cotton plantations	Mostly grain breadbasket of U.S. ship food to North and South
Against Slavery	Relied on Slavery	
Americans felt a greater loyalty to their region than the country		

The South's Dependence on Cotton

The economy of the southern United States thrived by 1850 because of cotton, it became the leading cash crop. A **cash crop** is a crop that is grown for profit in a commercial economy, the first cash crop was tobacco, sold to Europeans who developed a taste for it. In the Deep South cotton helped the economy prosper, and slavery grew because the southern states needed more labor to grow and cultivate their crops.

The British and Northern American **textile**, or clothing, industry created a huge demand for cotton and kept the price high, making it extremely **profitable**.

Why Didn't the North Have Slaves?

The northern United States was based largely on manufacturing textiles due to the **poor soil quality**. Northern farms were **subsistence farms**, which were usually farmed by a family. When it came to textile manufacturing the north did not use slaves due to their already large number of immigrants and poor in the cities who would take the jobs with little pay, and they did **not** have to house or feed them. This was coupled with anti-slavery religious beliefs of groups such as the Quakers.

Why Didn't The South Have Industry?

The southern states relied on the Northern states and Britain to manufacture their cotton into textiles. Factories were expensive to build and would not be able to compete with the northern factories. People saw no need to change from an agricultural economy to an industrial economy.



CRQ 1: What cash crop did the South rely on?

CRQ 2: If North and South fought a war, who would you predict to win? Why?

Unit 1 EQ 1: Why did feelings of sectionalism arise in America between 1800 - 1860?

STOP & THINK

Directions: Fill in the Blanks using the word bank below

Profitability	Tobacco	Slavery	Slaves
Prosper	Cotton Gin	Cotton	Textile

The southern economy was based on _____
to produce their largest cash crop _____.
The first cash crop was _____, sold to
the Europeans, who had a large market for southern agricultural
products.

While the south grew the cotton, it was manufactured in
northern and British _____ mills. These
mills spun the cotton into clothing to be sold in stores.

The south did not produce their own factories because they are
expensive to build and because cotton already had a high
_____.

This was mostly due to the invention of the
_____, which allowed the
southern economy to _____ and
increased the need for more _____.

Which best explains why slavery was more suited to farming in the South than in the North?

- A. Northern farms raised mostly subsistence crops.
- B. Southern farms required more labor to raise their crops.
- C. Northern farms had shorter growing seasons than those in the South.
- D. Southern farms had richer soil that could grow a greater variety of crops.

- *A growing manufacturing industry*
- *Agriculture based on small family farms*
- *Rapidly growing cities*
- *Greater opportunity for employment*

Northern States Early 1800s- The factors shown in the list help explain why the North states in the early 1800's _____

- A. were not as dependent on slavery as the South.
- B. exported more agricultural products than the South.
- C. began to invest in new industries based in the South.
- D. recruited unskilled workers from the South.

B. Missouri Compromise of 1820

1820 - 22 states
in America

Maine (free) wants
to join as the 23rd
state

Results

STOP & THINK

*Directions: Using
the Map from
the PPT Color
and Mark the
Legend for the
Missouri
Compromise of
1820*



The compromise also set up a boundary at 36° 30' N that stated no slave states could be formed north of the boundary

Texas and Florida became slave states, Iowa and Wisconsin became free states (equal) – with the new land obtained from the Mexican War, both

Unit 1 EQ 1: Why did feelings of sectionalism arise in America between 1800 - 1860?

_____ wants to extend slavery into new territories

_____ is determined to stop them

C. Mexican War Ends (1848)

Problem

_____ asks to join the Union as the 31st state

There is no other state to join the as a slave state to keep the balance

Solution

California can join as a free state

Congress passes the _____
: *police in Northern free states must return escaped slaves to their owners*

STOP & THINK

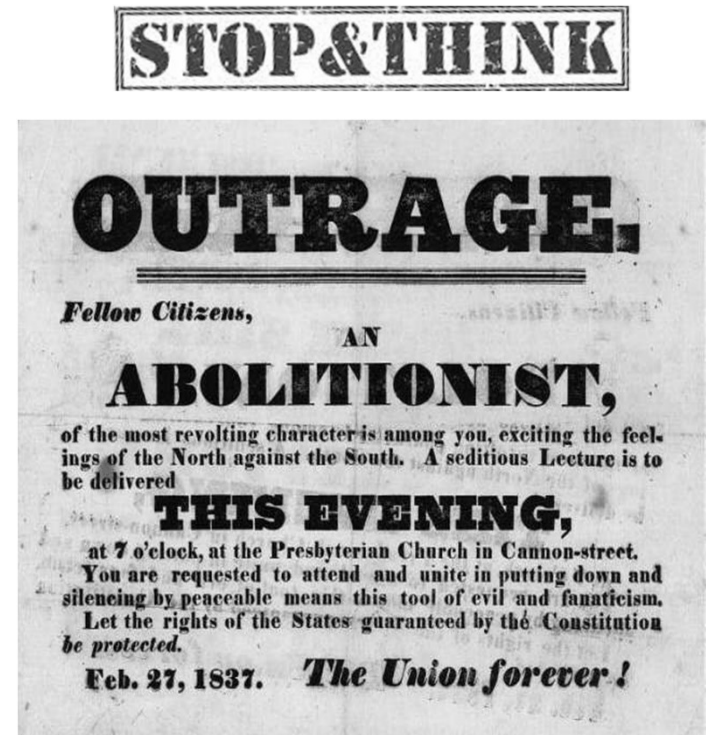
- Despite earlier efforts to settle the issue, the slavery question became a major issue in the 1840s and 1850s because the
- A. US Supreme Court had a northern majority
 - B. nation was expanding to the West
 - C. evangelists of the Second Awakening raised the issue frequently
 - D. existing political parties needed an issue which would unite their members

D. THE COMPROMISE OF 1850

Unit 1 EQ 1: Why did feelings of sectionalism arise in America between 1800 - 1860?

Directions: Record your answers to the following questions. TTQA - Please use complete sentences.

1. How does the author of this public announcement describe an “abolitionist”?
2. Who do you think that this announcement was intended for? (Who is the audience?)
3. Do you think that the person who wrote this is a Northerner? Or a Southerner? Explain.

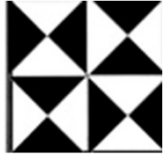
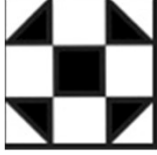
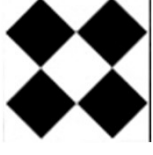



4. Many Southerners supported the Compromise of 1850 because it:
 - a) provided that cotton be substituted for currency as a medium of exchange
 - b) made the number of free states and slave states equal
 - c) legalized slavery in all of the newly acquired territories
 - d) provided for the return of fugitive slaves

**Unit 1 EQ 1: Why did feelings of sectionalism arise in America between
1800 - 1860?**

E. ABOLITIONISTS & THE UNDER GROUND RAILROAD

Some scholars believe that slaves used codes in their quilts to help other slaves navigate the Underground Railroad. Below are some of the codes that scholars believed slaves used.

			
Bow Tie (Hourglass)	Shoofly	Crossroads	Wagon Wheel
A symbol indicating it was necessary to travel by disguise.	A symbol that possibly identifies someone who can help and guide you along the underground railroad.	A symbol referring to Cleveland, Ohio, which was the main crossroads to several routs to freedom.	A symbol indicating for slaves to pack items necessary to travel by wagon.

reformers from both the North and South who wanted to end	- hidden routes north for slaves to escape -hiding places in homes, attics, barns

STOP & THINK

**Directions: Which codes do you see on the quilt?
Label them.**




Abolitionists: Those Who Said NO to SLAVERY!

Objective: We will understand and retell the contributions of famous African Americans and abolitionists to fighting slavery before the Civil War

Assignment:

You will create 7 ACCs, or **Abolitionist Collectable Cards**, using the information below and your creativity! ACCs are valuable, so put great care into making and keeping your cards. Like other sports cards and collectables, the value of these cards can increase over time with completeness and correctness!

Abolitionist Collectable Card Example:

Abolitionist Collective Card	
	<p><u>Name:</u> Harriet Tubman</p> <p><u>Born in the state of Maryland in the year 1820</u></p> <p><u>Status:</u> Slave, escaped to Philadelphia in 1849</p> <p><u>How did she fight slavery?</u> Harriet Tubman helped 300 slaves escape to freedom using the Underground Railroad. She was also a nurse in the Civil War and helped poor African Americans after the War.</p>
	<p><u>Harriet Tubman's Story...</u></p> <p><u>Harriet Tubman was born as a slave in Maryland. When she was 28 years old, she ran away 90 miles to the North to freedom. She then decided to go back to the South and help other slaves escape to freedom. She became a famous "conductor," or leader, on the Underground Railroad. During the Civil War, she helped the North, and after the War, she raised money for black schools in New York and helped poor and elderly African Americans. Harriet Tubman was truly a great abolitionist!</u></p>

In order to increase in value, your ACCs MUST have the following on EACH card:

Side with NO LINES:

- Picture showing abolitionist or contribution (20 points)
- Name of abolitionist (10 points)
- State and year of birth (10 points)
- Status (slave, escaped slave, white abolitionist, etc) (10 points)
- How did he or she fight or go against slavery? (30 points)

Side WITH LINES:

- Story of abolitionists IN YOUR OWN WORDS (at least 5 sentences) (30 points)

STOP & THINK



GALLERY WALK

<p>Name:</p> <p>Born in:</p> <p>Status:</p> <p>How he/she fought Slavery:</p>	<p>Abolitionist Collection</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Name:</p> <p>Born in:</p> <p>Status:</p> <p>How he/she fought Slavery:</p>	<p>Abolitionist Collection</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name:

Abolitionist Collection

Born in:

Status:

How he/she fought Slavery:

Name:

Abolitionist Collection

Born in:

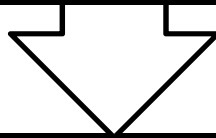
Status:

How he/she fought Slavery:

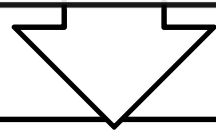
F. KANSAS NEBRASKA ACT (1854)

people in these territories are allowed to
vote whether they want to become a
_____ or _____

_____ = right to vote free/slave



The question of “should slavery should be permitted in the new territories?” led to
brutal fighting between pro and anti-slave settlers



Leads to the formation of the Republican (_____) party

... The success or failure of abolitionism must be judged against the broader question, what was possible? In confronting the most divisive issue in American history, slavery, abolitionism provided the voice of conscience. It assisted tens of thousands of individual blacks, steered the nation toward a recognition of universal rights, and was instrumental in embedding those rights into the Constitution.

Even the “mistakes” of abolitionism had interesting consequences. For example, because male abolitionists did not fight to include the word “female” in the Thirteenth*, Fourteenth, and Fifteenth amendments, the women’s rights movement was rekindled in a backlash of anger...

Source: Wendy McElroy, “The Abolitionist Adventure,” The Independent Institute, July 1, 2003

Unit 1 EQ 1: Why did feelings of sectionalism arise in America between 1800 - 1860?

STOP & THINK

According to Wendy McElroy, what were two impacts of the abolitionist movement?

G. DRED SCOTT V. SANDFORD (1856)

1. Why did Scott believe that he had the right to sue for his freedom?

2. Why did Chief Justice Taney say that Dred Scott had no right to bring a lawsuit?

3. Why did Chief Justice Taney say that Dred Scott's resident on free soil did not make him free?

4. Why was popular sovereignty unconstitutional according to Taney?

STOP & THINK

Another issue involving slavery in the North and South came up around the same time of the Kansas-Nebraska Act: what to do about slaves whose owners travelled through, or settled, in territories where slavery was not legal. This situation came to a head in the Dred Scott Supreme Court decision.

Two days after president Buchanan took office, the Supreme Court announced the Dred Scott decision. Dred Scott was an enslaved African American who had been taken by his owner from the South to live for a time in Illinois and Wisconsin, areas where slavery was not allowed. After his owner died, antislavery lawyers helped Scott sue for his freedom, claiming that he had for a time lived on free soil.

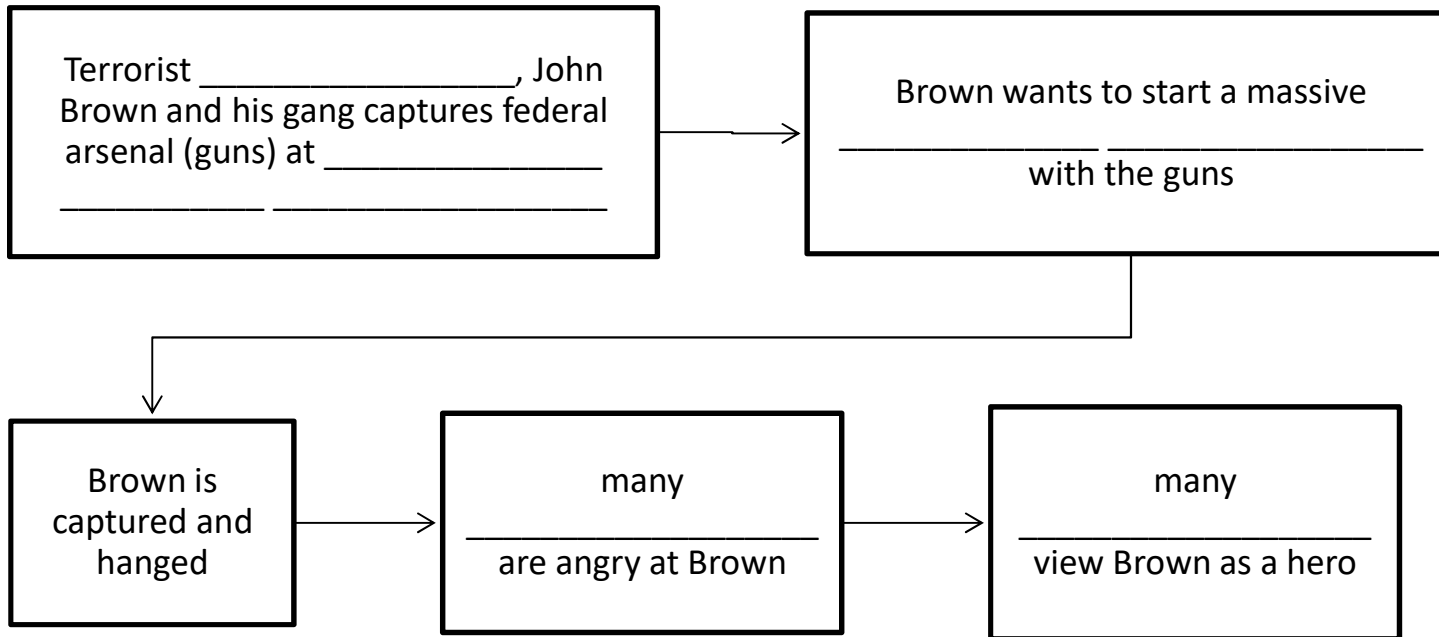
In the Dred Scott decision, Supreme Court Chief Justice Taney said that Scott was a slave, not a citizen, and therefore had no right to bring a lawsuit. He added that Scott's residence on free soil did not make him free, because he was property. As property, he could not be taken away from his owner without "due process of law."

Furthermore, Taney maintained that because the Congress had no power to prohibit slavery in any territory, the Missouri Compromise, which had limited slavery north of the 36°30' north latitude line in many Western territories, was unconstitutional. Finally Taney added that popular sovereignty was unconstitutional because not even voters could prohibit slavery, as it would amount to taking away someone's property.

The Dred Scott decision outraged antislavery advocates in the North, but pleased Southerners, dividing the country more than ever.

H. JOHN BROWN'S RAID (1859)

Unit 1 EQ 1:
Why did feelings of sectionalism arise in America between 1800 - 1860?



STOP & THINK

Directions: Fill in the Blanks using the word bank below

Property Slavery South Unconstitutional Dred Scott Chief Justice Taney North

_____ was a slave whose owner moved from the south to Wisconsin and Illinois, where slavery was outlawed. When his owner died, Dred Scott sued for his freedom claiming that since he had lived where _____ was outlawed he should be freed. _____ wrote in the Supreme Court's decision, that Dred Scott could not bring suit because he was not a citizen, he was _____. Additionally, Taney wrote that the Missouri Compromise and popular sovereignty were _____, as they took away property (slaves). This outraged the _____, pleased the _____, and caused tensions to grow further between the two sides. The nation was further divided, and some feared that Civil War was near.

A. ELECTION OF 1860

Republican candidates began to challenge proslavery Whigs and Democrats in state and congressional elections of 1854, with the message that the government should ban slavery in the territories. The election showed that the Republican Party had strength in the North, but almost no support in the South. The Democratic Party's strength was almost totally in the South becoming known as the solid south.

Section 1: The Parties and Candidates

In the months leading up to the election of 1860, the issue of slavery split the Democratic Party along sectional lines. A **Northern wing** of the **Democratic Party** nominated *Stephen Douglas*, supporter of popular sovereignty. **Southern Democrats** nominated *John C. Breckinridge* of Kentucky, who supported the Dred Scott decision.

Moderates from the North and South formed the **Union Party** and nominated *John Bell*, who took no position on slavery. The **Republican Party** nominated *Abraham Lincoln*. The Republican Party said that slavery should be left alone where it existed, but should not be allowed to spread into the territories.

Unit 1 EQ 2:
What did the
Election of
Abraham
Lincoln (1860)
spark?



Directions: Fill in the Chart using the text above

Term	Political Party	Definition / What did they support?
Stephen Douglas		
John C. Breckinridge		
John Bell		
Abraham Lincoln		

A. ELECTION OF 1860

STOP&THINK

With the Democratic Party split between Douglas and Breckenridge, Lincoln narrowly won the election. But he won primarily with Northern votes. His name did not even appear on most ballots in the South. In effect, the more populous North had outvoted the South.

The South feared a Republican victory would encourage slave revolts or other dreaded consequences, such as a constitutional amendment banning slavery. The South was ready for secession.

•Who won the election of 1860?

•Which Region had won, the North or the South?

•What did the South fear due to Lincoln's win? TTQA

Unit 1 EQ 2:What did the
Election of Abraham Lincoln (1860) spark?

Directions: Fill in the Blanks using the word bank below

***Revolts *Slavery *Secession *Democratic Party
*South *Union Party *Dred Scott *Abraham Lincoln**

In the months leading up to the election of 1860, the issue of _____ split the Democratic Party along sectional lines. A **Northern** wing of the _____ nominated *Stephen Douglas*, supporter of popular sovereignty. **Southern Democrats** nominated *John C. Breckinridge* of Kentucky, who supported the _____ decision.

Moderates from the North and South formed the _____ and nominated *John Bell*, who took no position on slavery.

The **Republican Party** nominated _____. The Republican Party said that slavery should be left alone where it existed, but should not be allowed to spread into the territories.

Lincoln narrowly won the election. But he won primarily with Northern votes. His name did not even appear on most ballots in the _____. In effect, the more populous North had outvoted the South.

The South feared a Republican victory would encourage slave _____ or other dreaded consequences, such as a constitutional amendment banning slavery. The South was ready for _____.

B. SOUTH SECEDES FROM THE UNION (1861)

The South gave three reasons for forming the _____:

1. The Confederate States felt the United States thought they had _____.

2. The Confederacy argued that the United States had _____.

3. The government would _____.

Unit 1 EQ 2:
What did the Election of Abraham Lincoln (1860) spark?

Becomes
President of
the **Union**

becomes President
of the **Confederacy**



II. North & South at the Start of the Civil War

Unit 1 EQ 2: What did the Election of Abraham Lincoln (1860) spark?



= _____

(Charleston, South Carolina) is attacked by the South



= This triggers the start of the Civil War



C. War Aims

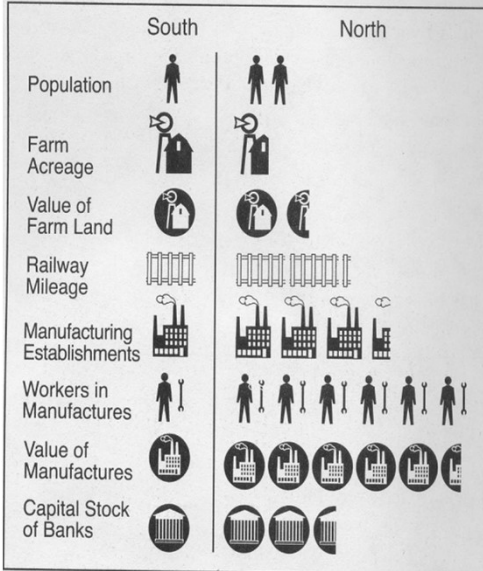
Lincoln & the North
fighting to _____ the _____
and keep the country together
North is not fighting to _____
until halfway through the war

South
fighting to preserve the southern way of life that includes _____
South also believed in State's Rights
States should be more important than the Federal Government
they were _____ to their state first
believed the Constitution gave them the right to _____

Border States
slave states that stayed in the Union and refused to join the _____

STOP & THINK

The Year 1860: A Comparison



Source: Melvin Schwartz and John R. O'Connor, *Exploring American History*, Globe Book Co. (adapted)

D. STRENGTHS OF NORTH & SOUTH IN 1861

Northern Advantages

The North had major advantages over the South

- more _____ (manufacturing)
- larger _____ (Soldiers & Workers)
- more _____ track (ship supplies faster)

South was winning in the first half of the war

- incredible Generals like _____ and " _____ "
- Jackson outwitted every Union General for nearly 3 years
- war was fought in the _____ & southerners knew the land
- Southerners were defending their _____ & way of life
- because of their lifestyle, southern men made _____

Southern Advantages

1. What advantages does the North have?

2. What conclusions can be drawn from this chart; who should win the Civil War?

E. LINCOLN ASSASSINATION (APRIL 14, 1865)

- Lincoln is _____ (murdered) by _____ while watching a play at Ford's Theatre, Washington D.C.
- _____ later that night
- Vice President _____ becomes President
- _____



Confederate sympathizer, Booth's original plan was to kidnap Lincoln – however, the Confederacy's surrender led Booth to change his plan – the plan called for the assassination of Lincoln, VP Johnson, and Sec. of State Seward – the idea was that the assassinations would throw the Union into such chaos that the Confederacy could mount a resurgence – Booth's was the only successful assignment – Booth escaped Ford's Theatre and remained on the run until a stand off 12 days later between Union soldiers mortally wounded him – the other conspirators were tried and hanged –

END OF THE CIVIL WAR: Abraham Lincoln was the first President of the United States to be assassinated (murdered) while in office

The Civil War - destined to be the bloodiest of all American wars, the Union battled the Confederacy for four long years. The two key issues of the war were

- States' rights to do as they pleased (in opposition of the federal government)
- Slavery should it be abolished, allowed to continue in the south, or curbed from being spread to the new territories.

During the course of the war, President Lincoln signed the Emancipation Proclamation, effectively ending slavery when the war was over. Lincoln was reelected in 1864, as the Union army began to turn the tide of the war. The Confederacy eventually surrendered on April 9, 1865. Abraham Lincoln would not live to see another week.



https://www.youtube.com/watch?v=Ncbqf_bou-IU

Unit 1 EQ 3: What was the cause and outcome of the Emancipation Proclamation of 1862?

I. Reconstruction (1865-1877)

- the period after the _____ War when the South was rebuilt until Union troops leave the South
- the South's _____, _____, and _____ were in ruins
- the North's _____ are booming

Unit 1 E.Q. 5: What were the Effects of the Reconstruction Era?

Lincoln's 10% Plan	President Andrew Johnson	Congress Radical Republicans
<p>1. act as if southern states had never left the Union</p> <p>2. offer _____ (official pardons / forgiveness)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. Problem = Lincoln assassinated</p>	<p>1. loyalty oath to re-enter the Union</p> <p>2. all states must abolish slavery</p> <p>similar to Lincoln's Plan</p>	<p>1. want major change</p> <ul style="list-style-type: none"> ▪ _____ ▪ South must write new state constitutions <p>2. against Lincoln/Johnson Plan</p> <ul style="list-style-type: none"> • ratify amendments <p>_____</p> <p>_____</p> <p>3. want to punish the South</p> <ul style="list-style-type: none"> • former Confederate officers and elite plantation class _____ <p>_____</p>

STOP & THINK

Reconstruction Amendments: Guided Practice

Directions: For each amendment discussed today, put it in your own words; create a ONE WORD reminder for it, and a small picture symbolizing the amendment.

Amendment Number	Text	In Your Own Words	One Word Reminder	Picture Symbolizing the Amendment
13 th	<i>“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.”</i>			
14 th	<i>“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No States shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.”</i>			
15 th	<i>“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”</i>			

F. SOUTH TRIES TO RESTRICT AFRICAN-AMERICAN RIGHTS

Unit 1 E.Q. 4: How did individuals, groups, and gov. institutions limit the rights of African Americans?

1. Black Codes

- not allowed to _____
- could not _____ against whites in court
- could not _____
- could _____ work in _____

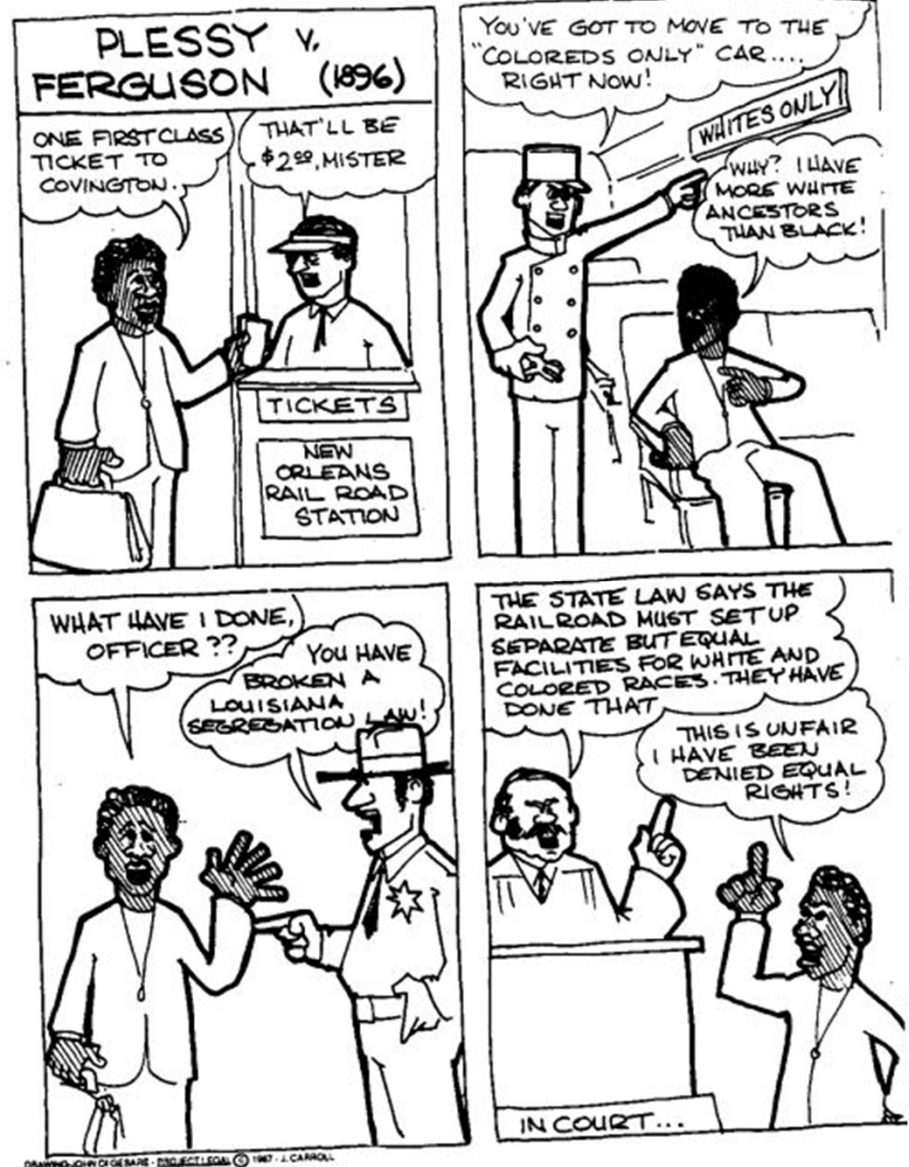
2. Jim Crow Laws

- legalized _____ in the South
- Supreme Court case: Plessy v. Ferguson
- _____
- legalized segregation in the West

3. South Tries to Prevent African-Americans From Voting

- _____
- _____
- _____

Poll Tax = Pay a tax to vote – Literacy Test = prove you could read by reading difficult portion of the U.S. Constitution – Grandfather Clause = if your grandfather could vote before 1865, you could vote without paying the tax or literacy test (poor white southerners could still vote)



STOP & THINK

Plessy v. Ferguson was a major court case that took place in 1896. Homer Plessy was a black man who had been arrested for sitting in a whites-only railroad car in Louisiana. He went to the courts for help in protecting his rights.

Plessy said that Jim Crow laws violated the equal protection clause of the Fourteenth Amendment. The equal protection clause said that all people would be treated fairly under the law despite their race. In 1896, the case went to the Supreme Court- the highest a legal fight can go.

The majority of the justices (the judges on the Supreme Court) ruled that segregation, or the separation of blacks and whites, was constitutional (that is, did not break the laws of the Constitution) as long as the facilities provided to blacks were equal to those provided for whites. That meant that the Supreme Court said that blacks and whites could be kept separate as long as where they were being separated in were equal for both races.

This “separate but equal” ruling was soon applied to almost every aspect of life in the south. However, the facilities set apart for African American in Southern states were seldom equal to those labeled “whites only”. That is, facilities for whites were almost always better than those for blacks.

Some African Americans chose to move to the North, rather than endure the humiliation of forced segregation. Most African Americans, however, remained in the South and got by as best they could. With participation in politics closed to them, they focused on their families, churches, and communities. African Americans also banded together to build schools and colleges for their children.

1. What did the Supreme Court decide?
2. Was “separate but equal” fair, in your opinion? Why or why not?
3. How did the ruling of *Plessy v. Ferguson* (1896) either create or stifle revolution in the South during reconstruction?

F. SOUTH TRIES TO RESTRICT AFRICAN-AMERICAN RIGHTS

4 Ku Klux Klan

- destroy the Republican party in the South
- make whites join _____

-limit African-American freedoms

5 Sharecropping

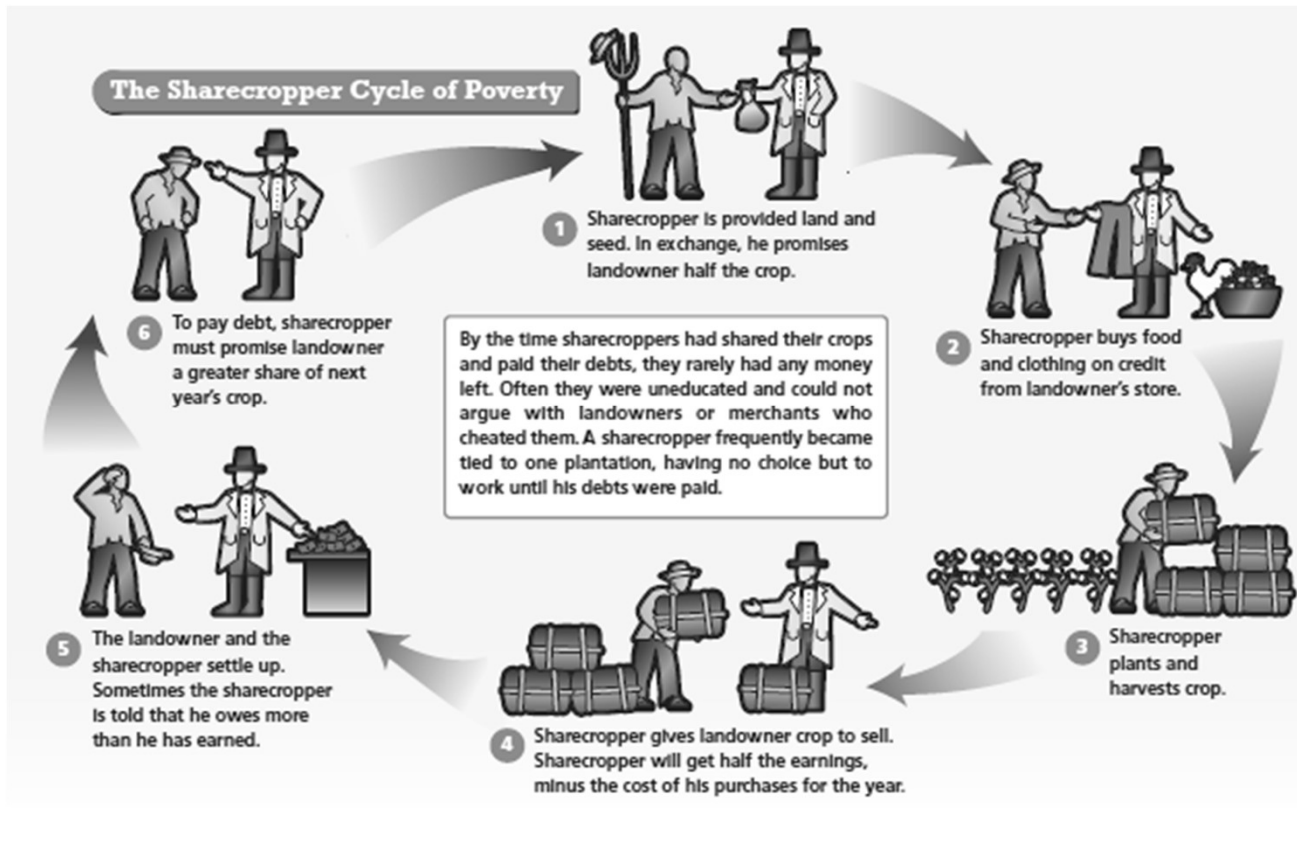
-farmer and family _____

-mostly former slaves =
another form of slavery

result = _____

- limit African-American rights
and put _____

Sharecropping was viewed as another form of slavery, because no money was made by the sharecroppers – sharecropping was not limited to African- Americans – many poor white southerners also became sharecroppers



Unit 1 E.Q. 4: How did individuals, groups, and gov. institutions limit the rights of African Americans?

G. NORTHERNERS TRY TO HELP AFRICAN-AMERICANS

Unit 1 E.Q. 4: How did individuals, groups, and gov. institutions limit the rights of African Americans?

1. Freedmen's Bureau

- _____
- _____ set up farms
- drew up work contracts
- _____ for African-Americans
- helped economically

2. Carpetbaggers

- _____ who went to the South to take part in Reconstruction
- most in it for _____ (make \$, gain political power)

3. Scalawag

- _____ and took part in Reconstruction

STOP & THINK

S
P
A
M



Why did most southerners disapprove of scalawags and carpetbaggers?

News
papers

-
-

Education

-
-

Churches

-
-

H. RECONSTRUCTIONS IMPACTS ON AFRICAN AMERICAN COMMUNITIES

**Unit 1 E.Q. 5: What
were the Effects of
the Reconstruction
Era?**

Unit 1 E.Q. 5: What were the Effects of the Reconstruction Era?

SUMMARY

Reconstruction



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.

STOP & THINK

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

ii. End of Reconstruction

a. Election of 1876

- Democrat = Sam Tilden, NY
- Republican = Rutherford B. Hayes, OH

= Tilden wins _____ vote, but not majority of _____ votes

= Democrats make deal; Hayes President if:

1. all Federal troops pulled out of _____ = end Reconstruction
2. Hayes appoints a southerner to his _____
3. Federal spending for internal improvements in the South

STOP & THINK

Booker T

W.E.B. DuBois

