

# ADVANCED PLACEMENT UNITED STATES HISTORY SUMMER PACKET

## **OBJECTIVES:**

- To define and explain the significance of important terms relevant to Reconstruction
- To thoroughly outline the presidential administrations of Andrew Johnson, Ulysses Grant, and Rutherford Hayes
- To analyze the following question: To what extent was the American Civil War a second founding for the nation?
- To identify the major political, economic, and social issues resulting from the Civil War that set the agenda for the Gilded Age

## **INSTRUCTIONS:**

1. Read Ch. 15 – Reconstruction and the New South in *American History* (Brinkley).
2. Complete Ch. 15 Packet (pages 2-3). You will be able to use this packet on an open notes quiz when we return to school.
3. Complete a Presidential Outline for Presidents Andrew Johnson, Ulysses S. Grant, and Rutherford B. Hayes. See the instructions and an example outline on pages 4-7. One of these will be collected at random and graded when we return to school.
4. Watch video interview with historian David Blight (Available on the class webpage starting around mid-August). Read article, *America's Unfinished Second Founding* (pages 8-9).
5. Using the video, textbook, and the knowledge you gained from US History I, fill in the graphic organizer on page 10.
6. **If you have any questions over the summer, do not hesitate to e-mail me at [pattonj@ndnj.org](mailto:pattonj@ndnj.org).**

NOTE: This assignment is NOT something you can complete a few days before school begins, unless you want an incredibly stressful end to summer break. I highly recommend spacing this out over a period of time.

# **RECONSTRUCTION AND THE NEW SOUTH – Chapter Guide**

Brinkley, Chapter 15

## **GUIDING QUESTIONS**

The following questions **do NOT have to be physically answered** but you should be able to answer them when we discuss this information in class. These questions are the foundation for the unit assessments.

1. What degree of change was brought to the American South as a result of Reconstruction?
2. What economic, political, and social methods were used to create and maintain second-class citizenship for African Americans?
3. What caused Southern Democrats to regain power, replacing Republican governments with Redeemer governments?
4. How did the Reconstruction Era unsuccessfully balance the two issues of national healing and national justice?
5. How has the history of Reconstruction been remembered at different times over American history and what effects have these varied interpretations had on race relations?
6. Did Reconstruction really end in 1877?
7. To what extent was the “New South” really new?

## **OBJECTIVES**

When you are done with this chapter you should know and be able to:

1. Analyze how the abolition of slavery led to a reshaping of cultural identities and new concepts of citizenship.
2. Identify and explain how the Civil War cemented the theory of perpetual union and paved the way for large scale political, economic and social change over the next thirty years.
3. Explain how the Civil War and Reconstruction affected the economies of both the North and the South, including existing labor systems.
4. Explain how the sharecropping system limited the economic possibilities for many African Americans and poor whites.
5. Describe how rulings of the U.S. Supreme Court, segregation, and Jim Crow laws undermined the Thirteenth, Fourteenth, and Fifteenth Amendments.
6. Explain how the Civil War and Reconstruction encouraged migration.
7. Identify and evaluate the political changes brought about by Reconstruction, focusing on the Constitution, the role of the Federal Government, the relationship between the executive and legislative branches, and the balance between the Republican and Democratic Parties.
8. Explain the impact of the Civil War on the infrastructure of the South in both positive and negative ways.
9. Analyze the degree to which the Civil War and Reconstruction altered the beliefs of Northerners and Southerners concerning each other.
10. Consider how the constitutional changes brought about by the Civil War and Reconstruction provided the future basis for women, blacks, and other minorities gaining their civil rights.

## **TERMS, CONCEPTS, NAMES: IDENTIFICATION AND SIGNIFICANCE**

Record the following information in your notes thoroughly as you read the chapter. You will be responsible for knowing these identifications on class assessments.

- **Identify each item listed.** Give an explanation or description of the item. Answer the questions **who, what, where and when.**
- Explain the **historical significance** of each item (the implications). Establish the item as a result of or cause of other factors. In other words, put the term in its historical context. Answer the question: **What were the political, social economic and/or cultural consequences or implications of this ID?**

- |   |   |
|---|---|
| 1. "Lost Cause" Myth                    | 22. Enforcement Acts                            |
| 2. Thirteenth Amendment                 | 23. Social Darwinism                            |
| 3. Freedman's Bureau                    | 24. Redeemers (Bourbons)                        |
| 4. Radical Republicans                  | 25. <i>U.S. v. Reese</i> (1876)                 |
| 5. Black Codes                          | 26. Compromise of 1877                          |
| 6. Civil Rights Act of 1866             | 27. Uncle Remus Stories                         |
| 7. Fourteenth Amendment                 | 28. Minstrel Shows                              |
| 8. The Three Reconstruction Bills       | 29. Crop-Lien System                            |
| 9. Fifteenth Amendment                  | 30. <i>Civil Rights Cases</i> (1883)            |
| 10. <i>Ex Parte Milligan</i>            | 31. Henry Grady                                 |
| 11. Tenure of Office Act                | 32. The "New South"                             |
| 12. Johnson's Impeachment               | 33. Booker T. Washington                        |
| 13. Scalawags                           | 34. <i>The Atlanta Compromise</i>               |
| 14. Carpetbaggers                       | 35. Tenant Farming and Sharecroppers            |
| 15. The Grant Scandals                  | 36. <i>Plessy v. Ferguson</i> (1896)            |
| 16. Panic of 1873                       | 37. "Jim Crow"                                  |
| 17. <i>Slaughter-House Cases</i> (1873) | 38. Lynching                                    |
| 18. The Colfax Massacre                 | 39. Ida B. Wells                                |
| 19. National Greenback Party            | 40. <i>Cummins v. County Board of Education</i> |
| 20. Seward's Folly                      | (1899)  |
| 21. Ku Klux Klan                        |   |

## ***PRESIDENTIAL OUTLINE INSTRUCTIONS***

Complete the following factual and evaluative information in detailed outline form. Be sure to include dates, explanatory information, **the significance of each item**, and any other pertinent details you believe will enhance your work. Be thorough, but be concise.

- An item listed with each presidential administration should be placed under one outline heading only. If you place an item in the social category, do not place it again under domestic.
- **Each identification should contain two pieces of information: 1. an explanation of the item and 2. the significance of the item.**

### **OUTLINE FORMAT:**

Include a picture of the president at the top of the page

- I. President's full name (Include birth and death dates)
- II. Political party of the president
- III. Dates of the term or terms of office
- IV. Vice President by term
- V. State in which president was born
- VI. State from which he ran for president
- VII. Opponent(s) by term (include major party candidates as well as some of the important minor party candidates. Include the party affiliation of each opponent)
- VIII. Issues prominent in each election
- IX. Major domestic/political decisions during this presidential administration.
  - a. This section should contain items that were the result of either presidential or congressional decision making and pertain to domestic policy. List each domestic happening chronologically, include the date in parentheses, give an explanation of the item, and detail its significance. You must explain why the item was important to this administration.
    - i. Example: A. Judiciary Act (1789) - 1. This act was one of the first laws passed by Congress under the new Constitution. It organized the U.S. Supreme Court and established lower federal courts throughout the country.
    2. The Judiciary Act began the organization of the federal court system as outlined in Article III of the United States Constitution.
- X. Major Supreme Court Cases (include brief details of the case, the decision, and the principle established and/or significance of the decision. If there were no cases, write: Major Supreme Court Cases: None)
- XI. Major Foreign Policy Decisions made during this period by the U.S. (include treaties, negotiations, wars etc.)
  - a. These decisions should include items that occurred as a result of presidential or congressional work, and which pertained to foreign affairs.
    - i. Example: A. Pinckney Treaty with Spain (1795) - 1. This treaty fixed the boundary between the U.S. and West Florida. The treaty, negotiated by Thomas Pinckney, also gave America the right to navigate the entire length of the Mississippi River to its mouth and to use the Spanish-owned port of New Orleans as a free shipping port for U.S. exports. The treaty provided frontiersmen with the "right of deposit" for their products and a convenient shipping outlet to the Gulf of Mexico. 2. The U.S. had been denied the right of deposit by the government of Spain while the U.S. was governed by the Articles of Confederation. Without this treaty U.S. farmers, especially in

western Pennsylvania, would now have an inexpensive way to move their crops to market.

- XII. Major social events, social happenings, or social movements that occurred during the time of this administration.
  - a. A slave revolt or a newspaper that began to foster the cause of abolition would fit under this category. Major inventions and/or technological changes that occurred or simply something that had a major impact on the culture. If you have no major social events, happenings or movements write: Social – None.
    - i. Example: Seneca Falls Convention (1848) – 1. Women’s rights convention held in upstate New York at which a Declaration of Sentiments for women’s rights was drawn up. This declaration was modeled on the Declaration of Independence and included the phrase, “all men and women are created equal.” Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, and other feminist leaders pushed for equal rights and the right to vote. 2. This meeting heralded the beginning of the modern women’s rights movement which resulted in the 19<sup>th</sup> amendment in 1920 that gave women the right to vote.
- XIII. Major Conflicts of this administration (the conflict may be physical, i.e. wars, skirmishes, demonstrations etc. or it may be ideological, i.e. a conflict of ideas such as Hamilton v. Jefferson, abolitionism vs. pro-slavery, the new left of the 1960s vs. the “silent majority”).
- XIV. Bibliography. Please list all sources that you used for this outline in a properly formatted bibliography page.

## EXAMPLE PRESIDENTIAL OUTLINE



- I. James Monroe (April 28, 1758 - July 4, 1831)
- II. Democratic-Republican
- III. Term of Office: 1817-1825
- IV. Vice-President: Daniel D. Tompkins
- V. Born in Virginia
- VI. Ran for office from Virginia
- VII. Opponent 1816: Rufus King, Federalist. Opponent 1820: Unopposed.
- VIII. Issues of the Election of 1816: Federalist Party discredited due to their opposition to the War of 1812. Issues of the Election of 1820: None.
- IX. Major Domestic/Political Decisions
  - a. **Missouri Compromise** (1820) – 1. Compromise created by Henry Clay that addressed the imbalance between slave states and free states created by the application of Missouri for statehood. Missouri was accepted as a slave state while Maine was accepted as a free state. The Compromise also addressed all land in the Louisiana Purchase territory and established that land north of the 36 degree, 30' line—with the exception of Missouri—would be free, while territory below the line will be slave. 2. Reveals the growing sectionalism growing in America as well as foreshadows the future significance of the slavery debate, ultimately leading to the Civil War.
  - b. **Military Establishment Act** (1821) – 1. Reduced the Army's manpower by 40 percent to 6,126 men. 2. The move reflects a shift in national priorities toward commerce and negotiation, and away from intimidation, as the primary tool of foreign policy.
  - c. **Cumberland Road Bill** (1822) – 1. Passed to repair the Cumberland Road, or National Road, and equip it with a system of tolls. Monroe vetoed the bill, because he was not sure of its Constitutionality. Eventually changes his mind on the issue and signs a bill extending the National Road in 1825. 2. Despite the veto, passage of the bill demonstrates the feeling of nationalism that followed the War of 1812 in the form of internal improvements.
  - d. **Tariff of 1824** (1824) – 1. Implements protectionist measures in support of local manufactures and goods. 2. Complaints arise in the South with cotton-growers fearful of British retaliation for the increase in price. Northern manufacturers are pleased with the law. Reveals further sectional issues between the North and South.
- X. Major Supreme Court Cases
  - a. **McCullough v. Maryland** (1819) – 1. In a unanimous decision, the Court, led by Chief Justice John Marshall, finds that states cannot tax federal agencies. 2. The ruling establishes a precedent of broad federal power, marking a blow to states' rights.
  - b. **Gibbons v. Ogden** (1824) – 1. A landmark decision in which the Supreme Court of the United States held that the power to regulate interstate commerce was granted to Congress by the Commerce Clause of the United States Constitution. 2. Reinforced the growing trend of nationalism and federal primacy over the states in regulating the economy in the post-War of 1812 time period.

## XI. Major Foreign Policy Decisions

- a. **Rush-Bagot Agreement** (1818) – 1. The agreement between the United States and Great Britain that limited naval capacity on the Great Lakes; in doing so, it alleviated possible tension between the two nations following the War of 1812. The nations also agreed on a northern border of the Louisiana Purchase, fixed at the 49th parallel up to the Rocky Mountains. 2. Establishes the longest demilitarized border and peaceful relations between the United States and Canada that has lasted to the present day.
- b. **Adams-Onís Treaty** (1819) – 1. Also known as the Transcontinental Treaty, it transferred the Floridas from Spain to the United States for \$5 million. Spain also relinquished claims to the Oregon Territory. Secretary of State John Quincy Adams orchestrated the proceedings. 2. Came as a result of Spain's inability to govern Florida effectively and signified its weak status as a 19<sup>th</sup> Century imperial power of the Western Hemisphere.
- c. **The Monroe Doctrine** (1823) – 1. Given in his annual address to Congress, Monroe formally declared the Western Hemisphere to be closed to any further European colonization. Any attempt by Europe to challenge this doctrine would be seen as an unfriendly act by the United States. The doctrine was primarily the work of John Quincy Adams. 2. This is another important expression of American nationalism and established the idea of American dominance of the Western Hemisphere, one of the cornerstones of American foreign policy.

## XII. Major Social Events

- a. **“Era of Good Feelings”** (1815-1825) – 1. a period in the political history of the United States that reflected a sense of national purpose and a desire for unity among Americans in the aftermath of the War of 1812. The era saw the collapse of the Federalist Party and an end to the bitter partisan disputes between it and the dominant Democratic - Republican Party. The period is closely associated with Monroe's presidency and his administrative goals. 2. It is a somewhat ironic term considering the era was filled with growing economic and political issues that created animosity between the North and the South.
- b. **Panic of 1819** (1819-1823) – 1. Was the result of too much easy credit to western settlers and land speculators during the early 19<sup>th</sup> Century. More conservative policies of the National Bank began tightening credit, calling in loans, and foreclosing on mortgages. The financial panic lasted for six years. 2. First major economic crisis the United States faced. More importantly, many westerners blamed the National Bank as the cause of the depression, laying the groundwork for the “Bank War” in the Jacksonian Era.
- c. **Construction of Erie Canal begins** (1817) – 1. Built to provide faster and cheaper transportation between Albany, New York and the Great Lakes, the canal was an engineering marvel in its day. It was completed in 1825. 2. Inspired other states to build their own canals, increasing the web of water based transportation, allowed New York to compete with New Orleans as a major destination for agricultural goods, and encouraged increased settlement to the Northwest.

## XIII. Major Conflicts

- a. **1<sup>st</sup> Seminole War** (1817-1818) – 1. Initiated by Secretary of War John C. Calhoun, the Seminole War was in response to the growing Native American problem in Spanish Florida. Seminole warriors would launch raids against the United States and then retreat to the safety of Spanish control. General Andrew Jackson was ordered to take the necessary measures to prevent further raids. He invaded Florida, captured two Spanish forts, and hanged two British subjects for aiding the Indians. 2. Created an international incident between the U.S., Spain, and Great Britain. Jackson was condemned for his actions by many, but defended by Sec. of State John Q. Adams for protecting the nation. Ultimately leads to the Adams-Onís Treaty and American annexation of Florida. It also continues to elevate Andrew Jackson's national status.
- b. **Nationalism vs. Sectionalism** – 1. During the Monroe administration, the United States seemed to be increasingly nationalistic and united. This was evident in the lack of political arguments, increasing size of American industry and transportation, and growth of the Federal Government. However, a growing sectionalism was taking hold under the surface, most notably over slavery and the perception that state governments were losing their autonomy. 2. These early signs of a divided America will continue to grow over the early 19<sup>th</sup> Century, ultimately resulting in the American Civil War.

## **America's Unfinished Second Founding**

A century and a half after the passage of the Reconstruction Amendments, public debate still revolves around the rights they guarantee.

By JEFFREY ROSEN AND TOM DONNELLY  
OCT 19, 2015

In the closing months of 1865, the U.S. was at a crossroads. The Civil War was over. President Lincoln was dead. And the nation was beginning to confront a series of vexing questions in the aftermath of the Civil War. How does the U.S. answer the Declaration of Independence's prophetic call for equality? How does the country define what it means to be a U.S. citizen? How broadly should the right to vote sweep? And what role should the federal government play in protecting the civil rights of all? If these issues sound familiar, it's because the questions America faced then are still present today.

A century and a half ago, these issues pitted President Andrew Johnson against congressional Republicans. On one side, Johnson was "for a white man's government" and a swift return to normalcy. The South had to renounce secession and accept the abolition of slavery, but little else. Abolition aside, Johnson would leave Lincoln's "new birth of freedom"—and the fate of the newly freed slaves—to the Southern states. And for several months in 1865, he did just that, pardoning thousands of Confederate officials and plantation owners, and standing aside while the former rebels seized political control of the South.

On the other side, Representative Thaddeus Stevens and many of his Republican colleagues in Congress were committed to leading a second American Revolution. As Stevens explained in a speech before the House in April 1866, "Our fathers had been compelled to postpone the principles of their great Declaration and wait for their full establishment until a more propitious time. That time ought to be present now."

While Stevens didn't achieve everything that he wanted, he and his colleagues fought off Johnson and, in turn, redefined the meaning of freedom and equality in America. Along the way, they passed landmark statutes like the Civil Rights Act of 1866 (America's first major civil-rights bill) and, more importantly, secured a series of transformational amendments—the Thirteenth, Fourteenth, and Fifteenth—which many scholars describe as the country's "Second Founding."

Recall where the Constitution stood 150 years ago today—before this Second Founding. It didn't mention the word "slavery." And, worse, various provisions—including the Three-Fifths Clause and the Fugitive Slave Clause—had increased the political power of the slave states throughout the pre-Civil War period. The Constitution was silent on the Declaration's promise of equality and on the issue of African American voting rights. States could violate key Bill of Rights protections like free speech with impunity—and many Southern states did throughout the pre-Civil War period, banning abolitionist speech, with at least one state punishing such advocacy with death. And citizenship rights were left to the states and the courts—with Chief Justice Roger Brooke Taney infamously concluding in *Dred Scott* that African Americans could not be citizens and that they had "no rights which the white man was bound to respect."

While the American people rightly revere George Washington, James Madison, and their fellow Framers, it took the heroic efforts of Lincoln, Stevens, Frederick Douglass, John Bingham (the framer of the Fourteenth Amendment), and many others to create the "more perfect Union" built on winning a bloody Civil War and ratifying a series of amendments that ended slavery, protected fundamental rights from state abuses, guaranteed equality for all, and expanded the right to vote.



While the 1787 Framers succeeded in creating the most durable form of government in history, it's only after the Second Founding that the Constitution fully protected the liberty and equality promised in the Declaration of Independence.

But the Second Founding remains, to borrow a phrase from historian Eric Foner, an “unfinished revolution.” This was true in the Second Founders’ own time. Political compromise, the Supreme Court, and Jim Crow later silenced the promises of the Reconstruction Amendments to the Constitution. It took the courage of Martin Luther King, Jr., and the civil-rights movement to begin to redeem it, through landmark civil-rights laws like the Civil Rights Act and the Voting Rights Act as well as the enforcement of these laws and other constitutional guarantees by the president and federal courts.

In light of the Second Founding turning 150, the time is ripe for a national conversation about its enduring meaning and continuing importance. Of course, few Americans have likely thought about this period (or its leaders) since their high school history classes—and, even then, they are as likely to remember Reconstruction as a period of Northern vengeance and national disappointment as they are a precursor to *Brown v. Board of Education*, King, and the achievements of the civil-rights movement.

We are seeking to spark a conversation that helps to restore the Second Founding to its rightful place at the center of public discourse—and explore its story, its legacy, and its relevance to many of today’s most significant issues, including race, immigration, and voting rights. In part, we aim to emulate the celebration of the U.S. Constitution when it turned 200 in 1987.

Then, Congress passed a law establishing a commission charged with commemorating the Constitution. Chief Justice Warren Burger resigned from the Supreme Court to head this commission, which worked with the Reagan Administration, political leaders, civic organizations, leading scholars, and communities across the nation to ensure a fitting tribute to the Framers’ remarkable achievement. During the bicentennial year, students competed in essay contests, read newly published books on the Founding, and six million citizens signed copies of the Constitution, reaffirming their allegiance to our nation’s charter. On Constitution Day 1987, at the pinnacle of the celebration, President Ronald Reagan delivered a speech at Independence Hall, bookended by a nationally televised parade in the morning and a nationally televised entertainment gala in the evening. The following year, Reagan signed the Constitution Heritage Act, establishing the National Constitution Center as a private nonprofit on Independence Mall in Philadelphia with an inspiring mission: “to disseminate information about the U.S. Constitution on a non-partisan basis.”

Over the next five years, the National Constitution Center and Constitutional Accountability Center will work together on the Second Founding Initiative, with an advisory board chaired by Justice Sandra Day O’Connor. The bi-partisan initiative is committed to bringing together scholars, thought leaders, and citizens from diverse philosophical and legal perspectives to commemorate and debate the meaning of the Second Founding, the original understanding of the Reconstruction Amendments, and their contemporary significance.

We hope to educate students of all ages, and to inspire them to learn more about our constitutional history. The more we understand the constitutional history of the Reconstruction era, the better equipped we will be to confront the constitutional questions of our present and future.

<http://www.theatlantic.com/politics/archive/2015/10/americas-unfinished-second-founding/411079/>

**Use the video clip, the article, the chapter, and your own knowledge and observation of the world to write notes that could be used to defend each claim below.**

<b>Claim</b>	<b>Evidence</b>
The American Civil War is a second founding in the nation's history	
A balance between national healing and racial justice was never found in the post-Civil War decades. Racial justice was sacrificed for national healing.	
The American Civil War is often the oracle to which Americans look to find answers about modern national identity	

What is David Blight implying when he says “everyone can be an historian” in today’s society? Do you think he feels this is a positive or negative development?