

## **AP United States History, Summer**

The AP United States History (APUSH) students are expected to use the excerpt from *The American Pageant* to complete the assignment below before the first day of school. Reviewing material from US History I before class begins will give us a strong foundation from which we will build this course. As the first US History course was taken almost 3 years ago for many of you, this will provide an opportunity for you to refresh your memory before we move on to events after the Civil War.

As an AP student, you should strive to do your own work, complete answers thoughtfully, and have the work completed on time. Bring the assignment to the first day that your class meets to avoid a late work penalty. Students enrolling after one week prior to the start of school can work out a due date with Mr. Lettau.

### **SUMMER READING AND PREPARATION FOR U.S. HISTORY II AP**

- To familiarize students with the text procedures we will follow in the course, students will read extracts from *The American Pageant*. This will launch us after some discussion of Reconstruction into American industrialism in the Gilded Age.
- To quick review the Civil War students will read the extract from p.445A & p. 445B
- Students will read the extract from p. 468 & p.469.
- Students will read the entire chapter “The Ordeal of Reconstruction” 1865-1877 p. 473- p.493.
- Students will complete the questions, one (1) question for each bullet point, from the MUST UNDERSTAND (Essential Knowledge from the Period 5 (1844-1877). – p. 473A
- Students will complete reading and all five (5) questions in the MUST CONNECT – p. 473A & p.473B

## Chapter 20 The Furnace of Civil War 1861–1865

### MUST KNOW: Events and People

- The Civil War
- The Union
- The Confederacy
- Abraham Lincoln
- Home front opposition
- Emancipation Proclamation
- Gettysburg Address
- Thirteenth Amendment

### MUST UNDERSTAND: Essential Knowledge from Period 5 (1844–1877)

- Even though Lincoln and most Union supporters began the Civil War to preserve the Union, how did Lincoln's decision to issue the Emancipation Proclamation reframe the purpose of the war and help prevent the Confederacy from gaining full diplomatic support from European powers? (pp. 451–454)
- How did many African Americans help to undermine the Confederacy by fleeing southern plantations and enlisting in the Union Army? (pp. 454–456)
- How did Lincoln seek to reunify the country using speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals? (pp. 453–457)
- How did Confederate leadership show initiative and daring early in the Civil War? (pp. 445–451)
- Why did improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure ultimately cause the Union victory in the Civil War? (pp. 451–452; 456–460; 464–466)
- How did the Thirteenth Amendment abolish slavery? (pp. 453–454)

### MUST CONNECT: Essential Knowledge and Historical Thinking Skills and Reasoning Processes

• **Essential Knowledge:** Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers.

• **Essential Knowledge:** Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.

• **Essential Knowledge:** The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

• **Essential Knowledge:** The Thirteenth Amendment abolished slavery, while the Fourteenth and Fifteenth Amendments granted African Americans citizenship, equal protection under the laws, and voting rights.

➔ **Contextualization** The authors observe as they evaluate the significance of the Emancipation Proclamation, "With a fateful stroke of the president's pen, the Civil War now became more of a moral crusade as well as what Lincoln called a 'remorseless revolutionary struggle.'" In other words, a war that began to preserve the Union in 1861 became a war to preserve the Union and end slavery in January 1863. As you read this chapter and recall information from Chapter 19, can you explain how the national historical context of the Civil War changed from April 1861 to January 1863? How does this change in national historical context influence Lincoln's decision to issue the Emancipation Proclamation?

➔ **Comparison** After you read this chapter, create a graphic organizer that compares the relative importance of improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure in bringing about the Union victory in the Civil War.

➔ **Causation** What were the long- and short-term effects of the Civil War? As you read this chapter and think critically about "Varying Viewpoints: What Were the Consequences of the Civil War?" (pp. 470–471), how many different long- and short-term effects of the Civil War can you identify?

➔ **Continuity and Change over Time** After you read Section 20-6 "A Proclamation Without Emancipation" (pp. 453–454), can you explain whether the passage of the Thirteenth Amendment in 1865 was part of a larger pattern of continuity or change in the nineteenth-century United States?



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## **MUST DEVELOP: AP® Historical Thinking Skills (Sourcing and Situation)**

**Explain how the point of view of a source might affect its interpretation.**

Explaining how a primary source's point of view might affect its interpretation is a third way you can demonstrate analysis and reasoning on the written portion of the AP® Exam. Point of view is the author's distinct perspective on the subject matter of the source. In order to illuminate point of view, you need to consider the author's life experiences, education, occupation, political persuasion, group affiliations, and cultural predilections. Simply put, point of view is the lens through which the author views the world. Sophisticated document analysis is predicated on your ability to explain the connection between point of view and the source material. For example, the attorneys for the prosecution and the defense in a trial will offer different points of view about the same events. In order to analyze a source's point of view, you need to pay attention to word choice and evidence selection. You have to consider what you know about the author's background and how that may affect the source's line of reasoning or presentation of evidence. Then, you need to explain how point of view colors a source's interpretation. Your ability to recognize point of view helps you assess a source's credibility and account for multiple perspectives on the DBQ.

You can use the primary sources highlighted in light blue boxes throughout this and every other chapter in *The American Pageant* to practice analyzing a primary source's point of view. That is, can you identify the author's point of view and explain how it impacts the author's selection of evidence and line of reasoning? Remember that explaining point of view requires you to apply what you know about the author's background to the source's content. For example, in "Contending Voices: The Controversy over Emancipation" (p. 454), *The Cincinnati Enquirer* and Abraham Lincoln express two different points of view about the Emancipation Proclamation. After you read the chapter, can you use your knowledge of the history of the Civil War to explain both points of view? Can you also articulate *The New York Herald's* point of view about the assassination of Abraham Lincoln (p. 466)?



## The Era of Nationalism

The American Civil War was rooted in America's "peculiar institution" of slavery as well as uniquely American controversies about westward expansion. But it was also part of a wider phenomenon that transformed many parts of the world in the mid-nineteenth century: nationalism. To be sure, some ancient societies, such as the Greeks and the Hebrews, had a sense of themselves as distinct peoples who shared a common culture and history. But the creation of robust nation-states with strong central governments ruling over large populations that considered themselves part of an enduring community was of decidedly modern origin. Nationalism was anchored in the French and American Revolutions, with their emphasis on popular sovereignty and on a government that expressed the will of a population that saw itself not just as a random assembly of persons, but as a distinctive and coherent "people," often bonded by religion and language. Nationalism also owed much to modern technologies like the steamship, railroad, and telegraph, which extended both the emotional range of fellow

feeling and the geographical reach of centralized authority. The convergence of these several nineteenth-century developments, intellectual as well as material, made possible the creation of the "virtual communities" called nations.

In the early nineteenth century, only Britain and France could claim to be nation-states in the modern sense. Central Europe remained a patchwork of major and minor principalities. Italy, in the words of the Austrian diplomat Klemens von Metternich, was merely "a geographic expression," as several small duchies and overgrown city-states uneasily coexisted on the Italian peninsula. Canada, a scattering of disconnected provinces, was more a mapmaker's convention than a functioning political entity. Both Spain and Japan looked united on the map, but both notoriously lacked internal cohesion. And in the United States, sectional and state loyalties continued to compete with notions of a *national* identity.

But within just a dozen years, between 1859 and 1871, Prince Otto von Bismarck created modern Germany; Count Camillo di Cavour united Italy

("We have made Italy; now we must make Italians," quipped one Italian wit); a new Meiji emperor launched Japan on a dramatic program of rapid modernization; the British North America Act of 1867 forged a unified Canada; and the American Civil War, in Abraham Lincoln's words, gave the United States "a new birth of freedom" as a unified country, as well as a significantly invigorated federal government. Before the Civil War, it was said, the United States *were*; after the Civil War, the United States *was*.

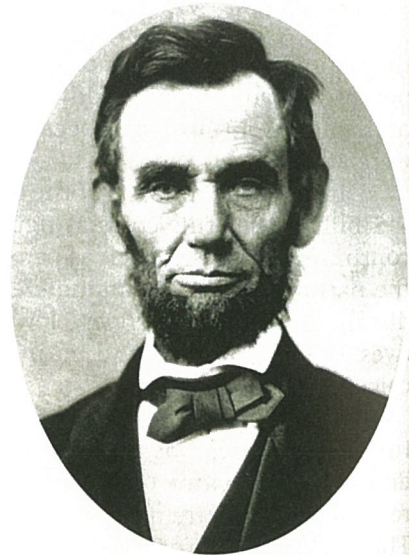
These several consolidations created the model for modern states that has prevailed ever since. The rise of nationalism fostered the growth of unprecedentedly powerful governments able to command deep loyalty from millions of people and consequently to marshal enormous economic and military resources—for good or ill. Nationalism was everywhere accompanied by some degree of political democratization and the expansion of public services, as freshly created or reinvigorated central governments sought to secure the loyalty of peoples newly brought under



**20.14 Count Camillo di Cavour**  
(1810–1861) Hulton-Deutsch Collection/Corbis



**20.15 Prince Otto von Bismarck**  
(1815–1898) Bettmann/Corbis



**20.16 Abraham Lincoln**  
(1809–1865) Library of Congress Prints and Photographs Division [LC-USZ62-13016]



their sway. Bismarck, for example, supported universal suffrage and social insurance for German workers (establishing precedents that would much later be adopted in the United States). The new Italy and Meiji Japan adopted fairly liberal voting laws and programs for universal education. Britain's Reform Bill of 1867 enfranchised 1.5 million adult, male, urban householders, effectively doubling the British electorate.

In the United States, Civil War-era constitutional amendments at least nominally guaranteed the right to vote to adult African American males, while the federal government adopted ambitious plans to facilitate the construction of transcontinental railroads, distribute public lands under the Homestead Act, and support higher education under the

Morrill Land-Grant College Act. The Civil War defined a historic pivot in the role of federal power. Of the twelve amendments to the Constitution passed before 1865, eleven were designed to *limit* the authority of the federal government. Of the fifteen amendments passed since the Civil War, nine contain the phrase "Congress shall have the power to enforce this article by appropriate legislation."

The words *nation* and *native* derive from the same Latin root, denoting birth or birthplace. Nationalism is at bottom a sentiment of common feeling or shared identity, generally among people born in the same place. It therefore implies boundaries, territorial as well as psychological. It defines who is included as well as who is excluded.

("No nation imagines itself coterminous with mankind," writes one scholar of nationalism.) It can breed exclusionary and nativist pathologies, as well as chauvinism, jingoism, and imperialism. The United States was no exception to these patterns. Nativists mounted increasingly effective anti-immigrant campaigns in the post-Civil War era, beginning with the Chinese Exclusion Act of 1882 and culminating in the highly restrictionist National Origins Act of 1924. As Germany and Italy acquired colonies in Africa and Japan tightened its grip on Taiwan, Korea, and parts of Manchuria, the United States also joined the imperial scramble, annexing the Philippines, Puerto Rico, Guam, and Samoa before the century's end.



John Parrot/Stocktrek Images/Alamy Images

**20.17 Our Banner in the Sky, by Frederic Edwin Church, 1861** Following the attack on Fort Sumter, the landscape artist Church created this image of the Union flag—tattered but beautiful. After the war, patriotic imagery would find new uses as symbols of national reconciliation and healing.



## Chapter 21 The Ordeal of Reconstruction 1865–1877

### MUST KNOW: Events and People

- Reconstruction
- Moderate Republicans
- Radical Republicans
- Fourteenth Amendment
- Fifteenth Amendment
- Civil War Amendments (Thirteenth, Fourteenth, and Fifteenth Amendments)
- The South's determined resistance to Reconstruction
- Migrations of African Americans within and out of the South

### MUST UNDERSTAND: Essential Knowledge from Period 5 (1844–1877) and Period 6 (1865–1898)

- How did Reconstruction and the Civil War end slavery, alter power relationships between the states and the federal government, and lead to debates over new definitions of citizenship? (pp. 477–485; 489–490)
- How did the Fourteenth and Fifteenth Amendments grant African Americans citizenship, equal protection under the law, and voting rights? (pp. 481–485)
- Why was the women's rights movement both emboldened and divided over the Fourteenth and Fifteenth Amendments to the Constitution? (pp. 485–486)
- How did efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yield some short-term successes? (pp. 480–490)
- How did Reconstruction open up political opportunities and other leadership roles to former slaves? (pp. 480–487)
- How did both determined Southern resistance and the North's waning resolve ultimately cause Reconstruction to fail? (pp. 480–489)
- As cities became areas of economic growth featuring new factories and businesses, why did they attract African-American migrants within and out of the South? (pp. 474–477)

### MUST CONNECT: Essential Knowledge and Historical Thinking Skills and Reasoning Processes

• **Essential Knowledge:** Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes.

• **Essential Knowledge:** Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

• **Essential Knowledge:** The women's rights movement was both emboldened and divided over the Fourteenth and Fifteenth Amendments to the Constitution.

• **Essential Knowledge:** Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.

➔ **Contextualization** After you read this chapter, can you explain how the Union victory in the Civil War and the Republican-controlled Congress influenced some of Reconstruction's short-term successes?

➔ **Comparison** In "Varying Viewpoints: Did Reconstruction Fail?" (p. 492), the authors observe that "few topics have triggered as much intellectual warfare as 'the dark and bloody ground' of Reconstruction." As you read "Varying Viewpoints," can you explain how the interpretations of William A. Dunning, Kenneth Stampp, Michael Benedict, and Eric Foner differ?

➔ **Causation** After you read Section 21-12 "No Women Voters" (pp. 485–486), can you describe how the Fourteenth and Fifteenth Amendments caused disappointment and division within the women's rights movement?

➔ **Continuity and Change over Time** "Despite good intentions by Republicans," the authors conclude, "the Old South was in many ways more resurrected than reconstructed, which spelled continuing woe for generations of Southern blacks." As you read this chapter, can you explain the continuities and changes in race relations in the South from 1865 to 1877?



## **MUST APPLY: AP® Historical Thinking Skills to the Themes in U.S. History\***

- ▶ Refer to this outline as you demonstrate your ability to explain how the point of view of a source might affect its interpretation. Please note that all of the essential knowledge in the outline is equally important when you prepare for the AP® Exam; the highlighting is only done to help you connect the suggested activity to the related essential knowledge.

**POLITICS AND POWER (PCE-1):** Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

### **Failure to Compromise**

- The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act and the Dred Scott decision, but these ultimately failed to reduce conflict (Chapters 17 and 18).
- The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North (Chapter 17).

### **Election of 1860 and Secession**

- Abraham Lincoln's victory on the Republicans' free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War (Chapter 18).

### **Reconstruction**

- Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship (Chapter 21).
- The Thirteenth Amendment abolished slavery, while the Fourteenth and Fifteenth Amendments granted African Americans citizenship, equal protection under the law, and voting rights (Chapters 20 and 21).
- The women's rights movement was both emboldened and divided over the Fourteenth and Fifteenth Amendments to the Constitution (Chapter 21).
- Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve (Chapter 21).

The themes and essential knowledge can assist you in establishing a primary source's point of view. Remember that explaining point of view requires you to link information about the author's background to the source's content. In other words, you need to explain the relationship between the author and the source. For example, the highlighted essential knowledge in PCE-1 (see above) address how the Civil War Amendments affected women

and African Americans. Knowing this might prompt you to look for different perspectives about this topic as you read the chapter. For example, after you carefully read Section 21-12 "No Women Voters" and the primary source excerpts by Susan B. Anthony (p. 486), can you describe her point of view? How does Anthony's point of view influence her position and help you better understand PCE-1?

\*For complete outlines of all the Themes, refer to the Appendix posted on the teacher companion website under Student Resources.



# The Ordeal of Reconstruction

1865–1877

*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 orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.*

ABRAHAM LINCOLN, SECOND INAUGURAL, MARCH 4, 1865

*The battle was done*, the buglers silent. Bone-weary and bloodied, the American people, North and South, now faced the staggering challenges of peace. Four questions loomed large. How would the South, physically devastated by war and socially revolutionized by emancipation, be rebuilt? How would liberated blacks fare as free men and women? How would the Southern states be reintegrated into the Union? And who would direct the process of Reconstruction—the Southern states themselves, the president, or Congress?

### ★ 21-1 The Problems of Peace

Other questions also clamored for answers. What should be done with the captured Confederate ring-leaders, all of whom were liable to charges of treason? During the war a popular Northern song had been “Hang Jeff Davis to a Sour Apple Tree,” and even innocent children had lisped it. Davis was temporarily clapped into irons during the early days of his two-year imprisonment. But he and his fellow “conspirators” were finally released, partly because the odds were that no Virginia jury would convict them. All rebel leaders were finally pardoned by President Johnson as a sort of Christmas present in 1868. But Congress did not remove all remaining civil disabilities until thirty years later and only posthumously restored Davis’s citizenship more than a century later.

Dismal indeed was the picture presented by the war-racked South when the rattle of musketry faded.

Not only had an age perished, but a civilization had collapsed, in both its economic and its social structure. The moonlight-and-magnolia Old South, largely imaginary in any case, had forever gone with the wind.

Handsome cities of yesteryear, such as Charleston and Richmond, were rubble-strewn and weed-choked. An Atlantan returned to his once-fair hometown and remarked, “Hell has laid her egg, and right here it hatched.”

Economic life had creaked to a halt. Banks and businesses had locked their doors, ruined by runaway inflation. Factories were smokeless, silent, dismantled. The transportation system had broken down completely. Before the war five different railroad lines had converged on Columbia, South Carolina; now the nearest connected track was twenty-nine miles away. Efforts to untwist the rails corkscrewed by Sherman’s soldiers proved bumpily unsatisfactory.

Agriculture—the economic lifeblood of the South—was almost hopelessly crippled. Once-white-carpeted cotton fields now yielded a lush harvest of nothing but green weeds. The slave-labor system had collapsed, seed was scarce, and livestock had been driven off by plundering Yankees. Pathetic instances were reported of men hitching themselves to plows, while women and children gripped the handles. Not until 1870 did the seceded states produce as large a cotton crop as that of the fateful year 1860, and much of that yield came from new acreage in the Southwest.

The princely planter aristocrats were humbled by the war—at least temporarily. Reduced to proud poverty, they faced charred and gutted mansions, lost



investments, and almost worthless land. Their investments of more than \$2 billion in slaves, their primary form of wealth, had evaporated with emancipation.

Beaten but unbent, many high-spirited white Southerners remained dangerously defiant. They cursed the “damnyankees” and spoke of “your government” in Washington instead of “our government.” One Southern bishop refused to pray for President Andrew Johnson, though Johnson proved to be in sore need of divine guidance. Conscious of no crime, these former Confederates continued to believe that their view of secession was correct and that the “lost cause” was still a just war. One popular anti-Union song ran,

*I'm glad I fought agin her, I only wish we'd won,  
And I ain't axed any pardon for anything I've done.*

Such attitudes boded ill for the prospects of painlessly binding up the Republic's wounds.

## ★ 21-2 Freedmen Define Freedom

Confusion abounded in the still-smoldering South about the precise meaning of “freedom” for blacks. Emancipation took effect haltingly and unevenly in different parts of the conquered Confederacy. As Union armies marched in and out of various localities, many blacks found themselves emancipated and then re-enslaved. A North Carolina slave estimated that he had celebrated freedom about twelve times. Blacks from one Texas county fleeing to the free soil of the liberated county next door were attacked by slave owners as they swam across the river that marked the county line. The next

day trees along the riverbank were bent with swinging corpses—a grisly warning to others dreaming of liberty. Other planters resisted emancipation more legalistically, stubbornly protesting that slavery was lawful until state legislatures or the Supreme Court declared otherwise. For many slaves the shackles of bondage were not struck off in a single mighty blow; long-suffering blacks often had to wrench free of their chains link by link.

The variety of responses to emancipation, by whites as well as blacks, illustrated the sometimes startling complexity of the master-slave relationship. Loyalty to the plantation master prompted some slaves to resist the liberating Union armies, while other slaves' pent-up bitterness burst forth violently on the day of liberation. Many newly emancipated slaves, for example, joined Union troops in pillaging their masters' possessions. In one instance a group of Virginia slaves laid twenty lashes on the back of their former master—a painful dose of his own favorite medicine.

Prodded by the bayonets of Yankee armies of occupation, all masters were eventually forced to recognize their slaves' permanent freedom. The once-commanding planter would assemble his former human chattels in front of the porch of the “big house” and announce their liberty. Though some blacks initially responded to news of their emancipation with suspicion and uncertainty, they soon celebrated their newfound freedom. Many took new names in place of the ones given by their masters and demanded that whites formally address them as “Mr.” or “Mrs.” Others abandoned the coarse cottons that had been their only clothing as slaves and sought silks, satins, and other finery. Though many whites perceived such behavior

**21.1 Charleston, South Carolina, in Ruins, April 1865** Rebel troops evacuating Charleston blew up military supplies to deny them to General William Tecumseh Sherman's forces. The explosions ignited fires that all but destroyed the city.





as insubordinate, they were forced to recognize the realities of emancipation. "Never before had I a word of impudence from any of our black folk," wrote one white Southerner, "but they are not ours any longer."

Tens of thousands of emancipated blacks took to the roads, some to test their freedom, others to search for long-lost spouses, parents, and children. Emancipation thus strengthened the black family, and many newly freed men and women formalized "slave marriages" for personal and pragmatic reasons, including the desire to make their children legal heirs. Other blacks left their former masters to work in towns and cities, where existing black communities provided protection and mutual assistance. Whole communities sometimes moved together in search of opportunity. From 1878 to 1880, some twenty-five thousand blacks from Louisiana, Texas, and Mississippi surged in a mass exodus to Kansas. The westward flood of these "Exodusters" was stemmed only when steamboat captains refused to transport more black migrants across the Mississippi River.

The church became the focus of black community life in the years following emancipation. As slaves, blacks

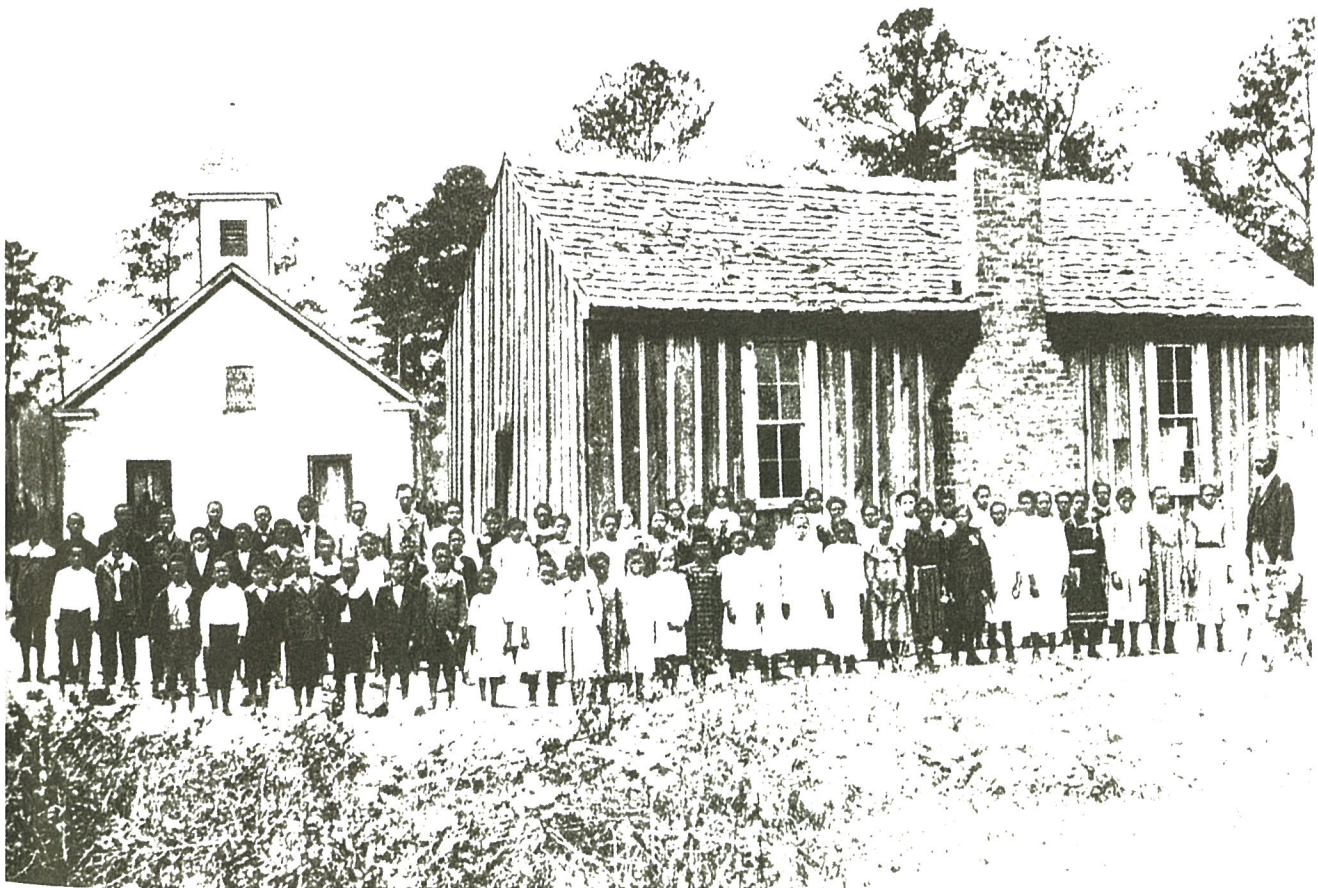
*Houston H. Holloway, age twenty at the time of his emancipation, recalled his feelings upon hearing of his freedom:*

"I felt like a bird out of a cage. Amen. Amen. Amen. I could hardly ask to feel any better than I did that day. . . . The week passed off in a blaze of glory."

*The reunion of long-lost relatives also inspired joy; one Union officer wrote home,*

"Men are taking their wives and children, families which had been for a long time broken up are united and oh! such happiness. I am glad I am here."

had worshiped alongside whites, but now they formed their own churches pastored by their own ministers. Black churches grew robustly. The 150,000-member black Baptist Church of 1850 reached 500,000 by 1870, while the African Methodist Episcopal Church



Tuskegee University Archives, Tuskegee, AL

**21.2 Educating Young Freedmen and Freedwomen, 1870s** Freed slaves in the South regarded schooling as the key to improving their children's lives and the fulfillment of a long-sought right that had been denied blacks in slavery. These well-dressed schoolchildren are lined up outside their rural, one-room schoolhouse alongside their teachers, both black and white.



## Letter from a Freedman to His Old Master, 1865

What was it like to experience the transition from slavery to freedom? Four million Southern blacks faced this exhilarating and formidable prospect with the end of the war. For historians, recovering the African American perspective on emancipation is challenging. Unlike their white masters, freed blacks left few written records. But one former slave captured in a letter to his "Old Master" (whose surname he bore) the heroic determination of many blacks to build new independent and dignified lives for themselves and their families.

During the war Jourdon Anderson escaped slavery in Tennessee with his wife and two daughters. After relocating to the relative safety of Ohio, he received a communication from his former owner asking him to return. In his bold reply, reportedly "dictated by the old servant" himself, Anderson expressed his family's new expectations for life as free people and an uneasiness about his former master's intentions. He made reference to his "comfortable home," his daughters' schooling, the church that he and his wife were free to attend regularly, and the peace of mind that came with knowing that "my girls [would not be] brought to shame by the violence and wickedness of their young masters." To test the white man's sincerity, Anderson and his wife asked for the astronomical figure of \$11,680 in back wages from decades as slaves. He closed by reiterating that "the great desire of my life is to give my children an education and have them form virtuous habits." This rare letter demonstrates that many black correspondents may have been illiterate, but they were hardly inarticulate. And they asserted themselves as parents, workers, and citizens not only from the distance of a former free state like Ohio but also deep within the former slave states of the South. Was the tone of Anderson's letter (and postscript) serious or tongue-in-cheek? What did "freedom" mean for Anderson and other blacks in the months following emancipation? How did the eventual accomplishments of Reconstruction correspond with the initial expectations of people like Anderson and his former owner?

### Letter from a Freedman to his Old Master.

The following is a genuine document. It was dictated by the old servant, and contains his ideas and forms of expression. [Cincinnati Commercial.

DAYTON, Ohio, August 7, 1865.

To my Old Master, Col. P. H. ANDERSON, Big Spring, Tennessee.

SIR: I got your letter and was glad to find that you had not forgotten Jordan, and that you wanted me to come back and live with you again, promising to do better for me than anybody else can. I have often felt uneasy about you. I thought the Yankees would have hung you long before this for harboring Rebs. they found at your house. I suppose they never heard about your going to Col. Martin's to kill the Union soldier that was left by his company in their stable. Although you shot at me twice before I left you, I did not want to hear of your being hurt, and am glad you are still living. It would do me good to go back to the dear old home again and see Miss Mary and Miss Martha and Allen, Esther, Green and Lee. Give my love to them all, and tell them I hope we will meet in the better world, if not in this. I would have gone back to see you all when I was working in the Nashville Hospital, but one of the neighbors told me Henry intended to shoot me if he ever got a chance.

I want to know particularly what the good chance is you propose to give me. I am doing tolerably well here; I get \$25 a month, with victuals and clothing; have a comfortable home for Mandy (the folks here call her Mrs. Anderson), and the children, Milly Jane and Grundy, go to school and are learning well; the teacher says Grundy has a head for a preacher. They go to Sunday-School, and Mandy and me attend church regularly. We are kindly treated; sometimes we over-

As to my freedom, which you say I can have, there is nothing to be gained on that score, as I got my free-papers in 1864 from the Provost-Marshal-General of the Department at Nashville. Mandy says she would be afraid to go back without some proof that you are sincerely disposed to treat us justly and kindly—and we have concluded to test your sincerity by asking you to send us our wages for the time we served you. This will make us forget and forgive old sores, and rely on your justice and friendship in the future. I served you faithfully for thirty-two years, and Mandy twenty years, at \$25 a month for me, and \$2 a week for Mandy. Our earnings would amount to \$11,680. Add to this the interest for the time our wages has been kept back and deduct what you paid for our clothing and three doctor's visits to me, and pulling a tooth for Mandy, and the balance will show what we are in justice entitled to. Please send the money by Adams Express, in care of V. Winters, esq., Dayton, Ohio. If you fail to pay us for faithful labors in the past we can have little faith in your promises in the future.

P. S.—Say howdy to George Carter, and thank him for taking the pistol from you when you were shooting at me.

New-York Tribune Tuesday, August 22, 1865.



quadrupled in size from 100,000 to 400,000 in the first decade after emancipation. These churches formed the bedrock of black community life, and they soon gave rise to other benevolent, fraternal, and mutual aid societies. All these organizations helped blacks protect their newly won freedom.

Emancipation also meant education for many blacks. Learning to read and write had been a privilege generally denied to them under slavery. Freedmen wasted no time establishing societies for self-improvement, which undertook to raise funds to purchase land, build schoolhouses, and hire teachers. One member of a North Carolina education society asserted that "a schoolhouse would be the first proof of their *independence*." Southern blacks soon found, however, that the demand outstripped the supply of qualified black teachers. They accepted the aid of Northern white women sent by the American Missionary Association, who volunteered their services as teachers. They also turned to the federal government for help. The freed blacks were going to need all the friends—and power—they could muster in Washington.

### ★ 21-3 The Freedmen's Bureau

Abolitionists had long preached that slavery was a degrading institution. Now the emancipators were faced with the brutal reality that the freedmen were overwhelmingly unskilled, unlettered, without property or money, and with scant knowledge of how to survive as free people. To cope with this problem throughout the conquered South, Congress created the **Freedmen's Bureau** on March 3, 1865.

On paper at least, the bureau was intended to be a kind of primitive welfare agency. It was to provide food, clothing, medical care, and education both to freedmen and to white refugees. Heading the bureau was a warmly sympathetic friend of blacks, Union general Oliver O. Howard, who later founded and served as president of Howard University in Washington, D.C.

The bureau achieved its greatest successes in education. It taught an estimated 200,000 blacks how

to read. Many former slaves had a passion for learning, partly because they wanted to close the gap between themselves and whites and partly because they longed to read the Word of God. In one elementary class in North Carolina sat four generations of the same family, ranging from a six-year-old child to a seventy-five-year-old grandmother.

But in other areas, the bureau's accomplishments were meager—or even mischievous. Although the bureau was authorized to settle former slaves on forty-acre tracts confiscated from the Confederates, little land actually made it into blacks' hands. Instead local administrators often collaborated with planters in expelling blacks from towns and cajoling them into signing labor contracts to work for their former masters. In reality, the Union army was a far more reliable guarantor of freedmen's civil rights in the occupied South than the beleaguered bureau. Still, the white South resented the bureau as a meddlesome federal interloper that threatened to upset white racial dominance. President Andrew Johnson, who shared the white supremacist views of most white Southerners, repeatedly tried to kill it, and it expired in 1872.

### ★ 21-4 Johnson: The Tailor President

Few presidents have ever been faced with a more perplexing sea of troubles than that confronting Andrew Johnson. What manner of man was this medium-built, dark-eyed, black-haired Tennessean, now chief executive by virtue of the bullet that killed Lincoln?

No citizen, not even Lincoln, has ever reached the White House from humbler beginnings. Born to impoverished parents in North Carolina and orphaned early, Johnson never attended school but was apprenticed to a tailor at age ten. Ambitious to get ahead, he taught himself to read, and later his wife taught him to write and do simple arithmetic. Like many another self-made man, he was inclined to overpraise his maker.

Johnson early became active in politics in Tennessee, where he had moved when seventeen years old. He shone as an impassioned champion of poor whites against the planter aristocrats, although he himself ultimately owned a few slaves. He excelled as a two-fisted stump speaker before angry and heckling crowds, who on occasion greeted his political oratory with cocked pistols, not just cocked ears. Elected to Congress, he attracted much favorable attention in the North (but not the South) when he refused to secede with his own state. After Tennessee was partially "redeemed" by Union armies, he was appointed war governor and served courageously in an atmosphere of danger.

Political exigency next thrust Johnson into the vice presidency. Lincoln's Union party in 1864 needed

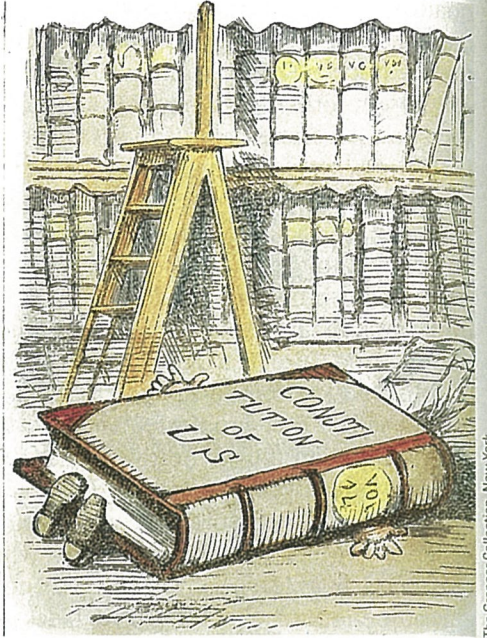
*Women from the North enthusiastically embraced the opportunity to go south and teach in Freedmen's Bureau schools for emancipated blacks. One volunteer explained her motives:*

*"I thought I must do something, not having money at my command, what could I do but give myself to the work. . . . I would go to them, and give them my life if necessary."*



### 21.4 Crushed by the Constitution

President Andrew Johnson revered the U.S. Constitution but eventually felt its awesome weight in his impeachment trial.



to attract support from the War Democrats and other pro-Southern elements, and Johnson, a Democrat, seemed to be the ideal man. Unfortunately, he appeared at the vice-presidential inaugural ceremonies the following March in a scandalous condition. He had recently been afflicted with typhoid fever, and although not known as a heavy drinker, he was urged by his friends to take a stiff bracer of whiskey. This he did—with unfortunate results.

“Old Andy” Johnson was no doubt a man of parts—unpolished parts. He was intelligent, able, forceful, and gifted with homespun honesty. Steadfastly devoted to duty and to the people, he was a dogmatic champion of states’ rights and the Constitution. He would often present a copy of the document to visitors, and he was buried with one as a pillow.

Yet the man who had raised himself from the tailor’s bench to the president’s chair was a misfit. A Southerner who did not understand the North, a Tennessean who had earned the distrust of the South, a Democrat who had never been accepted by the Republicans, a president who had never been elected to the office, he was not at home in a Republican White House. Hotheaded, contentious, and stubborn, he was the wrong man in the wrong place at the wrong time. A Reconstruction policy devised by angels might well have failed in his tactless hands.

### ★ 21-5 Presidential Reconstruction

Even before the shooting war had ended, the political war over Reconstruction had begun. Abraham Lincoln believed that the Southern states had never legally withdrawn from the Union. Their formal

restoration to the Union would therefore be relatively simple. Accordingly, Lincoln in 1863 proclaimed his **“10 percent” Reconstruction plan**. It decreed that a state could be reintegrated into the Union when the equivalent of at least 10 percent of its total voters in the presidential election of 1860 had taken an oath of allegiance to the United States and pledged to abide by emancipation. The next step would be formal erection of a state government. Lincoln would then recognize the purified regime.

Lincoln’s proclamation provoked a sharp reaction in Congress, where Republicans feared the restoration of the planter aristocracy to power and the possible reenslavement of blacks. Republicans therefore rammed through Congress in 1864 the **Wade-Davis Bill**. The bill required that 50 percent of a state’s voters take the oath of allegiance and demanded stronger safeguards for emancipation than Lincoln’s as the price of readmission to the Union. Lincoln “pocket-vetoed” this bill by refusing to sign it after Congress had adjourned. Republicans were outraged. They refused to seat delegates from Louisiana after that state had reorganized its government in accordance with Lincoln’s 10 percent plan in 1864.

The controversy surrounding the Wade-Davis Bill had revealed deep differences between the president and Congress. Unlike Lincoln, many in Congress insisted that the seceders had indeed left the Union—had “committed suicide” as republican states—and had therefore forfeited all their rights. They could be readmitted only as “conquered provinces” on such conditions as Congress should decree.

This episode further revealed differences among Republicans. Two factions were emerging. The majority moderate group tended to agree with Lincoln that the



**TABLE 21.1** Principal Reconstruction Proposals and Plans

Year	Proposal or Plan
1864–1865	Lincoln's 10 percent proposal
1865–1866	Johnson's version of Lincoln's proposal
1866–1867	Congressional plan: 10 percent plan with Fourteenth Amendment
1867–1877	Congressional plan of military Reconstruction: Fourteenth Amendment plus black suffrage, later established nationwide by Fifteenth Amendment

seceded states should be restored to the Union as simply and swiftly as reasonable—though on Congress's terms, not the president's. The minority radical group believed that the South should atone more painfully for its sins. Before the South should be restored, the radicals wanted its social structure uprooted, the haughty planters punished, and the newly emancipated blacks protected by federal power. Some of the radicals were secretly pleased when the assassin's bullet felled Lincoln, for the martyred president had shown tenderness toward the South. Spiteful "Andy" Johnson, who shared their hatred for the planter aristocrats, would presumably also share their desire to reconstruct the South with a rod of iron.

Johnson soon disillusioned them. He agreed with Lincoln that the seceded states had never legally been outside the Union. Thus he quickly recognized several of Lincoln's 10 percent governments, and on May 29, 1865, he issued his own Reconstruction proclamation (see Table 21.1). It disfranchised certain leading Confederates, including those with taxable property worth more than \$20,000, though they might petition him for personal pardons. It called for special state conventions, which were required to repeal the ordinances of secession, repudiate all Confederate debts, and ratify the slave-freeing Thirteenth Amendment. States that complied with

these conditions, Johnson declared, would be swiftly readmitted to the Union.

Johnson, savoring his dominance over the high-toned aristocrats who now begged his favor, granted pardons in abundance. Bolstered by the political resurrection of the planter elite, the recently rebellious states moved rapidly in the second half of 1865 to organize governments. But as the pattern of the new governments became clear, Republicans of all stripes grew furious.

## ★ 21-6 The Baleful Black Codes

Among the first acts of the new Southern regimes sanctioned by Johnson was the passage of the iron-toothed **Black Codes**. These laws were designed to regulate the affairs of the emancipated blacks, much as the slave statutes had done in pre-Civil War days. Mississippi passed the first such law in November 1865, and other Southern states soon followed suit. The Black Codes varied in severity from state to state (Mississippi's was the harshest and Georgia's the most lenient), but they had much in common. The Black Codes aimed, first of all, to ensure a stable and subservient labor force. The crushed Cotton Kingdom could not rise from its weeds until the fields were once again put under hoe and plow—and many whites wanted to make sure that they retained the tight control they had exercised over black field hands and plow drivers in the days of slavery.

Dire penalties were therefore imposed by the codes on blacks who "jumped" their labor contracts, which usually committed them to work for the same employer for one year, and generally at pittance wages. Violators could be made to forfeit back wages or could be forcibly dragged back to work by a paid "Negro-catcher." In Mississippi the captured freedmen could be fined and then hired out to pay their fines—an arrangement that closely resembled slavery itself.

The codes also sought to restore as nearly as possible the pre-emancipation system of race relations. Freedom was legally recognized, as were some other privileges, such as the right to marry. But all the codes forbade a black to serve on a jury; some even barred blacks from renting or leasing land. A black could be

*Before President Andrew Johnson (1808–1875) softened his Southern policy, his views were radical. Speaking on April 21, 1865, he declared,*

“It is not promulgating anything that I have not heretofore said to say that traitors must be made odious, that treason must be made odious, that traitors must be punished and impoverished. They must not only be punished, but their social power must be destroyed. If not, they will still maintain an ascendancy, and may again become numerous and powerful; for, in the words of a former Senator of the United States, ‘When traitors become numerous enough, treason becomes respectable.’”



*Early in 1866 one congressman quoted a Georgian:*

“The blacks eat, sleep, move, live, only by the tolerance of the whites, who hate them. The blacks own absolutely nothing but their bodies; their former masters own everything, and will sell them nothing. If a black man draws even a bucket of water from a well, he must first get the permission of a white man, his enemy. . . . If he asks for work to earn his living, he must ask it of a white man; and the whites are determined to give him no work, except on such terms as will make him a serf and impair his liberty.”

punished for “idleness” by being sentenced to work on a chain gang. Nowhere were blacks allowed to vote.

These oppressive laws mocked the ideal of freedom so recently purchased by buckets of blood. The Black Codes imposed terrible burdens on the unfettered blacks, struggling against mistreatment and poverty to make their way as free people. The worst features of the Black Codes would eventually be repealed, but their revocation could not by itself lift the liberated blacks into economic independence. Lacking capital, and with little to offer but their labor, thousands of impoverished former slaves slipped into the status of sharecropper farmers, as did many landless whites. Luckless sharecroppers gradually sank into a morass of virtual peonage and remained there for generations. Formerly slaves to masters, countless blacks as well as poorer whites in effect became slaves to the soil and to their creditors. Yet the dethroned planter

aristocracy resented even this pitiful concession to freedom. Sharecropping was the “wrong policy,” said one planter. “It makes the laborer too independent; he becomes a partner, and has a right to be consulted.”

The Black Codes made an ugly impression in the North. If the former slaves were being re-enslaved, people asked one another, had not the Boys in Blue spilled their blood in vain? Had the North really won the war?

## ★ 21-7 Congressional Reconstruction

These questions grew more insistent when the congressional delegations from the newly reconstituted Southern states presented themselves in the Capitol in December 1865. To the shock and disgust of the Republicans, many former Confederate leaders were on hand to claim their seats.

The appearance of these ex-rebels was a natural but costly blunder. Voters of the South, seeking able representatives, had turned instinctively to their experienced statesmen. But most of the Southern leaders were tainted by active association with the “lost cause.” Among them were four former Confederate generals, five colonels, and various members of the Richmond cabinet and Congress. Worst of all, there was the shrimpy but brainy Alexander Stephens, ex-vice president of the Confederacy, still under indictment for treason.

The presence of these “whitewashed rebels” infuriated the Republicans in Congress. The war had been fought to restore the Union, but not on these kinds of terms. The Republicans were in no hurry to embrace their former enemies—virtually all of

### 21.5 Sharecroppers Picking Cotton

Although many freed slaves found themselves picking cotton on their former masters' plantations, they took comfort that they were at least paid wages and could work as a family unit. In time, however, they became ensnared in the web of debt that their planter bosses spun to keep a free labor force tightly bound to them.





them Democrats—in the chambers of the Capitol. While the South had been “out” from 1861 to 1865, the Republicans in Congress had enjoyed a relatively free hand. They had passed much legislation that favored the North, such as the Morrill Tariff, the Pacific Railroad Act, and the Homestead Act. Now many Republicans balked at giving up this political advantage. On the first day of the congressional session, December 4, 1865, they banged shut the door in the face of the newly elected Southern delegations.

Looking to the future, the Republicans were alarmed to realize that a restored South would be stronger than ever in national politics. Before the war a black slave had counted as three-fifths of a person in apportioning congressional representation. Now the slave was five-fifths of a person. Eleven Southern states had seceded and been subdued by force of arms. But now, owing to full counting of free blacks, the rebel states were entitled to twelve more votes in Congress, and twelve more presidential electoral votes, than they had previously enjoyed. Again, angry voices in the North raised the cry, Who won the war?

Republicans had good reason to fear that ultimately they might be elbowed aside. Southerners might join hands with Democrats in the North and win control of Congress or maybe even the White House. If this happened, they could perpetuate the Black Codes, virtually re-enslaving blacks. They could dismantle the economic program of the Republican party by lowering tariffs, rerouting the transcontinental railroad, repealing the free-farm Homestead Act, and possibly even repudiating the national debt. President Johnson thus deeply disturbed the congressional Republicans when he announced on December 6, 1865, that the recently rebellious states had satisfied his conditions and that in his view the Union was now restored.

## ★ 21-8 Johnson Clashes with Congress

A clash between president and Congress was now inevitable. It exploded into the open in February 1866, when the president vetoed a bill (later repassed) extending the life of the controversial Freedmen's Bureau.

Aroused, the Republicans swiftly struck back. In March 1866 they passed the **Civil Rights Bill**, which conferred on blacks the privilege of American citizenship and struck at the Black Codes. President Johnson resolutely vetoed this forward-looking measure on constitutional grounds, but in April congressmen steamrolled it over his veto—something they repeatedly did henceforth. The hapless president, dubbed “Sir Veto” and “Andy Veto,” had his presidential wings clipped, as Congress increasingly assumed the dominant role in

## Contending Voices Radical Republicans and Southern Democrats

*Representative Thaddeus Stevens (1792–1868), a leading radical Republican, argued in September 1865 for a sweeping plan of compulsory land redistribution and political reform to smash the Southern plantation system:*

“The whole fabric of southern society *must* be changed, and never can it be done if this opportunity is lost. . . . If the South is ever to be made a safe republic let her lands be cultivated by the toil of the owners or the free labor of intelligent citizens.”

*Two months later, the new governor of South Carolina, James Lawrence Orr (1822–1873), voiced elite Southerners' insistence that emancipated slaves must be kept tied to the South's prewar economic system, even if now by contract rather than bondage:*

“[Emancipated slaves] must be restrained from theft, idleness, vagrancy and crime, and taught the absolute necessity of strictly complying with their contracts for labor. . . . The labor of every negro in the State is needed, if not to till the soil, in some other useful employment—for the culture of cotton and rice; and, in menial occupations, it is very doubtful whether any laborers in this country or in Europe can supply his place.”

How similar or different were these visions of the future of the post-Civil War South?

running the government. One critic called Johnson “the dead dog of the White House.”

Republicans now feared that the Southerners might one day win control of Congress and repeal the hated civil rights law. So the lawmakers undertook to rivet the principles of the Civil Rights Bill into the Constitution as the **Fourteenth Amendment**. The proposed amendment, approved by Congress and sent to the states in June 1866 and ratified in 1868, was among the most sweeping amendments ever passed and proved to be a major pillar of constitutional law ever after. It (1) conferred civil rights, including citizenship but excluding a specific guarantee of the franchise, on the freedmen; (2) reduced proportionately the representation of a state in Congress and in the Electoral College if it denied blacks the ballot,





**21.6 An Inflexible President, 1866** This Republican cartoon shows Johnson knocking blacks out of the Freedmen's Bureau by his veto.

thereby abolishing the original Constitution's notorious "3/5ths" clause but stopping short of a constitutional guarantee of the right to vote; (3) disqualified from federal and state office former Confederates who as federal officeholders had once sworn "to support the Constitution of the United States"; and (4) guaranteed the federal debt, while repudiating all Confederate debts. (See the text of the Fourteenth Amendment in the Appendix.)

The radical faction was disappointed that the Fourteenth Amendment did not grant the right to vote, but all Republicans were agreed that no state should be welcomed back into the Union fold without first ratifying the Fourteenth Amendment. Yet President Johnson advised the Southern states to reject it, and

all of the "sinful eleven," except Tennessee, defiantly spurned the amendment. Their spirit was reflected in a Southern song:

*And I don't want no pardon for what I was or am,  
I won't be reconstructed and I don't give a damn.*

## ★ 21-9 **Swinging 'Round the Circle with Johnson**

As 1866 lengthened, the battle grew between the Congress and the president. The root of the controversy was Johnson's "10 percent" governments that had passed the most stringent Black Codes. Congress had tried to temper the worst features of the codes by extending the life of the embattled Freedmen's Bureau and passing the Civil Rights Bill. Both measures Johnson had vetoed. Now the issue was Southern acceptance of the principles enshrined in the Fourteenth Amendment. The Republicans would settle for nothing less. Indeed, they soon insisted on even more.

The crucial congressional elections of 1866—more crucial than some presidential elections—were fast approaching. Johnson was naturally eager to escape from the clutch of Congress by securing a majority favorable to his soft-on-the-South policy. Invited to dedicate a Chicago monument to Stephen A. Douglas, he undertook to speak at various cities en route in support of his views.

Johnson's famous "swing 'round the circle," beginning in the late summer of 1866, was a seriocomedy of errors. The president delivered a series of "give 'em hell" speeches, in which he accused the radicals in Congress of having planned large-scale antiblack riots and murder in the South. As he spoke, hecklers hurled insults at him. Reverting to his stump-speaking days in Tennessee, he shouted back angry retorts, amid cries of "You be damned" and "Don't get mad, Andy." The dignity of his high office sank to a new low, as the old charges of drunkenness were revived.

As a vote-getter, Johnson was highly successful—for the opposition. His inept speechmaking heightened the cry "Stand by Congress" against the "Tailor of the Potomac." When the ballots were counted, the Republicans had rolled up more than a two-thirds majority in both houses of Congress.

## ★ 21-10 **Republican Principles and Programs**

The Republicans now had a veto-proof Congress and virtually unlimited control of Reconstruction policy. But moderates and radicals still disagreed over the best course to pursue in the South.





### 21.7 Republicans Campaigning in Baton Rouge, Louisiana, 1868

The soldiers' caps and regimental flags demonstrate the continuing federal military presence in the Reconstruction South. Radical Republican congressman Thaddeus Stevens said that Reconstruction must "revolutionize Southern institutions, habits, and manners. . . . The foundation of their institutions . . . must be broken up and relaid, or all our blood and treasure have been spent in vain."

The radicals in the Senate were led by the courtly and principled idealist Charles Sumner, long since recovered from his prewar caning on the Senate floor, who tirelessly labored not only for black freedom but for racial equality. In the House the most powerful radical was Thaddeus Stevens, crusty and vindictive congressman from Pennsylvania. Seventy-four years old in 1866, he was a curious figure, with a protruding lower lip, a heavy black wig covering his bald head, and a deformed foot. An unswerving friend of blacks, he had defended runaway slaves in court without fee and, before dying, insisted on burial in a black cemetery. His affectionate devotion to blacks was matched by his vitriolic hatred of rebellious white Southerners. A masterly parliamentarian with a razor-sharp mind and withering wit, Stevens was a leading figure on the Joint (House-Senate) Committee on Reconstruction.

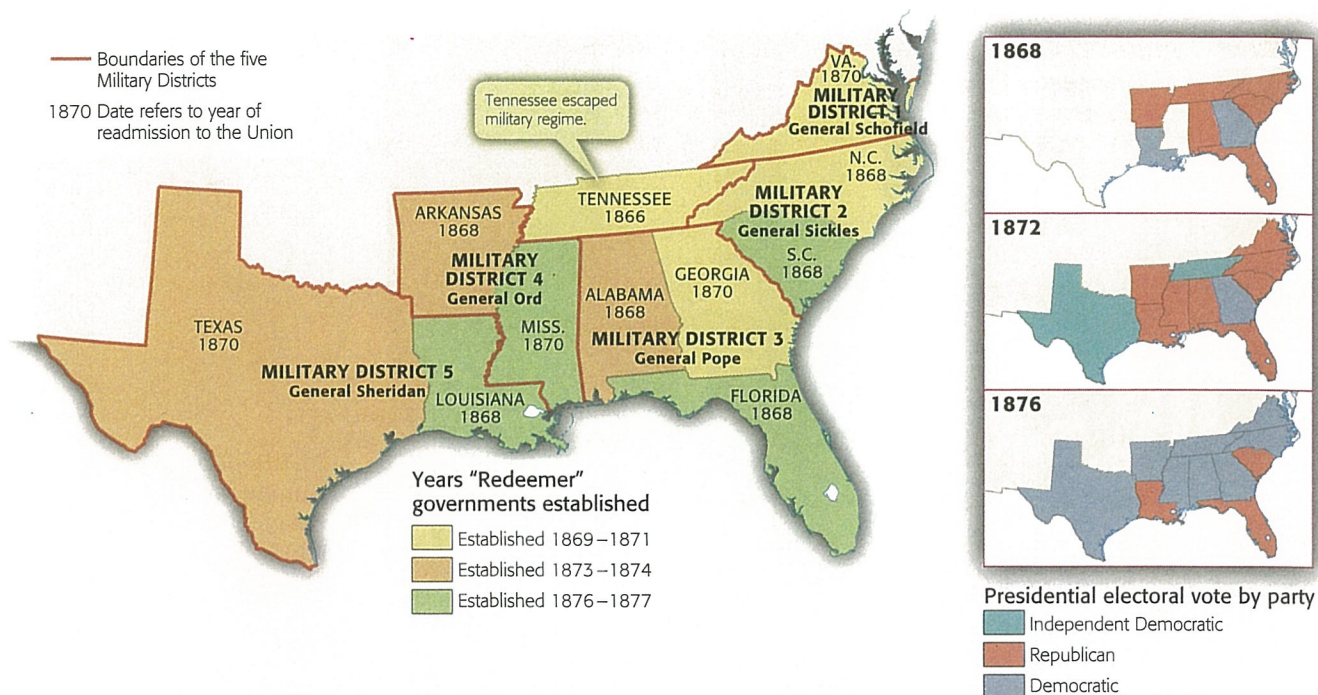
Still opposed to rapid restoration of the Southern states, the radicals wanted to keep them out as long as possible and apply federal power to bring about a drastic social and economic transformation in the South.

But moderate Republicans, invoking the principles of states' rights and self-government, recoiled from the full implications of the radical program. They preferred policies that restrained the states from abridging citizens' rights, rather than policies that directly involved the federal government in individual lives. The actual policies adopted by Congress showed the influence of both these schools of thought, though the moderates, as the majority faction, had the upper hand. And one thing both groups had come to agree on by 1867 was the necessity to enfranchise black voters, even if it took federal troops to do it.

### ★ 21-11 Reconstruction by the Sword

Against a backdrop of vicious and bloody race riots that had erupted in several Southern cities, Congress passed the **Reconstruction Act** on March 2, 1867 (see Map 21.1). Supplemented by later measures, this drastic legislation divided the South into five military districts, each commanded by a Union general and





**MAP 21.1 Military Reconstruction, 1867 (five districts and commanding generals)** For many white Southerners, military Reconstruction amounted to turning the knife in the wound of defeat. An often-repeated story of later years had a Southerner remark, "I was sixteen years old before I discovered that damnyankee was two words."

policed by blue-clad soldiers, about twenty thousand all told. The act also temporarily disfranchised tens of thousands of former Confederates.

Congress additionally laid down stringent conditions for the readmission of the seceded states. The wayward states were required to ratify the Fourteenth Amendment, giving the former slaves their rights as citizens. The bitterest pill of all to white Southerners was the stipulation that they guarantee in their state constitutions full suffrage for their former adult male slaves. Yet the act, reflecting moderate sentiment, stopped short of giving the freedmen land or education at federal expense. The overriding purpose of the moderates was to create an electorate in Southern states that would vote those states back into the Union on acceptable terms and thus free the federal government from direct responsibility for the protection of black rights. As later events would demonstrate, this approach proved woefully inadequate to the cause of justice for blacks.

The radical Republicans were still worried. The danger loomed that once the unrepentant states were readmitted, they would amend their constitutions so as to withdraw the ballot from blacks. The only ironclad safeguard was to incorporate black suffrage in the federal Constitution. A pattern was

emerging: just as the Fourteenth Amendment had constitutionalized the principles of the Civil Rights Bill, now Congress sought to provide constitutional protection for the suffrage provisions in the Reconstruction Act. This goal was finally achieved by the **Fifteenth Amendment**, passed by Congress in 1869 and ratified by the required number of states in 1870 (see the Appendix).

Military Reconstruction of the South not only usurped certain functions of the president as commander in chief but set up a martial regime of shaky legality. The Supreme Court had already ruled, in the case *Ex parte Milligan* (1866), that military tribunals could not try civilians, even during wartime, in areas where the civil courts were open. Peacetime military rule seemed starkly contrary to the spirit of the Constitution. But the circumstances were extraordinary in the Republic's history, and for the time being the Supreme Court avoided offending the Republican Congress.

Prodded into line by federal bayonets, the Southern states got on with the task of constitution making. By 1870 all of them had reorganized their governments and had been accorded full rights (see Table 21.2). The hated "bluebellies" remained until the new Republican regimes—usually called "radical" regimes—appeared to be firmly entrenched. Yet when the federal troops



TABLE 21.2 Southern Reconstruction by State

State	Readmitted to Representation in Congress	Home Rule (Democratic or "Redeemer" Regime) Reestablished	Comments
Tennessee	July 24, 1866		Ratified Fourteenth Amendment in 1866 and hence avoided military Reconstruction*
Arkansas	June 22, 1868	1874	
North Carolina	June 25, 1868	1870	
Alabama	June 25, 1868	1874	
Florida	June 25, 1868	1877	Federal troops restationed in 1877, as result of Hayes-Tilden electoral bargain
Louisiana	June 25, 1868	1877	Same as Florida
South Carolina	June 25, 1868	1877	Same as Florida
Virginia	January 26, 1870	1869	
Mississippi	February 23, 1870	1876	
Texas	March 30, 1870	1874	
Georgia	[June 25, 1868] July 15, 1870	1872	Readmitted June 25, 1868, but returned to military control after expulsion of blacks from legislature

\*For many years Tennessee was the only state of the secession to observe Lincoln's birthday as a legal holiday. Many states in the South still observe the birthdays of Jefferson Davis and Robert E. Lee.

finally left a state, its government swiftly passed back into the hands of white **Redeemers**, or "Home Rule" regimes, which were inevitably Democratic. Finally, in 1877, the last federal muskets were removed from state politics, and the "solid" Democratic South congealed.

### ★ 21-12 No Women Voters

The passage of the three Reconstruction-era Amendments—the Thirteenth, Fourteenth, and Fifteenth—delighted former abolitionists but deeply disappointed

*At a constitutional convention in Alabama, freed people affirmed their rights in the following declaration:*

“We claim exactly the same rights, privileges and immunities as are enjoyed by white men—we ask nothing more and will be content with nothing less. . . . The law no longer knows white nor black, but simply men, and consequently we are entitled to ride in public conveyances, hold office, sit on juries and do everything else which we have in the past been prevented from doing solely on the ground of color.”

advocates of women's rights. Women had played a prominent part in the prewar abolitionist movement and had often pointed out that both women and blacks lacked basic civil rights, especially the crucial right to vote. The struggle for black freedom and the crusade for women's rights, therefore, were one and the same in the eyes of many women. Yet during the war, feminist leaders such as Elizabeth Cady Stanton and Susan B. Anthony had temporarily suspended their own demands and worked wholeheartedly for the cause of black emancipation. The **Woman's Loyal League** had gathered nearly 400,000 signatures on petitions asking Congress to pass a constitutional amendment prohibiting slavery.

Now, with the war ended and the Thirteenth Amendment passed, feminist leaders believed that their time had come. They reeled with shock, however, when the wording of the Fourteenth Amendment, which defined equal national citizenship, for the first time inserted the word *male* into the Constitution in referring to a citizen's right to vote. Both Stanton and Anthony campaigned actively against the Fourteenth Amendment despite the pleas of Frederick Douglass, who had long supported woman suffrage but believed that this was "the Negro's hour." When the Fifteenth Amendment proposed to prohibit denial of the vote on the basis of "race, color, or previous condition of servitude," Stanton and Anthony wanted the word *sex* added to the list. They lost this battle, too. Fifty years



The prominent suffragist and abolitionist Susan B. Anthony (1820–1906) was outraged over the proposed exclusion of women from the Fourteenth Amendment. In a conversation with her former male allies Wendell Phillips and Theodore Tilton, she reportedly held out her arm and declared,

“Look at this, all of you. And hear me swear that I will cut off this right arm of mine before I will ever work for or demand the ballot for the negro and not the woman.”

would pass before the Constitution granted women the right to vote.

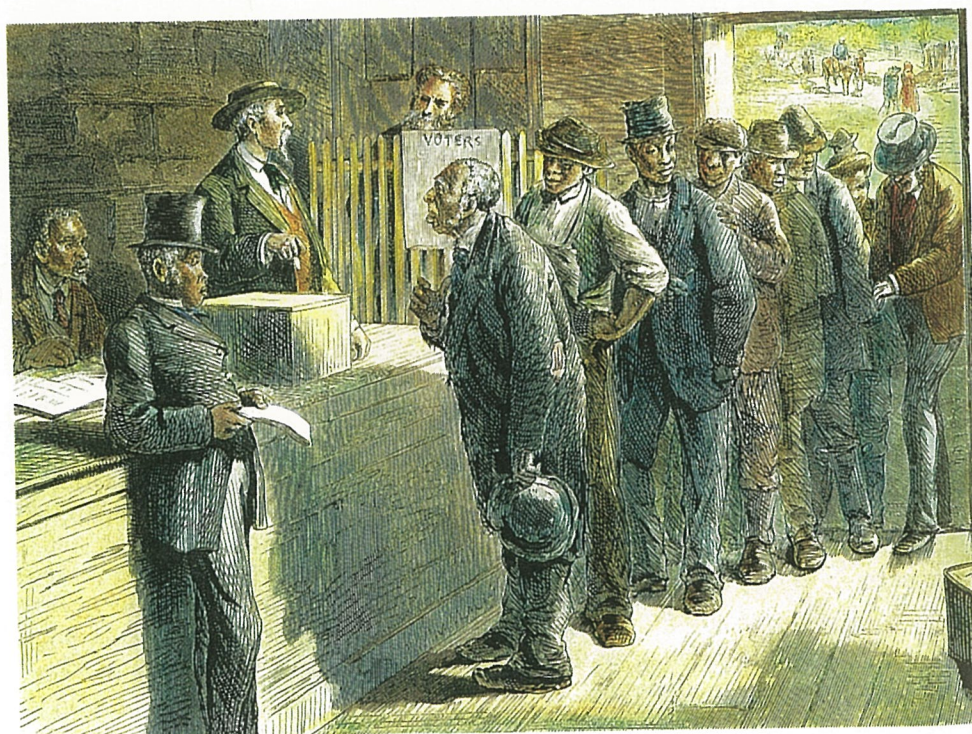
### ★ 21-13 The Realities of Radical Reconstruction in the South

Blacks now had freedom, of a sort. Their friends in Congress had only haltingly and somewhat belatedly secured the franchise for them. Both Presidents Lincoln and Johnson had proposed to give the ballot gradually to selected blacks who qualified for it through education, property ownership, or military service. Moderate

Republicans and even many radicals at first hesitated to bestow suffrage on the freedmen. The Fourteenth Amendment, in many ways the heart of the Republican program for Reconstruction, had fallen short of guaranteeing the right to vote. (It envisioned for blacks the same status as that of women—citizenship without voting rights.) But by 1867 hesitation had given way to a hard determination to enfranchise the former slaves wholesale and immediately, while thousands of white Southerners were being denied the vote. By glaring contrast, most of the Northern states, before ratification of the Fifteenth Amendment in 1870, withheld the ballot from their tiny black minorities. White Southerners naturally concluded that the Republicans were hypocritical in insisting that blacks in the South be allowed to vote.

Having gained their right to suffrage, Southern black men seized the initiative and began to organize politically. Their primary vehicle became the **Union League**, originally a pro-Union organization based in the North. Assisted by Northern blacks, freedmen turned the league into a network of political clubs that educated members in their civic duties and campaigned for Republican candidates. The league's mission soon expanded to include building black churches and schools, representing black grievances before local employers and government, and recruiting militias to protect black communities from white retaliation.

**21.8 Freedmen Voting, Richmond, Virginia, 1871** The exercise of democratic rights by former slaves constituted a political and social revolution in the South and was bitterly resented by whites.





Though African American women did not obtain the right to vote, they too assumed new political roles. Black women faithfully attended the parades and rallies common in black communities during the early years of Reconstruction and helped assemble mass meetings in the newly constructed black churches. They even showed up at the constitutional conventions held throughout the South in 1867, monitoring the proceedings and participating in informal votes outside the convention halls.

But black men elected as delegates to the state constitutional conventions held the greater political authority. They formed the backbone of the black political community. At the conventions, they sat down with whites to hammer out new state constitutions, which most importantly provided for universal male suffrage. Though the subsequent elections produced no black governors or majorities in state senates, black political participation expanded exponentially during Reconstruction. Between 1868 and 1876, fourteen black congressmen and two black senators, Hiram Revels and Blanche K. Bruce, both of Mississippi, served in Washington, D.C. Blacks also served in state governments as lieutenant governors and representatives, and in local governments as mayors, magistrates, sheriffs, and justices of the peace.

The sight of former slaves holding office deeply offended their onetime masters, who lashed out with particular fury at the freedmen's white allies, labeling them **scalawags** and **carpetbaggers**. The so-called scalawags were Southerners, often former Unionists and Whigs. The former Confederates accused them, often with wild exaggeration, of plundering the treasuries of the Southern states through their political influence in the radical governments. The carpetbaggers, on the other hand, were supposedly sleazy Northerners who had packed all their worldly goods into a carpetbag suitcase at war's end and had come south to seek personal power and profit. In fact, most were former Union soldiers and Northern businessmen and professionals who wanted to play a role in modernizing the "New South."

How well or badly did the radical regimes rule? The radical legislatures passed much desirable legislation and introduced many sorely needed reforms. For the first time in Southern history, steps were taken toward establishing adequate public schools. Tax systems were streamlined; public works were launched; and property rights were guaranteed to women. Many welcome reforms were retained by the all-white "Redeemer" governments that later returned to power.

Despite these achievements, graft ran rampant in many "radical" governments. This was especially true in South Carolina and Louisiana, where conscienceless promoters and other pocket-padders used politically

inexperienced blacks as pawns. The worst "black-and-white" legislatures purchased, as "legislative supplies," such "stationery" as hams, perfumes, suspenders, bonnets, corsets, champagne, and a coffin. One "thrifty" carpetbag governor in a single year "saved" \$100,000 from a salary of \$8000. Yet this sort of corruption was by no means confined to the South in these postwar years. The crimes of the Reconstruction governments were no more outrageous than the scams and felonies being perpetrated in the North at the same time, especially in Boss Tweed's New York.



Thomas H. and Joan Gandy Photograph Collection, Mss. 3778, Louisiana and Lower Mississippi Valley Collection, LSU Libraries, Baton Rouge, LA

### 21.9 Congressman John R. Lynch of Mississippi

After John Lynch was freed by the Union army, he got an education at a freedmen's school in Natchez, Mississippi. At age twenty-four, he became speaker of the Mississippi House. In 1872, Lynch joined six other African Americans in Congress, where he made his greatest mark in the long debate over the Civil Rights Act of 1875, barring discrimination in public accommodations. Lynch drew on his own humiliating experiences as a black man in the South to argue for a law prohibiting discrimination on public transportation like trains and at places like inns, restaurants, and theaters. The law passed but was not enforced. It was ruled unconstitutional in 1883.



## ★ 21-14 The Ku Klux Klan

Deeply embittered, some Southern whites resorted to savage measures against “radical” rule. Many whites resented the success and ability of black legislators as much as they resented alleged “corruption.” A number of secret organizations mushroomed forth, the most notorious of which was the “Invisible Empire of the South,” or **Ku Klux Klan**, founded in Tennessee in 1866. Besheeted nightriders, their horses’ hooves muffled, would approach the cabin of an “upstart” black and hammer on the door. In ghoulish tones one thirsty horseman would demand a bucket of water. Then, under pretense of drinking, he would pour it

into a rubber attachment concealed beneath his mask and gown, smack his lips, and declare that this was the first water he had tasted since he was killed at the Battle of Shiloh. If fright did not produce the desired effect, force was employed.

Such tomfoolery and terror proved partially effective. Many ex-bondsmen and white “carpetbaggers,” quick to take a hint, shunned the polls. Those stubborn souls who persisted in their “upstart” ways were flogged, mutilated, or even murdered. In one Louisiana parish in 1868, whites in two days killed or wounded two hundred victims; a pile of twenty-five bodies was found half-buried in the woods. By such atrocious practices were blacks “kept in their place”—that is, down. The Klan became a refuge for numerous bandits and cutthroats. Any scoundrel could don a sheet.

Congress, outraged by this night-riding lawlessness, passed the harsh **Force Acts** of 1870 and 1871. Federal troops tried to stamp out the “lash law,” but the Invisible Empire continued its tactics in the guise of “dancing clubs,” “missionary societies,” and “rifle clubs.” When a white mob killed some 150 black men



Dallas Historical Society, Texas, USA/The Bridgeman Art Library

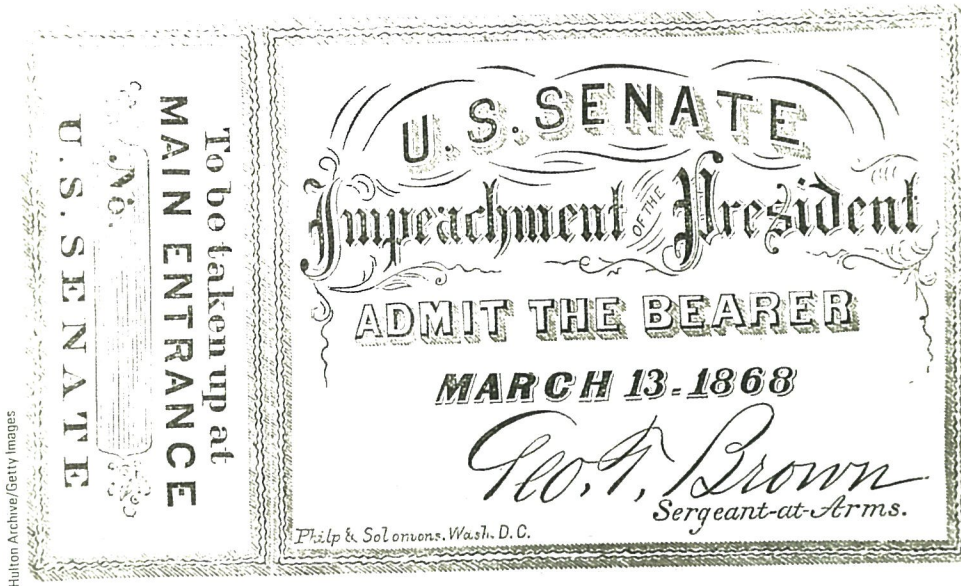
**21.10 Klansmen in Costume** Members of the Ku Klux Klan like these two garbed men utilized terrorist violence on behalf of a political agenda: the disenfranchisement of African Americans and their Republican allies and the reinstatement of white supremacist rule by “Redeemer” governments.

*The following excerpt is part of a heartrending appeal to Congress in 1871 by a group of Kentucky blacks:*

“We believe you are not familiar with the description of the Ku Klux Klans riding nightly over the country, going from county to county, and in the county towns, spreading terror wherever they go by robbing, whipping, ravishing, and killing our people without provocation, compelling colored people to break the ice and bathe in the chilly waters of the Kentucky River.

“The [state] legislature has adjourned. They refused to enact any laws to suppress Ku-Klux disorder. We regard them [the Ku-Kluxers] as now being licensed to continue their dark and bloody deeds under cover of the dark night. They refuse to allow us to testify in the state courts where a white man is concerned. We find their deeds are perpetrated only upon colored men and white Republicans. We also find that for our services to the government and our race we have become the special object of hatred and persecution at the hands of the Democratic Party. Our people are driven from their homes in great numbers, having no redress only [except] the United States court, which is in many cases unable to reach them.”





### 21.11 Impeachment

**Drama** The impeachment proceedings against President Andrew Johnson, among the most severe constitutional crises in the Republic's history, were high political theater, and tickets were in sharp demand.

in Colfax, Louisiana, on Easter Sunday, 1873, federal officials invoked the Force Acts to bring the perpetrators of the **Colfax Massacre** to justice. But the Supreme Court, in the notorious 1875 case of *United States v. Cruikshank*, overturned their convictions. The Court held that the protections for civil liberties guaranteed in the Fourteenth Amendment applied only to state actions, not to actions undertaken by individuals, no matter how atrocious. That decision effectively blocked federal safeguards for civil rights for nearly a century thereafter.

White resistance undermined attempts to empower blacks politically. The white South, for many decades, openly flouted the Fourteenth and Fifteenth Amendments. Wholesale disfranchisement of blacks, starting conspicuously about 1890, was achieved by intimidation, fraud, and trickery. Among various underhanded schemes were literacy tests, unfairly administered by whites to the advantage of illiterate whites. In the eyes of white Southerners, the goal of white supremacy fully justified these dishonorable devices.

*A black leader protested to whites in 1868,*

“It is extraordinary that a race such as yours, professing gallantry, chivalry, education, and superiority, living in a land where ringing chimes call child and sire to the Gospel of God—that with all these advantages on your side, you can make war upon the poor defenseless black man.”

### ★ 21-15 Johnson Walks the Impeachment Plank

Radicals meanwhile had been sharpening their hatchets for President Johnson. Annoyed by the obstruction of the “drunken tailor” in the White House, they falsely accused him of maintaining there a harem of “dissolute women.” Not content with curbing his authority, they decided to remove him altogether by constitutional processes.\*

As an initial step, Congress in 1867 passed the **Tenure of Office Act**—as usual, over Johnson’s veto. Contrary to precedent, the new law required the president to secure the consent of the Senate before he could remove his appointees once they had been approved by that body. One purpose was to freeze into the cabinet the secretary of war, Edwin M. Stanton, a holdover from the Lincoln administration. Although outwardly loyal to Johnson, he was secretly serving as a spy and informer for the radicals.

Johnson provided the radicals with a pretext to begin impeachment proceedings when he abruptly dismissed Stanton early in 1868. The House of Representatives immediately voted 126 to 47 to impeach Johnson for “high crimes and misdemeanors,” as required by the Constitution, charging him with various violations of the Tenure of Office Act. Two additional articles related to Johnson’s verbal assaults on the Congress, involving “disgrace, ridicule, hatred, contempt, and reproach.”

\*For impeachment, see Art. I, Sec. II, para. 5; Art. I, Sec. III, paras. 6, 7; Art. II, Sec. IV, in the Appendix.



## ★ 21-16 A Not-Guilty Verdict for Johnson

With evident zeal the radical-led Senate now sat as a court to try Johnson on the dubious impeachment charges. The House conducted the prosecution. The trial aroused intense public interest and, with one thousand tickets printed, proved to be the biggest show of 1868. Johnson kept his dignity and sobriety and maintained a discreet silence. His battery of attorneys argued that the president, convinced that the Tenure of Office Act was unconstitutional, had fired Stanton merely to put a test case before the Supreme Court. (That slow-moving tribunal finally ruled indirectly in Johnson's favor fifty-eight years later.) House prosecutors, including oily-tongued Benjamin F. Butler and embittered Thaddeus Stevens, had a harder time building a compelling case for impeachment.

On May 16, 1868, the day for the first voting in the Senate, the tension was electric, and heavy breathing could be heard in the galleries. By a margin of only one vote, the radicals failed to muster the two-thirds majority for Johnson's removal. Seven resistant Republican senators, mainly moderates, voted "not guilty."

Several factors shaped the outcome. Fears of creating a destabilizing precedent played a role, as did principled opposition to abusing the constitutional mechanism of checks and balances. Political considerations also figured conspicuously. As the vice presidency remained vacant under Johnson, his successor would have been radical Republican Benjamin Wade, the president pro tempore of the Senate. Wade was disliked by many members of the business community for his high-tariff, soft-money, pro-labor views and was distrusted by moderate Republicans. Meanwhile, Johnson indicated through his attorney that he would stop obstructing Republican policies in return for remaining in office.

Diehard radicals were infuriated by their failure to muster a two-thirds majority for Johnson's removal. "The Country is going to the Devil!" cried the crippled Stevens as he was carried from the hall. But the nation, though violently aroused, accepted the verdict with a good temper that did credit to its political maturity. In a less stable republic, an armed uprising might have erupted against the president.

The nation thus narrowly avoided a dangerous precedent that would have gravely weakened one of the three branches of the federal government. Johnson was clearly guilty of bad speeches, bad judgment, and bad temper, but not of "high crimes and misdemeanors." From the standpoint of the radicals, his greatest crime had been to stand inflexibly in their path.

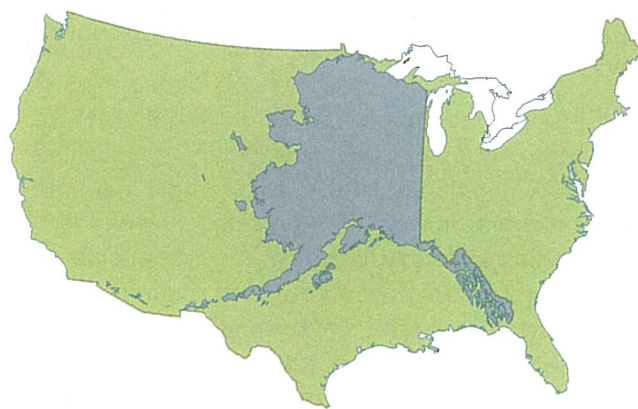
## ★ 21-17 The Purchase of Alaska

Johnson's administration, though enfeebled at home, achieved its most enduring success in the field of foreign relations.

The Russians by 1867 were in a mood to renew their offer, previously tendered in the 1850s, to sell the vast and chilly expanse of land now known as Alaska. They had overextended themselves in North America and feared that in the likely event of another war with Britain, they would lose their defenseless northern province to the sea-dominant British. Alaska, moreover, had been ruthlessly "furred out" and was a growing economic liability. Eager to unload their "frozen asset" on the Americans, the Russians put out seductive feelers in Washington. They preferred the United States to any other purchaser, primarily because they wanted to strengthen the American Republic as a barrier against their ancient British enemy.

In 1867 Secretary of State William Seward, an ardent expansionist, signed a treaty with Russia that transferred Alaska to the United States for the bargain price of \$7.2 million (see Map 21.2). But Seward's enthusiasm for these frigid wastes was not shared by his ignorant or uninformed countrymen, who jeered at **Seward's Folly**, "Seward's Icebox," "Frigidia," and "Walrussia."

Then why did Congress and the American public sanction the purchase? For one thing, Russia, alone among the powers, had been conspicuously friendly to the North during the recent Civil War. Americans did not feel that they could offend their great and good friend, the tsar, by hurling his walrus-covered icebergs back into his face. Besides, the territory was rumored to be teeming with furs, fish, and gold, and it might yet "pan out" profitably—as it later did with natural resources, including oil and gas. So



**MAP 21.2** Alaska and the Lower Forty-Eight States (a size comparison)



Congress and the country accepted "Seward's Polar Bear Garden," somewhat derisively but nevertheless hopefully.

## ★ 21-18 The Legacy of Reconstruction

Many white Southerners regarded Reconstruction as a more grievous wound than the war itself. It left a festering scar that would take generations to heal. They resented the upending of their "peculiar institution," the political empowerment of blacks, and the insult of federal troops intervening in their local affairs. Yet few rebellions have ended with the victors sitting down to a love feast with the vanquished. Given the explosiveness of the issues that had caused the war, and the bitterness of the fighting, the wonder is that Reconstruction was not far harsher than it was. The fact is that Lincoln, Johnson, and most Republicans had no clear picture at war's end of what federal policy toward the South should be. Policymakers groped for the right policies, influenced as much by Southern responses to defeat and emancipation as by any plans of their own to impose a specific program on the South.

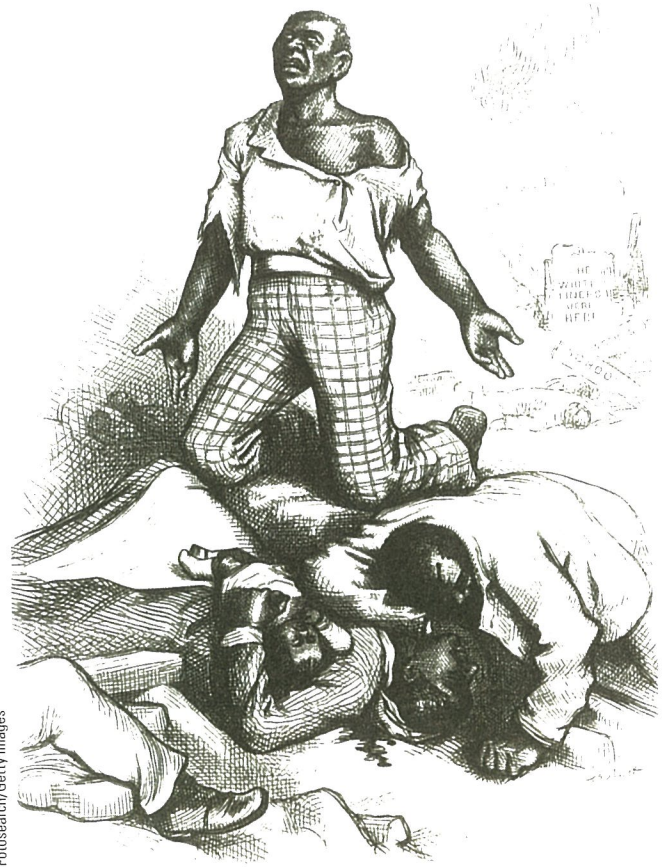
The Republicans acted from a mixture of idealism and political expediency. They wanted both to protect the freed slaves and to promote the fortunes of the Republican party. In the end their efforts backfired badly. Reconstruction conferred

only fleeting benefits on blacks and virtually extinguished the Republican party in the South for nearly one hundred years.

Moderate Republicans never fully appreciated the extensive effort necessary to make the freed slaves completely independent citizens, nor the lengths to which Southern whites would go to preserve their system of racial dominance. Had Thaddeus Stevens's radical program of drastic economic reforms and heftier protection of political rights been enacted, things might well have been different. But deep-seated racism, ingrained American resistance to tampering with property rights, and unbending loyalty to the principle of local self-government, combined with spreading indifference in the North to the plight of blacks, proved to be insuperable obstacles. Despite good intentions by Republicans, the Old South was in many ways more resurrected than reconstructed, which spelled continuing woe for generations of Southern blacks.

*The remarkable ex-slave Frederick Douglass (1817?–1895) wrote in 1882,*

“Though slavery was abolished, the wrongs of my people were not ended. Though they were not slaves, they were not yet quite free. No man can be truly free whose liberty is dependent upon the thought, feeling, and action of others, and who has himself no means in his own hands for guarding, protecting, defending, and maintaining that liberty. Yet the Negro after his emancipation was precisely in this state of destitution. . . . He was free from the individual master, but the slave of society. He had neither money, property, nor friends. He was free from the old plantation, but he had nothing but the dusty road under his feet. He was free from the old quarter that once gave him shelter, but a slave to the rains of summer and the frosts of winter. He was, in a word, literally turned loose, naked, hungry, and destitute, to the open sky.”



Fotosearch/Getty Images

**21.12 Is This a Republican Form of Government?**  
by Thomas Nast, *Harper's Weekly*, 1876 The nation's most prominent political cartoonist expressed his despair at the tragic way that Reconstruction had ended—with few real gains for the former slaves.



### Did Reconstruction Fail?

Few topics have triggered as much intellectual warfare as the “dark and bloody ground” of Reconstruction. The period provoked questions—sectional, racial, and constitutional—about which people felt deeply and remain deeply divided even today. Scholarly argument goes back conspicuously to a Columbia University historian, William A. Dunning, whose students in the early 1900s published a series of histories of the Reconstruction South. Dunning and his disciples were influenced by the turn-of-the-century spirit of sectional reconciliation as well as by current theories about black racial inferiority. Sympathizing with the white South, they wrote about the Reconstruction period as a kind of national disgrace, foisted upon a prostrate region by vindictive and self-seeking radical Republican politicians. If the South had wronged the North by seceding, the North had wronged the South by reconstructing.

A second cycle of scholarship in the 1920s was impelled by a widespread suspicion that the Civil War itself had been a tragic and unnecessary blunder. Attention now shifted to Northern politicians. Scholars like Howard Beale further questioned the motives of the radical Republicans. To Beale and others, the radicals had masked a ruthless desire to exploit Southern labor and resources behind a false front of “concern” for the freed slaves. Moreover, Northern advocacy of black voting rights was merely a calculated attempt to ensure a Republican political presence in the defeated South. The unfortunate Andrew Johnson, in this view, had valiantly tried to uphold constitutional principles in the face of this cynical Northern onslaught.

Although ignored by his contemporaries, scholar, black nationalist, and founder of the National Association for the Advancement of Colored People W. E. B. Du Bois wrote a sympathetic history of Reconstruction in 1935 that became the basis for historians’ interpretations ever since. Following World War II, Kenneth Stampp and others, influenced by the modern civil rights movement, built on Du Bois’s argument

and claimed that Reconstruction had been a noble though ultimately failed attempt to extend American principles of equity and justice. The radical Republicans and the carpetbaggers were now heroes, whereas Andrew Johnson was castigated for his obstinate racism. By the early 1970s, this view had become orthodoxy, and it generally holds sway today. Yet some scholars, such as Michael Benedict and Leon Litwack, disillusioned with the inability to achieve full racial justice in the 1960s and 1970s, began once more to scrutinize the motives of Northern politicians immediately after the Civil War. They claimed to discover that Reconstruction had never been very radical and that the Freedmen’s Bureau and other agencies had merely allowed white planters to maintain their dominance over local politics as well as over the local economy.

More recently, Eric Foner has powerfully reasserted the argument that Reconstruction was a truly radical and noble attempt to establish an interracial democracy. Drawing upon the work of Du Bois, Foner has emphasized the comparative approach to American Reconstruction. Clearly, Foner has admitted, Reconstruction did not create full equality, but it did allow blacks to form political organizations and churches, to vote, and to establish some measure of economic independence. In South Africa, the Caribbean, and other areas once marked by slavery, these opportunities were much harder to come by. Many of the benefits of Reconstruction were erased by whites in the South during the Gilded Age, but in the twentieth century, the constitutional principles and organizations developed during Reconstruction provided the focus and foundation for the post-World War II civil rights movement—which some have called the second Reconstruction. Steven Hahn’s *A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* (2003) emphasizes the assertiveness and ingenuity of African Americans in creating new political opportunities for themselves after emancipation.

## Chapter Review

### KEY TERMS

Freedmen’s Bureau (477)  
“10 percent” Reconstruction plan (478)  
Wade-Davis Bill (478)  
Black Codes (479)  
Civil Rights Bill (481)

Fourteenth Amendment (481)  
Reconstruction Act (483)  
Fifteenth Amendment (484)  
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Redeemers (485)  
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scalawags (487)  
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Ku Klux Klan (488)  
Force Acts (488)  
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Seward’s Folly (490)



## PEOPLE TO KNOW

Oliver O. Howard  
Andrew Johnson

Thaddeus Stevens  
Hiram Revels

Edwin M. Stanton  
Benjamin Wade

William Seward

## CHRONOLOGY

- 1863** Lincoln announces "10 percent" Reconstruction plan
- 1864** Lincoln vetoes Wade-Davis Bill
- 1865** Lincoln assassinated  
Johnson issues Reconstruction proclamation  
Congress refuses to seat Southern congressmen  
Freedmen's Bureau established  
Southern states pass Black Codes
- 1866** Congress passes Civil Rights Bill over Johnson's veto  
Congress passes Fourteenth Amendment  
Johnson-backed candidates lose congressional election  
*Ex parte Milligan* case  
Ku Klux Klan founded

- 1867** Reconstruction Act  
Tenure of Office Act  
United States purchases Alaska from Russia
- 1868** Johnson impeached and acquitted  
Johnson pardons Confederate leaders
- 1870** Fifteenth Amendment ratified
- 1870–1871** Force Acts
- 1872** Freedmen's Bureau ended
- 1875** *United States v. Cruikshank*
- 1877** Reconstruction ends

## TO LEARN MORE

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- Heather Andrea Williams, *Self-Taught: African American Education in Slavery and Freedom* (2005)



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