

# **ADVANCED PLACEMENT UNITED STATES HISTORY SUMMER PACKET**

## **OBJECTIVES:**

- To define and explain the significance of important terms relevant to Reconstruction
- To thoroughly outline the presidential administrations of Andrew Johnson, Ulysses Grant, and Rutherford Hayes
- To identify the major political, economic, and social issues resulting from the Civil War that set the agenda for the Gilded Age

## **INSTRUCTIONS:**

1. Read Ch. 17 (Reconstructing the Union) and Ch. 18 (The New South) textbook pages available in PDF form on the Resource Board.
2. Look over the Unit Packet Guide (pages 2 & 3 in this document) and complete the TERMS, CONCEPTS, NAMES: IDENTIFICATION AND SIGNIFICANCE section. You will be able to use your ID's in this packet on an open notes quiz when we return to school. Many of these terms will be appropriate to place into your presidential outlines (see below) so you can kill two birds with one stone here.
3. Complete a Presidential Outline for Presidents Andrew Johnson, Ulysses S. Grant, and Rutherford B. Hayes. See the instructions and an example outline on pages 4-7 of this document. One of these will be collected at random and graded when we return to school.

**If you have any questions over the summer, do not hesitate to e-mail me at [pattonj@ndnj.org](mailto:pattonj@ndnj.org).**

**NOTE: THIS ASSIGNMENT IS NOT SOMETHING YOU CAN COMPLETE A FEW DAYS BEFORE SCHOOL BEGINS, UNLESS YOU WANT AN INCREDIBLY STRESSFUL END TO SUMMER BREAK. I HIGHLY RECOMMEND SPACING THIS OUT OVER A PERIOD OF TIME.**

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

Davidson, Chapters 17 & 18

## **GUIDING QUESTIONS**

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

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

## **OBJECTIVES**

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

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

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

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

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

1. "Lost Cause" Myth
2. Thirteenth Amendment
3. Freedman's Bureau
4. Radical Republicans
5. Black Codes
6. Civil Rights Act of 1866
7. Memphis Race Riots/New Orleans Massacre
8. Fourteenth Amendment
9. The Three Reconstruction Bills
10. Fifteenth Amendment
11. *Ex Parte Milligan*
12. Tenure of Office Act
13. Johnson's Impeachment
14. Scalawags
15. Carpetbaggers
16. The Grant Scandals
17. Panic of 1873
18. *Slaughter-House Cases* (1873)
19. The Colfax Massacre
20. National Greenback Party
21. Seward's Folly
22. Ku Klux Klan
23. Enforcement Acts
24. Civil Rights Act of 1875
25. Social Darwinism
26. Redeemers (Bourbons)
27. *U.S. v. Cruikshank* (1876)
28. *U.S. v. Reese* (1876)
29. Compromise of 1877
30. Uncle Remus Stories
31. Minstrel Shows
32. Crop-Lien System
33. *Civil Rights Cases* (1883)
34. Henry Grady
35. The "New South"
36. Booker T. Washington
37. *The Atlanta Compromise*
38. Tenant Farming and Sharecroppers
39. *Plessy v. Ferguson* (1896)
40. "Jim Crow"
41. Lynching
42. Ida B. Wells
43. *Cummings v. County Board of Education* (1899)

## ***PRESIDENTIAL OUTLINE INSTRUCTIONS***

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

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

### **OUTLINE FORMAT:**

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

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

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

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

## ***EXAMPLE PRESIDENTIAL OUTLINE***



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

XI. Major Foreign Policy Decisions

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

XII. Major Social Events

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

XIII. Major Conflicts

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