

REVIEW
CHAPTER
4

Section 4

GUIDED READING *Reconstruction and Its Effects*

A. As you read this section, make notes that summarize the changes that took place as a result of Reconstruction. List the postwar problems, classifying each problem as political, economic, or social. Then indicate how individuals and the government responded to each difficulty or crisis.

Problems	Responses
1. Primarily political	
2. Primarily economic	
3. Primarily social	

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B. On the back of this paper, identify or explain each of the following:

Fifteenth Amendment scalawag carpetbagger sharecropping Rutherford B. Hayes

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SKILLBUILDER PRACTICE *Forming Generalizations*

The decisions by the Supreme Court during the 1870s had a major impact on efforts to make Reconstruction in the South work. What do the decisions and their effects reveal about the influence of the Supreme Court in general? Read the passage below, then answer the questions at the bottom of the page. (See Skillbuilder Handbook, p. R16.)

The Slaughterhouse Cases In 1869 the legislature of the state of Louisiana had agreed to give all the slaughterhouse business in New Orleans to one company and to close all the other slaughterhouses. The butchers whose businesses had been closed sued the state for illegally taking away their occupation, in violation of the Fourteenth Amendment guarantee that no state could “abridge the privileges or immunities” of a United States citizen.

The Supreme Court ruled in favor of the Louisiana legislature and against the butchers. Basically, the Court interpreted the Fourteenth Amendment to mean that protection of rights under the amendment applied only to the rights people had because they were citizens of the nation, such as the right to travel safely between two states. The amendment did not apply, the Court said, to the basic civil rights a person acquires by being a citizen of a state. As a result, the federal government was not required to protect those civil rights from the states. The Fourteenth Amendment had been intended to prevent the

states from infringing on the rights of former slaves. The Supreme Court’s decision nearly nullified that intent.

The Weakening of Reconstruction The ruling in the *Slaughterhouse* cases and in other cases before the Supreme Court in the 1870s signaled the Court’s pulling of its support for Reconstruction. State and local officials found numerous loopholes in the laws to limit the rights of African-American men, confirming fears among Northerners that Reconstruction’s goal of equality could not be enforced.

Gradually, political support for Reconstruction also dwindled, helped by President Grant’s reluctance to use federal power in state and local affairs. Reconstruction officially ended in the South with the political deal known as the Compromise of 1877. By then, Southern Democrats had replaced Republicans in state legislatures and reversed Republican policies, thus limiting the rights and opportunities of free African-American men.

1. What were some short-term effects of the Court’s decision in the *Slaughterhouse* cases?

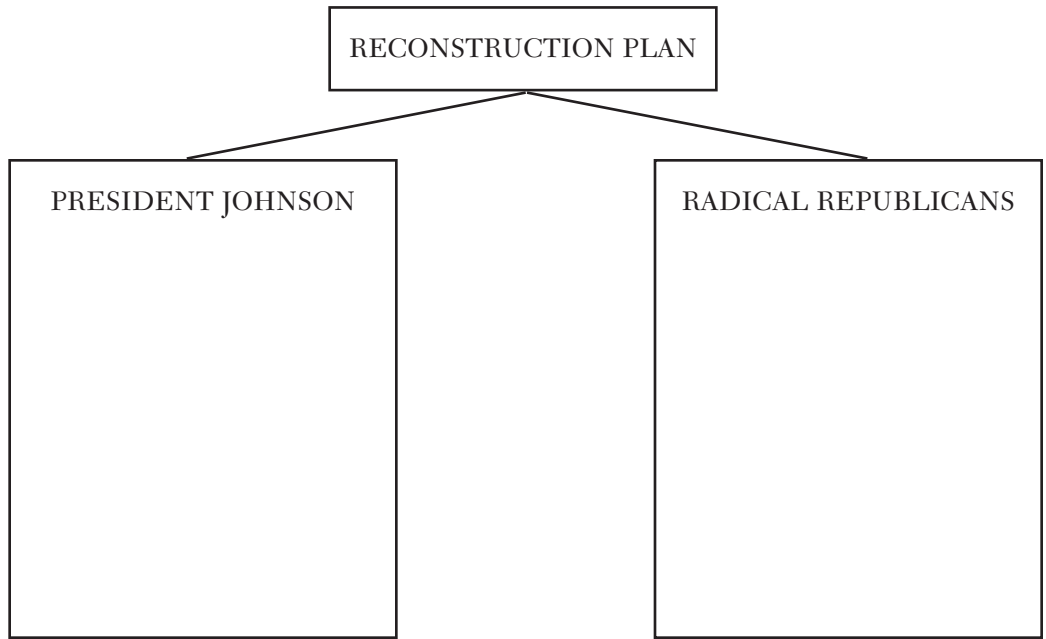
2. What were some long-term effects?

3. How would you generalize about the Supreme Court’s influence on other areas of American politics?

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RETEACHING ACTIVITY *Reconstruction and Its Effects*

A. Comparing Complete the graphic below by comparing President Johnson’s Reconstruction plan with that of the Radical Republicans.



War with Mexico
California
War for Texas Independence

Horace Greeley
James Marshall
land

New Mexico
slavery
Missouri

B. Finding Main Ideas Choose the word that most accurately completes the sentences below.

Amnesty Act
African American
Enforcement Acts

redemption
Anaconda Plan
women

Panic of 1873
Ten Percent Plan
Reconstruction Act

1. Ulysses S. Grant won the presidency in 1868 with the help of _____ voters.
2. Southerners referred to their resumption of power in the region as _____.
3. In May of 1872, Congress passed the _____, which returned the right to vote and hold office to numerous Confederates.
4. An economic crisis triggered by the _____ helped to weaken support for Reconstruction.
5. President Lincoln’s procedure for reunifying the nation was known as the _____.

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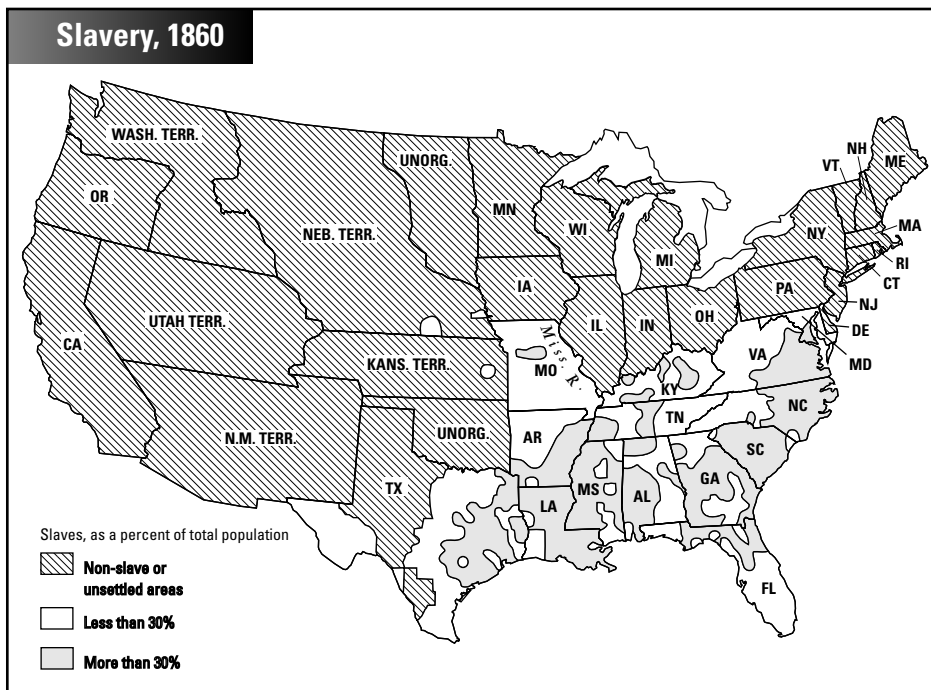
GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTIONS

Slave Populations in the United States

Directions: Read the paragraphs below and study the map and chart carefully. Then answer the questions that follow.

At the outbreak of the Civil War, the vast majority of African Americans in the United States were slaves living in the rural areas of the South. Even after the Union victory, however, most African Americans remained in the South. During World War I, the distribution of African Americans began

to change. Drawn by job opportunities, they began to move to the industrial cities of the North and Northeast. In recent years, though, large numbers of African Americans have joined the migration to the Sunbelt, the region made up of the Southwestern and Western states.



States with the Largest African-American Populations, 1990			
1. New York	2,859,000	7. North Carolina	1,456,000
2. California	2,209,000	8. Louisiana	1,299,000
3. Texas	2,022,000	9. Michigan	1,292,000
4. Florida	1,760,000	10. Maryland	1,190,000
5. Georgia	1,747,000	11. Virginia	1,163,000
6. Illinois	1,694,000	12. Ohio	1,155,000

Interpreting Text and Visuals

1. List the 14 states that had areas with a slave population of more than 30 percent in 1860. _____

2. List the four free states west of the Mississippi River. _____

3. In contrast to many other states, Missouri, Kentucky, and Maryland had a difficult time deciding which side to join during the Civil War. Why do you think this was so?

4. Study the map and the table. Then list the states that had both a substantial slave population in 1860 and a large African-American population in 1990. _____

5. Name the six states that had African-American populations of more than 1.5 million in 1990. _____

6. Despite the history of slavery in the South, many free African Americans chose to stay there after the Civil War. What factors do you think might have caused them to make this choice?



Section 4

PRIMARY SOURCE *from* An Inquiry on the Condition of the South

Congress established the Joint Select Committee to investigate reports of violence and intimidation in the South. On August 4, 1871, the committee took this testimony from Henry B. Whitfield, the mayor of Columbus, Mississippi. What does Whitfield's testimony reveal about conditions in Mississippi during Reconstruction?

QUESTION. This committee is charged with inquiring into the condition of affairs in Mississippi and other States, especially in reference to the safety of property and life, and the due execution of the law. State anything you know on that subject.

ANSWER. I consider that in the counties in Eastern Mississippi particularly, and on the Alabama line, and in North Mississippi, on the Tennessee line, there is considerable insecurity to liberty of person, and in some instances to life, unless a party espouses certain opinions.

QUESTION. What opinions do you mean?

ANSWER. I mean that if a white man, an old citizen of the county, is known to be a member of the republican party, the people are very intolerant toward him; and if a northern man who has come there is a republican they are a little worse toward him; and toward the black people, unless they are willing to vote as the people there desire them to vote, they are very intolerant. . . .

QUESTION. Take first your own county of Lowndes, and state the condition of things there.

ANSWER. . . . Back as far as the year 1868 was the first time that we had any indications there of any organizations which appeared to be for improper purposes—for the purpose of controlling opinion or making people do as they wanted them to do. Such organizations then existed, being organized during the campaign of 1868—at the time of the election for the convention in the State. During 1869 and a part of 1870, we did not hear of anything of the kind to any extent in Lowndes County. But last February the thing seemed to have broken loose again with every indication of violence, and to a very outrageous extent in the northeastern part of the county.

QUESTION. The part of the county bordering on the Alabama line?

ANSWER. Yes, sir. . . . I will state that the first outbreak which occurred was in the latter part of

February of the present year. The victim was a negro named James Hicks. . . . It was charged that . . . he had used some improper language in regard to some white ladies of the neighborhood; and these people determined, I suppose, that he should suffer for it. He had moved down some seven miles below that, into another neighborhood. They found out where he lived, followed him down there, and took him out one night. From the best information I could get, there were from one hundred to one hundred and twenty disguised men, who were armed heavily. They took him out into the public road and whipped him. The statements of the witnesses varied considerably as to the amount of whipping he received. The lowest estimate that I heard was three hundred lashes; some of the black people who were present thought it was as high as one thousand. I have no doubt myself, from the man's appearance two days afterward, and from the evidence in the case, that he was very severely beaten.

from Testimony Taken by the Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States. Reprinted in Louis M. Hacker, ed., The Shaping of the American Tradition (New York: Columbia University Press, 1947) 647–651.

Activity Options

1. Imagine yourself as a member of the Joint Select Committee. Write a list of questions that you might want to ask witnesses about conditions in the South during Reconstruction.
2. With a small group of classmates, role-play the questioning of Whitfield by the Joint Select Committee.
3. Based on your reading of Chapter 4, list two or three witnesses that you think the Joint Select Committee could have called to testify.



Section 4

AMERICAN LIVES Thaddeus Stevens

Passionate Man of Principle

"[If members of Congress would] fling away ambition and realize that every human being, however lowly-born or degraded by fortune, is your equal and that every inalienable right which belongs to you belongs also to him, truth and righteousness will spread over the land."—Thaddeus Stevens, last speech in Congress (1868)

Thaddeus Stevens devoted his congressional life to removing slavery, which he called “a curse, a shame, and a crime.” Once that goal was achieved, he labored to win equal rights for African Americans. He accomplished these goals because he was a skilled lawyer and legislator and tireless in his efforts.

Born in Vermont, Stevens (1792–1868) grew up poor and lacking a father, who either died or left his family when he was very young. He applied himself in school, however, and after attending Dartmouth College settled in Pennsylvania. He became a lawyer. Living near Maryland—a slave state—Stevens saw African Americans taken to court as fugitive slaves. He defended many of them, frequently winning the person’s freedom.

He was generous with money. Stevens often took no fee for his defense of fugitive slaves. He once used his savings to purchase the freedom of a man about to be taken south as a fugitive. During the Civil War, Confederate raiders destroyed an iron works he owned. Stevens sent money to the families who lost income when the works shut down.

He was elected to the Pennsylvania legislature in 1833. He became known for his legislative skill; his passionate, sometimes angry speeches; and his defense of principle. He won passage of a law that made education free throughout the state. When opponents tried to overturn it, he criticized the move as an effort by the wealthy to suppress the poor. He refused to sign the new Pennsylvania constitution of 1837 because only whites were allowed to vote.

After a brief retirement, Stevens returned to public life, this time in the U.S. House of Representatives. He began to push the antislavery cause with energy and his sharp tongue. He worked against the Compromise of 1850 and the Fugitive Slave Law. His hatred of slavery became anger at Southerners. No polite debater, he blasted Southern representatives as slave-drivers—and also condemned Northern representatives who did not

work against slavery.

During and just after the Civil War, he was perhaps the most powerful member of the House of Representatives. He urged aggressive prosecution of the war and lashed out when he felt Abraham Lincoln was not taking strong enough measures. He dismissed Lincoln’s plan for emancipation as “diluted milk and water gruel.” At the same time, he remembered his commitment to the poor. In arguing for the income tax needed to fund the war, he promised it would be a progressive tax: “No one will be affected by the provisions of this bill whose living depends solely on his manual labor.”

After the Civil War, Stevens used his power to punish the South, end slavery, and ensure African-American equality before the law. “The foundation of [Southern] institutions . . . must be broken up and relaid, or all our blood and treasure have been spent in vain,” he said. He bitterly opposed Andrew Johnson’s mild Reconstruction plan. To combat this plan, he got Congress to create a joint committee on reconstruction, which he dominated. He pushed passage of the Fourteenth Amendment, which ended slavery; the Civil Rights Act of 1866; and the Fifteenth Amendment, which gave African Americans the right to vote.

Growing increasingly ill, Stevens led the effort to impeach Andrew Johnson. A few months after the Senate trial ended with Johnson a one-vote survivor, Stevens died. Following his wishes, he was buried in an African-American cemetery.

Questions

1. How does the quotation at the top of the page reflect Stevens’s actions during his life?
2. Would Stevens’s style of debate be likely to persuade opponents to accept his ideas?
3. Stevens judged his life a failure. Would you agree? Why or why not?