

CHAPTER 15

“What is Freedom?”:
Reconstruction, 1865–1877

This chapter concentrates on the history of Reconstruction. Opening with an explanation of the origins of General William T. Sherman’s Special Field Order 15, which set aside forty-acre plots for former slave families, the chapter explores what freedom meant to newly free African-Americans and how white American society responded to emancipation. There were many meanings of freedom for blacks, and they relished various opportunities to express their liberation from slavery. Land ownership became a contentious issue, and blacks were ultimately denied free access to land. The devastation of the Civil War also caused many white farmers to face poverty as tenant farmers and sharecroppers. The chapter also discusses the national political developments that led to the transition from President Johnson’s lenient plan to the Radical Reconstruction designed by congressional Republicans. In response to Johnson’s many presidential pardons of ex-Confederates and to the South’s implementation of Black Codes, Republicans in Congress fought back with the Civil Rights Act of 1866, the Fourteenth Amendment, and the Reconstruction Act. Johnson resisted and was impeached by the House but barely avoided being removed from office by the Senate. The Fifteenth Amendment finished the Radical Republicans’ Reconstruction agenda, but it split the feminist movement because it failed to give the vote to women. The chapter then looks at how Reconstruction shaped southern politics—and at how southern politics shaped Reconstruction. Once Radical Reconstruction accorded suffrage rights to southern black men, African-Americans voted and ran for office. Blacks held more than 2,000 public offices during Reconstruction, and there were fourteen black members of the U.S. House and two black U.S. senators. Many white southerners, however, felt threatened by black political power, and the Ku Klux Klan began a campaign of terror and violence that sought to intimidate Republican voters, white and black. After the Klan was abolished through the efforts of President Ulysses Grant, white Democrats continued efforts to “redeem” the South from perceived corruption, misgovernment, and northern and black control. Reconstruction ended in 1877 after a compromise was made between the Republicans and Democrats over the disputed 1876 presidential election. Primary source documents in this chapter include part of “The Composite Nation,” a speech delivered by Frederick Douglass in Boston in 1869 that defined equal rights for all Americans regardless of race and national origin. The chapter also includes a portion of a sharecropping contract (1866) and a petition by black freedmen asking President Johnson for land grants (1865).

CHAPTER OUTLINE

- I. Introduction: Sherman's Special Field Order and Black Definitions of Freedom
 - A. African-Americans had expansive ideas about freedom as the federal government reconstructed the South with new land policies after the Civil War.
- II. The Meaning of Freedom
 - A. Blacks and the Meaning of Freedom
 - 1. The destruction of slavery made freedom the central question on the nation's agenda.
 - 2. African-Americans' understanding of freedom was shaped by their experience as slaves and observation of the free society around them.
 - 3. Blacks relished the opportunity to demonstrate their liberation from the regulations (both significant and trivial) associated with slavery.
 - a. Many moved to southern cities and towns because such places seemed to offer more freedoms.
 - B. Families in Freedom
 - 1. The family was central to the post-emancipation black community.
 - a. Widows of black soldiers successfully collected pensions.
 - 2. Freedom subtly altered relationships within the family.
 - a. Emancipation increased the power of black men within the family.
 - b. Black women withdrew from work as field laborers and house servants to the domestic sphere.
 - i. Eventually, many black women would go to work because of dire poverty.
 - C. Church and School
 - 1. The rise of the independent black church, with Methodists and Baptists commanding the largest followings, redrew the religious map of the South.
 - a. Black ministers came to play a major role in politics.
 - 2. Blacks of all ages flocked to the schools established by northern missionary societies, the Freedmen's Bureau, and groups of ex-slaves.
 - a. Education also took place outside the classroom.
 - b. Black colleges such as Fisk, Hampton, and Howard were started.
 - D. Political Freedom
 - 1. The right to vote became central to the former slaves' desire for empowerment and equality.
 - a. Being denied suffrage meant "the stigma of inferiority."
- 2. *Who Is an American?* (Primary Source document feature)
 - a. Part of "The Composite Nation"
 - i. A speech delivered by Frederick Douglass in Boston in 1869 that defined equal rights for all Americans regardless of race and national origin
- E. Land, Labor, and Freedom
 - 1. Former slaves' ideas of freedom were directly related to land ownership.
 - a. Many former slaves insisted that through their unpaid labor, they had acquired a right to the land.
 - b. Voices of Freedom (Primary Source document feature)
 - i. From "Petition of Committee in Behalf of the Freedmen to Andrew Johnson (1865)"
 - a. A petition by black freedmen to President Andrew Johnson in 1865 asking for land grants
 - 2. Ex-slaves' definition of freedom resembled that of whites.
 - a. Self-ownership
 - b. Family stability
 - c. Religious liberty
 - d. Political participation
 - e. Economic autonomy
- F. Masters without Slaves
 - 1. The South's defeat was complete and demoralizing.
 - a. Planter families faced profound changes.
 - 2. Most planters defined black freedom in the narrowest manner—as a privilege, not a right.
 - a. Whites felt the slave was "free, but free only to labor."
- G. The Free Labor Vision
 - 1. The victorious Republican North tried to implement its own vision of freedom.
 - a. Free labor would result in the ex-slaves being more productive.
 - 2. The Freedmen's Bureau began to establish a working free labor system.
- H. The Freedmen's Bureau
 - 1. The task of the bureau—establishing schools, providing aid to the poor and aged, settling disputes, and so forth—was daunting, especially because the bureau had fewer than 1,000 agents.
 - a. Direction of O. O. Howard
 - b. Experiment in government social policy that seems more comfortable as part of twentieth century's New Deal or Great Society

2. The bureau’s achievements in some areas, notably education and health care, were striking.
 - a. Nearly 3,000 schools reported to the bureau.
- I. The Failure of Land Reform
 1. Blacks wanted land of their own, not jobs on plantations.
 2. President Andrew Johnson ordered nearly all land in federal hands returned to its former owners.
 3. Because no land distribution took place, the vast majority of rural freed people remained poor and without property during Reconstruction.
 - a. Many worked on white-owned plantations, often for their former owners.
- J. Toward a New South
 1. Sharecropping came to dominate the cotton South and much of the tobacco belt.
 2. Sharecropping initially arose as a compromise between blacks’ desire for land and planters’ desire for labor discipline.
 - a. For blacks, it was preferable to gang labor, but over time, sharecropping became oppressive.
 3. Voices of Freedom (Primary Source document feature)
 - a. From a Sharecropping Contract (1866)
 - i. A sharecropping contract, representative of thousands of such documents, signed with an X by former slaves in Tennessee.
- K. The White Farmer
 1. The aftermath of the war hurt small white farmers.
 - a. The crop-lien system involved the use of crops as collateral for loans from merchants for supplies.
 - b. White farmers increased cotton cultivation; when cotton prices plummeted, they found themselves unable to pay back loans.
 2. Both black and white farmers found themselves caught in the sharecropping and crop-lien systems.
 - a. A far higher percentage of black farmers than white farmers rented land.
 - b. Every census from 1880 to 1940 counted more white than black sharecroppers.
- L. The Urban South
 1. Southern cities experienced remarkable growth after the Civil War.
 - a. Rise of a new middle class
- M. Aftermaths of Slavery
 1. The Reconstruction-era debates over transitioning from slavery to freedom had parallels in other Western Hemisphere countries where emancipation occurred in the nineteenth century.
 - a. Generally, planters encouraged or required former slaves to work on plantations, while former slaves sought to assert independence in their daily lives.
 - b. Planters sought other laborers to replace their slave forces (British Caribbean planters brought workers from India, while southern U.S. planters recruited some workers from China).
 2. Only in the United States did former slaves gain political rights quickly.
 - a. Right to vote
- III. The Making of Radical Reconstruction
 - A. Andrew Johnson
 1. Johnson identified himself as the champion of the “honest yeomen” and a foe of large planters.
 2. Johnson lacked Lincoln’s political skills and keen sense of public opinion.
 3. Johnson believed that African-Americans had no role to play in Reconstruction.
 - B. The Failure of Presidential Reconstruction
 1. Johnson’s plan for Reconstruction offered pardons to the white southern elite.
 2. Johnson’s plan allowed the new state governments a free hand in managing local affairs.
 3. At first, many northerners were willing to give Johnson’s plan a chance.
 - a. The conduct of white southerners turned the Republican North against the plan.
 - C. The Black Codes
 1. Southern governments began passing new laws that restricted the freedom of blacks.
 2. These new laws violated free labor principles and called forth a vigorous response from the Republican North.
 - a. Few groups of rebels in history have been treated more leniently than the defeated Confederates.
 - b. The North was motivated by a desire not to “punish” but to ensure emancipation of slaves.
 - D. The Radical Republicans
 1. Radical Republicans called for the dissolution of Johnson’s state governments and the establishment of new ones that did not have “rebels” in power and which gave blacks the right to vote.
 2. The Radicals fully embraced the expanded powers of the federal government born of the Civil War.
 - a. Charles Sumner
 - b. Thaddeus Stevens

3. Thaddeus Stevens's most cherished aim was to confiscate the land of disloyal planters and divide it among former slaves and northern migrants to the South.
 - a. His plan was too radical for most others in Congress.
- E. The Origins of Civil Rights
 1. Most Republicans were moderates, not radicals.
 2. Senator Lyman Trumbull of Illinois proposed two bills to modify Johnson's policy.
 - a. One bill would extend the life of the Freedmen's Bureau.
 - b. In the Civil Rights Bill, equality before the law was central, and it sought to overturn the Black Codes.
 3. Johnson vetoed both bills.
 - a. The Civil Rights Bill would centralize power in the national government and deprive states of the ability to regulate themselves.
 - b. It discriminated "against the white race."
 4. Congress passed the Civil Rights Bill over Johnson's veto and later extended the life of the Freedmen's Bureau.
- F. The Fourteenth Amendment
 1. The Fourteenth Amendment placed in the Constitution the principle of citizenship for all persons born in the United States and empowered the federal government to protect the rights of all Americans.
 - a. It did not provide for black suffrage.
 2. The Fourteenth Amendment produced an intense division between the parties (Democrats unanimously opposed it; most Republicans were for it).
- G. The Reconstruction Act
 1. Johnson campaigned against the Fourteenth Amendment in the 1866 midterm elections.
 2. All southern states except Tennessee refused to ratify the Fourteenth Amendment.
 3. In March 1867, over Johnson's veto, Congress adopted the Reconstruction Act.
 - a. The act divided the South into five military districts.
 - b. It called for the creation of new southern state governments, with black men given the vote.
 4. The Reconstruction Act thus began Radical Reconstruction, which lasted until 1877.
- H. Impeachment and the Election of Grant
 1. To demonstrate his dislike for the Tenure of Office Act, Johnson removed the secretary of war from office in 1868.
2. Johnson was impeached, and the Senate fell one vote short of removing him from office.
 - a. Some Republicans voted to keep Johnson based on his promise not to interfere anymore with Republican policies.
- I. The Fifteenth Amendment
 1. Republican Ulysses S. Grant won the 1868 presidential election.
 2. Congress approved the Fifteenth Amendment in 1869.
 3. The amendment provided for black suffrage.
 - a. It had many loopholes (states could discriminate on bases other than race: illiteracy, inability to pay a tax, etc.).
 - b. It did not extend suffrage to women.
- J. The Second Founding
 1. The laws and amendments of Reconstruction reflected the intersection of two products of the Civil War era—a newly empowered national state and the idea of a national citizenry enjoying equality before the law.
 2. The laws and amendments of Reconstruction repudiated the idea that citizenship was an entitlement of whites alone.
 - b. The *Dred Scott* decision of 1857 had denied blacks U.S. citizenship.
 3. The new amendments also transformed the relationship between the federal government and the states.
 4. In the twentieth century, the Fourteenth Amendment played a key role in many Supreme Court decisions that expanded the rights of American citizens.
 5. The Reconstruction amendments transferred the authority to define citizens' rights from the states to the nation and were crucial in creating the world's first biracial democracy based on birthright citizenship.
 - a. The amendments created a new era of individual rights consciousness among Americans of all races.
 - b. The amendments are seen as a second founding, establishing a new definition of the status of blacks and the rights of all Americans.
- K. Boundaries of Freedom
 1. That the United States was a "white man's government" had been a widespread belief before the Civil War.
 2. Reconstruction Republicans' belief in universal rights also had its limits.
 - a. Asian immigrants were still excluded from the naturalization process.

L. The Rights of Women

1. The destruction of slavery led feminists to search for ways to make the promise of free labor real for women.
2. Other feminists debated how to achieve “liberty for married women.”

M. Feminists and Radicals

1. Partly as an attempt to attract female settlers, in 1890 Wyoming became the first state since New Jersey in the late eighteenth century to allow women to vote.
2. Talk of woman suffrage and redesigning marriage found few sympathetic male listeners.
3. Some feminists (Elizabeth Cady Stanton, Susan B. Anthony) opposed the Fifteenth Amendment because it did not enfranchise women; other feminists (Abby Kelley and Lucy Stone) supported the amendment as a step toward woman suffrage.
4. The divisions among feminists led to the creation of two opposing women’s rights organizations that would not reunite until the 1890s.
 - a. The National Woman Suffrage Association was led by Stanton.
 - b. The American Woman Suffrage Association was led by Stone.
5. Reconstruction left the gender boundary largely intact.

IV. Radical Reconstruction in the South

A. The Tocsin of Freedom

1. The passage of the Reconstruction Act inspired an outburst of political organization among the former slaves.
2. Blacks used direct action to remedy long-standing grievances.
 - a. Sit-ins, strikes, and speaking tours
3. The Union League aided blacks in the public sphere.
4. By 1870, the Union had been restored and southern states had Republican majorities.

B. The Black Officeholder

1. Two thousand African-Americans occupied public offices during Reconstruction.
 - a. Fourteen were elected to the U.S. House of Representatives.
 - b. Two were elected to the U.S. Senate.
2. The presence of black officeholders and their white allies made a real difference in southern life.
 - a. Blacks received fair trials.
 - b. There was more fairness in local governing.
3. The majority of state and local black officeholders were former slaves.

C. Carpetbaggers and Scalawags

1. Carpetbaggers were northern-born white Republicans who often held political office in the South.
2. Scalawags were southern-born white Republicans.
 - a. Some were wealthy (e.g., James Alcorn, a Mississippi planter).
 - b. Most had been upcountry non-slaveholders before the Civil War, and some had been Unionists during the war.
3. A small group of scalawags helped swing some state and local elections for Republicans.

D. Southern Republicans in Power

1. Southern Republican governments established the South’s first state-supported public schools.
2. The new governments also pioneered civil rights legislation.
3. Republican governments took steps to strengthen the position of rural laborers and to promote the South’s economic recovery.

E. The Quest for Prosperity

1. During Reconstruction, every state helped to finance railroad construction.
 - a. They saw this as key to economic development in the region.
 - b. Despite this, economic development was weak.
2. Northern investors were more inclined to pursue opportunities in the West than they were in the South, and economic development remained weak in the southern states.
3. More success was found with local biracial governing.

V. The Overthrow of Reconstruction

A. Reconstruction’s Opponents

1. Corruption did exist during Reconstruction, but it was not confined to a race, region, or party.
2. Opponents could not accept the idea of former slaves voting, holding office, and enjoying equality before the law.

B. “A Reign of Terror”

1. The Republican presence in the South led to more organized opposition and violence by 1868.
2. Secret societies sprang up in the South with the aim of preventing blacks from voting and destroying the organization of the Republican Party.
3. The Ku Klux Klan was organized in 1866.
 - a. It launched what one victim called a “reign of terror” against Republican leaders, black and white.

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- b. One example was the Colfax, Louisiana, massacre (1873).
- 4. Congress and President Grant, with the passage of three Enforcement Acts in 1870 and 1871, put an end to the Ku Klux Klan by 1872.
- C. The Liberal Republicans
 - 1. The North's commitment to Reconstruction waned during the 1870s.
 - 2. Some Republicans, alienated from Grant by corruption in his administration, formed the Liberal Republican Party.
 - a. Horace Greeley
 - 3. Liberal Republicans believed that power in the South should be returned to the region's "natural leaders."
 - 4. Grant easily defeated Greeley, the Liberal Republican and Democratic Party candidate, to win reelection in 1872.
- D. The North's Retreat
 - 1. The Liberal attack on Reconstruction contributed to a resurgence of racism in the North.
 - a. *The Prostrate State* depicted corruption in South Carolina and blamed African-American politicians.
 - 2. The 1873 depression also distracted the North from Reconstruction.
 - 3. The Civil Rights Act of 1875, which outlawed racial discrimination in places of public accommodation, was the final piece of Reconstruction legislation, and it was clear that the northern public was retreating from Reconstruction.
 - 4. The Supreme Court whittled away at Congress's guarantees of black rights.
 - a. *Slaughterhouse Cases* (1873)
 - b. *United States v. Cruikshank* (1876)
- E. The Triumph of the Redeemers
 - 1. Redeemers claimed to have "redeemed" the white South from corruption, misgovernment, and northern and black control.
 - a. Violence occurred in broad daylight.
 - b. Grant refused to provide federal help to stop the violence.
- F. The Disputed Election and Bargain of 1877
 - 1. The election between Rutherford B. Hayes (Republican) and Samuel Tilden (Democrat) was very close, with disputed electoral votes from Florida, Louisiana, and South Carolina.
 - 2. Congress set up a special electoral commission to determine the winner of disputed votes.
 - 3. Behind the scenes, Hayes made a bargain to allow southern white Democrats to control the South if his election was accepted.

- 4. The compromise led to Hayes's election and the Democrats having a free hand in the South.
- G. The End of Reconstruction
 - 1. Reconstruction ended in 1877, but in some states blacks continued to vote and hold office until the 1890s.
 - 2. Even while it lasted, however, Reconstruction revealed some tensions inherent in the nineteenth-century discussions of freedom.

SUGGESTED DISCUSSION QUESTIONS

- How did black and white southerners respond to the end of slavery?
- Describe the various plans for land reform, why they did not work, and the consequences of their failure. Discuss these considerations in relation to the "Petition of Committee in Behalf of the Freedmen to Andrew Johnson" (1865), found in the Voices of Freedom feature of the textbook.
- What course did Presidential Reconstruction take? How did the South respond?
- What did freedom mean to blacks? How did they express their newfound freedom?
- How did legal changes to the Constitution during Reconstruction create new rights for Americans?
- What made the Radical Republicans "radical"?
- Discuss Charles Sumner's remark that rather than being a threat to liberty, the federal government had become "the custodian of freedom."
- Discuss why the Fifteenth Amendment did not include a reference to sex or race.
- Why did Reconstruction come to an end in 1877?
- Was Reconstruction a failure? Explain.

SUPPLEMENTAL WEB AND VISUAL RESOURCES

Andrew Johnson
www.millercenter.virginia.edu/academic/americanpresident/johnson
 The Miller Center of Public Affairs at the University of Virginia has an extensive site about Johnson and his administration.

Freedmen's Bureau
<http://freedmensbureau.com>
 This extensive website provides much useful information and helpful links. It details the bureau's records and contains articles and genealogical information.

www.freedmen.umd.edu/index.html
 The History Department at the University of Maryland at College Park maintains the Freedmen and Southern Society Project,

which provides articles, documents from the National Archives, a chronology of emancipation, and other useful primary and secondary sources.

Ku Klux Klan

www.pbs.org/wnet/jimcrow/stories_org_kkk.html

This is the PBS site for the program *The Rise and Fall of Jim Crow*.

Reconstruction

www.pbs.org/weta/reconstruction/

Reconstruction: American after the Civil War (2018, documentary, Henry Louis Gates Jr., PBS, 4 hrs.)

This recent documentary on Reconstruction provides some of the best coverage to date on the subject. An accompanying website provides further information such as a timeline, episode guide, and links to the two-part, two-hour episodes.

SUPPLEMENTAL PRINT RESOURCES

Abbott, Richard H. *For Free Press and Equal Rights: Republican Newspapers in the Reconstruction South*. Athens: University of Georgia Press, 2004.

Ash, Stephen V. *A Year in the South, 1865: The True Story of Four Ordinary People Who Lived through the Most Tumultuous Twelve Months in American History*. Hampshire, UK: Palgrave Macmillan, 2002.

Bigham, Darrel E. *On Jordan's Banks: Emancipation and Its Aftermath in the Ohio River Valley*. Lexington: University Press of Kentucky, 2005.

Bond, James. *No Easy Walk to Freedom: Reconstruction and the Ratification of the Fourteenth Amendment*. Westport, CT: Greenwood Publishing, 1997.

Brown, Elsa Barkley. “Negotiating and Transforming the Public Sphere: African American Political Life in the Transition from Slavery to Freedom.” *Public Culture* 7 (1994): 107–146.

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Duncan, Russell. *Freedom's Shore: Tunis Campbell and the Georgia Freedmen*. Athens: University of Georgia Press, 1987.

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Foner, Eric. *Nothing but Freedom: Emancipation and Its Legacy*. Baton Rouge: Louisiana State University Press, 1983.

Hahn, Steve. *A Nation Without Borders: The United States and Its World in an Age of Civil Wars, 1830–1910*. New York: Penguin Books, 2016.

Lane, Charles. *The Day Freedom Died: The Colfax Massacre, the Supreme Court, and the Betrayal of Reconstruction*. New York: Henry Holt, 2008.

McPherson, James. *Abraham Lincoln and the Second American Revolution*. New York: Oxford University Press, 1991.

Morris, Roy Jr. *Fraud of the Century: Rutherford B. Hayes, Samuel Tilden, and the Stolen Election of 1876*. New York: Simon & Schuster, 2003.

Nelson, William E. *The Fourteenth Amendment: From Political Principle to Judicial Doctrine*. Cambridge, MA: Harvard University Press, 1988.

O'Donovan, Susan Eva. *Becoming Free in the Cotton South*. Cambridge, MA: Harvard University Press, 2007.

Quigley, David. *Second Founding: New York City, Reconstruction, and the Making of American Democracy*. New York: Hill & Wang, 2003.

Ross, Michael A. “Justice Miller's Reconstruction: The Slaughter-House Cases, Health Codes, and Civil Rights in New Orleans, 1861–1873.” *Journal of Southern History* 64 (1998): 649–676.

Stewart David O. *Impeached: The Trial of President Andrew Johnson and the Fight for Lincoln's Legacy*. New York: Simon & Schuster, 2009.

INTERACTIVE INSTRUCTOR ACTIVITIES

1. Plans for Reconstruction

Give a short lecture setting the stage: It is early 1866, and congressional Republicans are already strongly criticizing President Andrew Johnson's plan of Reconstruction. Whether as part of the lecture or in a short handout, outline the details of Johnson's plan for the class. Then ask the students to form small groups of congressional Republicans and draft their own plans for Reconstruction, creating one shared document or poster. Alternatively, the assignment may instead ask each student to work individually in designing his or her own plan for Reconstruction. Request that each student or group present their plan to the class and explain the proposed objectives, anticipated outcomes, and perceived advantages over Johnson's plan.

2. Group Film Analysis

A. Preparation for Discussion

Have students watch scenes from the film *The Birth of a Nation* that portray African-Americans during Reconstruction in an inaccurate and racist way.

One of the scenes that best exemplifies historical distortion and racism is the segment from the South Carolina statehouse. Other good examples include scenes with the Ku Klux Klan, whose members the film portrays as heroes.

- South Carolina statehouse: https://www.youtube.com/watch?v=R4v_yRFf4-Y

- *The Birth of a Nation*, scene with the Ku Klux Klan: <https://www.youtube.com/watch?v=kX9nLttjVTA>

You also may consider asking students to read this short essay from the Library of Congress about the film and the controversy surrounding it: <http://www.loc.gov/loc/lcib/94/9413/nation.html>.

B. Discussion Activities

After viewing the scenes, ask students to answer the following questions in small groups or as a class:

1. Describe the actions of the African-American politicians in the South Carolina statehouse scene. How does this portrayal of black officeholders compare to the information about these officeholders in Chapter 15 of the textbook?
2. Discuss the actions and portrayal of the Ku Klux Klan in the film. How does this portrayal differ from the research provided in the textbook?

3. In the film clips, what seem to be the fears that white southerners have about the former slaves? Which of these fears most seems to drive their actions?
4. According to the film, what is the legacy of Reconstruction? What is the textbook's assessment of this legacy?
5. Why do you think many people tend to get their history from Hollywood films rather than from a history book? What are your thoughts on the value of a textbook and similar works of scholarly research?
6. After the film's release in 1915, the NAACP and others tried to have it banned or censored. Discuss the First Amendment issues that arose following the film's release. Should *The Birth of a Nation* be shown in public today? Why or why not?

TEST BANK

Learning Objectives

1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.
2. Describe the sources, goals, and competing visions for Reconstruction.
3. Describe the social and political effects of Radical Reconstruction in the South.
4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

Multiple Choice

1. How did Garrison Frazier define freedom for African-Americans during his January 1865 conversation with General Sherman and Secretary of War Stanton?
 - a. having and owning their own land
 - b. maintaining a state of mind that was untethered from material circumstances
 - c. working for wages for an employer
 - d. leaving the United States for Canada
 - e. renting land on the plantations on which they had been formerly enslaved

ANS: A TOP: "What Is Freedom?": Reconstruction
 DIF: Easy REF: Full p. 549 | Seagull p. 564
 MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

2. Which statement is true about "Sherman land"?
 - a. General Sherman established a wage labor system on the Sea Islands.
 - b. Sherman set aside lands for settlement of black families on forty-acre plots.
 - c. President Andrew Johnson supported and expanded the Sherman land reform.

- d. The Freedman's Bureau distributed hundreds of thousands of forty-acre plots of Sherman land in every southern state.
- e. The Sherman lands replaced the sharecropping system.

ANS: B TOP: "What Is Freedom?": Reconstruction
 DIF: Moderate REF: Full p. 549 | Seagull p. 565
 MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

3. General William T. Sherman's Special Field Order 15
 - a. offered black soldiers' widows survivors' pensions.
 - b. allowed emancipated slaves to roam freely across U.S. territory.
 - c. gave freed slaves the right to settle in New York.
 - d. set aside land to distribute among black families.
 - e. conferred honors on the soldiers who had fought beside him.

ANS: D TOP: "What Is Freedom?": Reconstruction
 DIF: Moderate REF: Full p. 549 | Seagull p. 565
 MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

4. Which of the following best describes the black response to the ending of the Civil War and the coming of freedom?
 - a. Sensing the continued hatred of whites toward them, most blacks wished to move back to Africa.
 - b. Most blacks stayed with their old masters because they were not familiar with any other opportunities.
 - c. Blacks adopted different ways of testing their freedom, including moving about, seeking kin, and rejecting older forms of deferential behavior.
 - d. Desiring better wages, most blacks moved to the northern cities to seek factory work.
 - e. Most blacks were content working for wages and not owning their own land because they believed that they had not yet earned that right.

ANS: C TOP: The Meaning of Freedom DIF: Easy
 REF: Full p. 550 | Seagull p. 566 MSC: Understanding
 OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

5. What effect did emancipation have on the structure of the black family?
 - a. Black couples managed to maintain equality within the household because black men tended to enjoy being able to stay at home.

- b. Black families increasingly adopted the nineteenth-century idea that men and women held different responsibilities.
 - c. Although gender roles between men and women stayed the same, black men needed to engage in more intensive labor than ever before.
 - d. Black families became increasingly matrilineal as black women started to enter the workforce and earn wages.
 - e. Black families enjoyed a good, stable quality of life because most black women tended to embrace the opportunity to enter field labor.
- ANS: B TOP: The Meaning of Freedom
DIF: Difficult REF: Full pp. 550–551 | Seagull p. 566 MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.
6. Which denominations had the largest followings among blacks after the Civil War?
- a. Anglican and Catholic
 - b. Congregational and Presbyterian
 - c. Methodist and Baptist
 - d. Lutheran and Methodist
 - e. Episcopal and Baptist
- ANS: C TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 551 | Seagull p. 566 MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.
7. Howard University is well known as
- a. the first medical school to admit women.
 - b. the first black university in Mississippi.
 - c. the oldest university in New England.
 - d. a black university in Washington, D.C.
 - e. the law school where Abraham Lincoln earned his degree.
- ANS: D TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 551 | Seagull p. 567 MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.
8. In which way did the black church change during Reconstruction?
- a. It started to play a central role as blacks abandoned white-controlled religious institutions.
 - b. It no longer played a central role because blacks walked away from religion in large numbers.
 - c. It became cut off from the African-American community because it was deemed too radical.
 - d. It stopped playing a fundamental part in blacks' lives as they started to create more brotherhoods.

- e. Its rise coincided with a decreased interest in education on the part of African-Americans.

ANS: A TOP: The Meaning of Freedom
DIF: Easy REF: Full p. 551 | Seagull p. 566–567
MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

9. How did Reconstruction leave an enduring legacy?
- a. In the twentieth century, former slaves became the majority owners of big plantations.
 - b. By the turn of the twentieth century, a higher percentage of African-Americans voted than whites.
 - c. By 1900 in the South, whites were focused on creating harmony between the races.
 - d. The nation's first African-American colleges were established.
 - e. Within fifty years of Reconstruction, a majority of African-American families owned land.

ANS: D TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 551 | Seagull p. 567
MSC: Applying OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

10. What was one of the ways in which black education evolved during Reconstruction?
- a. The first black colleges were established.
 - b. Only white organizations ran black schools.
 - c. It was mandatory that all black children attend school.
 - d. Religion and black education were entirely separate by law.
 - e. Only black schools supported by the federal government were permitted.

ANS: A TOP: The Meaning of Freedom
DIF: Easy REF: Full p. 551 | Seagull p. 567
MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

11. For most former slaves, freedom first and foremost meant
- a. voting rights.
 - b. landownership.
 - c. political freedom.
 - d. education.
 - e. immediate relocation to the North.

ANS: B TOP: The Meaning of Freedom
DIF: Easy REF: Full p. 551 | Seagull p. 568
MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

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12. Which of the following was true according to Frederick Douglass?
- The United States should reestablish itself as a monarchical government rather than a democracy.
 - Slavery had been abolished in all ways possible when the Civil War ended.
 - Southern blacks needed to move to the North and create their own separate communities.
 - Slavery was not going to be truly abolished until black men held the ballot.
 - Political participation for blacks was of little importance now that they were free from bondage.

ANS: D TOP: The Meaning of Freedom
 DIF: Difficult REF: Full p. 551–552 | Seagull p. 568
 MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

13. Anything less than _____ for African-Americans would betray the Civil War's meaning, black spokesmen insisted.
- new southern railroads
 - full citizenship
 - woman suffrage
 - farming jobs
 - due process

ANS: B TOP: The Meaning of Freedom
 DIF: Moderate REF: Full p. 552 | Seagull p. 568
 MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

14. In terms of employment, blacks most avidly searched for
- their old jobs in the plantations.
 - higher wages than whites.
 - factory jobs in the North.
 - the possibility to work their own land.
 - work one could only attain through professional school.

ANS: D TOP: The Meaning of Freedom
 DIF: Moderate REF: Full p. 552 | Seagull p. 568
 MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

15. How did the Civil War affect planter families?
- For the first time, some of them had to do physical labor.
 - They lost their slaves but were otherwise unaffected.
 - Few lost loved ones because they were able to avoid military service.
 - They endured immediate problems, but their economic revival was quick.

- e. Because they defined freedom broadly, they got along well with their ex-slaves.

ANS: A TOP: The Meaning of Freedom
 DIF: Moderate REF: Full p. 554 | Seagull p. 570
 MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

16. What was the northern vision for the Reconstruction-era southern economy?
- to give free blacks the same employment opportunities as northern workers
 - to reduce northern investments in the South and bring all freedmen into northern cities
 - to abolish the Freedmen's Bureau and ban all migrants
 - to use sharecropping as the main labor system in both the North and the South
 - to help make the South's economy surpass the North's in productivity and profit

ANS: A TOP: The Meaning of Freedom
 DIF: Moderate REF: Full p. 554 | Seagull p. 570
 MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

17. In the Republican free labor vision of a reconstructed South,
- the southern economy would revive without the need for northern capital or migrants.
 - plantation owners would re-create a labor system as close to slavery as possible.
 - black and white farmers would be tied to plantations through a continuous cycle of debt.
 - Southern black and northern white workers would enjoy the same opportunities, and the South would become more like the North.
 - the Deep South states would grow wheat and raise cattle instead of cotton.

ANS: D TOP: The Meaning of Freedom
 DIF: Moderate REF: Full p. 554 | Seagull p. 570
 MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

18. How did southern leaders tend to react to black freedom after the Civil War?
- They tended to believe it was a right fairly earned.
 - They tended to accept that they could no longer control blacks.
 - They tended to ignore it, as they enjoyed greater wealth than ever before.
 - They tended to view it as a privilege and not a right.
 - They tended to avidly promote racial equality.

ANS: D TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 554 | Seagull p. 570
MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

19. The Freedmen's Bureau's greatest accomplishments were in
- legal representation and employment.
 - land redistribution and law enforcement.
 - prosecuting Confederates and rebuilding southern infrastructure.
 - education and health care.
 - suffrage and citizenship for African-Americans.

ANS: D TOP: The Meaning of Freedom
DIF: Easy REF: Full p. 555 | Seagull p. 571
MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

20. Which of the following statements accurately describes the Freedmen's Bureau?
- It was overstaffed, especially in the South.
 - It assisted northern societies committed to black education.
 - It lasted as an organization until the New Deal of the 1930s.
 - It focused on distributing land among black families.
 - It presented few new ideas or approaches and focused too much on the past.

ANS: B TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 555 | Seagull pp. 571–572
MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

21. During Reconstruction, the majority of southern African-Americans
- remained poor and without property.
 - had the opportunity to purchase land.
 - managed to climb the social scale.
 - felt satisfied with their work.
 - believed the government was fulfilling its promises.

ANS: A TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 556 | Seagull p. 572
MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

22. What did the ex-slaves see as key to significantly improving their condition?
- getting paid wages for field work on plantations
 - receiving help from white northerners
 - getting access to higher education

- leasing land in return for a share of their crops
- receiving free land as their own property

ANS: E TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 556 | Seagull p. 572
MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

23. What did Andrew Johnson do with the land of plantation owners seized during the Civil War?
- He ordered it disbursed among the ex-slaves.
 - He returned it to the original owners.
 - The federal government retained control of most of the land.
 - He suggested that communes be started so that all southerners had access to the land.
 - The first national parks were established on the seized property.

ANS: B TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 556 | Seagull p. 572
MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

24. According to the petitions that freedmen sent to President Andrew Johnson, what had the government promised them?
- voting rights
 - education
 - equality between men and women
 - medicine
 - homesteads

ANS: E TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 556 | Seagull p. 572
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

25. Because President Johnson ended land reform and no land distribution took place,
- most white yeoman farmers were able to become plantation owners.
 - the South industrialized and most African-Americans got jobs in factories.
 - the task system became the dominant labor system in the cotton-producing regions.
 - the vast majority of rural African-Americans remained poor and without property.
 - plantation owners no longer wielded economic and political power.

ANS: D TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 556 | Seagull p. 572
MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

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26. Sharecropping
- meant that African-Americans were paid a daily wage for doing specific tasks.
 - was a compromise between African-Americans' desire for discipline and planters' desire to learn to do physical labor.
 - was most popular in the old rice plantation areas of South Carolina and Georgia.
 - became more popular because of rising farm prices that brought increased prosperity.
 - was preferred by African-Americans to gang labor, because they were less subject to supervision.

ANS: E TOP: The Meaning of Freedom

DIF: Moderate REF: Full p. 558 | Seagull p. 573–574 MSC: Understanding

OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

27. The crop-lien system
- applied only to African-American farmers, as white farmers rarely grew cotton after the war.
 - grew more desirable and attracted more workers as farm prices increased in the 1870s.
 - enabled yeoman farmers to continue to function under the same system as before the Civil War.
 - annoyed bankers and merchants who resented how it made them dependent on farmers.
 - kept many sharecroppers in a state of constant debt and poverty.

ANS: E TOP: The Meaning of Freedom

DIF: Difficult REF: Full p. 558 | Seagull p. 574

MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

28. White farmers in the late nineteenth-century South
- by and large owned their own land.
 - included many sharecroppers involved in the crop-lien system.
 - refused to grow cotton because it had been a “slave crop.”
 - were all enormously prosperous following the end of the Civil War.
 - saw their debts decrease as crop prices went up from 1870 to 1900.

ANS: B TOP: The Meaning of Freedom

DIF: Easy REF: Full p. 558 | Seagull p. 574

MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

29. Which of the following statements accurately describes the sharecropping system?

- Sharecroppers rented land and split the crops with the plantation owner.
- As the years went on, sharecropping became a less oppressive system.
- Most sharecropping families prospered and soon owned land of their own.
- Every census from 1880 to 1940 counted more black than white sharecroppers.
- A far higher percentage of white than black farmers in the South rented land rather than owned it.

ANS: A TOP: The Meaning of Freedom

DIF: Moderate REF: Full p. 558 | Seagull p. 573

MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

30. Which of the following statements accurately describes white yeoman (small) farmers?
- Most white yeoman farmers became more self-sufficient after the Civil War.
 - Many who were sharecroppers before the war became landowners after the war.
 - Most white yeoman farmers grew a lot of cotton before the war but very little cotton after the war.
 - Most white yeoman farmers were able to keep their land after the war and avoid cotton farming.
 - After the war, many white yeoman farmers went into debt, lost their farms, and became sharecroppers as a result.

ANS: E TOP: The Meaning of Freedom

DIF: Moderate REF: Full p. 558 | Seagull p. 574

MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

31. After the Civil War, cotton prices
- stayed the same.
 - benefited from successful economic policies.
 - fluctuated for a while.
 - rose.
 - dropped.

ANS: E TOP: The Meaning of Freedom

DIF: Moderate REF: Full p. 558 | Seagull p. 574

MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

32. During Reconstruction, southern cities
- enjoyed newfound prosperity as merchants traded more frequently with the North.
 - were as poverty-stricken as rural southern areas.
 - benefited from the building of a transcontinental railroad from Washington, D.C., to Los Angeles.
 - benefited as rice and tobacco production markedly grew.

- e. experienced major population losses as blacks trekked north in the Great Migration.

ANS: A TOP: The Meaning of Freedom

DIF: Difficult REF: Full p. 559 | Seagull pp. 574–575

MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

33. Other societies experienced the transition from slavery to freedom around the same time as the United States. What type of labor did plantation owners in the British Caribbean use to continue their operations?

- a. slaves from Haiti
- b. indentured servants from India and China
- c. freedmen from the U.S. South
- d. wage laborers from Brazil
- e. servants from England

ANS: B TOP: The Meaning of Freedom

DIF: Difficult REF: Full p. 559 | Seagull p. 575

MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

34. During Reconstruction, what new southern class arose due to the building of new railroads?

- a. sharecroppers
- b. an urban middle class
- c. poor farmers
- d. plantation owners
- e. political radicals

ANS: B TOP: The Meaning of Freedom

DIF: Moderate REF: Full p. 559 | Seagull p. 575

MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

35. What did the freedmen request in their "Petition of Committee in Behalf of the Freedmen to Andrew Johnson" in 1865?

- a. the right to purchase a homestead
- b. an opportunity to attend a black college
- c. the purchase of some mules
- d. help reuniting their family members that had been sold
- e. the right to vote

ANS: A TOP: Voices of Freedom | Primary Source

Document DIF: Moderate REF: Full p. 560 |

Seagull p. 576 MSC: Understanding

OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

36. Which statement is true about the "Petition of Committee in Behalf of the Freedmen to Andrew Johnson"?

- a. The petitioners demanded land on the grounds that that they had made the lands valuable through their labor.
- b. The petitioners argued that they had a right to the land because they were loyal to the Confederacy during the Civil War.
- c. The petitioners suggested that gaining the right to vote would make up for the land they lost when Johnson returned the Sherman land to the former owners.
- d. The petitioners argued that "land monopoly" would advance the course of freedom.
- e. President Johnson agreed to return the petitioners' lands and resume land reform.

ANS: A TOP: Voices of Freedom | Primary Source

Document DIF: Moderate REF: Full p. 560 |

Seagull p. 576 MSC: Understanding

OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

37. What can be determined through analyzing the "Sharecropping Contract"?

- a. The ex-slave was given an agreement that mutually benefited both parties.
- b. Ex-slaves were not going to be allowed to go to church.
- c. The ex-slaves were lazy and unwilling to do farmwork.
- d. The contract was a type of economic slavery.
- e. This farming system gave African-Americans a good standard of living.

ANS: D TOP: Voices of Freedom | Primary Source

Document DIF: Difficult REF: Full p. 561 |

Seagull p. 576–7 MSC: Analyzing

OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

38. What benefit did Abraham Lincoln see in having Andrew Johnson on his ticket?

- a. He was an inspiration to working-class people in poverty.
- b. As a former slaveholder, he demonstrated that one could live without slaves.
- c. He was one of many southern senators from a state that seceded who refused to leave the U.S. Senate.
- d. Lincoln's party hoped to build a Republican base in the South.
- e. Tennessee was Lincoln's favorite southern state because he was born there.

ANS: D TOP: The Making of Radical Reconstruction

DIF: Difficult REF: Full p. 562 | Seagull p. 578

MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

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39. What was ironic about the election of Andrew Johnson?
- He was the first slaveholder to become president.
 - A man from a state that had seceded was now president.
 - An illiterate man was president.
 - A Ku Klux Klan leader ascended to the presidency.
 - Abraham Lincoln now regretted choosing Andrew Johnson as his vice president.

ANS: B TOP: The Making of Radical Reconstruction
DIF: Difficult REF: Full p. 562 | Seagull p. 578
MSC: Analyzing OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

40. Which statement is true in reference to President Andrew Johnson?
- Johnson grew up in poverty in the South and saw the planter class as a “bloated, corrupted aristocracy.”
 - Johnson was a strong supporter of the Fourteenth Amendment and urged the southern states to ratify it.
 - Johnson was a Radical Republican who worked to achieve social and political equality for African-Americans.
 - Johnson supported land reform as a means to redistribute the wealth and power of plantation owners.
 - Johnson expanded federal power dramatically to make sure southern states abided by the Civil Rights Act of 1866.

ANS: A TOP: The Making of Radical Reconstruction
DIF: Difficult REF: Full p. 562 | Seagull p. 578
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

41. Andrew Johnson
- simply continued Lincoln’s Reconstruction policies.
 - agreed with Lincoln that some African-Americans should be allowed suffrage rights.
 - won the Democratic presidential nomination in 1868 but narrowly lost the election.
 - lacked Lincoln’s political skills and keen sense of public opinion.
 - displayed a great ability to compromise, very much like Lincoln.

ANS: D TOP: The Making of Radical Reconstruction
DIF: Easy REF: Full p. 563 | Seagull p. 578
MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

42. How can Andrew Johnson be compared to Abraham Lincoln?
- Both men faced impeachment charges.
 - The Republicans trusted Lincoln less than they did Johnson.

- Both men were excellent farmers.
- Lincoln reached out to the South while Johnson emphasized punishing it.
- Johnson was more stubborn and less willing to compromise than Lincoln.

ANS: E TOP: The Making of Radical Reconstruction
DIF: Difficult REF: Full p. 563 | Seagull p. 578
MSC: Evaluating OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

43. What did Andrew Johnson focus on with his Reconstruction plan?
- issuing presidential pardons
 - building railroads in the South
 - securing the individual rights of African-Americans
 - creating a biracial government
 - limiting immigration

ANS: A TOP: The Making of Radical Reconstruction
DIF: Easy REF: Full p. 563 | Seagull p. 579
MSC: Evaluating OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

44. Why specifically did Andrew Johnson’s Reconstruction plan fail?
- The South had angered the North by almost surpassing its industrial productivity.
 - Black southerners were apathetic to equal rights.
 - Ex-Confederates and pre-Civil War elite returned to power.
 - Blacks refused to work with white politicians in the South.
 - From the beginning, no northerners supported his plan.

ANS: C TOP: The Making of Radical Reconstruction
DIF: Easy REF: Full p. 563 | Seagull p. 579
MSC: Analyzing OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

45. The southern Black Codes
- allowed the arrest on vagrancy charges of former slaves who failed to sign yearly labor contracts.
 - allowed former slaves to testify in court against whites and to serve on juries.
 - were some of the first laws adopted as part of Radical Reconstruction in 1867.
 - were denounced by President Johnson and declared unconstitutional by the Supreme Court.
 - pleased northerners because they saw that the rule of law was returning to the South.

ANS: A TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 563 | Seagull p. 579
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

46. President Andrew Johnson appointed provisional governors to southern states. How were they supposed to rule local affairs?
- by prioritizing black people’s needs
 - by seeking Johnson’s permission to make major decisions
 - by discontinuing state conventions
 - by managing local affairs as they pleased
 - by forming popular assemblies to make all decisions

ANS: D TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 563 | Seagull p. 579
MSC: Understanding OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.

47. Which of the following statements accurately describes the Radical Republicans?
- They agreed to support President Andrew Johnson in the upcoming elections.
 - They believed that the states should control all important matters.
 - They accepted the idea that racial inequality was unavoidable for the time being.
 - They tended to represent the ideas of southern plantation owners in Congress.
 - They promoted the ideal of a strong federal government able to protect the rights of all Americans.

ANS: E TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 564 | Seagull p. 580
MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

48. The Black Codes
- demonstrated to many Republicans in Congress that President Johnson’s Reconstruction plan was a success.
 - overturned the Civil Rights Act of 1866 and the Fourteenth Amendment.
 - violated free labor principles so celebrated by the North at the time.
 - remained a part of southern state laws throughout Radical Reconstruction.
 - were created by the Freedmen’s Bureau.

ANS: C TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 564 | Seagull p. 580
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

49. Radical Republicans
- hoped to institutionalize the principle of equal rights for all, regardless of race.

- believed it was necessary to reduce federal power in order to establish and protect civil rights.
- all supported Thaddeus Stevens’s land distribution proposal.
- voted against the Fourteenth Amendment.
- opposed the Reconstruction Act.

ANS: A TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 564 | Seagull p. 580
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

50. The most ambitious and cherished—but least successful—of Thaddeus Stevens’s aims as a Radical Republican was
- land reform.
 - black suffrage.
 - federal protection of civil rights.
 - public education.
 - reunification of the Union.

ANS: A TOP: The Making of Radical Reconstruction
DIF: Easy REF: Full p. 565 | Seagull p. 580
MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

51. The Civil Rights Bill of 1866
- was proposed by border-state Democrats.
 - provided African-Americans with the right to vote.
 - defined the rights of American citizens without regard to race.
 - allowed states to determine essential citizenship standards.
 - won the support of President Andrew Johnson.

ANS: C TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 565 | Seagull p. 581
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

52. Which of the following statements accurately describes the Civil Rights Bill of 1866?
- It gave blacks the right to vote.
 - It established basic freedoms that only whites would enjoy.
 - It reinstated the Black Codes.
 - It established education that was compulsory for all children.
 - It promoted equality before the law.

ANS: E TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 565 | Seagull p. 581
MSC: Remembering OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.

53. Why did Andrew Johnson veto the Civil Rights Bill of 1866?
- He argued it discriminated against blacks.
 - He argued that blacks did not deserve the right of citizenship.
 - He argued it gave too much power to the states.
 - He argued it was incompatible with the Thirteenth Amendment.
 - He argued it did not follow the appropriate congressional procedure.

ANS: B TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 565 | Seagull p. 582
MSC: OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.

54. When Congress sent Andrew Johnson the Civil Rights Bill of 1866, he
- signed it, creating an irreparable breach between himself and the Republicans.
 - argued that it discriminated against whites.
 - contended that it gave too much authority to the states.
 - won widespread public approval for his response.
 - suggested that it did not go far enough to secure racial equality.

ANS: B TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full pp. 565–566 | Seagull p. 582
MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

55. In what way was Reconstruction policy a success?
- It brought suffrage for women.
 - It resulted in land being given to former slaves across the South.
 - It resulted in fair elections by the late 1870s in the South.
 - It established an amendment promising equal protection for all.
 - It industrialized the South on the same level as the North.

ANS: D TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 566 | Seagull p. 582
MSC: Analyzing OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

56. Which of the following statements is true of the Fourteenth Amendment?
- It abolished the principle of “birthright citizenship”—citizenship for all persons born in the United States.
 - It allowed states to deprive any person the right to life, liberty, or property without due process of law.
 - It prohibited all states from denying equal protection of the laws to any person.

- It prevented the federal government from intervening in the states to protect the civil rights of Americans.
- It guaranteed African-American men the right to vote.

ANS: C TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 566 | Seagull p. 582
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

57. The Fourteenth Amendment
- passed despite the opposition of Charles Sumner.
 - specifically defined suffrage as one of the civil rights to which freedpeople were entitled.
 - represented a compromise between the moderate and conservative positions on race.
 - marked the most important change in the U.S. Constitution since the Bill of Rights.
 - placed into the U.S. Constitution an essential holding of the *Dred Scott* decision.

ANS: D TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 566 | Seagull p. 582–583
MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

58. In March 1867, Congress began Radical Reconstruction by adopting the _____, which created new state governments and provided for black male suffrage in the South.
- Fourteenth Amendment
 - Fifteenth Amendment
 - Civil Rights Act of 1867
 - Sumner-Stevens Act
 - Reconstruction Act

ANS: E TOP: The Making of Radical Reconstruction
DIF: Difficult REF: Full p. 567 | Seagull p. 584
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

59. What early 1868 action by Andrew Johnson sparked his impeachment by the U.S. House of Representatives?
- He fired Secretary of State William Seward, an ally of Radical Republicans.
 - He vetoed a bill to extend the life of the Freedmen’s Bureau.
 - He bribed a Republican senator to support his Reconstruction policies.
 - He defiantly released a letter showing he had given support to the Confederacy in 1863.
 - He allegedly violated the Tenure of Office Act.

ANS: E TOP: The Making of Radical Reconstruction
DIF: Difficult REF: Full p. 567 | Seagull p. 584
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

60. When assessing the impeachment of Andrew Johnson, what can be determined about this issue?
- Both Congress and the president accused the other of unconstitutional acts.
 - Johnson was willing to compromise, but Congress was unwilling to listen.
 - The moderate Republicans hoped in general terms to weaken the office of president.
 - Johnson had little support from white southerners.
 - Johnson survived being removed from office due to overwhelming support from his cabinet.

ANS: A TOP: The Making of Radical Reconstruction
DIF: Difficult REF: Full p. 567 | Seagull p. 584
MSC: Analyzing OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

61. Which of the following statements is true of the Reconstruction Act?
- It ended the sharecropping system.
 - It established black men's legal right to vote in the former Confederacy.
 - It banned the use of federal troops for enforcing civil rights laws in the southern states.
 - It ended the period known as "Radical Reconstruction."
 - It was supported by President Johnson.

ANS: B TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 567 | Seagull p. 584
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

62. Why was Andrew Johnson acquitted on charges of impeachment?
- Johnson's lawyers assured moderate Republicans that he would behave for the rest of his term, so several voted to acquit him.
 - No one would testify against him.
 - Leading Radical Republican Benjamin Wade brilliantly managed the president's defense.
 - Ulysses Grant urged Republicans to acquit Johnson because convicting him might hurt Grant's chances in the presidential election.
 - Many feared a constitutional crisis because, without a vice president in office, no one knew who would succeed Johnson as president.

ANS: A TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 568 | Seagull pp. 584
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

63. "Waving the bloody shirt" referred to
- a powerful symbol of Ku Klux Klan violence against African-Americans.

- a Democratic campaign prop that reminded voters that Republicans had been responsible for the Civil War.
- a Republican attempt to associate Democrats with secession and treason.
- a sign of surrender that southern whites used to signify their loss of power.
- Andrew Johnson's use of Abraham Lincoln's death for political purposes.

ANS: C TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 568 | Seagull p. 585
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

64. For the 1868 Democratic presidential ticket, Horatio Seymour and Francis Blair Jr. had a campaign motto of
- "Liberty, Equality, and the Southern Way."
 - "Forgive and Heal. White and Black Men Should Work Together."
 - "Civil Rights for All."
 - "This Is a White Man's Country. Let White Men Rule."
 - "I 'See More' Peace and Prosperity Ahead with Real Reconstruction."

ANS: D TOP: The Making of Radical Reconstruction
DIF: Difficult REF: Full pp. 568 | Seagull p. 585
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

65. The Fifteenth Amendment
- guaranteed that one could not be denied suffrage based on race.
 - made states responsible for determining all voter qualifications.
 - granted women the right to vote in federal but not state elections.
 - was endorsed by President Andrew Johnson.
 - was drafted by Susan B. Anthony.

ANS: A TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 568 | Seagull p. 585
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

66. The Fifteenth Amendment
- banned governments from denying the right to vote on the basis of race.
 - guaranteed the right to vote for African-American men and women.
 - declared that citizens must own at least 160 acres of land in order to vote.
 - abolished slavery.
 - applied only to the former Confederate states.

ANS: A TOP: The Making of Radical Reconstruction

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DIF: Moderate REF: Full p. 568 | Seagull p. 585
 MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

67. Republican leader Carl Schurz called the Reconstruction amendments a “great Constitutional revolution” because
- they transformed the Constitution into a vehicle for correcting injustices.
 - the Reconstruction amendments significantly restricted the power of the federal government.
 - the Reconstruction amendments allowed each state to decide what rights its residents were entitled to.
 - the Bill of Rights had mainly been concerned with limiting the power of the states.
 - the Bill of Rights was based on the assumption that rights required national power to enforce them.

ANS: A TOP: The Making of Radical Reconstruction
 DIF: Difficult REF: Full p. 569 | Seagull p. 585
 MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

68. The Reconstruction amendments toppled the ideals of what Supreme Court decision?
- Gibbons v. Ogden*
 - Dred Scott v. Sandford*
 - Fletcher v. Peck*
 - Marbury v. Madison*
 - McCulloch v. Maryland*

ANS: B TOP: The Making of Radical Reconstruction
 DIF: Difficult REF: Full p. 569 | Seagull p. 586
 MSC: Applying OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

69. How did the Reconstruction amendments change the role of government?
- The presidents who immediately followed Lincoln became even more powerful and active than he had been during the Civil War.
 - The state governments became the only entity that could award citizenship.
 - They set the stage for the federal government to be the protector of individual freedoms.
 - The Supreme Court’s role would be diminished.
 - The states gained protection from an overbearing national government.

ANS: C TOP: The Making of Radical Reconstruction
 DIF: Difficult REF: Full p. 569 | Seagull p. 586
 MSC: Analyzing OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

70. The authors of the Reconstruction amendments gave the federal government the power to do which of the following?

- transfer all authority in terms of citizens’ rights from the nation to the states
- enforce Americans’ rights and act as the “custodian of freedom”
- transform the Constitution into a document concerned purely with federal-state relations
- pass laws to promote gender equality and the rights of Native Americans
- promote racial discrimination to a greater degree than before the Civil War

ANS: B TOP: The Making of Radical Reconstruction
 DIF: Difficult REF: Full p. 569 | Seagull p. 586
 MSC: Applying OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

71. Which of the following did the Reconstruction amendments introduce?
- women’s voting rights
 - segregation in public spaces
 - birthright citizenship
 - a land distribution plan
 - separation between church and state

ANS: C TOP: The Making of Radical Reconstruction
 DIF: Moderate REF: Full p. 570 | Seagull p. 586
 MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

72. What made the Burlingame Treaty unique?
- It was actually a declaration of war against China.
 - It recognized the sovereignty of China.
 - It declared all of East Asia’s ports to be America’s sphere of influence.
 - It gave Great Britain Hong Kong.
 - It ended the Opium Wars.

ANS: B TOP: The Making of Radical Reconstruction
 DIF: Difficult REF: Full pp. 570 | Seagull p. 587
 MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

73. Why did Mark Twain call Anson Burlingame “a citizen of the world”?
- Burlingame had dual citizenship.
 - Burlingame organized a trade conference.
 - Burlingame promoted Asian arts and the culture of the Pacific Ocean.
 - Burlingame turned his back on his U.S. citizenship.
 - Burlingame looked beyond a narrow view of citizenship.

ANS: E TOP: The Making of Radical Reconstruction
 DIF: Moderate REF: Full p. 570 | Seagull p. 587
 MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

74. How do historians frequently perceive the laws and amendments introduced to the Constitution during Reconstruction?
- as unchanged from existing structures
 - as equivalent to a second founding of America
 - as entirely detrimental to blacks’ rights
 - as superficial, with little impact on the status of blacks
 - as focused entirely on labor rights

ANS: B TOP: The Making of Radical Reconstruction
DIF: Difficult REF: Full p. 570 | Seagull p. 587
MSC: Applying OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

75. In “The Composite Nation” (1869), what does Frederick Douglass reveal about his position toward Chinese immigrants?
- He believed America should stop welcoming immigrants, particularly Chinese.
 - He assumed the tensions that existed were going to be solved only with time.
 - He thought the national government should remain uninvolved.
 - He believed they only had the potential to harm America in the long run.
 - He condemned anti-Asian discrimination.

ANS: E TOP: Who Is an American? | Primary Source Document DIF: Moderate REF: Full p. 571 | Seagull p. 588 MSC: Understanding
OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

76. Which of the following is one of the central ideas in Frederick Douglass’s speech “The Composite Nation”?
- Human rights are universal and indestructible and include the ability of people of all races to migrate freely from one place to another.
 - It is not possible for African-Americans to be true Americans because the horrors of slavery were so pronounced.
 - Because of its Constitution, the American government can always be trusted to govern by wisdom rather than “race pride.”
 - African-Americans inherently have more human rights than Native Americans because they are not subject to treaties.
 - Because land in the United States is scarce, African-Americans and other minority groups should consider relocating to other, more welcoming countries.

ANS: A TOP: Who Is an American? | Primary Source Document Analysis DIF: Difficult
REF: Full p. 571 | Seagull p. 588 MSC: Analyzing

OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

77. Despite the Fourteenth Amendment, which group was still being denied United States citizenship?
- Floridians
 - Asians
 - emancipated slaves
 - westerners
 - Canadians

ANS: B TOP: The Making of Radical Reconstruction
DIF: Moderate REF: Full p. 572 | Seagull p. 587
MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

78. How did the abolition of slavery impact the women’s rights movement in the United States?
- It led women’s suffrage to first be achieved in the South before spreading to other regions.
 - It led feminists to search for new ways to make the promise of free labor real for women.
 - It led the Radical Republicans to take up the cause of women’s rights as strongly as that of black rights.
 - It led to the Fifteenth Amendment outlawing discrimination based on not only race but also gender.
 - It led Elizabeth Cady Stanton and Susan B. Anthony to favor the abolitionist cause over women’s rights.

ANS: B TOP: The Making of Radical Reconstruction
DIF: Difficult REF: Full p. 572 | Seagull p. 589
MSC: Analyzing OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.

79. The idea that change comes slowly can be evidenced by what event during Reconstruction?
- After the Civil War, most slaves had to wait a long time to escape their masters.
 - Women were excluded from the suffrage amendment.
 - African-Americans were denied membership in churches.
 - African-Americans did not get elected to political offices.
 - African-Americans had no interest in having their own businesses.

ANS: B TOP: The Making of Radical Reconstruction
DIF: Difficult REF: Full p. 572 | Seagull p. 589
MSC: Applying OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

80. After the Civil War, which territory became the first to allow women to vote?
- North Carolina
 - Wyoming

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- c. Chicago
- d. California
- e. Massachusetts

ANS: B TOP: The Making of Radical Reconstruction
 DIF: Moderate REF: Full pp. 572–573 | Seagull p. 589
 MSC: Remembering OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.

81. During Reconstruction, those like Elizabeth Cady Stanton and Lucy Stone who supported a woman's right to vote
- a. all endorsed the Fifteenth Amendment even though it did not guarantee female suffrage.
 - b. all opposed the Fifteenth Amendment because it did not guarantee female suffrage.
 - c. found themselves divided over whether to support the Fifteenth Amendment.
 - d. strongly supported the Fifteenth Amendment because it guaranteed female suffrage.
 - e. refused to take a position on the Fifteenth Amendment because it did not define citizenship.

ANS: C TOP: The Making of Radical Reconstruction
 DIF: Difficult REF: Full p. 573 | Seagull p. 590
 MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

82. The U.S. Supreme Court's decision in the 1873 case in which Myra Bradwell challenged an Illinois statute excluding women from practicing law
- a. was the first time the Court interpreted the Fourteenth Amendment as establishing gender equality.
 - b. was a severe blow to the idea of "separate spheres" for men and women.
 - c. resulted the following year in congressional passage of the groundbreaking Legal Practice Act.
 - d. demonstrated that, while racial definitions of freedom were changing, gendered ones still existed.
 - e. was praised by Bradwell, who went on to become the first woman on the Illinois Supreme Court.

ANS: D TOP: The Making of Radical Reconstruction
 DIF: Difficult REF: Full p. 573 | Seagull p. 590
 MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

83. Why did Elizabeth Cady Stanton oppose the ratification of the Fifteenth Amendment?
- a. She believed that black men and immigrant men deserved the vote more than native-born white women.
 - b. She opposed the right to vote for black men.
 - c. Frederick Douglass also opposed it.

- d. It did not ban discrimination in voting based on sex.
- e. The American Woman Suffrage Association also opposed it.

ANS: D TOP: The Making of Radical Reconstruction
 DIF: Moderate REF: Full p. 573 | Seagull p. 590
 MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

84. Why did Abby Kelley and Lucy Stone disagree with Elizabeth Cady Stanton's opposition to the Fifteenth Amendment?
- a. Kelley and Stone did not believe women should be able to vote.
 - b. Kelley and Stone thought a ban on racial discrimination was a step toward universal suffrage.
 - c. Stanton had been a supporter of slavery and the Confederacy.
 - d. Kelley and Stone opposed universal suffrage.
 - e. Susan B. Anthony also disagreed with Stanton about the Fifteenth Amendment.

ANS: B TOP: The Making of Radical Reconstruction
 DIF: Moderate REF: Full p. 573 | Seagull p. 590
 MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

85. The Fifteenth Amendment granted blacks the right to vote. Which of the following statements accurately describes the response of African-Americans in the South to this amendment?
- a. Although some voted, political organization among African-Americans was rare.
 - b. The vast majority of those eligible registered to vote.
 - c. The Union League kept half of the population from voting.
 - d. Most moved to the North and focused on transforming northern politics.
 - e. The majority did not register because they distrusted the government.

ANS: B TOP: Radical Reconstruction in the South
 DIF: Easy REF: Full p. 573 | Seagull p. 591
 MSC: Understanding OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

86. With the beginning of Radical Reconstruction, southern African-Americans in the late 1860s and early 1870s took direct action to remedy long-standing grievances. These actions included
- a. sit-ins that helped to integrate horse-drawn streetcars in southern cities.
 - b. protest marches that desegregated public school systems in all the Upper South states.
 - c. violent attacks to intimidate Democratic voters from participating in politics.

- d. the creation for the first time of all-black churches.
e. a series of lawsuits that resulted in the U.S. Supreme Court's declaring segregation unconstitutional.
- ANS: A TOP: Radical Reconstruction in the South
DIF: Difficult REF: Full p. 574 | Seagull p. 591
MSC: Understanding OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.
87. Hiram Revels and Blanche K. Bruce were the first two blacks to
- become medical doctors.
 - become preachers in a white church.
 - be elected as mayors.
 - teach at white schools.
 - be part of the U.S. Senate.
- ANS: E TOP: Radical Reconstruction in the South
DIF: Moderate REF: Full p. 575 | Seagull p. 592
MSC: Remembering OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.
88. During Radical Reconstruction, Republican governments in the South
- passed laws to ensure plantation owners had the first claim on harvested crops.
 - created the region's first state-funded systems of free public education.
 - reestablished property requirements for voting.
 - attracted the votes of most former Confederates who had supported the Democratic Party.
 - generally reduced the number of public institutions and services.
- ANS: B TOP: Radical Reconstruction in the South
DIF: Moderate REF: Full p. 575 | Seagull p. 591
MSC: Remembering OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.
89. Black officeholders during Reconstruction
- were extremely rare.
 - were entirely carpetbaggers and scalawags.
 - helped ensure a degree of fairness for African-American citizens.
 - were limited to local offices.
 - demonstrated that whites had lost all of their political power in the South.
- ANS: C TOP: Radical Reconstruction in the South
DIF: Moderate REF: Full pp. 575–576 | Seagull p. 593
MSC: Understanding OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.
90. If a man from Maine came to live in the South as a teacher, what would he most likely be labeled as?
- a scalawag
 - a teacher
 - a Liberal Republican
 - a carpetbagger
 - an angel of mercy
- ANS: D TOP: Radical Reconstruction in the South
DIF: Moderate REF: Full p. 576 | Seagull p. 593
MSC: Applying OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.
91. Most of those termed "scalawags" during Reconstruction had been
- owners of large southern plantations before the Civil War.
 - non-slaveholding white farmers from the southern upcountry prior to the Civil War.
 - enslaved African-Americans before emancipation.
 - Union soldiers during the war, but then they decided to stay in the South.
 - Confederate officers and Confederate government officials during the Civil War.
- ANS: B TOP: Radical Reconstruction in the South
DIF: Moderate REF: Full p. 577 | Seagull p. 594
MSC: Remembering OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.
92. Southern Republicans during Reconstruction
- excluded former Confederates from their ranks.
 - established the South's first state-supported schools.
 - redistributed most former plantation lands to freedmen and poor whites.
 - helped elect African-American governors in four states.
 - ran the most corrupt governments in American history.
- ANS: B TOP: Radical Reconstruction in the South
DIF: Difficult REF: Full p. 577 | Seagull p. 594
MSC: Remembering OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.
93. During Radical Reconstruction in the South,
- the first interracial governments in U.S. history accomplished a great deal, despite violent opposition.
 - about 2,000 African-Americans held political office, but only in local governments.
 - white voters provided the majority of the Republican Party's support.
 - Republicans included "carpetbaggers," who were white Republicans born in the South.

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- e. Republicans included “scalawags,” who were white northerners who moved to the South.

ANS: A TOP: Radical Reconstruction in the South
DIF: Moderate REF: Full pp. 578 | Seagull
pp. 594–595 MSC: Understanding

OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.

94. During Radical Reconstruction, what did every state help finance in an effort to transform the South into a society of booming factories, bustling towns, and diversified agriculture?
- buses
 - libraries
 - railroad construction
 - public recreation centers
 - museums

ANS: C TOP: Radical Reconstruction in the South
DIF: Difficult REF: Full p. 578 | Seagull p. 595
MSC: Remembering OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.

95. The Whiskey Ring scandal took place during the administration of
- Abraham Lincoln.
 - Andrew Johnson.
 - Ulysses Grant.
 - Rutherford Hayes.
 - Chester Arthur.

ANS: C TOP: The Overthrow of Reconstruction
DIF: Moderate REF: Full p. 579 | Seagull p. 595
MSC: Remembering OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

96. Which statement is true about the Ku Klux Klan (KKK)?
- The KKK was primarily concerned with stopping Asian immigration to the South.
 - Founded in 1866 in Tennessee, the KKK was a terrorist organization that attacked black and white Republicans during Reconstruction.
 - Most southern planters, merchants, and Democratic politicians who considered themselves “respectable citizens” publicly condemned the Klan.
 - President Grant’s dispatching of federal marshals and troops in 1871 failed to have any effect on Klan violence.
 - The KKK functioned as the military arm of the Republican Party in the South.

ANS: B TOP: The Overthrow of Reconstruction
DIF: Difficult REF: Full p. 580 | Seagull p. 596

MSC: Remembering OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

97. The bloodiest act of violence during Reconstruction took place in _____ in 1873, where armed whites killed hundreds of former slaves, including fifty militia members who had surrendered.
- York County, South Carolina,
 - Marietta, Georgia,
 - Lynchburg, Virginia,
 - Colfax, Louisiana,
 - Guilford County, North Carolina,

ANS: D TOP: The Overthrow of Reconstruction
DIF: Difficult REF: Full p. 580 | Seagull p. 597
MSC: Remembering OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

98. The Enforcement Acts, passed by Congress in 1870 and 1871, were designed to
- end Reconstruction by allowing state governments to oversee citizenship rights.
 - stop the activities of terrorist groups such as the Ku Klux Klan.
 - enforce the Emancipation Proclamation in the Confederate states.
 - increase the authority of the Freedmen’s Bureau.
 - eliminate racial discrimination in public spaces such as hotels and theaters.

ANS: B TOP: The Overthrow of Reconstruction
DIF: Moderate REF: Full p. 580 | Seagull p. 597
MSC: Remembering OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

99. The Enforcement Acts
- drove the Ku Klux Klan out of existence in 1872.
 - ended terrorism in the South for the rest of Reconstruction.
 - were not really used by President Grant until 1875, when he stepped up efforts to protect polling places.
 - were used by state governments to enforce the terms of sharecropping contracts.
 - prevented immigration into the former Confederate states.

ANS: A TOP: The Overthrow of Reconstruction
DIF: Moderate REF: Full pp. 580–581 | Seagull p. 597
MSC: Remembering OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

100. The Liberal Republican movement in 1872
- sought stronger action to ensure the political and social rights of African-Americans in the South.

- b. was led by President Grant as a way of countering a Democratic resurgence in the southern states.
- c. was successful in electing Rutherford B. Hayes president of the United States that year.
- d. initially had little to do with Reconstruction but encouraged opposition to Grant’s policies in the South.
- e. drew most of its strength from southern black leaders such as James S. Pike and Albion Tourgée.

ANS: D TOP: The Overthrow of Reconstruction
DIF: Difficult REF: Full p. 581 | Seagull p. 597
MSC: Understanding OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

101. *The Prostrate State* depicts
- a. an ailing slave who is unable to live long enough to see emancipation.
 - b. South Carolina under allegedly corrupt Negro rule during Reconstruction.
 - c. an economically weak South unable to contribute to the national economy.
 - d. a terrorized black community during the reign of the Ku Klux Klan.
 - e. an apathetic Congress that has given up on Reconstruction after 1870.

ANS: B TOP: The Overthrow of Reconstruction
DIF: Difficult REF: Full p. 582 | Seagull pp. 598
MSC: Understanding OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

102. The U.S. Supreme Court ruled in the *Slaughterhouse Cases* that
- a. most rights of citizens were under the control of state governments rather than the federal government.
 - b. states could not interfere with vigorous federal enforcement of a broad array of civil rights guaranteed by the Fourteenth Amendment.
 - c. the federal government had sole authority under the Commerce Clause to regulate the meatpacking industry.
 - d. voting rights of African-Americans under the Fifteenth Amendment could not be abridged or denied by any state.
 - e. Reconstruction had progressed too far and was now officially ended.

ANS: A TOP: The Overthrow of Reconstruction
DIF: Difficult REF: Full pp. 583–584 | Seagull pp. 598–599 MSC: Understanding
OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

103. In the 1870s, who claimed to have saved the white South from the corruption of northern and black officials?
- a. Republicans
 - b. carpetbaggers
 - c. Redeemers
 - d. scalawags
 - e. Ulysses Grant

ANS: C TOP: The Overthrow of Reconstruction
DIF: Moderate REF: Full p. 584 | Seagull p. 599
MSC: Remembering OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

104. The election of 1876
- a. was won by Rutherford B. Hayes by a landslide.
 - b. was finally decided by the Supreme Court.
 - c. marked the final stage of Reconstruction, which ended in 1880.
 - d. was tainted by claims of fraud in Florida, South Carolina, and Louisiana.
 - e. was won by Ulysses S. Grant by a narrow count.

ANS: D TOP: The Overthrow of Reconstruction
DIF: Difficult REF: Full pp. 584–585 | Seagull pp. 600–601 MSC: Remembering
OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

105. When analyzing the election of 1876, what conclusion can be drawn?
- a. Rutherford Hayes did poorly in the western states.
 - b. The Republican Party did a good job protecting the voting rights of African-Americans in Mississippi.
 - c. A majority of northerners wanted to enforce Reconstruction policies more stringently.
 - d. The Republican Party had increased its support in the South.
 - e. If Tilden had won Louisiana, Florida, or South Carolina, he would have been president.

ANS: E TOP: The Overthrow of Reconstruction
DIF: Difficult REF: Full pp. 584–585 | Seagull pp. 600–601 MSC: Applying OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

106. Reconstruction planted the seed of a debate that would dominate the political agenda for the next half century. What was this debate about?
- a. gender equality
 - b. the division between politics and religion
 - c. the definition of the economic essence of freedom
 - d. the minimum amount of education necessary to have the right to vote
 - e. the validity of Native American treaties

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ANS: C TOP: The Overthrow of Reconstruction
 DIF: Easy REF: Full p. 585 | Seagull p. 601
 MSC: Understanding OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

107. The Bargain of 1877

- allowed Samuel Tilden to become president.
- led to the appointment of a southerner as postmaster general.
- marked a compromise between Radical and Liberal Republicans.
- called for the passage of the Fifteenth Amendment.
- was made by Grant to prevent his impeachment over the Whiskey Ring.

ANS: B TOP: The Overthrow of Reconstruction
 DIF: Difficult REF: Full p. 585 | Seagull p. 601
 MSC: Remembering OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

108. The civil rights era of the 1950s and 1960s is sometimes called the

- Equality Era.
- Gilded Age.
- Socialist Era.
- Information Age.
- Second Reconstruction.

ANS: E TOP: The Overthrow of Reconstruction
 DIF: Moderate REF: Full p. 585 | Seagull p. 601
 MSC: Remembering OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

109. By examining Reconstruction from 1863 to 1877, what conclusion can be drawn?

- It remade the South economically.
- Equal rights for African-Americans continued to increase after 1877.
- It was one of the most complex time periods in American history.
- It was a total failure and left no blueprint for the future.
- The United States had become a declining world power in regard to trade.

ANS: C TOP: The Overthrow of Reconstruction
 DIF: Moderate REF: Full p. 585 | Seagull p. 601
 MSC: Analyzing OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

110. The Bargain of 1877

- formed a commission to oversee the results of the presidential election.
- was not fulfilled in all its parts.

- included the agreement that Hayes would put a northerner in the cabinet position of postmaster general.
- radicalized black activists.
- gave more power to southern Republicans.

ANS: B TOP: The Overthrow of Reconstruction
 DIF: Difficult REF: Full p. 585 | Seagull p. 601
 MSC: Remembering OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

Matching

TEST 1

- Benjamin Turner
- Andrew Johnson
- Charles Sumner
- Carl Schurz
- Edwin Stanton
- Elizabeth Cady Stanton
- Lyman Trumbull
- Hiram Revels
- Ulysses S. Grant
- Horace Greeley
- Blanche Bruce
- Frederick Douglass

- second black U.S. senator
- proposed the Civil Rights Bill of 1866
- Presidential Reconstruction
- Liberal Republicans' presidential candidate
- abolitionist who condemned anti-Asian discrimination
- Reconstruction congressman and black leader
- Whiskey Ring
- leader of the Republican Party
- National Woman Suffrage Association
- Radical Republican senator from Massachusetts
- first black U.S. senator
- secretary of war

Answer Key: f, c, j, h, l, i, b, k, g, d, a, e

TEST 2

- Special Field Order 15
- carpetbaggers
- Howard University
- scalawag
- Black Codes
- Enforcement Acts
- Redeemers
- Compromise of 1877
- Freedmen's Bureau
- Ku Klux Klan
- Whiskey Ring
- impeachment

- a. restrictions placed on freed blacks in the South
- b. scandal in the Grant administration
- c. origin of "forty acres and a mule"
- d. northern-born Republicans in the South during Reconstruction
- e. ended Reconstruction
- f. government agency that helped blacks in the South
- g. black school in Washington, D.C.
- h. public official charged with wrongdoing
- i. southern-born white Republican
- j. targeted the Ku Klux Klan
- k. Democrats who took control in the South during the 1870s
- l. terrorist organization

Answer Key: c, d, g, i, a, j, k, e, f, l, b, h

Matching

- ___ 1. Fourteenth Amendment
- ___ 2. Fifteenth Amendment
- ___ 3. Reconstruction Act
- ___ 4. Enforcement Acts
- ___ 5. Civil Rights Act of 1875
- ___ 6. Civil Rights Bill of 1866
- ___ 7. Tenure of Office Act
- ___ 8. Bargain of 1877

- a. Declared that all persons born in the United States were citizens
- b. Started with the period of Radical Reconstruction
- c. Expanded the power of national government during Reconstruction
- d. Settled the presidential elections of 1877
- e. Outlawed racial discrimination in public places
- f. Guaranteed all citizens equal protection of the laws
- g. Declared no U.S. citizen should be denied the right to vote
- h. Restricted the power of the president to remove certain officeholders

Answer Key: 1-f, 2-g, 3-b, 4-c, 5-e, 6-a, 7-h, 8-d

True/False

- 1. After the Civil War, some ex-slaves walked hundreds of miles in search of family members.
ANS: True TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 550 | Seagull p. 566
MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.
- 2. During Reconstruction, blacks could only get an education inside the classroom.
ANS: False TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 551 | Seagull p. 567

MSC: Remembering OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.

- 3. The Freedmen's Bureau presaged some government social policies that would be enacted during the Great Depression.

ANS: True TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 555 | Seagull p. 571
MSC: Applying OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

- 4. Because of land redistribution, the vast majority of rural freedmen and freedwomen prospered during Reconstruction.

ANS: False TOP: The Meaning of Freedom
DIF: Easy REF: Full pp. 556–557 | Seagull p. 572
MSC: Understanding OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

- 5. By the mid-1870s, white farmers were cultivating as much as 80 percent of the region's cotton crop.

ANS: False TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 558 | Seagull p. 574
MSC: Remembering OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

- 6. Economic growth in the South was stronger in urban areas than in rural centers.

ANS: True TOP: The Meaning of Freedom
DIF: Moderate REF: Full p. 559 | Seagull p. 574
MSC: Applying OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.

- 7. Compared to rebels in the rest of world history's civil wars, the rebels of the defeated Confederacy were treated very harshly.

ANS: False TOP: The Making of Radical Reconstruction DIF: Easy REF: Full p. 564 | Seagull p. 580
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

- 8. Thaddeus Stevens's most cherished aim was to confiscate the land of disloyal planters and divide it among former slaves and northern migrants to the South.

ANS: True TOP: The Making of Radical Reconstruction DIF: Moderate REF: Full p. 565 | Seagull p. 580
MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

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9. The Civil Rights Act of 1866 became the first major law in American history to be passed over a presidential veto.
ANS: True TOP: The Making of Radical Reconstruction DIF: Moderate REF: Full p. 566 | Seagull p. 582 MSC: Remembering
OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.
10. With the passage of the Fourteenth Amendment, all people born in the United States were automatically citizens.
ANS: True TOP: The Making of Radical Reconstruction DIF: Moderate REF: Full p. 566 | Seagull p. 582 MSC: Remembering
OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.
11. The Senate, following the House's impeachment vote, removed Andrew Johnson from office.
ANS: False TOP: The Making of Radical Reconstruction DIF: Easy REF: Full p. 568 | Seagull p. 585 MSC: Remembering OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.
12. The 1868 presidential election saw Ulysses S. Grant defeating Horatio Seymour.
ANS: True TOP: The Making of Radical Reconstruction DIF: Moderate REF: Full p. 570 | Seagull p. 584 MSC: Understanding
OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.
13. Birthright citizenship can be viewed as a rejection of associating citizenship only with whiteness.
ANS: True TOP: The Making of Radical Reconstruction DIF: Difficult REF: Full p. 570 | Seagull p. 586 MSC: Applying OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.
14. According to his speech "A Composite Nation," Frederick Douglass believed Chinese immigrants should be naturalized as Americans and hold the same rights as all other citizens.
ANS: True TOP: Who Is an American? | Primary Source Document Analysis DIF: Easy REF: Full p. 571 | Seagull p. 588 MSC: Remembering
OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.
15. Unlike Susan B. Anthony, Lucy Stone favored the Fifteenth Amendment.
ANS: True TOP: The Making of Radical Reconstruction DIF: Moderate REF: Full p. 573 | Seagull p. 590 MSC: Remembering
OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.
16. The Wyoming territorial government granted suffrage to women because people voted for gender equality.
ANS: False TOP: The Making of Radical Reconstruction DIF: Moderate REF: Full pp. 573–574 | Seagull p. 589 MSC: Remembering
OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.
17. Black ministers during Reconstruction played a minor role in politics because they could not hold public offices.
ANS: False TOP: Radical Reconstruction in the South DIF: Moderate REF: Full p. 575 | Seagull pp. 592–593 MSC: Analyzing OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.
18. By the time the Union was restored in 1870, the southern states had Democratic majorities.
ANS: False TOP: Radical Reconstruction in the South DIF: Moderate REF: Full p. 575 | Seagull p. 591 MSC: Remembering OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.
19. Black suffrage made little difference in the South, as very few blacks voted or ran for public office during Reconstruction.
ANS: False TOP: Radical Reconstruction in the South DIF: Easy REF: Full pp. 575–576 | Seagull pp. 592–593 MSC: Understanding
OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.
20. White southern Democrats considered scalawags traitors to both their party and their race.
ANS: True TOP: Radical Reconstruction in the South DIF: Easy REF: Full p. 577 | Seagull p. 593 MSC: Understanding OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.
21. While Republicans were in power in the South, they established the region's first state-supported public schools.
ANS: True TOP: Radical Reconstruction in the South DIF: Moderate REF: Full p. 577 | Seagull p. 594 MSC: Remembering OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.

22. Northern financiers were more likely to invest in the West than in the South.

ANS: True TOP: Radical Reconstruction in the South DIF: Difficult REF: Full p. 578 | Seagull p. 595 MSC: Understanding OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.

23. Opponents of Radical Reconstruction could not accept the idea of former slaves voting, holding office, and enjoying equality before the law.

ANS: True TOP: The Overthrow of Reconstruction DIF: Easy REF: Full p. 579 | Seagull p. 596 MSC: Understanding OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

24. The Ku Klux Klan tended to be led by planters, merchants, and Democratic politicians.

ANS: True TOP: The Overthrow of Reconstruction DIF: Easy REF: Full p. 580 | Seagull p. 596 MSC: Understanding OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

25. James Pike’s *The Prostrate State* was in support of the black Republican governments in the South during Reconstruction.

ANS: False TOP: The Overthrow of Reconstruction DIF: Moderate REF: Full p. 582 | Seagull p. 598 MSC: Remembering OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

26. The 1873 depression strengthened the North’s resolve to ensure the success of Reconstruction because the depression really hurt the South’s farmers, highlighting the need for reform in the region.

ANS: False TOP: The Overthrow of Reconstruction DIF: Moderate REF: Full p. 583 | Seagull p. 598 MSC: Understanding OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

27. In Mississippi in 1875, white rifle clubs drilled in public and openly assaulted and murdered Republicans.

ANS: True TOP: The Overthrow of Reconstruction DIF: Moderate REF: Full p. 584 | Seagull p. 599 MSC: Remembering OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

28. As part of the Bargain of 1877, Hayes agreed to recognize Democratic control of the South.

ANS: True TOP: The Overthrow of Reconstruction DIF: Moderate REF: Full p. 585 | Seagull p. 600 MSC: Remembering OBJ: 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

Short Answer

1. The Fourteenth Amendment generated much debate and division among the political parties. Give a brief description of the amendment and assess in what ways it was successful. Be sure to summarize how the different political parties viewed the amendment.

ANS: Answers will vary. TOP: The Making of Radical Reconstruction DIF: Easy MSC: Analyzing OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

2. Republican leader Carl Schurz referred to the laws and amendments passed during Reconstruction as the “great Constitutional revolution.” Please explain what he meant by this, making sure to specify what made the amendments transformative.

ANS: Answers will vary. TOP: The Making of Radical Reconstruction DIF: Moderate MSC: Understanding OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South.

3. Describe in a paragraph or two the historical significance of each of the following terms, events, and people.

1. Fourteenth Amendment
2. Ku Klux Klan
3. Enforcement Acts
4. Andrew Johnson
5. impeachment
6. Tenure of Office Act
7. Radical Republicans
8. Black Codes
9. Reconstruction Act
10. Civil Rights Bill of 1866
11. Redeemers
12. crop lien

Essay

1. What did freedom mean for the ex-slaves? Be sure to address economic opportunities, gender roles, religious independence, and family security.

ANS: Answers will vary. TOP: Civil Rights DIF: Moderate MSC: Applying OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

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2. Why did Radical Republicans believe that Andrew Johnson would support their agenda? Why was Johnson ultimately unable to lend his support to the Civil Rights Act of 1866 or to the Fourteenth Amendment?

ANS: Answers will vary. TOP: Civil Rights
DIF: Moderate MSC: Analyzing OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

3. Defend this statement: For whites, freedom, no matter how defined, was a given, a birthright to be defended. For African-Americans, it was an open-ended process, a transformation of every aspect of their lives and of the society and culture that had sustained slavery in the first place.

ANS: Answers will vary. TOP: Civil Rights
DIF: Difficult MSC: Evaluating OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

4. Explain how wartime devastation set in motion a chain of events that permanently altered the white yeomanry's independent way of life, leading to what they considered a loss of freedom.

ANS: Answers will vary. TOP: Economic Development DIF: Moderate MSC: Analyzing
OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

5. Reconstruction witnessed profound changes in the lives of southerners, black and white, rich and poor. Explain the various ways that the lives of these groups changed. Were the changes for the better or the worse?

ANS: Answers will vary. TOP: Civil Rights
DIF: Difficult MSC: Evaluating OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South. | 2. Describe the sources, goals, and competing visions for Reconstruction. | 3. Describe the social and political effects of Radical Reconstruction in the South.

6. Stating that he “lived among men, not among angels,” Thaddeus Stevens recognized that the Fourteenth Amendment was not perfect. Explain the strengths and weaknesses of the Fourteenth Amendment. What liberties and freedoms did it extend in the nineteenth century, and to whom? How did it alter the relationship between the federal government and the states?

ANS: Answers will vary. TOP: Civil Rights
DIF: Moderate MSC: Evaluating OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

7. What faults did the Republicans see with Presidential Reconstruction? How did they propose to rectify those deficiencies? Be sure to distinguish moderate Republicans from Radical Republicans in your answer.

ANS: Answers will vary. TOP: Civil Rights
DIF: Moderate MSC: Analyzing OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction. | 3. Describe the social and political effects of Radical Reconstruction in the South.

8. Who were the Redeemers, what did they want, and what were their methods? How did the Redeemers feel that their freedom was being threatened by Radical Reconstruction? Conclude your essay with a comment on how you think the federal government should have responded to the Redeemers.

ANS: Answers will vary. TOP: Civil Rights
DIF: Moderate MSC: Analyzing OBJ: 3. Describe the social and political effects of Radical Reconstruction in the South. | 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

9. Do you think the permanent distribution of land to former slaves would have made a difference in the outcome of Reconstruction? Why or why not?

ANS: Answers will vary. TOP: Civil Rights
DIF: Moderate MSC: Evaluating OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South. | 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

10. Was Reconstruction a success or a failure? Or was it something in between? In your response, consider land policy, key legislation during Presidential and Radical Reconstruction, southern politics, racial and political violence, and northern “fatigue” with Reconstruction. Be sure to make clear what you mean by success and failure.

ANS: Answers will vary. TOP: Civil Rights
DIF: Difficult MSC: Evaluating OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South. | 2. Describe the sources, goals, and competing visions for Reconstruction. | 3. Describe the social and political effects of Radical Reconstruction in the South. | 4. Explain the main factors, in both the North and South, for the overthrow of Reconstruction.

11. The debate surrounding the creation and ratification of the Fifteenth Amendment divided one-time political allies over the matter of women's suffrage. What were the arguments for and against including a woman's right to vote in

the Fifteenth Amendment? What did this debate say about the boundaries of freedom defined by Reconstruction?

ANS: Answers will vary. TOP: Civil Rights
DIF: Moderate MSC: Analyzing OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

12. One of the most divisive issues during the Reconstruction period was the meaning of “freedom” and “citizenship.” Did this debate reach some closure during the Reconstruction period? Why or why not? Be sure to summarize the opinions of different social and political groups that dominated the national agenda during this period.

ANS: Answers will vary. TOP: The Making of Radical Reconstruction DIF: Moderate MSC: Analyzing
OBJ: 1. Identify the visions of freedom the former slaves and slaveholders pursued in the postwar South.

13. As in earlier periods of American history, Reconstruction saw political debates over the meaning of federalism and the balance of power between the national government and the states. Keeping this in mind, dis-

cuss how laws and regulations such as the Civil Rights Bill of 1866 and the Reconstruction amendments factored into this debate. Please consider how the positions of Republicans and Democrats differed in terms of this debate.

ANS: Answers will vary. TOP: The Making of Radical Reconstruction DIF: Moderate MSC: Analyzing
OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.

14. Eric Foner argues, “The Reconstruction amendments transformed the Constitution from a document primarily concerned with federal-state relations and the rights of property into a vehicle through which members of vulnerable minorities could stake a claim.” Please explain in your own words how the Constitution changed due to the amendments. Who were the main actors involved?

ANS: Answers will vary. TOP: The Making of Radical Reconstruction DIF: Moderate MSC: Analyzing
OBJ: 2. Describe the sources, goals, and competing visions for Reconstruction.