

Reconstruction (1865-1876)

Mr. Cegielski

Key Questions

**1. How do we
bring the South
back into the
Union?**

**2. How do we
rebuild the
South after its
destruction
during the war?**

**3. How do we
integrate and
protect newly-
emancipated
black freedmen?**

**4. What branch
of government
should control
the process of
Reconstruction?**

"A Good 'Ole Rebel"

How did the South and ex-
Confederate soldiers feel about
losing the War?



Oh, I'm a good 'old rebel
Now that's just what I am
'N for this Yankee nation,
I do not give a damn
I'm glad I fought agin' her
I only wish we'd won
I ain't asked any pardon
For anything I've done.



I hates the Yankee nation
 And everything they do
 I hates the Declaration
 Of Independence, too
 I hates the glorious Union
 'Tis dripping with our blood
 I hates their strip'ed
 banner
 I fit it all I could.



I rode with Robert E. Lee
 For three years, thereabout
 Got wounded in four places
 And I starved at Point Lookout
 I caught the rheumatism
 A-campin' in the snow
 But I killed a chance of Yankees
 And I'd like to
 kill some more.





Three hundred thousand
Yankees
A-stiff in Southern dust
We got three hundred
thousand
Before they conquered us
They died of Southern fever
And Southern steel and shot
I wish they were three
million
Instead of what we got!



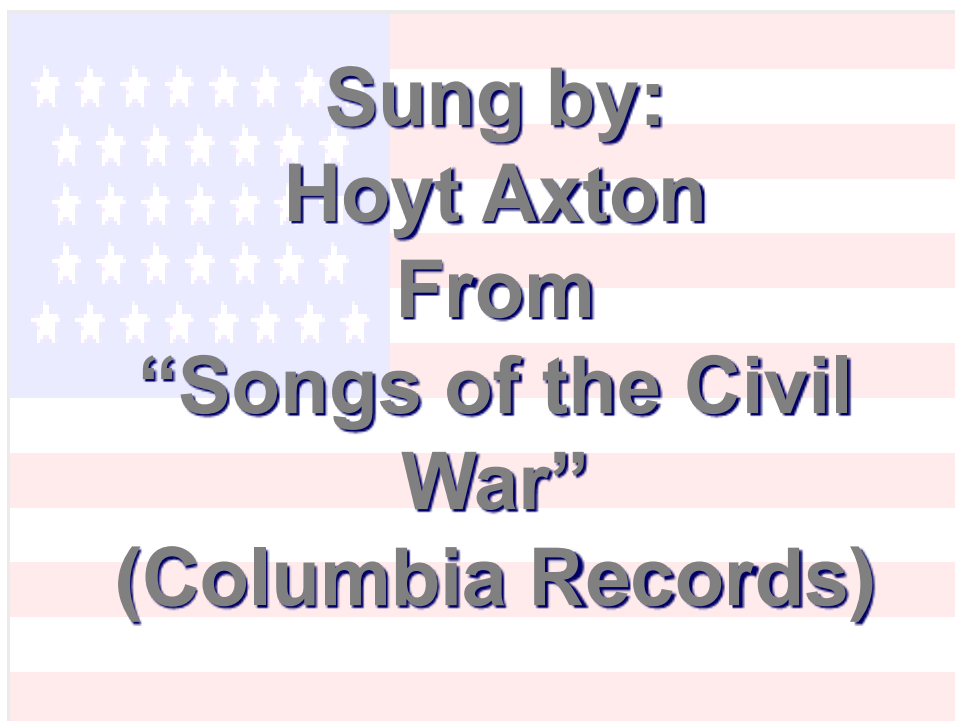
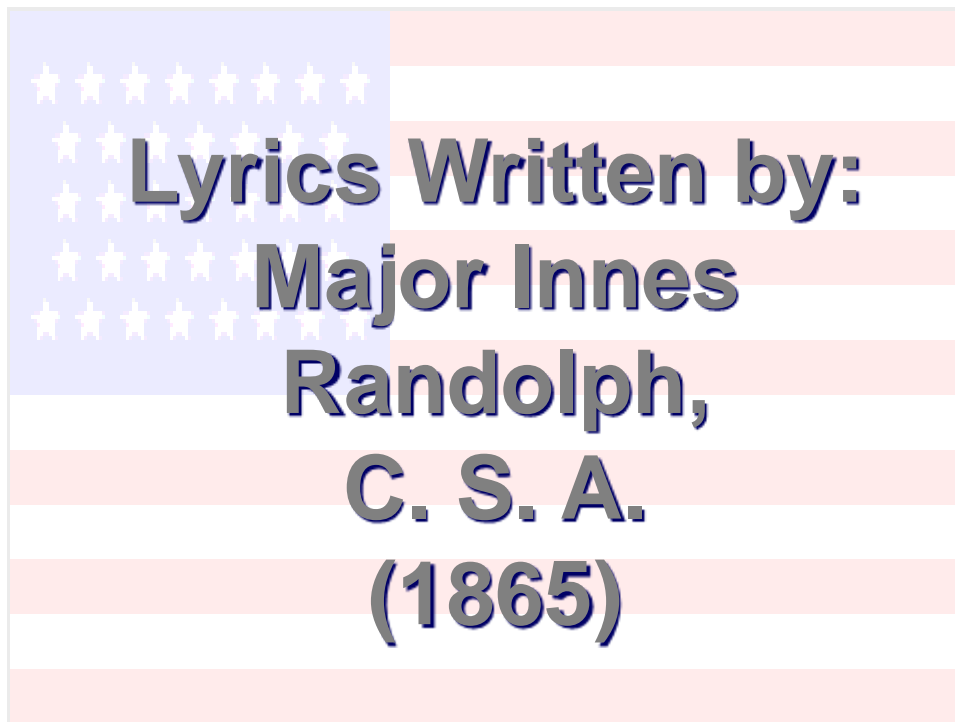
I can't take up my musket
And fight 'em now no more
But I ain't gonna love 'em
Now that is certain sure
And I don't want no pardon
For what I was and am
I won't be reconstructed
And I do not give a damn!..

Oh, I'm a good 'old rebel
Now that's just what I am
'N for this Yankee nation,
I do not give a damn
I'm glad I fought agin' her
I only wish we'd won
I ain't asked any pardon
For anything I've done.



I ain't asked any pardon,
For anything I've done!!







RECONSTRUCTION



To what extent was Reconstruction a success?

Presidential Reconstruction

What are some problems with Reconstruction?

"With malice [hatred] towards none, with charity for all, let us strive on to finish the work we are in, to bind up the nation's wounds."

- Abraham Lincoln, Second Inaugural Address, 1865



Abraham Lincoln

Lincoln's 10% Plan –

- Quick
- Pardons to Southerners who took a Loyalty Oath.
- High-ranking officers will be charged.
- 10% of voting pop. took oath, state restored to the Union.
- Southern states had to accept new state constitutions that banned slavery and gave blacks the right to vote.
- Never consulted Congress

1. Abraham Lincoln, President of the United States, declare all persons who have participated in the rebellion to that a full pardon... with restoration of all rights and property except as to owning slaves, upon the condition that every such person shall take this oath:

I, _____, do solemnly swear, in presence of almighty God, that I will support the Constitution of the United States and that I will obey all acts of Congress passed during the existing rebellion with reference to slaves; so help me God.

The following persons are not entitled to the benefits of this proclamation: anyone who has been an official of the Confederate States of America; all who have left the United States to aid the rebellion; all military or naval officers of the Confederate government above the rank of colonel in the army or lieutenant in the navy; all who left seats in the United States Congress to aid the rebellion.

Whenever at least one-tenth of the voters in a Confederate state shall take this oath, that state government shall be recognized as the true government of that state.



Charles Sumner

President Lincoln's Plan



★ 10% Plan

- Proclamation of Amnesty and Reconstruction (December 8, 1863)
- Replace majority rule with "loyal rule" in the South.
- He didn't consult Congress regarding Reconstruction.
- Pardon to all but the highest ranking military and civilian Confederate officers.
- When 10% of the voting population in the 1860 election had taken an oath of loyalty and established a government, it would be recognized.

President Lincoln's Plan

★ 1864 → "Lincoln Governments"

★ formed in LA, TN, AR

- "loyal assemblies"
- They were weak and dependent on the Northern army for their survival.



Wade-Davis Bill (1864)



Senator
Benjamin
Wade
(R-OH)

- ★ Required 50% of the number of 1860 voters to take an "iron clad" oath of allegiance (swearing they had never voluntarily aided the rebellion).



Congressman
Henry
W. Davis
(R-MD)

- ★ Required a state constitutional convention before the election of state officials.
- ★ Enacted specific safeguards of freedmen's liberties.

Wade-Davis Bill (1864)

- ★ "Iron-Clad" Oath.
- ★ "State Suicide" Theory [MA Senator Charles Sumner]
- ★ "Conquered Provinces" Position [PA Congressman Thaddeus Stevens]



Jeff Davis Under Arrest



13th Amendment

- ★ Ratified in December, 1865.
- ★ *Neither slavery nor involuntary servitude, except as punishment for crime whereof the party shall have been duly convicted, shall exist within the United States or any place subject to their jurisdiction.*
- ★ *Congress shall have power to enforce this article by appropriate legislation.*

★ ★ Freedmen's Bureau (1865)



- ★ Bureau of Refugees, Freedmen, and Abandoned Lands.
- ★ Many former northern abolitionists risked their lives to help southern freedmen.
- ★ Called **"carpetbaggers"** by white southern Democrats.

Freedmen's Bureau Seen Through Southern Eyes

Plenty to eat and nothing to do.



★★★ Freedmen's Bureau School



Presidential Reconstruction

WARM UP:

*"This policy has been one which was intended to restore the glorious Union – to bring those great States, now the subject of controversy, to their original relations to the Government of the United States....
...I have said it again and again, and I repeat it now, Disband your armies, acknowledge the supremacy of the Constitution of the United States, [do not pay off your Confederate war debts]....
It is not the course to deal with a whole people in the spirit of revenge. Those responsible for this rebellion must be brought to justice because [what they did] what a treasonous crime. But as for the great mass of people who have been forced into the rebellion, let there be forgiveness and kindness...."*

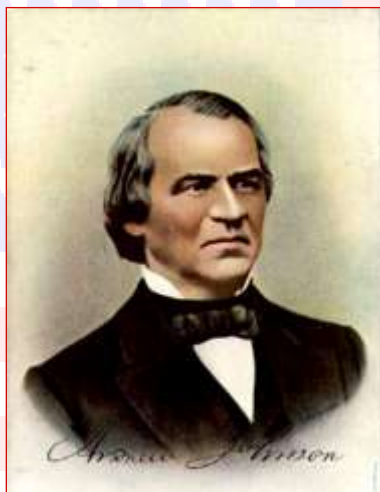


Task: Who is this man?

Task: What is he doing?

Task: What is the message of this cartoon?

President Andrew Johnson



- ★ Jacksonian Democrat.
- ★ Anti-Aristocrat.
- ★ White Supremacist.
- ★ Agreed with Lincoln that states had never legally left the Union.

Damn the negroes! I am fighting these traitorous aristocrats, their masters!

ACTIVITY: Presidential Advisory Committee to Andrew Johnson

- **Overview:** *This lesson is a simulation of a meeting that "could have happened" in history. You have been asked by President Andrew Johnson to serve on a committee that will advise him on a "Reconstruction" program for the South and to propose suggestions about what the United States government should do about African Americans. This lesson will have groups of students' role play various members advising President Johnson in order for him to enact some policy decisions regarding African Americans.*
- **Anticipatory Set:** A letter has been recovered that was allegedly written by President Lincoln before he was assassinated in regards to the future of the South after the Civil War. It reads: "Now that victory is near, I must make some difficult decisions. We have spent much of our wealth, much of our blood, and many tears during this terrible civil war. We must soon make a lasting peace between North and South, black and white, and rich and poor in order to preserve the union. Together we must all lead the nation to a brighter future." Based on this letter, President Johnson established the Presidential Reconstruction Advisory Committee.
- **Key question:** Based upon Lincoln's letter, what specific things do you think need to be done to have a "lasting peace"?

(Letter from Andrew Johnson)

**The White House
Washington, DC**

Dear Sir or Madam,

I am appointing you to the Presidential Reconstruction Advisory Committee in order to help me rebuild the "New South" after our terrible civil war. Together with the other members of your committee, please make recommendations as to specific policies that should be enacted, especially in relation to African Americans. Key questions that you should consider are below:

1. Are the southerners who rebelled against the Union and who held slaves still to be considered citizens? Should they have the same rights and privileges as loyal Americans?
2. Are the newly freed slaves citizens? Should they have the same rights and privileges as white Americans?
3. How can I make sure that the South is governed by leaders who will be fair and just?
4. Should former slaves be allowed to vote?
5. Should former slave owners be paid for the loss of their "property"?
6. What can be done to protect slaves from vengeful whites?
7. What can be done to protect whites from vengeful ex-slaves?

I thank you in advance for your suggestions.

Truly yours,

Andrew Johnson
President of the United States of America

ROLES: Committee Members

1. Mr./Ms. Hardwick: 52 – Rich Mill Owner from Delaware
Two of your sons fought in the war, and your youngest was killed while serving under General Grant. You manufacture shirts and have profited well from government war contracts. Those contracts have been cancelled since General Lee's surrender. Southern distributors still owe you \$40,000 in purchases made since before the war began.
2. Mr./Ms. Prescott: 68 – Maryland Banker
You have many southern friends but always hated slavery and supported President Lincoln. Before the war, your bank made many loans to southern planters. Because of the war, these debts have not been repaid and you will lose your life savings if these southern planters don't pay back the \$150,000 they owe you.
3. Major General "Wildman" Wilson: 45 – Union Army
Known for your coolness under fire, you are a highly decorated union army officer. One of your brigades was an all-black regiment. You believe that the southerners must be taught a lesson they will never forget. Though you admire and respect Robert E. Lee, you despise southern gentlemen and plantation owners. You have been quoted as saying that you would be happy to see them all hang from a tree.
4. Nurse Wilcox: 28 – Bethesda Naval Hospital
You served as a nurse in a military hospital in Washington. You have seen enough blood and suffering to last you a lifetime. You believe in the mantra, "Forgive and Forget". You plan on going to the South to help educate freed black slaves as soon as this committee assignment is completed.
5. Senator York: 30 – Republican from Indiana
You were elected with Lincoln and believe that there should be no slavery in the territories but that it could continue in the south. You believe that the leaders of the Confederacy are traitors and should be punished. You didn't serve in the army because you hired a substitute. You want to look good on this committee so you can be re-elected.
6. Ms. Eastland: 23 – wife of a northern senator
You are a very vocal and active supporter of abolition and women's rights. Your father was a Union officer who was wounded in battle and now lives with you because he cannot take care of himself. You are very bitter about the changes made in your life by the war.
7. Mr./Ms. Goodman: 46 – Deputy Secretary of Indian Affairs
You grew up in Washington where your father served in a cabinet position under President Jackson. You are married with two kids. Your husband/wife is from North Carolina and his/her wealthy plantation parents still live there. You received a letter from them saying that they survived the war, but their slaves ran off, money is running out, and life is very difficult.
8. Mr./Ms. Hooper: 37 – The nation's best known black woman
You have published several books of poetry. Your family has lived in Boston since the revolution. You teach at a private girls school and have never been politically active. Your major concern is that the newly emancipated slaves will not be able to survive freedom due to lack of education, money, and political power.
9. Reverend Stone: 43 – Springfield, New Jersey
Deeply religious and chaplain of the 187th New Jersey Volunteers, you saw many men die and suffer wounds at Antietam. You went to college in Virginia and had several classmates who lived in the South. No one in your church was active in the abolition movement. You believe slavery is immoral, but that John Brown took things "too far".
10. Mr./Ms. Washington, Esq.: 35 – New York City
Child of a runaway slave, you were educated at Yale University where you earned a law degree, were active in the Underground Railroad, and argued against enforcement of the Fugitive Slave Law. You were offered a commission in the U. S. Army but refused when you found that you would be assigned to an all-black regiment. You firmly believe in "liberty and justice for all," and you are deeply insulted when called "boy" or worse by

ignorant whites when you arrived in Washington to serve on the committee. Your brother was killed in South Carolina, fighting with the 54th Massachusetts.

	Score Point 1 Inadequate Command	Score Point 2 Limited Command	Score Point 3 Adequate Command	Score Point 4 Strong Command
Content/ Organization	<ul style="list-style-type: none"> Has little or no focus on central idea or topic Offers insufficient or unrelated details May have an opening or closing. May have little or no conclusion/opinion Has little or no varied sentence structure and word choice 	<ul style="list-style-type: none"> Attempts to focus on a central idea or topic Lists related details but provides no elaborations May have an opening or closing Attempts to form a conclusion/opinion Has little varied sentence structure and word choice 	<ul style="list-style-type: none"> Conveys a central idea or topic Provides sufficient details; may have some elaboration Has an opening or closing Includes a conclusion/opinion that is linked to central idea or topic May use varied sentence structure and word choice 	<ul style="list-style-type: none"> Maintains clear focus on a central idea or topic Elaborates details to support central idea Has an opening or closing Includes a clearly stated conclusion / opinion that is linked to central idea or topic Uses varied sentence structure and word choice
Delivery (Spoken)	<ul style="list-style-type: none"> Exhibits little or no awareness of audience Speaks too softly or loudly with little or no expression; gives no evidence of pacing or intonation 	<ul style="list-style-type: none"> Exhibits some awareness of audience through minimal or excessive eye contact or gestures Speaks too softly or loudly with little or no expression; gives little evidence of pacing or intonation 	<ul style="list-style-type: none"> Attends to audience through eye contact and gestures Speaks audibly with expression; attempts to use pacing and intonation 	<ul style="list-style-type: none"> Clearly attends to audience through good eye contact and gestures Speaks audibly with expression; uses pacing and intonation effectively

NR -- No response Student refuses or is unable to complete the speaking task

OT -- Off Topic The topic of the student's presentation is not linked to the speaking promptNew Jersey State Department of Education

President Johnson's Plan (10%+)

- ★ Offered amnesty upon simple oath to all except Confederate civil and military officers and those with property over \$20,000 (they could apply directly to Johnson)
- ★ In new constitutions, they must accept minimum conditions repudiating slavery, secession and state debts.
- ★ Named provisional governors in Confederate states and called them to oversee elections for constitutional conventions.

EFFECTS?

1. Disenfranchised certain leading Confederates.
2. Pardoned planter aristocrats brought them back to political power to control state organizations.
3. Republicans were outraged that planter elite were back in power in the South!

Growing Northern Alarm!

- ★ Many Southern state constitutions fell short of minimum requirements.
- ★ Johnson granted 13,500 special pardons.
- ★ Revival of southern defiance.

↓
BLACK CODES

Slavery is Dead?



Black Codes

★ Purpose:

- Guarantee stable labor supply now that blacks were emancipated.
- Restore pre-emancipation system of race relations.

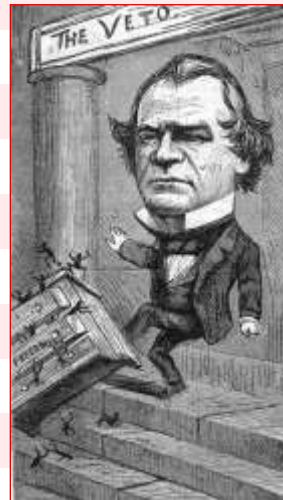


- ★ Forced many blacks to become **sharecroppers** [tenant farmers].



Congress Breaks with the President

- ★ Congress bars Southern Congressional delegates.
- ★ Joint Committee on Reconstruction created.
- ★ February, 1866 → President vetoed the Freedmen's Bureau bill.
- ★ March, 1866 → Johnson vetoed the 1866 Civil Rights Act.
- ★ Congress passed both bills over Johnson's vetoes → 1st in U. S. history!!



Johnson the Martyr / Samson



If my blood is to be shed because I vindicate the Union and the preservation of this government in its original purity and character, let it be shed; let an altar to the Union be erected, and then, if it is necessary, take me and lay me upon it, and the blood that now warms and animates my existence shall be poured out as a fit libation to the Union.

(February 1866)

Radical (Congressional) Reconstruction

Congressional Plan

Warm Up:

Who are the Radical Republicans?

14th Amendment:

Task: Describe the purpose of the Northern occupation of the South by Northern troops.

Task: Assess why the United States military did not leave following the defeat of Saddam Hussein's regime in Iraq.



Johnson believed:

- When Congress should reconvene.
- it was his responsibility to decide what conditions states rejoin the Union.

Congress believed:

- They decide when they convene.
- They decide what conditions states rejoin the Union.
- They controlled the military in the South.
- Tenure of Office Act: Senate needs to approve changes in President's cabinet.

Impeachment of Johnson –

14th Amendment

★ Ratified in July, 1868.

- ⚖ Provide a constitutional guarantee of the rights and security of freed people.
- ⚖ Insure against neo-Confederate political power.
- ⚖ Enshrine the national debt while repudiating that of the Confederacy.

★ Southern states would be punished for denying the right to vote to black citizens!

The Balance of Power in Congress



State	White Citizens	Freedmen
SC	291,000	411,000
MS	353,000	436,000
LA	357,000	350,000
GA	591,000	465,000
AL	596,000	437,000
VA	719,000	533,000
NC	631,000	331,000

The 1866 Bi-Election

- ★ A referendum on Radical Reconstruction.
- ★ Johnson made an ill-conceived propaganda tour around the country to push his plan.
- ★ Republicans won a 3-1 majority in both houses and gained control of every northern state.



Johnson's "Swing around the Circle"

Radical Plan for Readmission

- ★ Civil authorities in the territories were subject to military supervision.
- ★ Required new state constitutions, including black suffrage and ratification of the 13th and 14th Amendments.
- ★ In March, 1867, Congress passed an act that authorized the military to enroll eligible black voters and begin the process of constitution making.

Reconstruction
under

	Lincoln (-)	Johnson (-)	Congress (-)
Ideology, Components, Legislation,			
Northern Society			
Southern Society			

★ Reconstruction Acts of 1867

★ Military Reconstruction Act

- Restart Reconstruction in the 10 Southern states that refused to ratify the 14th Amendment.
- Divide the 10 "unreconstructed states" into 5 military districts.



Reconstruction Acts of 1867

★ Command of the Army Act

- ★ The President must issue all Reconstruction orders through the commander of the military.

★ Tenure of Office Act

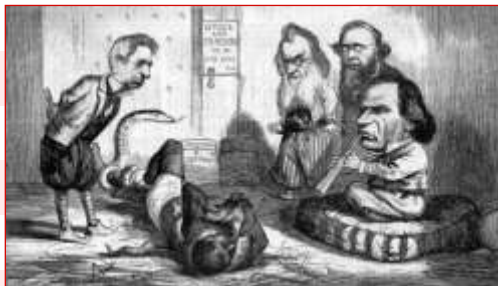
- ★ The President could not remove any officials [esp. Cabinet members] without the Senate's consent, if the position originally required Senate approval.
 - Designed to protect radical members of Lincoln's government.
 - A question of the constitutionality of this law.



Edwin Stanton

President Johnson's Impeachment

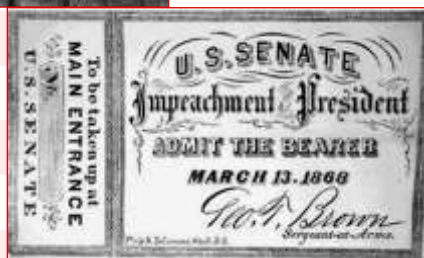
- ★ Johnson removed Stanton in February, 1868.
- ★ Johnson replaced generals in the field who were more sympathetic to Radical Reconstruction.
- ★ The House impeached him on February 24 before even drawing up the charges by a vote of 126 - 47!



The Senate Trial



- ★ 11 week trial.
- ★ Johnson acquitted
35 to 19 (one short of
required 2/3s vote).



RECONSTRUCTION AND IMPEACHMENT THE POLITICAL ISSUES BEHIND THE TRIAL OF PRESIDENT ANDREW JOHNSON

A Documentary Source Problem

From John Kennedy, Profiles in Courage, 1956.

"The impeachment of President Andrew Johnson...was the sensational climax to the bitter struggle between the President, determined to carry out Abraham Lincoln's policies of reconciliation with the defeated South, and the more radical Republican leaders in Congress, who sought to administer the downtrodden Southern states as conquered provinces which had forfeited their rights under the Constitution. It was, moreover, a struggle between Executive and Legislative authority...The extremists in Congress sought to make the Legislative branch of the government supreme. And [Johnson's] own belligerent temperament soon destroyed any hope that Congress might now...permit the South to resume its place in the Union with...little delay and controversy..."

"By 1866...the two branches of government were already at each other's throats...Bill after bill was vetoed by the President on the grounds that they were unconstitutional, too harsh in their treatment of the South, an unnecessary prolongation of military rule in peacetime, or undue interference with the authority of the Executive branch. And for the first time in our nation's history, important public measures were passed over a President's veto..."

The impeachment trial of President Johnson in 1868 charged him with violating the Tenure of Office Act. The trial was the final conflict between Congress and the President over Reconstruction of the South.

Three years earlier, in 1865, the federal government faced an enormous task. The South had been defeated on the battlefield. The area was in shambles and under military rule. Its agricultural economy was shattered, its currency worthless, its railroads at a standstill. The political structure of the South was also destroyed. State governments no longer existed, and order was enforced by local committees and vigilante courts.

Along with the establishment of effective and loyal state governments in the South, the major concern of federal officials was the situation of the former slaves, who made up more than a third of the population of the South. To what extent were they to be guaranteed political, economic and social rights?

DIRECTIONS FOR IMPEACHMENT DBQ

DIRECTIONS:

- You are writing a history of the Civil War and Reconstruction. In 2-1/2 pages, describe the conflicts and tensions culminating in the impeachment and trial of President Johnson. A few hints:
- 1) Read the explanations and sources carefully.
- 2) Sort out the major points on both sides.
- 3) Keep in mind the historical events between 1865 and 1868, and how these events helped one side or the other.
- 4) Organize your essay around a central question, theme or issue so that you interpret the developing conflict from the documents. You need not read anything else.
- 5) You may take one side and argue that position. If so, be certain to state the general assumptions about Reconstruction of the side you have chosen. Then mention the specific historical events which strengthen your case. Finally, show how the arguments of the other side are false, unrealistic or malicious.

In your reading, consider these promising questions:

- 1. What was so important about the debate over whether the Southern states had actually been out of the Union?
- 2. Which branch of the federal government had the power to set policies for the Southern states?
- 3. Much argument took place over whether the Congress or the President best represented the will of the people and could most effectively impose that will on the Southern states. What is your judgment?
- 4. Did Johnson unjustifiably resist the will of Northern voters by opposing bills passed by a large majority of the Congress? Or was Congress taking military and appointive powers away from the President which were guaranteed to him by the Constitution and necessary for the executive branch to fulfill its duties?
- 5. In either case, was there a "conspiracy", or was the conflict more a result of mistakes and accidents?

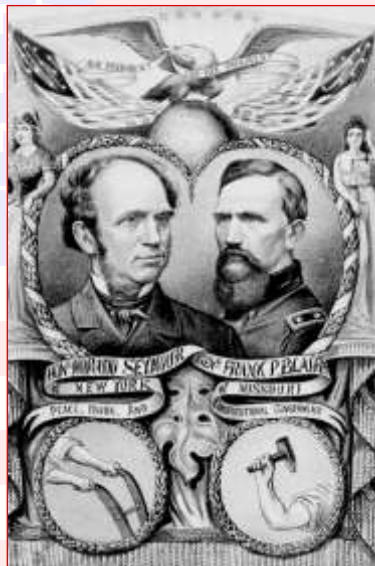
- **WHEN EVERYONE HAS FINISHED WRITING THEIR DBQ ESSAY, WE CAN STAGE A MOCK SENATE TRIAL TO REENACT THE IMPEACHMENT PROCEEDINGS OF PRESIDENT JOHNSON TO SEE IF HISTORY REPEATS ITSELF!**

The Grant Administration (1868-1876)

★ The 1868 Republican Ticket



★ The 1868 Democratic Ticket

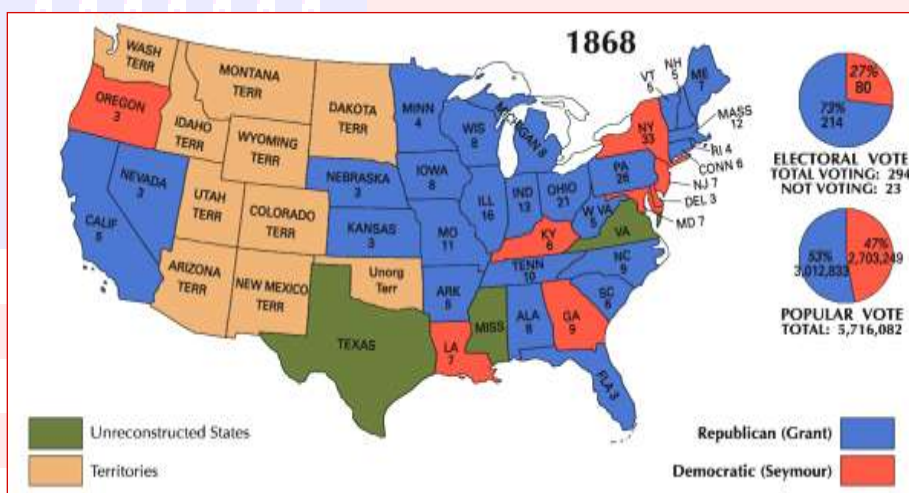


Waving the Bloody Shirt!

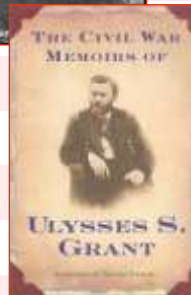


Republican "Southern Strategy"

1868 Presidential Election



★★★ President Ulysses S. Grant



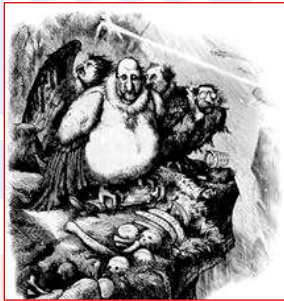
★★★ Grant Administration Scandals

- ★ Grant presided over an era of unprecedented growth and corruption.

- ▢ Credit Mobilier Scandal.
- ▢ Whiskey Ring.
- ▢ The "Indian Ring."



The Tweed Ring in NYC



William Marcy Tweed


(notorious head of **Tammany Hall's** political machine)

[**Thomas Nast** → crusading cartoonist/reporter]

Who Stole the People's Money?



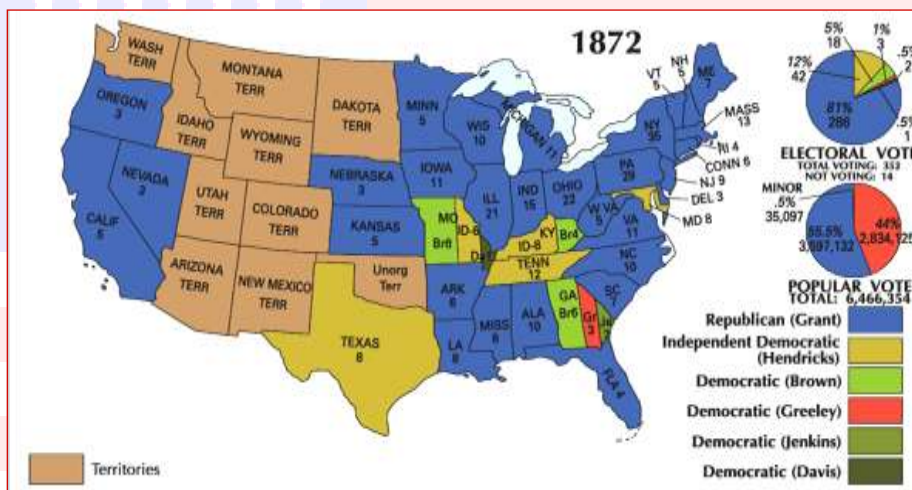
The Election of 1872



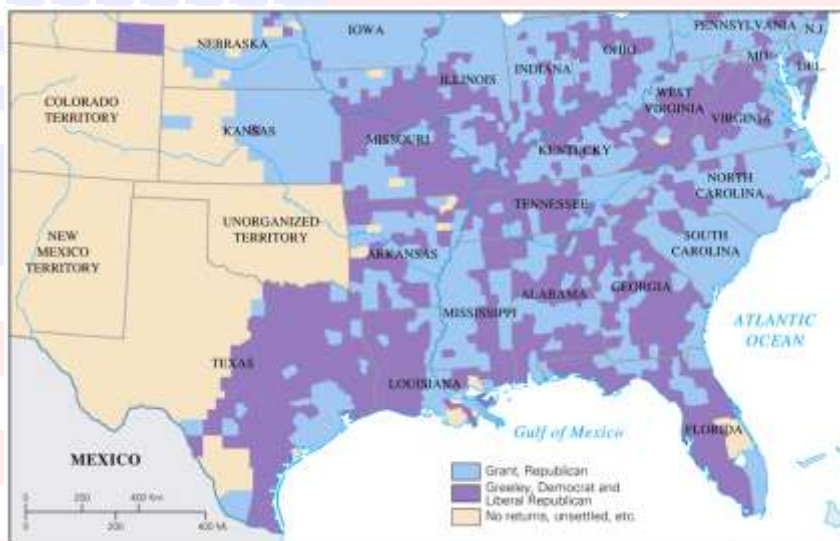
A political cartoon depicting Horace Greeley as a man with a large, bushy mustache and a top hat, riding a horse. The horse is draped in an American flag. Greeley is holding a whip in his right hand and a bundle of papers in his left. The cartoon is signed 'H.' in the bottom left corner. Below the illustration, the text reads: 'WHOEVER SAYS THIS ISN'T A REAL ELEPHANT IS "A LIAR!"'

- ★ Rumors of corruption during Grant's first term discredit Republicans.
- ★ Horace Greeley runs as a Democrat/Liberal Republican candidate.
- ★ Greeley attacked as a fool and a crank.
- ★ Greeley died on November 29, 1872!

1872 Presidential Election



Popular Vote for President: 1872



★ ★ ★ ★ ★ The Panic of 1873



★ It raises "the money question."

▣ debtors seek inflationary monetary policy by continuing circulation of greenbacks.

▣ creditors, intellectuals support hard money.

★ 1875 → **Specie Redemption Act.**

★ 1876 → **Greenback Party** formed & makes gains in congressional races → *The "Crime of '73!"*

★ ★ ★ ★ ★ Legal Challenges

★ *The Slaughterhouse Cases* (1873)

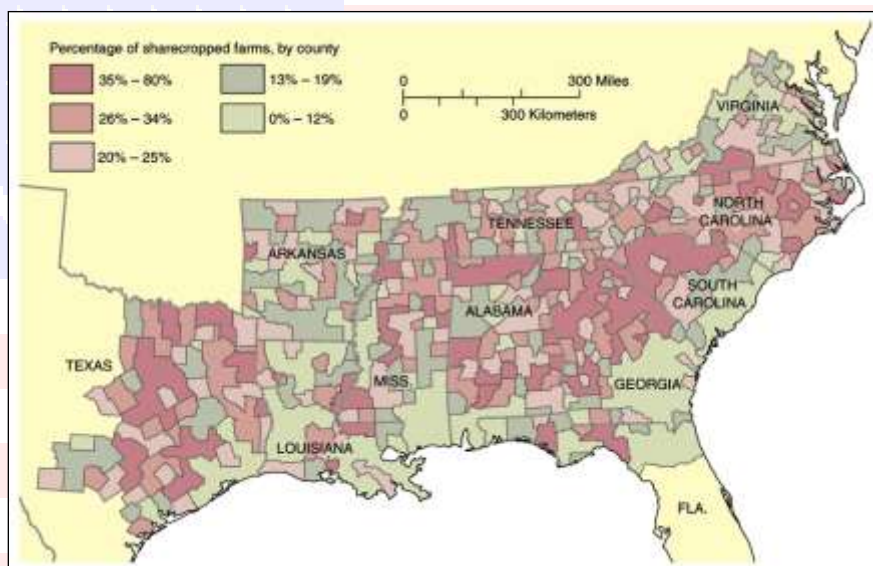
★ *Bradwell v. IL* (1873)

★ *U. S. v. Cruickshank* (1876)

★ *U. S. v. Reese* (1876)

Black "Adjustment" in the South

Sharecropping



Tenancy & the Crop Lien System

Furnishing Merchant	Tenant Farmer	Landowner
<ul style="list-style-type: none"> Loan tools and seed up to 60% interest to tenant farmer to plant spring crop. Farmer also secures food, clothing, and other necessities on credit from merchant until the harvest. Merchant holds "lien" {mortgage} on part of tenant's future crops as repayment of debt. 	<ul style="list-style-type: none"> Plants crop, harvests in autumn. Turns over up to $\frac{1}{2}$ of crop to land owner as payment of rent. Tenant gives remainder of crop to merchant in payment of debt. 	<ul style="list-style-type: none"> Rents land to tenant in exchange for $\frac{1}{4}$ to $\frac{1}{2}$ of tenant farmer's future crop.

Black & White Political Participation



Establishment of Historically Black Colleges in the South



Black Senate & House Delegates



HARPER'S WEEKLY JOURNAL OF CIVILIZATION



Colored Rule in the South?

Blacks in Southern Politics

- ★ Core voters were black veterans.
- ★ Blacks were politically unprepared.
- ★ Blacks could register and vote in states since 1867.



- ★ The 15th Amendment guaranteed federal voting.

15th Amendment

- ★ Ratified in 1870.
- ★ *The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.*
- ★ *The Congress shall have power to enforce this article by appropriate legislation.*
- ★ Women's rights groups were furious that they were not granted the vote!

The "Invisible Empire of the South"



The Fears of Black Americans during and after Reconstruction

Although legally the former slaves were free and equal to white people, the reality was far different.

The Ku Klux Klan



The Ku Klux Klan was a white underground terrorist group. They would not accept black people as equals.

Members of the Ku Klux Klan dressed in white robes to stress their belief that whites were superior to blacks.

As a result many black people did not register to vote and kept away from white areas.

They created a wave of terror which included threats of violence, bullying, lynching, setting fire to buildings and murder, among blacks and those who tried to help them.



Blacks who tried to vote or gain an education were subjected to name calling, bullying and beatings from white people who supported the aims of the Ku Klux Klan.

Black Americans had to face the truth. The war was won, but the battle was not over. They would have to struggle against racial discrimination in order to gain fair and equal treatment.

The Failure of Federal Enforcement

- ★ **Enforcement Acts** of 1870 & 1871 [also known as the KKK Act].



- ★ "The Lost Cause."
- ★ The rise of the "Bourbons."
- ★ **Redeemers** (prewar Democrats and Union Whigs).

★ ★ The Civil Rights Act of 1875

- ★ Crime for any individual to deny full & equal use of public conveyances and public places.
- ★ Prohibited discrimination in jury selection.
- ★ Shortcoming → lacked a strong enforcement mechanism.
- ★ No new civil rights act was attempted for 90 years!

The Abandonment of Reconstruction



Complete!

Election of 1868 –
 Ulysses S. Grant wins.
 • Supported Congressional Reconstruction.
 • Used the military to defend Reconstruction acts.
 • Began to pull out the army.

15th Amendment:


What is the KKK?

Carpetbaggers vs. Scalawags –

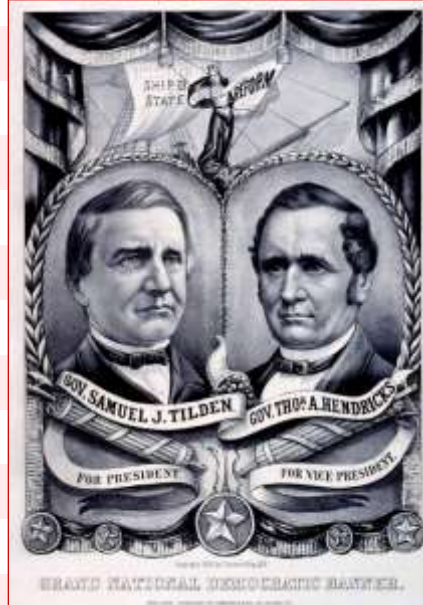
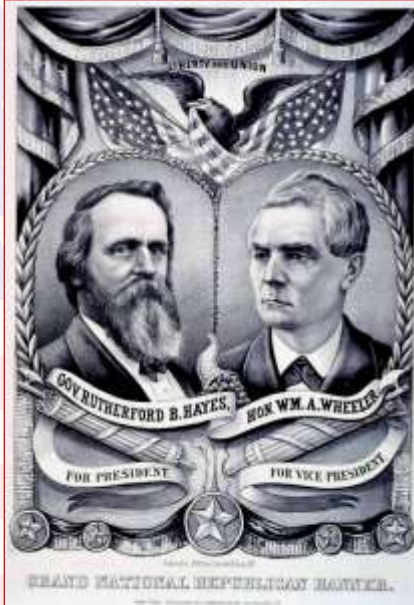
<u>CARPETBAGGER</u>	<u>SCALAWAG</u>
<p>Election of 1876</p>  <p>Compromise of 1877 –</p> <p>The New South –</p> <p>Task: Was the New South so new?</p>	

Northern Support Wanes

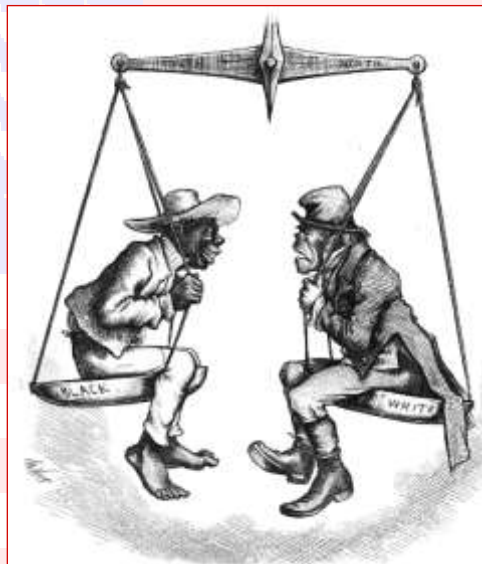
- ★ "Grantism" & corruption.
- ★ **Panic of 1873** [6-year depression].
- ★ Concern over westward expansion and Indian wars.
- ★ Key monetary issues:
 - 🏛️ should the government retire \$432m worth of "greenbacks" issued during the Civil War.
 - 🏛️ should war bonds be paid back in specie or greenbacks.



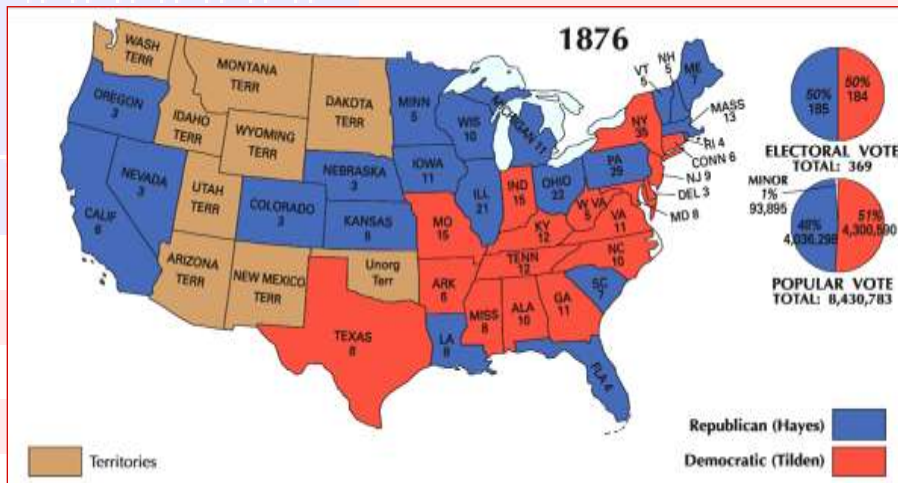
1876 Presidential Tickets



"Regional Balance?"



1876 Presidential Election



POLITICAL CRISIS OF 1876-77

- The **United States presidential election of 1876** was one of the most disputed and intense presidential elections in American history.
- Samuel J. Tilden** of New York outpolled Ohio's **Rutherford Hayes** in the popular vote, and had 184 electoral votes to Hayes' 185, with 20 votes yet uncounded. These 20 electoral votes were in dispute: in three states (Florida, Louisiana, and South Carolina), each party reported its candidate had won the state, while in Oregon one elector was declared illegal (on account of being an "elected or appointed official") and replaced.
- The 20 disputed electoral votes were ultimately awarded to Hayes after a bitter legal and political battle, giving him the victory.

United States presidential election, 1876			
November 7, 1876			
			
Nominee	Rutherford B. Hayes	Samuel J. Tilden	
Party	Republican	Democratic	
Home state	Ohio	New York	
Running mate	William Almon Wheeler	Thomas Andrews Hendricks	
Electoral vote	185	184	
States carried	21	17	
Popular vote	4,034,311	4,268,546	
Percentage	47.9%	51.0%	

★ ★ The Political Crisis of 1877



★ "Corrupt Bargain"
Part II?



★ ★ ★ ★ ★ Hayes Prevails



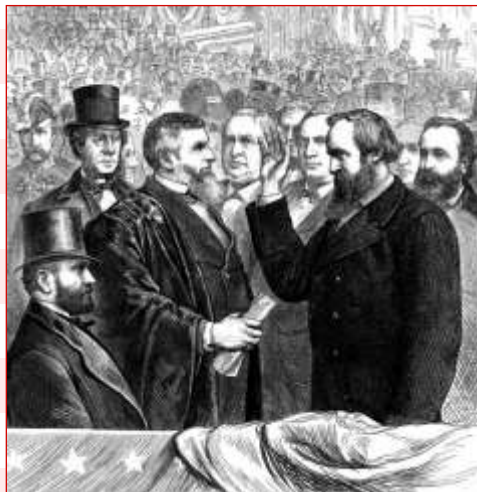
Alas, the Woes of Childhood...



Sammy Tilden—Boo-Hoo! Ruthy Hayes's got my Presidency, and he won't give it to me!

A Political Crisis: The "Compromise" of 1877

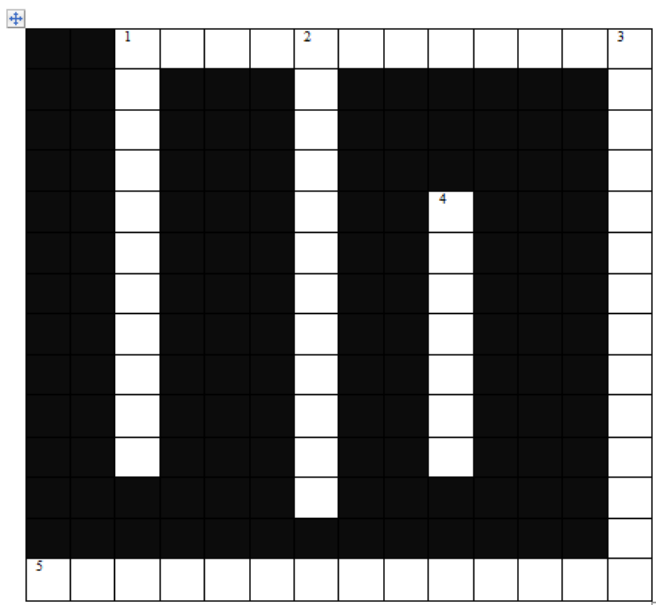
- Many historians believe that an informal deal was struck to resolve the dispute. In return for Southern acquiescence in Hayes' election, the Republicans agreed to withdraw federal troops from the South, effectively ending Reconstruction.
- This deal became known as the **Compromise of 1877**. The Compromise effectively pushed African-Americans out of power in the government; soon after the compromise, African-Americans were barred from voting by poll taxes and grandfather clauses.



★ ASSIGNMENT: "PRESIDENTIAL ELECTION OF 1876"

- ★ **INSTRUCTIONS:** 1) You will analyze primary source materials and answer comprehension questions, beginning on page 8 of this PDF packet, through page 13. 2) Once all questions are completed, you will draw your own political cartoon, with caption, making fun of the 1876-77 political crisis in an intelligent way. Remember, political cartoons convey a message, so make sure to present a specific point of view.

Reconstruction: After the Civil War Crossword



Clues

Across

1. Name given to northern politicians who went to the south.
5. Prejudice against another person.

Down

1. The right to vote and have an education
2. Another word for freedom.
3. The name given to the period following the Civil War.
4. Surname of the President who abolished slavery.