

8th US History

Civil War and Reconstruction Units

1. Complete the first 4 weeks of work in order. The first week covers the Civil War. If you can answer the questions without completing all of the reading, you may do so, as you should have learned the majority of this content in class. Within the unit there are two video lessons, one about Harriet Tubman and another about the 54th Massachusetts. If you have access to your phone or the internet, watch the videos as they are assigned to complete the questions.
2. Weeks 2, 3, and 4 over lessons we have yet to cover in class, including about the period of time after the Civil War, called Reconstruction. You should use the textbook reading to complete the questions and assignments in this section.
3. Week 5 focuses on the STAAR practice unit. Please access the quizlet link on page 76, review the “US History at a glance” pages, and answer the practice problems using the “at a glance” information.
4. For online games, activities and extra practice check out:
<https://www.icivics.org/games>
5. Khan Academy provides a free, online module for 8th Grade US History, including topic overviews and practice. Focus on The Civil War era (1844-1877)
<https://www.khanacademy.org/humanities/us-history>

WEEK 1

The Civil War

21.1 Introduction

The cannon shells bursting over Fort Sumter ended months of confusion. The nation was at war. The time had come to choose sides.

For most whites in the South, the choice was clear. Early in 1861, representatives from six of the seven states that had seceded from the Union met to form a new nation called the Confederate States of America. Southerners believed that just as the states had once voluntarily joined the Union, they could voluntarily leave it now. The men who fought for the **Confederacy** were proud defenders of “Southern Rights” and “Southern Independence.”

For many northerners, the choice was just as clear. “There can be no neutrals in this war,” declared Stephen Douglas after Fort Sumter, “only patriots—and traitors.” Most northerners viewed the secession of southern states as traitorous acts of rebellion against the United States. They marched off to war eager to defend “Our Union! Our Constitution! and Our Flag!”

Choosing sides was harder for the eight slave states located between the Confederacy and the free states. Four of these “border states”—Virginia, Arkansas, Tennessee, and North Carolina—joined the Confederacy. The western counties of Virginia, however, remained loyal to the Union. Rather than fight for the South, they broke away to form a new state called West Virginia. The other four border states—Delaware, Maryland, Kentucky, and Missouri—remained in the Union, although many of their citizens fought for the South.

As Americans took sides, they began to see why a **civil war**—a conflict between two peoples in one country—is the most painful kind of war. This conflict divided not only states, but also families and friends. In this chapter, you will learn how this “brothers’ war” turned into the most destructive of all American wars. As you read, put yourself in the shoes of the men and women who were part of this long and tragic struggle.

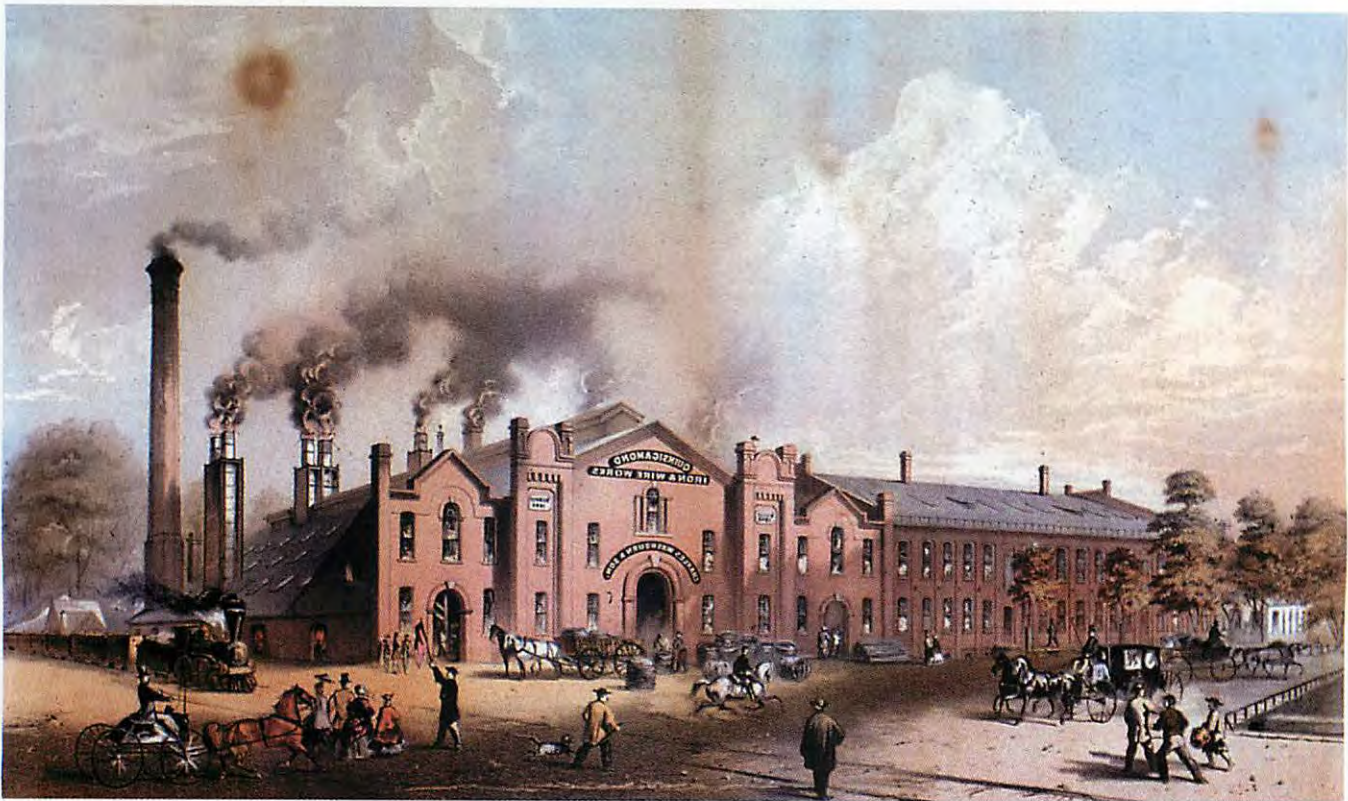


Graphic Organizer: Annotated Illustration

You will use this illustration of a soldier's haversack to understand the events and effects of the Civil War.

22.1 Introduction

1. What event marked the start of this war?
2. What was the South fighting for?
3. What was the North fighting for?
4. What was a **Border State**?
5. Which Border States joined the Confederacy? (4)
6. Which Border States stayed in the Union? (5)
7. Why do you think this was described as “the most painful type of war”?



The Granger Collection, New York

This iron- and wireworks in Massachusetts was just one of many northern factories. Ninety percent of the nation's manufacturing was in the North.

21.2 Preparing for War

President Lincoln's response to the attack on Fort Sumter was quick and clear. He called for 75,000 volunteers to come forward to preserve the Union. At the same time, Jefferson Davis, the newly elected president of the Confederacy, called for volunteers to defend the South.

Both sides looked forward to a quick victory. "I cannot imagine that the South has resources for a long war or even a short one," said a Philadelphia lawyer. Southerners, on the other hand, believed they could easily whip any army Lincoln sent south. A North Carolina journalist boasted:

The army of the South will be composed of the best material that ever yet made up an army; while that of Lincoln will be gathered from the sewers of the cities...who will serve for pay and will run away as soon as danger threatens.

Strengths and Weaknesses of the North The North began the war with impressive strengths. It had a population of about 22 million people, compared to 9 million in the South. About 90 percent of the nation's manufacturing was in the North. The North also had more farms to provide food for Union troops.

For the first time in warfare, railroads were important for providing transportation. The North had about 21,000 miles of railroad track, compared to 9,000 in the South. The northern lines allowed movement to all parts of the country, including battle sites in the South. Most of the nation's banks and wealth in gold were in the North as well.

The greatest weakness of the North was its military leadership. At the start of the war, about one third of the nation's military officers resigned and returned to their homes in the South. Of those officers who remained in the North, many were too old to command a battlefield. During much of the war, Lincoln searched for effective military leaders who could lead the Union to victory.

Strengths and Weaknesses of the South When the war began, southerners also had reasons to be confident of victory. Unlike Union forces, southerners would be fighting a defensive war in their own territory. To win the war, the North would have to invade the South. Union troops would have to subdue people who were defending what they believed to be their liberty, honor, and traditions. The South, in contrast, could win simply by defending its territory until the North grew tired of fighting and decided to leave the Confederacy alone.

The South's great strength was its military leadership. Most of America's best military officers were southerners who chose to fight for the Confederacy. This was not an easy decision for many of them. Colonel Robert E. Lee, for example, was opposed to slavery and secession. But he decided that he could not fight against his native Virginia. Lee resigned from the U.S. Army to become the commander-in-chief of the Confederate forces.

The South's main weakness was an economy that could not support a long war. It had few factories to produce guns and other military supplies. As long as southerners could trade cotton for weapons and supplies from Europe, this was not a problem. But when Union ships blockaded southern ports and cut off this trade, Confederate armies faced severe shortages.

The Confederacy also faced serious transportation problems. The South lacked the railroad network needed to haul goods over long distances. Most rail lines were short and went only to seaport towns. Supplies had to be carried by wagon from the railroad to the troops. And as the war dragged on, horses and mules to draw these wagons were in short supply.

Money might have helped solve these problems. But most wealth in the South was invested in land and slaves. The Confederate government printed paper money to finance the war effort. But as these paper dollars flooded the South, their value quickly dropped.

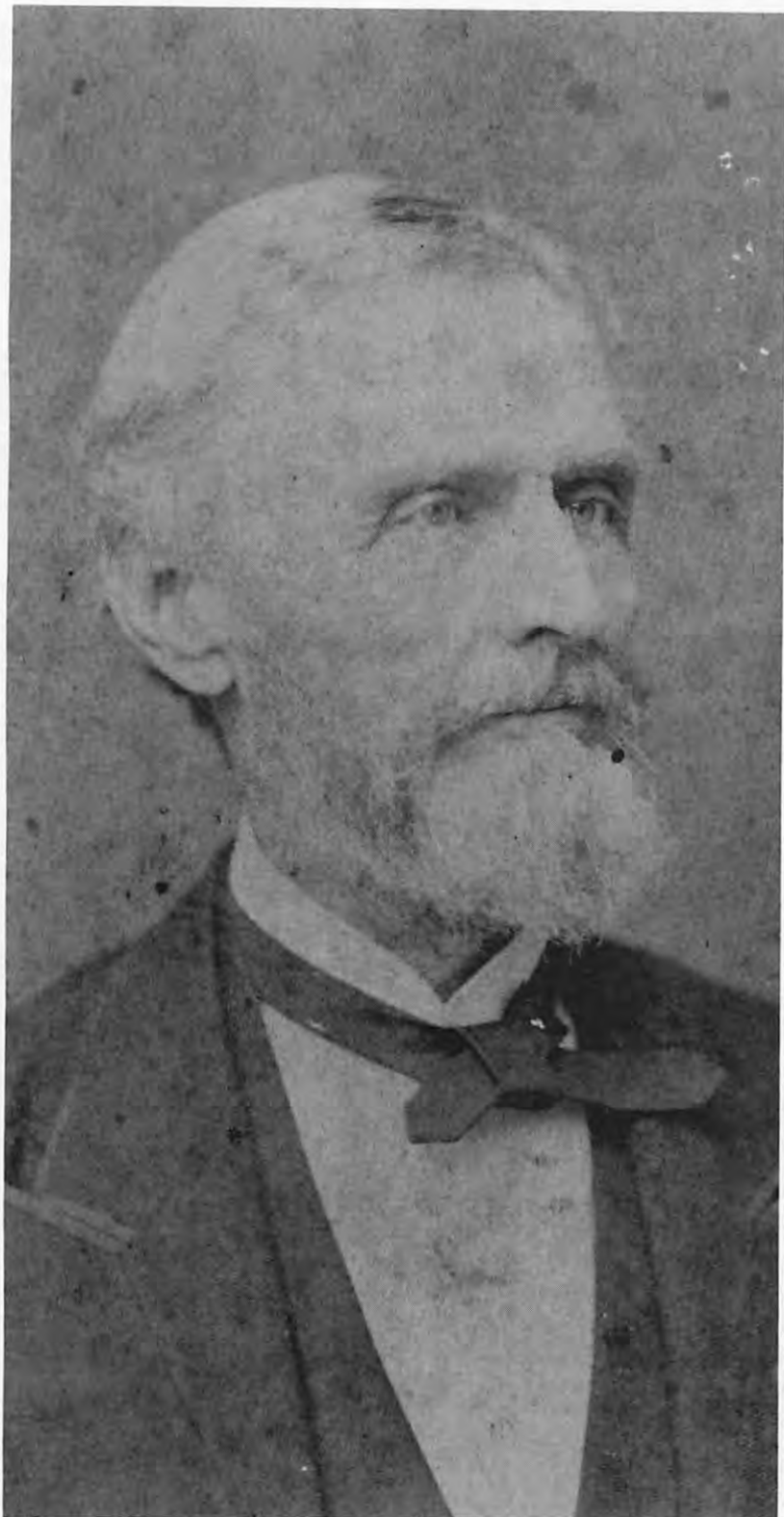
Abraham Lincoln versus Jefferson Davis The North's greatest advantage was its newly elected president, Abraham Lincoln. Through even the darkest days of the war, Lincoln never wavered from his goal of preserving the Union. Confederate president Jefferson Davis was equally devoted to the secessionist cause. But he was never able to form a strong, single nation out of 11 strongly independent states.

Abraham Lincoln was born in Kentucky on February 12, 1809. His family was poor, and his mother died while he was a young child. All in



Abraham Lincoln led the country during the Civil War. His devotion to the Union, patience, tolerance, and a sense of humor enabled the nation to survive this bloody conflict.

Jefferson Davis, trained at West Point, had little experience as a politician. When he was elected president of the Confederacy, he faced the difficult task of forming a new nation and preparing for war.



all, Lincoln figured that his schooling “did not amount to a year.” It was enough, however, to excite a craving for knowledge. He read everything he could lay his hands on. “My best friend,” he said, “is the man who’ll get me a book I ain’t read.”

When Lincoln was 21, his family moved to Illinois. During the next few years, he held whatever jobs he could find—store clerk, rail-splitter, surveyor, postmaster. In the evenings, he read law books and eventually became a lawyer. Later, Lincoln served as a captain in the Black Hawk War. This was the only military experience Lincoln had before becoming president.

At six feet four inches tall, Lincoln towered above most other men. His dark, sunken eyes gave him a sad but kind appearance. In this case, looks did not lie. Lincoln was patient, thoughtful, and tolerant of others. He also possessed a good sense of humor. At moments of failure and frustration during the war, this sense of humor saved him from despair. “I laugh,” he once said, “because if I didn’t I would weep.”

Like Lincoln, Jefferson Davis was born in Kentucky in a log cabin. He grew up on a small plantation in Mississippi. As a young man, he attended the military academy at West Point, New York. He then served as commander of the Mississippi Rifles in the Mexican War. Later that same year, he was selected to fill a term as U.S. senator from Mississippi.

Standing nearly six feet, Davis was a lean, intense person. Given his military experience, he had hoped to be chosen to command the armies of the Confederacy. Instead, he was elected president of the Confederate States. While Davis accepted this responsibility, he really did not enjoy politics. As Davis’s wife said of her husband, “He did not know the arts of a politician and would not practice them if he understood.”

22.2 North versus the South

1. List the Strengths and Weaknesses for the North and South going into the Civil War

	Strengths	Weaknesses
North	(8)	(1)
South	(3)	(3)

2. In the Chart above put a check mark next to all the geographic strengths and weaknesses for both sides.
3. Based on the information in the chart, predict which side will be most likely to win the Civil War. Explain your choice.
4. How did Abraham Lincoln use the ideals of the American Revolution and Declaration of Independence to support his cause?
5. How did Jefferson Davis use the ideals of the American Revolution and Declaration of Independence to support his cause?

Geography Challenge

The Civil War 1861–1865



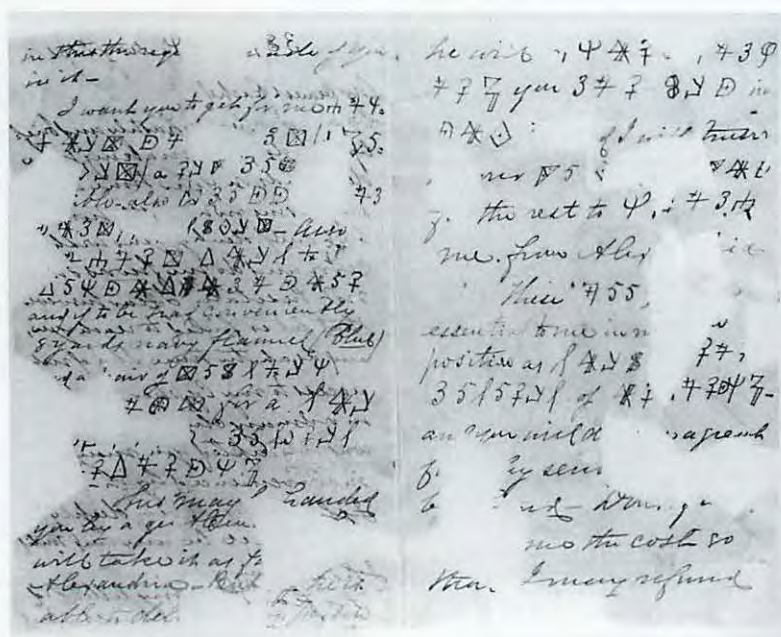
1. Identify four interesting details on this map.
2. Where did most battles take place: in Union states, in Confederate states, or in border states?
3. In the early part of the war (1861–1862), which side won more battles? Why do you think this side was more successful?
4. In the later part of the war (1863–1865), which side won more battles? Why do you think this side was more successful?



Rose Greenhow is shown here with her daughter. During her Washington parties, she collected valuable information about Union plans to attack Richmond. She passed this information on to Confederate leaders through coded messages such as the one below.

Washington, D.C., shouting, "On to Richmond!" These eager troops were watched carefully by an attractive young widow and Washington social leader named Rose O'Neal Greenhow.

Greenhow was a strong supporter of the southern cause. She used her friendship with government officials to learn just when and how the Union planned to attack Richmond. Her problem was to find some way to deliver this information to Confederate leaders without being discovered.



21.3 Bull Run: A Great Awakening

In the spring of 1861, President Lincoln and General Winfield Scott planned the Union's war strategy. Step one was to surround the South by land and sea to cut off its trade. Step two was to divide the Confederacy into sections so that one rebel region could not help another. Step three was to capture Richmond, Virginia, the capital of the Confederacy, and destroy the rebel government. Journalists called this strategy the "Anaconda Plan" because it resembled the crushing death grip of an anaconda snake.

Rose Greenhow's Dilemma Most northerners, however, believed that the war could be won with a single Union assault on Richmond. In 1861, thousands of volunteers poured into

The Battle of Bull Run On a hot July morning, long lines of soldiers marched out of Washington heading for Richmond. Their voices could be heard singing and cheering across the countryside. Parties of politicians and society folks followed the army, adding to the excitement. They had come along to see the end of the rebellion.

The troops would not have been so cheerful had they known what was waiting for them at Manassas, a small town on the way to Richmond. Rose Greenhow had managed to warn southern military leaders of Union plans. She had smuggled a coded note to them in the curls of a young girl. Southern troops were waiting for the Union forces as they approached Manassas. The two armies met at a creek known as Bull Run.

At first, Union victory looked certain. But Confederate general Thomas Jackson and his regiment of Virginians refused to give way. “Look,” shouted South Carolina general Bernard Bee to his men, “there is Jackson with his Virginians, standing like a stone wall.” Thus inspired by “Stonewall” Jackson’s example, the rebel lines held firm until reinforcements arrived. Late that afternoon, Jackson urged his men to “yell like furies” as they charged the Union forces. The sound and fury of this charge unnerved the green (inexperienced) Union troops, who fled in panic back to Washington.

The Battle of Bull Run was a smashing victory for the South. For the North, it was a shocking blow. Lincoln and his generals now realized that ending the rebellion would not be easy. It was time to prepare for a long war.

During the Civil War, many women went to work in factories such as this munitions plant. They replaced men who were in the army.

Women Support the War Over the next year, both the North and the South worked to build and train large armies. As men went off to war, women took their places on the home front. Wives and mothers supported their families by running farms and businesses. Many women went to work for the first time in factories. Others found jobs as nurses, teachers, or government workers.

Women also served the military forces on both sides as messengers, guides, scouts, smugglers, soldiers, and spies. Rose Greenhow was arrested for spying shortly after the Battle of Bull Run. Although she was kept under guard in her Washington home, she continued to smuggle military secrets to the Confederates. The following year, Greenhow was allowed to move to the South, where President Jefferson Davis welcomed her as a hero.

Women also volunteered to help tend sick and wounded soldiers. Dorothea Dix was already well known for her efforts to improve the treatment of the mentally ill. She was appointed director of the Union army’s nursing service. Dix insisted that all female nurses be over 30 years old, plain in appearance, physically strong, and willing to do unpleasant work. Her rules were so strict that she was known as “Dragon Dix.”

While most nurses worked in military hospitals, Clara Barton followed Union armies into battle, tending troops where they fell. Later generations would remember Barton as the founder of the American Red Cross. To the soldiers she cared for during the war, she was “the angel of the battlefield.”



22.3 Bull Run: A Great Awakening

1. Explain each of the 3 steps of the Anaconda Plan

The Anaconda Plan



Step 1:

Step 2:

Step 3:

2. What did Northern's believe at the start of the war?
3. What role did Rose Greenhow play in the battle of Bull Run?
4. What role did "Stonewall" Jackson play at the battle of Bull Run?
5. Who won the battle of Bull Run? How was this accomplished?
6. List five roles for women during the Civil War.
7. If you were a women at the time of the Civil War, which role would you choose to fill? Why?



For 12 hours, Confederate and Union forces fought at Antietam in what was the bloodiest day of the Civil War. Some of the 2,770 Confederate soldiers who died during this battle are shown in this photograph.

21.4 Antietam: A Bloody Affair

The Battle of Bull Run ended northerners' hopes for a quick victory. In the months that followed that sobering defeat, the Union began to put the Anaconda Plan into effect.

The Union Blockade In 1861, the Union navy launched its blockade of southern ports. By the end of the year, most southern ports were closed to foreign ships. As the blockade shut down its ports, the Confederacy asked Britain for help in protecting its ships. The British, however, refused this

request. As a result, the South could not export its cotton to Europe, nor could it import needed supplies.

Dividing the Confederacy Early in 1862, Union forces moved to divide the Confederacy by gaining control of the Mississippi River. In April, Union admiral David Farragut led 46 Union ships up the Mississippi River to New Orleans. This was the largest American fleet ever assembled. In the face of such overwhelming force, the city surrendered without firing a shot.

Meanwhile, Union forces headed by General Ulysses S. Grant began moving south toward the Mississippi from Illinois. In 1862, Grant won a series of victories that put Kentucky and much of Tennessee under Union control. A general of remarkable determination, Grant refused to accept any battle outcome other than unconditional (total) surrender. For this reason, U.S. Grant was known to his men as "Unconditional Surrender" Grant.

Attacking Richmond That same year, Union general George McClellan sent 100,000 men by ship to capture Richmond. Again, a Union victory seemed certain. But despite being outnumbered, Confederate forces stopped the Union attack in a series of well-fought battles. Once more, Richmond was saved.

The Battle of Antietam At this point, General Robert E. Lee, the commander of the Confederate forces, did the unexpected. He sent his troops across the Potomac River into Maryland, a slave state that remained in the Union. Lee hoped that this show of strength might persuade Maryland to join the Confederacy. He also hoped that a Confederate victory on Union soil would convince European nations to support the South.

On a crisp September day in 1862, Confederate and Union armies met near the little town of Sharpsburg along Antietam Creek. All day long,

McClellan's troops pounded Lee's badly outnumbered forces. The following day, Lee pulled back to Virginia.

McClellan claimed Antietam as a Union victory. But many who fought there saw the battle as "a defeat for both armies." Of the 75,000 Union troops who fought at Antietam, about 2,100 were killed. Another 10,300 were wounded or missing. Of the 52,000 Confederates who fought at Antietam, about 2,770 lost their lives, while 11,000 were wounded or missing. In that single day of fighting, more Americans were killed than in the War of 1812 and the Mexican War combined. The Battle of Antietam was the bloodiest day of the war.

The New Realities of War The horrifying death toll at Antietam reflected the new realities of warfare. In past wars, battles had been won in hand-to-hand combat using bayonets. During the Civil War, improved weapons made killing at a distance much easier. Rifles, which replaced muskets, were accurate over long distances. Improved cannons and artillery also made it easier for armies to rain down death on forces some distance away. As a result, armies could meet, fight, bleed, and part without either side winning a clear victory.

Unfortunately, medical care was not as advanced as weaponry. Civil War doctors had no understanding of the causes of infections. Surgeons operated in dirty hospital tents with basic instruments. Few bothered to wash their hands between patients. As a result, infections spread rapidly from patient to patient. The hospital death rate was so awful that soldiers often refused medical care. An injured Ohio soldier wrote that he chose to return to battle rather than see a doctor, "thinking that I had better die by rebel bullets than Union Quackery [unskilled medical care]."

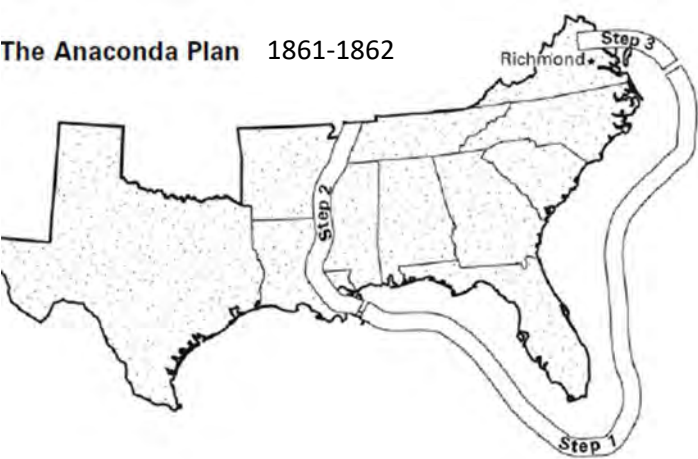
As staggering as the battle death tolls were, far more soldiers died of diseases than wounds. Unsanitary (unclean) conditions in army camps were so bad that about three men died of typhoid, pneumonia, and other diseases for every one who died in battle. As one soldier observed, "these big battles [are] not as bad as the fever."



Medical care was shockingly poor during the Civil War. Surgeries were performed without anesthetics. Thousands of soldiers died from infections or disease. Nevertheless, nurses performed heroically as they cared for the sick and wounded.

22.4 Antietam: A Bloody War

1. What had the Union Army and Navy done in 1861-1862 to put each of the 3 steps of the Anaconda plan into action?



What had been done for step 1?

What had been done for step 2?

What had been done for step 3?

2. What did Lee do at this point in the war? Why did he do this?

3. Describe what happens in the battle of Antietam

4. Casualty counts for both armies

	Number of Troops	Number Killed	Number wounded or missing
Union			
Confederacy			

Many Soldiers who fought in the battle of Antietam saw it as a defeat for both armies. Why? Cite statistic from the chart above to support your answer

5. Give 3 reasons (found in 3 separate paragraphs) why the death toll for soldiers in the Civil War was so high. Circle the reason that was the most deadly



In this illustration, slaves are pictured waiting for the Emancipation Proclamation. While the proclamation had little immediate effect, it meant the Union was now fighting to end slavery.

emancipation: the act of freeing people from slavery

draft: a system for requiring citizens to join their country's armed forces

21.5 Gettysburg: A Turning Point

While neither side won the battle of Antietam, it was enough of a victory for Lincoln to take his first steps toward ending slavery. When the Civil War began, Lincoln had resisted pleas from abolitionists to make **emancipation**, or the freeing of slaves, a reason for fighting the Confederacy. He himself opposed slavery. But the purpose of the war, he said, "is to save the Union, and is not either to save or destroy slavery."

The Emancipation Proclamation As the war dragged on, Lincoln changed his mind. Declaring an end to slavery, he realized, would discourage Europeans who opposed slavery from assisting the Confederacy. Freeing slaves could also deprive the Confederacy of a large part of its workforce.

On January 1, 1863, President Lincoln issued the Emancipation Proclamation. The proclamation, or formal order, declared slaves in all Confederate states to be free. This announcement had little immediate effect on slavery. The Confederate states simply ignored the document. Slaves living in states loyal to the Union were not affected by the proclamation.

Still, the Emancipation Proclamation changed the war from a fight to save the Union into a crusade for freedom. "The time came," Lincoln said later, "when I felt that slavery must die [so] that the nation might live."

The Draft Meanwhile, both the North and the South had run out of volunteers to fill their armies. In 1862, the Confederacy passed the nation's first **draft** law. This law said that all white men aged 18 to 35 could be called for three years of military service. A year later, the North passed a similar law that drafted men aged 20 to 45.

Under both laws, a drafted man could avoid the army by paying a substitute to take his place. This provision led to charges that the conflict was "a rich man's war and a poor man's fight."

The Battle of Gettysburg The need to pass draft laws was a sign that both sides were getting tired of war. Still, in the summer of 1863, Lee felt confident enough to risk another invasion of the North. He hoped to capture a northern city and help convince the weary North to seek peace.

Union and Confederate troops met on July 1, 1863, west of Gettysburg, Pennsylvania. The Union troops, about 90,000 strong, were led by newly appointed General George C. Meade. After a brief skirmish, they occupied four miles of high ground along an area known as Cemetery Ridge. About a mile to the west, some 75,000 Confederate troops gathered behind Seminary Ridge.

The following day, the Confederates attempted to find weak spots in the Union position. But the Union lines held firm. On the third day, Lee ordered an all-out attack on the center of the Union line. Cannons filled

the air with smoke and thunder. George Pickett led 15,000 Confederate soldiers in a charge across the low ground separating the two forces.

Pickett's charge marked the northernmost point reached by southern troops during the war. But as the rebels pressed forward, Union gunners opened great holes in their advancing lines. Those brave men who managed to make their way to Cemetery Ridge were struck down by Union troops in hand-to-hand combat.

The losses at Gettysburg were staggering. More than 17,500 Union soldiers and 23,000 Confederate troops were killed or wounded in three days of battle. Lee, who lost about a third of his army, withdrew to Virginia. From this point on, he would only wage a defensive war on southern soil.

Opposition on the Union Home Front Despite the victory at Gettysburg, Lincoln faced a number of problems on the home front. One was opposition to the war itself. A group of northern Democrats were far more interested in restoring peace than in saving the Union or ending slavery. Republicans called these Democrats "Copperheads" after a poisonous snake with that name.

Other northerners opposed the war because they were sympathetic to the Confederate cause. When a pro-slavery mob attacked Union soldiers marching through Maryland, Lincoln sent in troops to keep order. He also used his constitutional power to suspend, or temporarily discontinue, the right of **habeas corpus**. During the national emergency, citizens no longer had the right to a trial before being jailed. People who were suspected of disloyalty were jailed without trial.

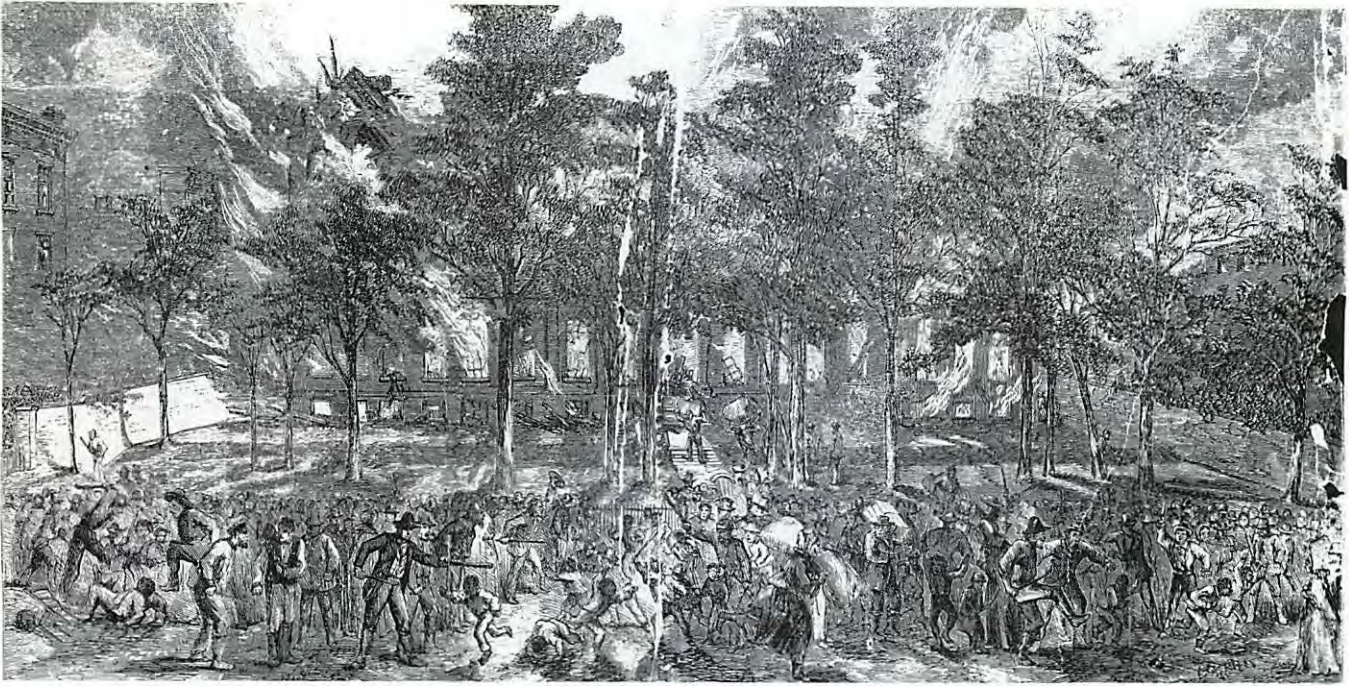
Draft Riots The Union draft law was passed just two months after Lincoln issued the Emancipation Proclamation. It also created opposition to the war. Some northerners resented being forced to fight to end slavery. Others protested that the new law "converts the Republic into one grand military dictatorship."

When the federal government began calling up men in July 1863, a riot broke out in New York City. For four days, crowds of angry white New

habeas corpus: a written order from a court that gives a person the right to a trial before being jailed

On July 3, 1863, General George Pickett led 15,000 Confederate troops in a charge against the Union lines. Row after row of Confederate soldiers fell under a rain of bullets until they finally retreated.





During the draft riots, white workers attacked free blacks. The whites feared African Americans would take their jobs and resented being forced to fight a war to end slavery. Almost 100 African Americans died during the four days of riots.

Yorkers burned draft offices and battled police. But their special targets were African Americans. Almost 100 black New Yorkers died as mobs attacked black boardinghouses, a black church, and a black orphanage. The rioting finally stopped when troops fresh from Gettysburg restored order.

Lincoln's Gettysburg Address Four months after the draft riots, President Lincoln traveled to Gettysburg. Thousands of the men who died there had been buried in a new cemetery overlooking the battlefield. Lincoln was among those invited to speak at the dedication of this new burial ground.

After an hour-long talk by another speaker, Lincoln rose and spoke a few words. Many of the 15,000 people gathered on Cemetery Ridge could not hear what he had to say. But the nation would never forget Lincoln's Gettysburg Address.

The president reminded his audience that the war was testing whether a nation "conceived in liberty, and dedicated to the proposition that all men are created equal...can long endure." He spoke of those who had died defending that ideal.

"The world will little note, nor long remember what we say here," he said, "but it can never forget what they did here." Finally, the president called on Americans to remain

dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain— that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

22.5 Gettysburg: A Turning Point

- 1. What did the Confederate retreat at Antietam, allow Lincoln to do?
- 2. What did Lincoln make the purpose of the war when it began?

3. Complete the Diagram below with information about the Emancipation Proclamation

Lincoln’s Reasons for issuing the Proclamation	What was the Emancipation Proclamation?	Effects of issuing the Proclamation
1		1
2		2

- 4. What did Lee do in the summer of 1863? Why?
- 5. Describe the events of the Battle of Gettysburg that happened July 1, 1863
- 6. Describe the events of the Battle of Gettysburg that happened July 2, 1863
- 7. Describe the events of the Battle of Gettysburg that happened July 3, 1863 (include what George Pickett did and whether he was successful)

8. **What was the result of this battle? How did it change the war?**
9. Why were Northern Democrats (Cooperheads) opposed to the war?
10. Why were some northerners in Maryland opposed to the war? How did Lincoln act to control this group when they turned violent?
11. Why did Lincoln go to Gettysburg in 1863?
12. Write a quote from the Gettysburg Address that show how Lincoln connected his speech to the Declaration of Independence
13. Why do you think Lincoln spoke about the war in words that echoed the Declaration of Independence? What effect would this have on listeners?

Understanding the Primary Text: What Does It Say?

Student Name _____ Date _____

Abraham Lincoln, “The Gettysburg Address” (November 19, 1863):

<http://www.loc.gov/exhibits/gadd/images/Gettysburg-2.jpg>

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

Understanding the Primary Text: What Does It Say?

Student Name _____ Date _____

Directions: After re-reading Abraham Lincoln's "Gettysburg Address" (November 19, 1863), answer the following questions in the space provided.

Questions	Answers
Why does Lincoln begin his eulogy to the soldiers buried at Gettysburg with a reference to "Four score and seven years ago"? (Hint: What significant event happened in America eighty-seven years before 1863?)	
The Declaration of Independence says "all men are created equal" is a "self-evident" truth, suggesting that human equality is obvious to any unbiased person. Why does Lincoln at Gettysburg call human equality a "proposition," meaning something that needs to be proven? (Hint: What does the Civil War suggest about American convictions regarding human equality??	
What does Lincoln mean by calling the Civil War a test of the ability of the nation to "long endure"?	

<p>What does Lincoln say is the best way for the living to honor the dead at Gettysburg? (Hint: How does Lincoln use the idea of dedication to shift his audience from the ceremony at the battlefield cemetery to the audience's responsibility once the ceremony is over?)</p>	
<p>What is "the unfinished work" or "great task remaining before" his audience, the American people?</p>	
<p>What is "the cause" for which the soldiers buried at Gettysburg "gave the last full measure of devotion"?</p>	
<p>What is "the new birth of freedom" Lincoln calls for, and how does it differ from the nation's original birth? (Hint: Who were the main beneficiaries of the original birth of freedom in 1776, and who does Lincoln think will experience the new birth of freedom if the federal military wins the war?)</p>	

Extending the Lesson

Student Name _____ Date _____

Further Consideration of the “Central Act” of Lincoln’s Presidency

Abraham Lincoln, “Final Emancipation Proclamation” (January 1, 1863):

http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html

By the President of the United States of America:

A PROCLAMATION.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

“That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

“That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States.”

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. Johns, St. Charles, St. James, Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New-Orleans) Mississippi, Alabama, Florida, Georgia, South-Carolina, North-Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the

counties of Berkley, Accomac, Northampton, Elizabeth-City, York, Princess Ann, and Norfolk, including the cities of Norfolk & Portsmouth); and which excepted parts are, for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN

Extending the Lesson

Student Name _____ Date _____

Further Consideration of the “Central Act” of Lincoln’s Presidency

Directions: After reading the complete text of Abraham Lincoln’s “Final Emancipation Proclamation” (January 1, 1863), answer the following questions in the space provided.

Questions	Answers
Which slaveholding states did the Emancipation Proclamation apply to, and which slaveholding states were not included in this proclamation? (Hint: Ten slaveholding states were covered by the Emancipation Proclamation and five slaveholding states were not covered.)	
Why did the Emancipation Proclamation not apply to all the slaveholding states? What did a slaveholding state have to do (by January 1, 1863) to avoid having their slaves freed under the Emancipation Proclamation?	
According to the Emancipation Proclamation, what authority did Lincoln have to free certain slaves and for what constitutional purpose?	

<p>Contrasting the Emancipation Proclamation with the Gettysburg Address, which sounds more eloquent? What explains this difference? (Hint: think about the different aims of the documents and the different occasions that moved Lincoln to write them.)</p>	
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21.6 Vicksburg: A Besieged City

The Civil War was a war of many firsts for both sides. It was the first American war to use railroads to move troops and to keep them supplied. It was the first war in which telegraphs were used to communicate with distant armies. It was the first conflict to be recorded in photographs. It was also the first to see combat between armor-plated steamships.

The *Merrimac* and the *Monitor*

Early in the war, Union forces withdrew from the navy yard in Norfolk, Virginia. They left behind a warship named the *Merrimac*. The Confederacy began the war with no navy. They covered the wooden *Merrimac* with iron plates and added a powerful ram to its prow.

In response, the U.S. Navy built its own ironclad ship. Completed in less than 100 days, the *Monitor* had a flat deck and two heavy guns in a revolving turret. It was said to resemble a “cheese box on a raft.”

In March 1862, the *Merrimac*, which the Confederates had renamed the *Virginia*, steamed into Chesapeake Bay. With cannonballs harmlessly bouncing off its sides, the iron monster destroyed three wooden ships and threatened the entire blockade fleet.

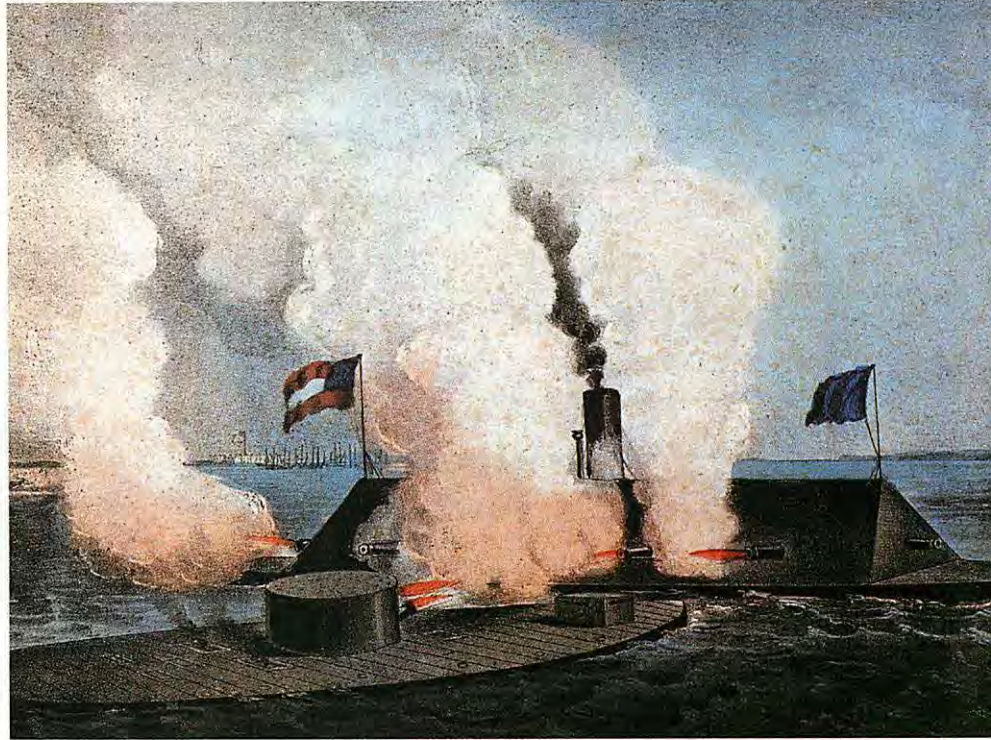
The next morning, the *Virginia* was met by the *Monitor*. The two ironclads exchanged shots for four hours before withdrawing. Neither could claim victory, and neither was harmed.

The battle of the *Merrimac* and the *Monitor* proved that “wooden vessels cannot contend with iron-clad ones.” After that, both sides added ironclads to their navies. But the South was never able to build enough ships to threaten the Union blockade of southern harbors.

Control of the Mississippi Ironclads were also part of the Union’s campaign to divide the South by taking control of the Mississippi River. After seizing New Orleans in 1862, Admiral Farragut moved up the Mississippi to capture Baton Rouge and Natchez. At the same time, other Union ships gained control of Memphis, Tennessee.

The Union now controlled both ends of the Mississippi. The South could no longer move men or material up and down the river. But neither could the North as long as the Confederates continued to control one key location—Vicksburg, Mississippi.

The Granger Collection, New York



In 1862, the *Monitor* and the *Merrimac*, two ironclad ships, fought to a standstill. Nevertheless, the battle between the two signaled the end of wooden warships.



For more than a month, Union forces bombarded Vicksburg with an average of 2,800 shells a day. Forced to eat horses, mules, dogs, and rats, the defenders finally surrendered.

into the hillsides for protection. To survive, they ate horses, mules, and bread made of corn and dried peas. “It had the properties of India rubber,” said one Confederate soldier, “and was worse than leather to digest.”

Low on food and supplies, Vicksburg surrendered on July 4, 1863. The Mississippi was a Union waterway, and the Confederacy was divided.

Problems on the Confederate Home Front As the war raged on, life in the South became grim. Because of the blockade, imported goods disappeared from stores. What few items were available were extremely expensive.

Unable to sell their tobacco and cotton, farmers planted food crops instead. Still, the South was often hungry. Invading Union armies destroyed crops. They also cut rail lines, making it difficult to move food and supplies to southern cities and army camps.

As clothing wore out, southerners made do with patches and rough, homespun cloth. At the beginning of the war, Mary Boykin Chesnut had written in her journal of well-dressed Confederate troops. By 1863, she was writing of soldiers dressed in “rags and tags.”

By 1864, southern troops were receiving letters like this one: “We haven’t got nothing in the house to eat but a little bit o’ meal. I don’t want to you to stop fighting them Yankees...but try and get off and come home and fix us all up some.” Many soldiers found it hard to resist such pleas, even if going home meant deserting their units.

Vicksburg The town of Vicksburg was located on a bluff above a hairpin turn in the Mississippi River. The city was easy to defend and difficult to capture. Whoever held Vicksburg could, with a few well-placed cannons, control movement on the Mississippi. But even Farragut had to admit that ships “cannot crawl up hills 300 feet high.” An army would be needed to take Vicksburg.

In May 1863, General Grant battled his way to Vicksburg with the needed army. For six weeks, Union gunboats shelled the city from the river while Grant’s army bombarded it from land. Slowly but surely, the Union troops burrowed toward the city in trenches and tunnels.

As shells pounded the city, people in Vicksburg dug caves

22.6 Vicksburg: A Besieged City

1. Identify 4 technological firsts that occurred in the Civil War
2. What were the Merrimac and Monitor? What happened when the two met in battle?
3. What was the result of this battle?
4. How were ironclads used by the Union to gain control of the Mississippi river?
5. What was the importance of Vicksburg?
6. Describe the steps the Union took in its attack on Vicksburg
7. As the war dragged on, many civilians in the South were suffering. Identify 4 hardships they faced

Harriet Tubman (c. 1822-1913)
CIVIL WAR SPY!

FIRST! Watch the video here: <https://tinyurl.com/uuvfypq>

As you watch the video, fill in the graphic organizer below:

Obstacles Tubman Overcame	Tubman's Accomplishments

AFTER WATCHING THE VIDEO, ANSWER THE QUESTIONS BELOW:

1. What do you think motivated Harriet Tubman to return to the South numerous times to help people escape enslavement?
2. What were some of the many risks she faced when making these journeys?

4. Why do you think that Harriet Tubman was an effective spy during the Civil War? What skills and characteristics did she possess that made her so effective?

5. What additional obstacles would Tubman have faced as a woman during this time period? How do you think she overcame these obstacles?

6. Why do you think Harriet Tubman is considered an American hero? Give two pieces of evidence to support your claim.



Harriet Tubman Written Primary Source Activity

Rochester, August 29, 1868

Dear Harriet:

I am glad to know that the story of your eventful life has been written by a kind lady, and that the same is soon to be published. You ask for what you do not need when you call upon me for a word of commendation. I need such words from you far more than you can need them from me, especially where your superior labors and devotion to the cause of the lately enslaved of our land are known as I know them. The difference between us is very marked. Most that I have done and suffered in the service of our cause has been in public, and I have received much encouragement at every step of the way. You, on the other hand, have labored in a private way. I have wrought in the day – you in the night. I have had the applause of the crowd and the satisfaction that comes of being approved by the multitude, while the most that you have done has been witnessed by a few trembling, scarred, and foot-sore bondmen and women, whom you have led out of the house of bondage, and whose heartfelt, “God bless you,” has been your only reward. The midnight sky and the silent stars have been the witnesses of your devotion to freedom and of your heroism....Much that you have done would seem improbable to those who do not know you as I know you. It is to me a great pleasure and a great privilege to bear testimony for your character and your works, and to say to those to whom you may come, that I regard you in every way truthful and trustworthy.

Your friend,

Frederick Douglass

1. Why do you think a “kind lady” wrote Harriet Tubman’s life story instead of Tubman herself?
2. What request had Tubman made of Frederick Douglass?
3. According to Douglass, what were the significant differences between his work and hers?

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-
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4. Douglass compares his work against slavery to Tubman's. What are some of the differences he points out?
5. Why was it important that Harriet Tubman be viewed as "truthful and trustworthy"?

21.7 Fort Wagner: African Americans Join the War

Early in the war, abolitionists had urged Congress to recruit African Americans for the army. But at first, most northerners regarded the conflict as “a white man’s war.” Congress finally opened the door to black recruits in 1862. About 186,000 African Americans, many of them former slaves, enlisted in the Union army. Another 30,000 African Americans joined the Union navy.

The Massachusetts 54th Regiment Massachusetts was one of the first states to organize black regiments. The most famous was the 54th Massachusetts Infantry, commanded by Colonel Robert Gould Shaw. Two of the 54th Infantry’s 1,000 soldiers were sons of Frederick Douglass.

The men of the Massachusetts 54th were paid less than white soldiers. When the black soldiers learned this, they protested the unequal treatment by refusing to accept any pay at all. In a letter to Lincoln, Corporal James Henry Gooding asked, “Are we soldiers or are we laborers?... We have done a soldier’s duty. Why can’t we have a soldier’s pay?” At Lincoln’s urging, Congress finally granted black soldiers equal pay.

After three months of training, the Massachusetts 54th was sent to South Carolina to take part in an attack on Fort Wagner. As they prepared for battle, the men of the 54th faced the usual worries of untested troops. But they also faced the added fear that if captured, they might be sold into slavery.

African American soldiers demonstrated their courage during their attack on Fort Wagner. The 54th Massachusetts Infantry charged across 200 yards of open beach in their effort to reach the fort. The regiment withdrew after almost half of their men were lost.

African Americans at War The assault on Fort Wagner was an impossible mission. To reach the fort, troops had to cross 200 yards of open, sandy beach. Rifle and cannon fire poured down on them. After losing nearly half of their men, the survivors of the 54th regiment pulled back. But their bravery won them widespread respect.

During the war, 166 African American regiments fought nearly 500 battles. Black soldiers often received little training, poor equipment, and less pay than white soldiers. They also risked death or enslavement if captured. Still, African Americans fought with great courage to save the Union and to end slavery forever.



HISTORY X MEDIA X CULTURE

AFRICAN AMERICAN SOLDIERS AND THE AMERICAN CIVIL WAR

Explore and question how African Americans soldiers fighting in the Civil War are represented in film compared to historical accounts.

Media in Focus:

Glory (1989)

Lincoln (2012)



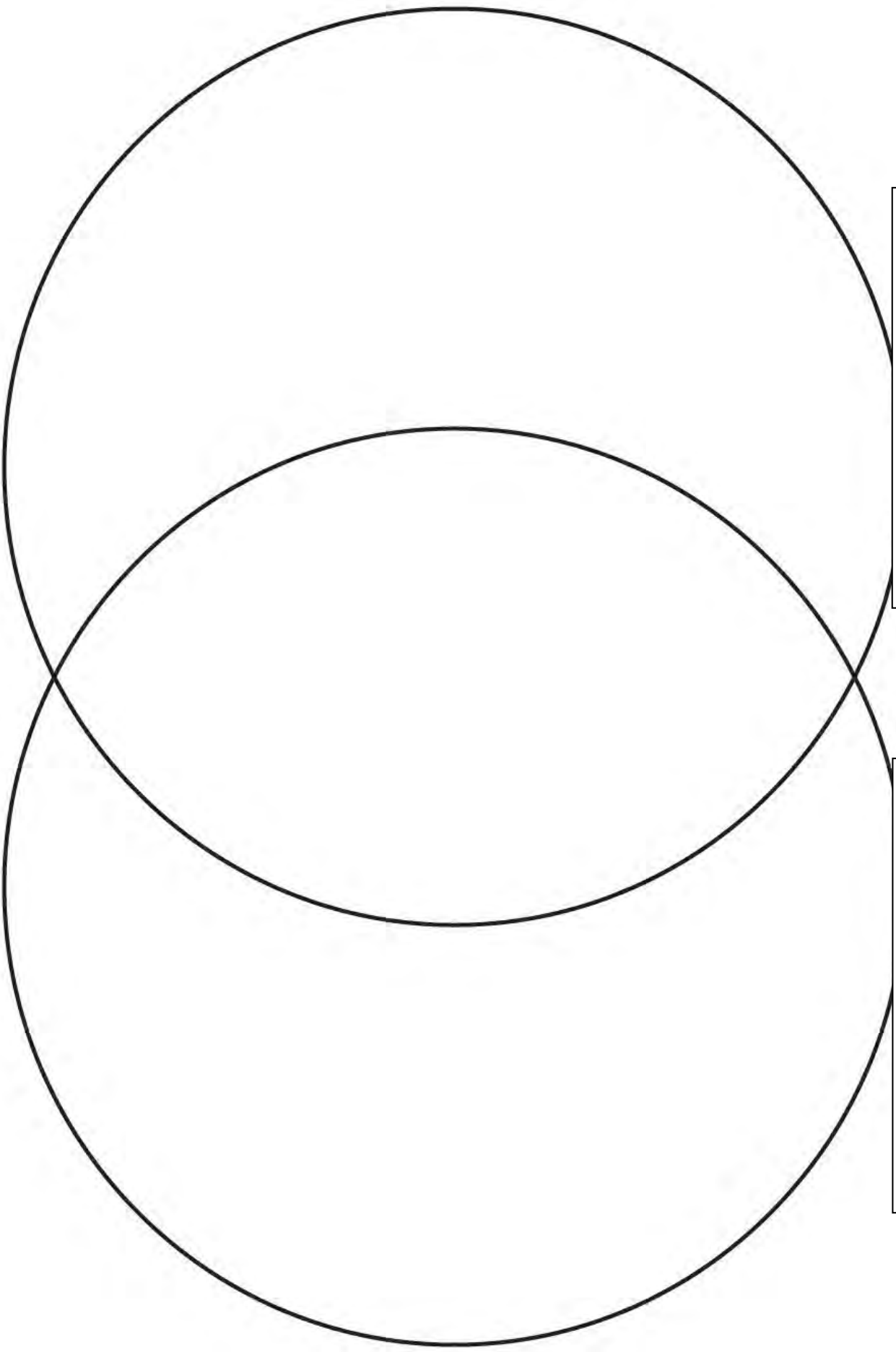
NATIONAL MUSEUM
of AFRICAN AMERICAN
HISTORY & CULTURE

This is a video-based lesson. Go to <https://tinyurl.com/skbbugx> to complete the lesson and answer the questions on the following pages.

1. On the following page, use the Venn Diagram to compare and contrast the portrayal of African-American soldiers in *Glory* vs. in *Lincoln*.

Portrayal of Black soldiers in the movie *Glory*

Portrayal of Black soldiers in the movie *Lincoln*

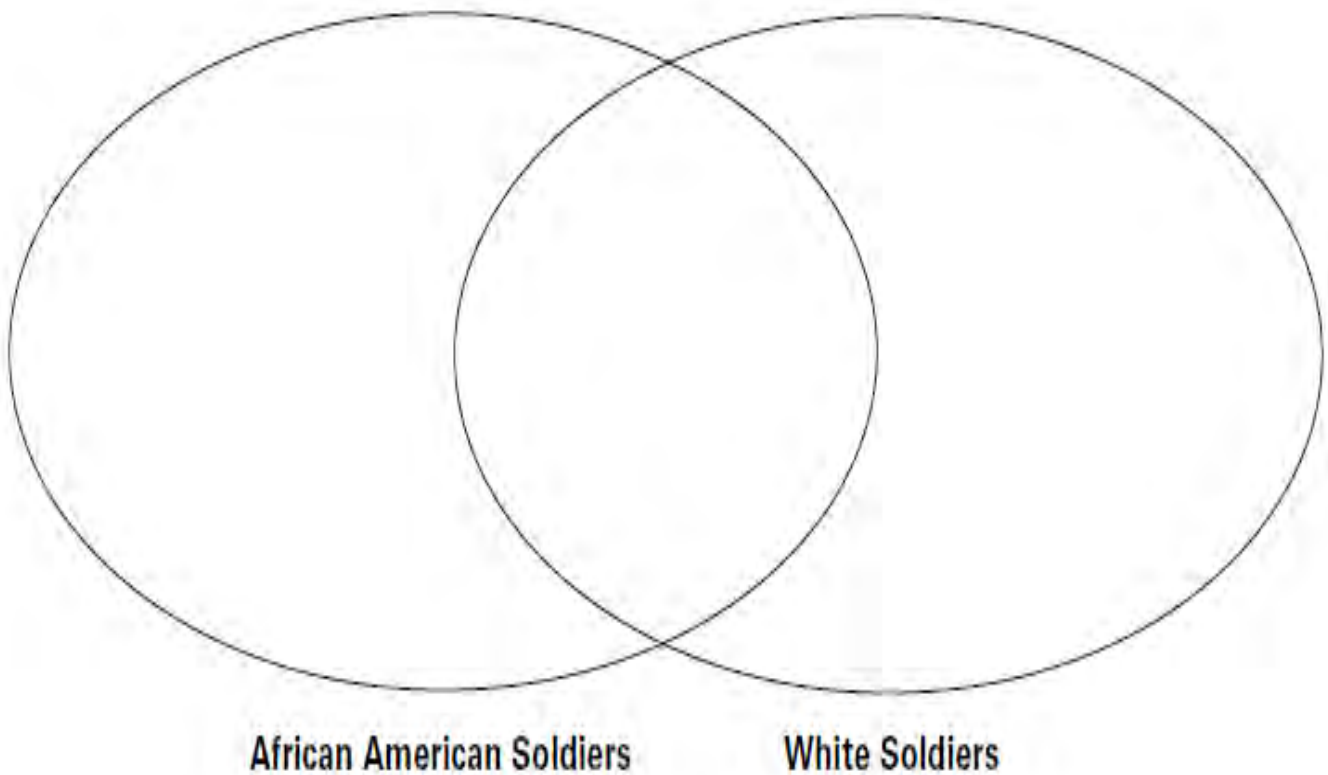


2. What did you think about the portrayal of African American soldiers in *Glory*? How did the movie compare to the primary sources?
3. What does the movie *Glory* teach us about the experience of African American soldiers in the Civil War?
4. What did you think about the portrayal of African American soldiers in *Lincoln*? How did the movie compare to the primary sources?
5. What does the movie *Lincoln* teach us about the experience of African American soldiers in the Civil War?

6. Did you notice any stereotypes about African Americans use in these films? Did the movies try to challenge the stereotypes? Or did the movies continue the stereotypes? Give an example to prove your point.
7. Why are films like Lincoln and Glory important today?
8. What is one thing you would have added or removed from each film? Explain your choice.
9. Would you recommend these films? Why or why not

22.7 Fort Wagner: African Americans and the War

1. Why couldn't African American fight in the war until 1862? What was announced in 1862 to change this?
2. Who were the Massachusetts 54th Regiment?
3. What happened to them at Fort Wagner?
4. Fill in the Venn diagram to compare the experience of African Americans soldiers and white soldiers in the Union Army. Give 2 important similarities and identify 4 key differences.





In 1864, Lincoln gave command of all Union forces to Ulysses S. Grant. Grant believed in using his larger army to wear down the enemy regardless of the casualties that his own forces suffered.

21.8 Appomattox: Total War Brings an End

During the first years of the war, Lincoln had searched for a commander who was willing to fight the Confederates. None of his commanders caused him more frustration than George McClellan. After the failure of the Union army at the Battle of Bull Run, General McClellan continued to train his force, but refused to risk them in battle. When his patience had reached its limits, Lincoln wrote the following letter:

My dear McClellan:

*If you are not using the army,
I should like to borrow
it for a while.*

*Yours respectfully,
A. Lincoln*

Grant Takes Charge The president finally found the leader he needed in General Grant. Grant's views on war were quite straightforward: "The art of war is simple enough. Find out where your enemy is. Get at him as soon as you can. Strike him as hard and as often as you can, and keep moving on."

Using this strategy, Grant mapped out a plan for ending the war. He would lead a large force against Lee to capture Richmond. At the same time, General William Tecumseh Sherman would lead a second army into Georgia to take Atlanta.

On to Richmond In May 1864, Grant invaded Virginia with a force of more than 100,000 men. They met Lee's army of 60,000 in a dense forest known as "The Wilderness." In two days of fierce fighting, Grant lost 18,000 men. Despite these heavy losses, Grant would not retreat. "I propose to fight it out along this line," he said, "if it takes all summer." He followed Lee's army to Cold Harbor, where he lost 7,000 men in 15 minutes of fighting.

By the time the two forces reached Petersburg, a railroad center 20 miles south of Richmond, Grant's losses almost equaled Lee's entire army. But he was able to reinforce his army with fresh troops. Lee, who had also suffered heavy losses, could not.

Total War Grant believed in total war—war on the enemy's will to fight and its ability to support an army. With his army tied down in northern Virginia, Grant ordered General Philip Sheridan to wage total war in Virginia's grain-rich Shenandoah Valley. "Let that valley be so left that crows flying over it will have to carry their rations long with them," ordered Grant.

In May 1864, General Sherman left Tennessee for Georgia with orders to inflict "all the damage you can against their war resources." In September, he reached Atlanta, the South's most important rail and manufacturing center. His army set the city ablaze.

The Reelection of Lincoln Any hope of victory for the South lay in the defeat of President Lincoln in the election of 1864. The northern Democrats nominated General George McClellan to run against Lincoln. Knowing that the North was weary of war, McClellan urged an immediate end to the conflict.

During most of the campaign, Lincoln doubted he would be reelected. Grant seemed stuck in northern Virginia. The large numbers of casualties suffered by his forces appalled many voters. Worse yet, there was no end to the conflict in sight.

Luckily for Lincoln, Sheridan's destruction of the Shenandoah Valley and Sherman's capture of Atlanta came just in time to rescue his campaign. These victories changed northern views of Lincoln and his prospects for ending the war. Lincoln was reelected in November 1864 and inaugurated the following March.

Sherman's March through Georgia After burning Atlanta, Sherman marched his army toward Savannah, promising to "make Georgia howl." His purpose was to destroy the last untouched supply base for the Confederacy.

During Sherman's march through Georgia, his troops destroyed everything they found of value. Fields were trampled or burned. Houses were ransacked (robbed). Hay and food supplies were burned. Roads were lined with dead horses, hogs, and cattle that his troops could not eat or carry away. Everything useful in a 60-mile-wide path was destroyed.

In December 1864, Sherman captured Savannah, Georgia. From there, he turned north and destroyed all opposition in the Carolinas. Marching 425 miles in 50 days, he reached Raleigh, North Carolina, by March 1865. There he waited for Grant's final attack on Richmond.

The End at Appomattox For nine months, Grant's forces battered Lee's army at Petersburg, the gateway to Richmond. On April 1, 1865, the Union forces finally broke through Confederate lines to capture the city. Two days later, Union troops marched into Richmond.

General Sherman, a believer in total war, cut a path of destruction through Georgia. The photograph below shows the burned ruins of Atlanta.





General Lee surrendered to General Grant at Appomattox Courthouse in Virginia. Grant was generous to Lee's soldiers, sending food to the troops and allowing them to keep their horses and mules.

Grant's soldiers moved quickly to surround Lee's army. Lee told his officers, "There is nothing left for me to do but go and see General Grant, and I would rather die a thousand deaths."

A Noble Surrender On April 9, 1865, General Lee, in full dress uniform, arrived at Wilmer McLean's house in the village of Appomattox Courthouse. He was there to surrender his army to General Grant. The Union general met him in a mud-splattered and crumpled uniform.

Grant's terms of surrender were generous. Confederate soldiers were to be allowed to go home if they promised to fight no longer. They could take with them their own horses and mules, which they would need for spring plowing. Officers could keep their swords and weapons. Grant also ordered that food be sent to Lee's half-starved men. Lee accepted the terms.

As Lee returned to his headquarters, Union troops began to shoot their guns and cheer wildly. Grant told them to stop celebrating. "The war is over," he said, "the rebels are our countrymen again."

The Costs of War The bloodiest war in the nation's history had ended at last. The Union had been saved and slavery abolished—but at horrifying costs. Billions of dollars had been spent on the conflict. Almost every family had lost a member, a relative, or a friend. More than 620,000 Union and Confederate soldiers lay dead in their graves. Thousands more came home missing an arm or a leg. In addition, the South had been devastated.

For President Lincoln, the end of the war was a happy day. "Thank god I have lived to see this," he said. "I have been living a nightmare for four years, and now the nightmare is over."

22.8 Appomattox: Total War Brings an End

1. Who did Lincoln finally find to lead the army to victory? When was he put in charge of Union troops?
2. What was Grant's strategy to bring the war to an end? Why did he choose that strategy?
3. What happened to the number of Union troops in May 1864 as Grant invaded Virginia? Why didn't it matter?
4. Describe what General Grant meant by the term "Total War."
5. Do you believe that total war was an appropriate war strategy? Explain your reasoning.
6. Explain what happened from Atlanta, Georgia all the way to Savannah.
7. How would you feel if you were a citizen of Georgia during this attack? Explain.
8. What happened April 1, 1865?
9. What happened April 9, 1865?
10. Where did this happen?

11. What Generals were there when it happened?
12. What were the terms of the surrender?
13. Why did Grant order his men to stop celebrating?
14. In what ways was a new country created as a result of the war?
15. What were the costs of this war? (list 4)
16. Which conflicts were solved by the war?
17. Which conflicts would continue after the war?
18. **What issues or conflicts from the Civil War era are still affecting the United States today? Give an example.**

WEEK 2

The Reconstruction Era

22.1 Introduction

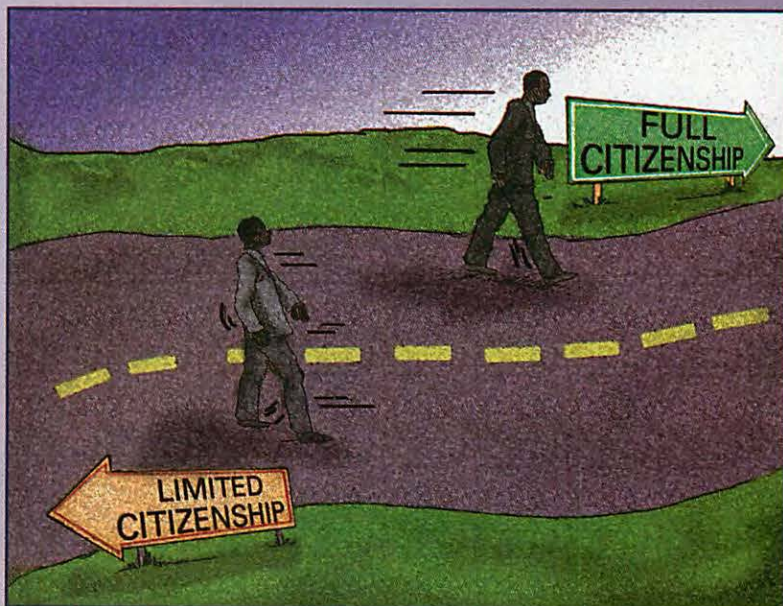
By the end of the Civil War, Americans longed for peace. But what kind of peace? One that punished the South for its rebellion? A peace that helped rebuild the devastated region? A peace that helped the four million African Americans freed from slavery become full and equal citizens? In his second inaugural address, delivered in 1865, President Abraham Lincoln spoke of a healing peace.

With malice [hatred] toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and orphan, to do all which may achieve and cherish [hold dear] a just and lasting peace.

The nation would never know how Lincoln planned to achieve such a peace. On April 14, 1865, just five days after the war ended, the president was assassinated (murdered) while attending a play at Ford's Theater in Washington, D.C. His murderer was an actor named John Wilkes Booth. Booth thought that killing Lincoln would somehow save the Confederacy.

With Lincoln dead, the task of healing the nation's wounds fell to Vice President Andrew Johnson. **Reconstruction**, or rebuilding the South and bringing the southern states back into the Union, would not be easy. For while the nation was united again, Americans remained deeply divided.

As you read about how Reconstruction was carried out, think about Lincoln's dream of "a just and lasting peace." Did the end of the war and of slavery lead to a peace based on liberty and justice for all? Or was Reconstruction just the first stage in a long and difficult struggle for equal rights for all Americans?



Graphic Organizer: Visual Metaphor

You will use this visual metaphor of a road to understand African Americans' struggle to gain full rights as citizens during Reconstruction.

Introduction Questions

- 1. Put yourself in the shoes of a person who has been emancipated from slavery in the South at the end of the Civil War. What changes do you hope for your new life? (Describe 3 ways you imagine your life will change now that you have your freedom.)**
- 2. What does it mean to be a full citizen of the United States? What can citizens do that non-citizens cannot?**
- 3. Make a Prediction: Do you think African American gained full citizenship during Reconstruction (the period after the Civil War)? Give evidence to support your opinion.**
- 4. What type of peace did Lincoln hope to achieve after the Civil War? Use text evidence from Lincoln's Second Inaugural Address to support your claim.**
- 5. What happened April 14, 1865?**

freedmen: African Americans who had been set free from slavery

During Reconstruction, former slaves were granted the right to marry and live with family members from whom they had been separated. Forms, such as this one, allowed freedmen to keep a record of their marriage and family.

22.2 Presidential Reconstruction

In May 1865, President Andrew Johnson announced his Reconstruction plan. A former Confederate state could rejoin the Union once it had written a new state constitution, elected a new state government, repealed its act of secession, canceled its war debts, and ratified the Thirteenth Amendment, which abolished slavery.

Republicans in Congress suggested that southern states should also be required to give freed slaves the right to vote. Johnson, a southerner from Tennessee, disagreed. “White men alone,” he said, “must manage the South.”

By the fall of 1865, every southern state had met the president’s requirements, and the Thirteenth Amendment became part of the Constitution. Presidential Reconstruction had begun.



The End of Slavery While new governments were being formed across the South, **freedmen**, as former slaves were called, were testing the meaning of freedom. For some, freedom meant choosing a new name for a new life. For others, it meant getting married and knowing that the marriage was not only legal, but could last “until death do us part.” Still others used their freedom to reunite scattered families.

Freedom brought problems as well as opportunities. Many freedmen began their new lives with nothing. Some were helped by their former masters. Others were left to fend for themselves. “The Yankee freed you,” said one angry planter to his former slaves. “Now let the Yankee feed you.”

The Freedmen’s Bureau Before the war ended, Congress established the Freedmen’s Bureau to assist former slaves. The bureau provided food and medical care to both blacks and whites in the South. It also built schools for freedmen who were desperate to get an education. Booker T. Washington, who learned to read in such a school, later wrote:

It was a whole race trying to go to school. Few were too young, and none too old, to make the attempt to learn. As fast as teachers could be secured, not only were day-schools filled, but night-schools as well.

Forty Acres and a Mule Along with education, freedmen were desperate for land to farm so that they could support themselves. During the war, Congressman Thaddeus Stevens called on Congress to break up the South's large plantations and give every freed slave "forty acres and a mule" as payment for years of unpaid labor. "We have turned, or are about to turn, loose four million slaves without a hut to shelter them or a cent in their pockets," argued Stevens. "If we do not furnish them with homesteads...we had better left them in bondage."

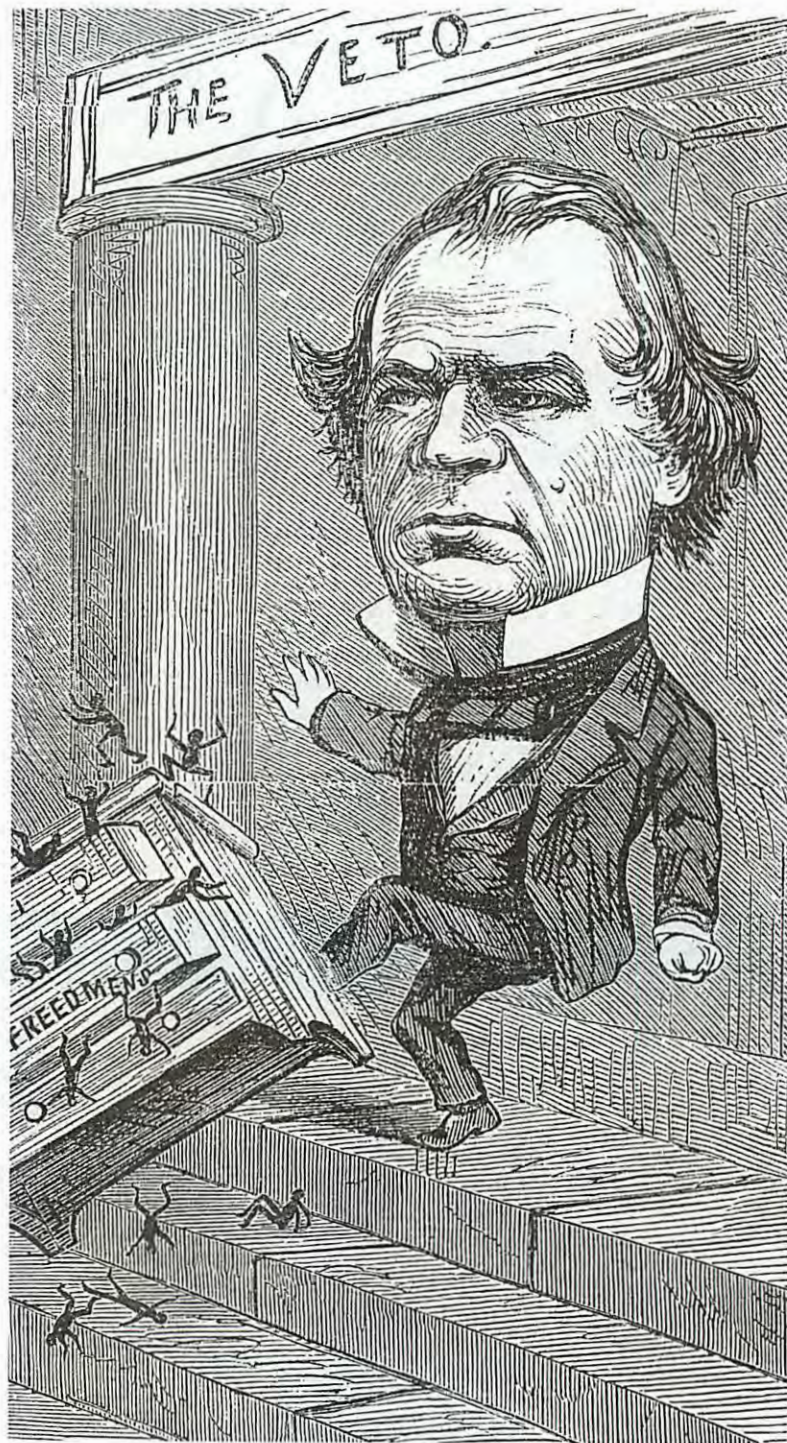
Congress, however, did not support Stevens' plan. Most lawmakers argued that taking planters' land without paying for it would be a violation of the Constitution, which protects people's property rights.

The Black Codes As new state governments took power in the South, Stevens and others in Congress were alarmed to see that they were headed by the same people who had led the South before the war—wealthy white planters. Once in office, these leaders began passing laws known as *black codes* to control their former slaves.

The black codes served three purposes. The first was to spell out the rights of freedmen. Generally, they were given the right to marry, to own property, to work for wages, and to sue in court. But other rights of citizenship (civil rights) were denied them. Blacks, for example, could not vote or serve on juries in the South.

The second purpose of the black codes was to help planters find workers to replace their slaves. The codes required freedmen to work. Those without jobs could be arrested and hired out to planters. The codes also limited freedmen to farmwork or jobs requiring few skills. African Americans could not enter many trades or start businesses.

The third purpose of the black codes was to keep freedmen at the bottom of the social order in the South. Most codes called for the segregation of blacks and whites in public places. Black children were not allowed to attend public schools. A Louisiana lawmaker defended this ban by saying that it made no sense to spend tax money to educate "any but the superior race of man—the White race."



The Granger Collection, New York

This political cartoon shows President Andrew Johnson using his veto to try to do away with the Freedmen's Bureau.

22.3 Congressional Reconstruction

As 1865 came to a close, President Johnson announced that Reconstruction was over. The southern states were ready to rejoin the Union. Republican leaders in Congress did not agree. These lawmakers believed that the South would not be reconstructed until freedmen were granted full rights of citizenship.

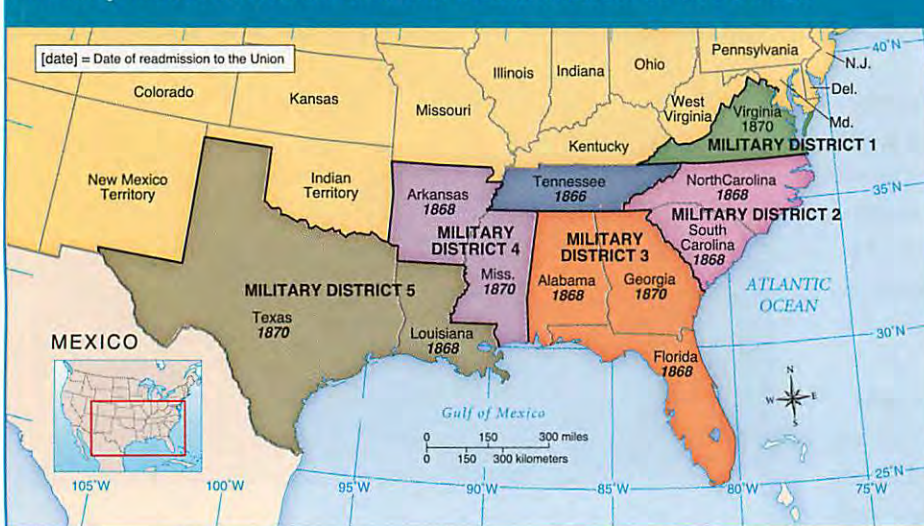
The following year, Congress enacted two bills designed to help freedmen. The first extended the life of the Freedmen's Bureau. The second was the **Civil Rights Act of 1866**. It struck at the black codes by declaring freedmen to be full citizens with the same rights as whites. Johnson declared both bills unconstitutional and vetoed them. An angry Congress overrode his vetoes.

civil rights: the rights that the Constitution entitles all people to as citizens, especially equal treatment under the law

The Fourteenth Amendment To further protect the rights of African Americans, Congress approved the Fourteenth Amendment. This amendment declared former slaves to be citizens with full civil rights. "No state," it said, "shall...deny to any person...the equal protection of the laws." This meant that state governments could not treat some citizens as less equal than others.

President Johnson opposed the Fourteenth Amendment and called on voters to throw Republican lawmakers out of office. Instead, Republican candidates won a two-thirds majority in both houses of Congress in the 1866 election. From that point on, Congress controlled Reconstruction.

Military Reconstruction and the Readmission of the South



Military Reconstruction Act

Early in 1867, the new Congress passed its own Military Reconstruction Act. Once again, it did so over Johnson's veto. This plan divided the South into five military districts, each governed by a general who was backed by federal troops. The state governments set up under Johnson's Reconstruction plan were declared illegal. New governments were to be formed by southerners loyal to the United States—both black and white.

Radical Republicans in Congress reorganized the South into the five military districts shown on this map.

Southerners who had supported the Confederacy were denied the right to vote.

Lawmakers also passed two acts designed to reduce Johnson's power to interfere with Congressional Reconstruction. The Command of the Army Act limited his power over the army. The Tenure of Office Act barred him from firing certain federal officials without the Senate's consent. President Johnson blasted both laws as unconstitutional. Then, to prove his point, he fired one of the officials protected under the Tenure of Office Act.

The Impeachment of Johnson The House of Representatives responded to Johnson's challenge by voting to impeach the president. Besides violating the Tenure of Office Act, Johnson was charged with bringing "the high office of the President of the United States into contempt, ridicule, and disgrace, to the scandal of all good citizens."

During his trial in the Senate, the president's lawyers argued that Johnson's only "crime" had been to oppose Congress. If he were removed from office for that reason, they warned, "no future President will be safe who happens to differ with a majority of the House and Senate."

Two thirds of the Senate had to find the president guilty in order to remove him from office. Despite very heavy pressure to convict him, 7 Republicans and 12 Democrats voted "not guilty." Johnson escaped removal from office by one vote, but his power was broken.

Sharecropping While Congress and the president battled over Reconstruction, African Americans in the South struggled to build new lives. Most former slaves desperately wanted land to farm but had no money to buy it. Meanwhile, their former owners desperately needed workers to farm their land but had no money to pay them. Out of the needs of both groups came a farming system called *sharecropping*.

Planters who turned to sharecropping divided their land into small plots. They rented these plots to individual tenant farmers (farmers who pay rent for the land they work). A few tenants paid the rent for their plots in cash. But most paid their rent by giving the landowner a share—usually a third or a half—of the crops they raised on their plots.

Sharecropping looked promising to freedmen at first. They liked being independent farmers who worked for themselves. In time, they hoped to earn enough money to buy a farm of their own.

However, most sharecroppers had to borrow money from planters to buy the food, seeds, tools, and supplies they needed to survive until harvest-time. Few ever earned enough from their crops to pay back what they owed. Rather than leading to independence, sharecropping usually led to a lifetime of poverty and debt.



Sharecroppers, such as these shown growing cotton, rented their land from plantation owners. In exchange, most paid one third to one half of their crops back to the landowners.

The Reconstruction Era

To what extent did Reconstruction bring African Americans closer to full citizenship?

PREVIEW

Suppose that you are an emancipated slave in the South at the end of the Civil War. What changes do you hope for your new life? *On a separate sheet of paper*, write about three ways you imagine your life will change now that you have your freedom.

READING NOTES

Key Content Terms

As you complete the Reading Notes, use these terms in your answers.

Reconstruction

black codes

Fifteenth Amendment

Thirteenth Amendment

civil rights

Jim Crow laws

Freedmen's Bureau

Fourteenth Amendment

Section 2

- | | |
|---|---|
| 1. What were President Johnson's two major aims for Reconstruction? Circle the aim that was achieved by the Thirteenth Amendment. | 2. Who established the Freedmen's Bureau, and what was its purpose? List three activities of the bureau that helped it carry out its purpose. |
|---|---|

- Complete the chart to show how new Southern state governments limited African Americans in the South.

Black Codes Enacted During Presidential Reconstruction

Purpose	Example

Section 3

- How did the Radical Republicans' aim for Reconstruction differ from President Johnson's? What two new laws passed by Congress helped them achieve this aim?

- Place an adjective on the line below to describe the relationship between Congress and President Johnson during presidential Reconstruction. In each oval, give an example of this relationship.

Congress and President Johnson
had a/an _____ relationship.

3. Why did the House of Representatives impeach President Johnson? What was the outcome of the impeachment trial?
4. Why did many sharecroppers end up in poverty and debt?

4. Why did many sharecroppers end up in poverty and debt?

Name: _____

Tenant Farming and Sharecropping in North Carolina



By the year 1869 the **Civil War** had ended and **Reconstruction** was underway. Those enslaved were free under the **Thirteenth Amendment**, yet recovery for the South continued to be slow and harsh. It became clear that Congress would not be granting land to impoverished freedmen, and the concept of “40 acres and a mule” became a distant memory. Free Blacks, as well as poor Whites, had to find a way to make a living in a Southern region devastated for years to come by the after affects of war. Many people were left without money or land; however, they did have the skills to be able to grow crops. Likewise, landowners often had plenty of land but little money for wages. Thus, many turned to a system of farming called **tenant farming** and **sharecropping**.

Tenant farmers usually paid the landowner rent for farmland and a house. They owned the crops they planted and made their own decisions about them. After harvesting the crop, the tenant sold it and received income from it. From that income, he paid the landowner the amount of rent owed.

Sharecroppers seldom owned anything. Instead, they borrowed practically everything — not only the land and a house but also supplies, draft animals, tools, equipment, and seeds. The sharecropper contributed his, and his family’s, labor. Sharecroppers had no control over which crops were planted or how they were sold. After harvesting the crop, the landowner sold it and applied its income toward settling the sharecropper’s account. Most tenant farmers and sharecroppers bought everything they needed on credit from local merchants, hoping to make enough money at harvest time to pay their debts.

By 1880, more than 1/3 of NC farms operated under systems of sharecropping or tenant farming. While this system may have assisted some poor people in earning a bare living, landowners were easily able to take advantage of vulnerable workers and unfortunately, tens of thousands of farmers fell down the tenancy ladder rather than moving up it. Some farmers lost everything because of crop failures, low cotton prices, ill health, exhaustion of the soil, excessive interest rates, or inability to compete with tenant labor.

Many sharecroppers were freed slaves, working the same land that they had once been enslaved upon. Sharecroppers were also often uneducated and could not read or write, thus landowners could easily take advantage of the situation. Landowners were in charge of selling the crops and keeping records of any debt the sharecropper owed them. While sharecroppers always held hope that the yield of crops would be large, and that their debt (often for items like seeds and tools) had been paid to the landowner, sharecroppers often ended up empty handed. The landowner need only tweak the numbers a bit, and a sharecropper would remain indebted to the landowner year after year. If the sharecropper tried to leave, he could be jailed for running out on such debt, legitimate or not. The legal system was likely to take the word of a rich, white landowner over a poor person and/or freed slave. The sharecropper system could thus be very profitable for a landowner, but a never-ending, unfair cycle for a sharecropper and his family. Landowners could also order sharecroppers to leave their land at any point for any reason. Such would often occur if a sharecropper became ill or injured.

The **Industrial Revolution** and the **First World War** brought temporary prosperity to both agriculture and forestry in North Carolina. Agriculture expanded to meet the increased demand for food and fertilizers were becoming available. However, sharecroppers saw little of this brief time period of prosperity, since the twenties and thirties brought the **Great Depression**. The boom years of the WWI were over and farm prices again dropped severely. Cotton sold for 35 cents per pound in 1919 but dropped to only 6 cents per pound in 1931. Total national farm income was 16.9 billion in 1919, and only 5.3 billion in 1932.

The rural pattern at this time in North Carolina was small farms, poverty, and a terribly poor standard of living. In 1923 a survey was made of 351 rural families in Chatham County, North Carolina, both white and black. Almost half were tenants and sharecroppers. None of the 175 had running water, and only eight even had outside bathrooms. The others had no sanitary facilities whatsoever. **The average daily income for a member of a sharecropping family was 9 cents.**

Sources: <http://www.agr.state.nc.us/stats/history/history.htm>; <http://digital.library.okstate.edu/encyclopedia/entries/T/TE009.html>

1. Summarize the system of tenant farming and share cropping. Why did these systems develop?
2. Why did many freed slaves become sharecroppers? What do you think would be at risk for a freed slave to become a sharecropper on his former master's plantation?
3. If you had to choose between being a tenant farmer or a sharecropper, which would you choose and why?
4. How would you characterize the life of a sharecropper?
5. What were the risks involved in tenant farming and share cropping?
6. In what ways were sharecroppers often taken advantage of?

Agreement between Landlord and Sharecropper

This agreement, made and entered into this 18th day of January, 1879, between Solid South, of the first part, and John Dawson, of the second part.

Witneseth: that said party of the first part for and in consideration of eighty-eight pounds of lint cotton to be paid to the said Solid South, as hereinafter expressed, hereby leases to said Dawson, for the year A. D. 1879, a certain tract of land, the boundaries of which are well understood by the parties hereto, and the area of which the said parties hereby agree to be fifteen acres, being a portion of the Waterford Plantation, in Madison Parish, Louisiana.

The said Dawson is to cultivate said land in a proper manner, under the general superintendence of the said Solid South, or his agent or manager, and is to surrender to said lessor peaceable possession of said leased premises at the expiration of this lease without notice to quit. All ditches, turn-rows, bridges, fences, etc. on said land shall be kept in proper condition by said Dawson, or at his expense. All cotton-seed raised on said land shall be held for the exclusive use of said plantation, and no goods of any kind shall be kept for sale on any said land unless by consent of said lessor.

If said Solid South shall furnish to said lessee money or necessary supplies, or stock, or material, or either or all of them during this lease, to enable him to make a crop, the amount of said advances, not to exceed \$475 (of which \$315 has been furnished in two mules, plows, etc.), the said Dawson agrees to pay for the supplies and advances so furnished, out of the first cotton picked and saved on said land from the crop of said year, and to deliver said cotton of the first picking to the said Solid South, in the gin on said plantation, to be by him bought or shipped at his option, the proceeds to be applied to payment of said supply bill, which is to be fully paid on or before the 1st day of January, 1880.

After payment of said supply bill, the said lessee is to pay to said lessor, in the gin of said plantation, the rent cotton herein before stipulated, said rent to be fully paid on or before the 1st day of January, 1880. All cotton raised on said land is to be ginned on the gin of said lessor, on said plantation, and said lessee is to pay \$4 per bale for ginning same.

To secure payment of said rent and supply bill, the said Dawson grants unto said Solid South a special privilege and right of pledge on all the products raised on said land, and on all his stock, farming implements, and personal property, and hereby waives in favor of said Solid South the benefit of any and all homestead laws and exemption laws now in force, or which may be in force, in Louisiana, and agrees that all his property shall be seized and sold to pay said rent and supply bill in default of payment thereof as herein agreed. Any violation of this contract shall render the lease void.

[signed]

Solid South

John Dawson
X (his mark)

Excerpt from Nell Irvin Painter, Exodusters: Black Migration to Kansas after Reconstruction. New York: Alfred A. Knopf, 1977; Source: http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/ps_dawson.html

Not Free Yet

Freed by the Emancipation Proclamation in 1865, former slave Henry Adams testified before the U.S. Senate fifteen years later about the early days of his freedom, describing white planters' unfair labor practices and the violent, intimidating atmosphere in which ex-slaves felt compelled to work for their former masters.

The white men read a paper to all of us colored people telling us that we were free and could go where we pleased and work for who we pleased. The man I belonged to told me it was best to stay with him. He said, "The bad white men was mad with the Negroes because they were free and they would kill you all for fun." He said, stay where we are living and we could get protection from our old masters.

I told him I thought that every man, when he was free, could have his rights and protect themselves. He said, "The colored people could never protect themselves among the white people. So you had all better stay with the white people who raised you and make contracts with them to work by the year for one-fifth of all you make. And next year you can get one-third, and the next you maybe work for one-half you make. We have contracts for you all to sign, to work for one-twentieth you make from now until the crop is ended, and then next year you all can make another crop and get more of it."

I told him I would not sign anything. I said, "I might sign to be killed. I believe the white people is trying to fool us." But he said again, "Sign this contract so I can take it to the Yankees and have it recorded." All our colored people signed it but myself and a boy named Samuel Jefferson. All who lived on the place was about sixty, young and old.

On the day after all had signed the contracts, we went to cutting oats. I asked the boss, "Could we get any of the oats?" He said, "No; the oats were made before you were free." After that he told us to get timber to build a sugar-mill to make molasses. We did so. On the 13th day of July 1865 we started to pull fodder. I asked the boss would he make a bargain to give us half of all the fodder we would pull. He said we may pull two or three stacks and then we could have all the other. I told him we wanted half, so if we only pulled two or three stacks we would get half of that. He said, "All right." We got that and part of the corn we made. We made five bales of cotton but we did not get a pound of that. We made two or three hundred gallons of molasses and only got what we could eat. We made about eight-hundred bushel of potatoes; we got a few to eat. We split rails three or four weeks and got not a cent for that.

In September I asked the boss to let me go to Shreveport. He said, "All right, when will you come back?" I told him "next week." He said, "You had better carry a pass." I said, "I will see whether I am free by going without a pass."

I met four white men about six miles south of Keachie, De Soto Parish. One of them asked me who I belonged to. I told him no one. So him and two others struck me with a stick and told me they were going to kill me and every other Negro who told them that they did not belong to anyone. One of them who knew me told the others, "Let Henry alone for he is a hard-working nigger and a good nigger." They left me and I then went on to Shreveport. I seen over twelve colored men and women, beat, shot and hung between there and Shreveport.

Sunday I went back home. The boss was not at home. I asked the madame, "where was the boss?" She says, "Now, the boss; now, the boss! You should say 'master' and 'mistress' – and shall or leave. We will not have no nigger here on our place who cannot say 'mistress' and 'master.' You all are not free yet and will not be until Congress sits, and you shall call every white lady 'missus' and every white man 'master.'"

During the same week the madame takin' a stick and beat one of the young colored girls, who was about fifteen years of age and who is my sister, and split her back. The boss came next day and take this same girl (my sister) and whipped her nearly to death, but in the contracts he was to hit no one any more. After the whipping a large number of young colored people taken a notion to leave. On the 18th of September I and eleven men and boys left that place and started for Shreveport. I had my horse along. My brother was riding him, and all of our things

was packed on him. Out come about forty armed men (white) and shot at us and takin' my horse. Said they were going to kill ever' nigger they found leaving their masters; and taking all of our clothes and bed-clothing and money. I had to work away to get a white man to get my horse.

Then I got a wagon and went to peddling, and had to get a pass, according to the laws of the parishes, to do so. In October I was searched for pistols and robbed of \$250 by a large crowd of white men and the law would do nothing about it. The same crowd of white men broke up five churches (colored). When any of us would leave the white people, they would take everything we had, all the money that we made on their places. They killed many hundreds of my race when they were running away to get freedom.

After they told us we were free – even then they would not let us live as man and wife together. And when we would run away to be free, the white people would not let us come on their places to see our mothers, wives, sisters, or fathers. We was made to leave or go back and live as slaves. To my own knowledge there was over two thousand colored people killed trying to get away after the white people told us we were free in 1865. This was between Shreveport and Logansport.

Excerpt from *Senate Report 693, 46th Congress, 2nd Session (1880)*. Reprinted in Dorothy Sterling, editor, *The Trouble They Seen: The Story of Reconstruction in the Words of African Americans*. New York: Da Capo Press, 1994.

Source: http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/ps_adams.html

Answer the following questions on notebook paper:

1. What advice does Henry's former master give him when he "frees" him? What do you think his motive is in giving such advice?
2. Why did Henry refuse to sign the contract presented by his former master?
3. Is the working relationship between the former slaves and their former master a profitable one for them? Explain.
4. Why does Henry not take the pass from his boss?
5. What happens to Henry as he travels to Shreveport?
6. Describe the Madame's mentality. How does this illustrate the complexities of freedom for Blacks after the Civil War?
7. Why does Henry decide to leave the place of his former enslavement?
8. What happens to Henry and the 11 freed people with him as they travel away?
9. What rights and legal protection does Henry have as a freed slave? How do you imagine this would feel to know you could be robbed with no recourse?
10. How do you imagine Henry would describe the freedom he has experienced thus far?



This poster celebrated the passage of the Fifteenth Amendment, which said that a citizen's right to vote could not be denied on account of race, color, or previous condition of servitude. The poster includes pictures of students, soldiers, preachers, teachers, and statesmen.

22.4 Southern Reconstruction

The U.S. Army returned to the South in 1867. The first thing it did was begin to register voters. Because Congress had banned former Confederates from voting, the right to vote in the South was limited to three groups—freedmen, white southerners who had opposed the war, and northerners who had moved south after the war.

The South's New Voters African Americans made up the South's largest group of new voters. Most black voters joined the Republican Party—the party of Lincoln and emancipation.

White southerners who had not supported secession were the next largest group. Many were poor farmers who had never voted before. In their eyes, the Democratic Party was the party of wealthy planters and secession. As a result, they also supported the Republican Party. Southern Democrats were appalled. They saw any white man who voted Republican as a traitor to the South. Democrats scorned such people as **scalawags**, or worthless scoundrels.

The last group of new voters were northerners who had moved south after the war. Yankee-hating southerners called the newcomers **carpet-baggers** after a type of handbag used by many travelers. They saw carpetbaggers as fortune hunters who had come south “to fatten on our misfortunes.”

The 1868 Election These new voters cast their first ballots in the 1868 presidential election. The Republican candidate was former Union general Ulysses S. Grant. Grant supported Reconstruction and promised to protect the rights of African Americans in the South. His Democratic opponent, Horatio Seymour, promised to end Reconstruction and return the South to its traditional leaders—white Democrats.

Seymour won a majority of white votes. Grant, however, was elected with the help of half a million black votes. The election's lesson to Republicans was that if they wanted to keep control of the White House and Congress, they needed African American votes.

The Fifteenth Amendment In 1869, at President Grant's urging, Congress passed the Fifteenth Amendment. This amendment said that a citizen's right to vote “shall not be denied...on account of race, color, or previous condition of servitude.” Its purpose was to protect the right of African American men to vote.

With the passage of this amendment, most abolitionists felt their work was done. The American Anti-Slavery Society declared the Fifteenth Amendment to be “the capstone and completion of our movement; the

scalawags: white southerners who supported the federal government after the Civil War

carpetbaggers: northerners who went to the South after the Civil War to gain money and political power

fulfillment of our pledge to the Negro race; since it secures to them equal political rights with the white race.”

New State Constitutions When the army finished registering voters, southern Reconstruction got underway. Across the South, delegates were elected to constitutional conventions. About a fourth of those elected were African Americans.

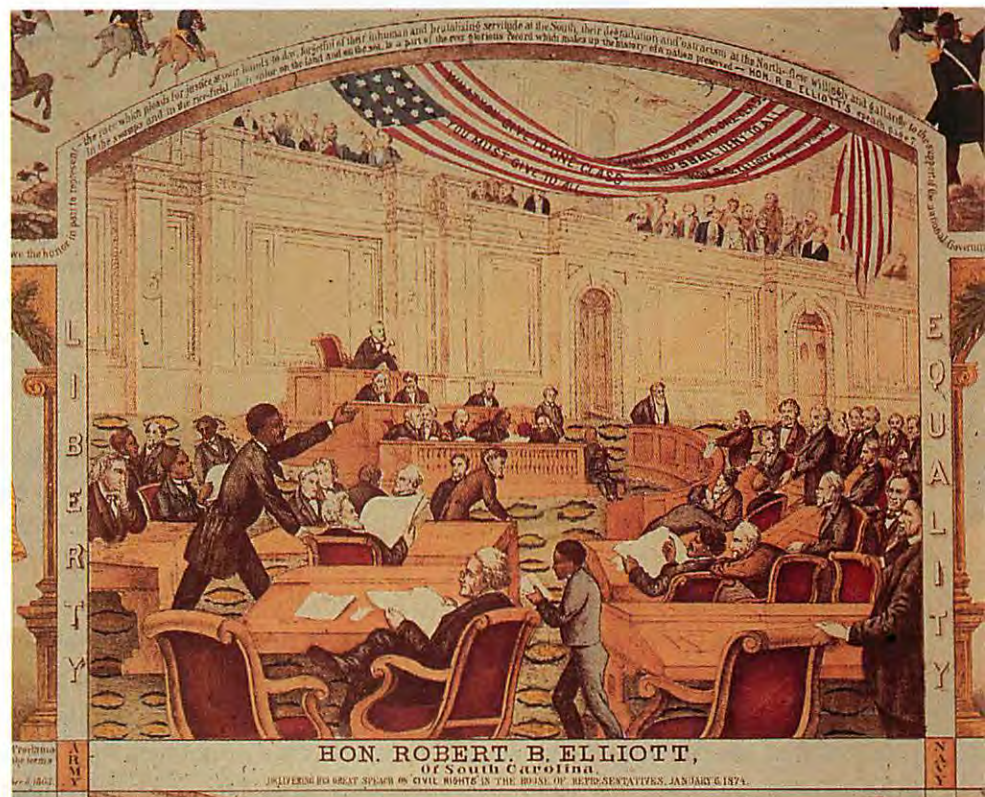
The conventions met and wrote new constitutions for their states. These constitutions were the most progressive, or advanced, in the nation. They guaranteed the right to vote to every adult male, regardless of race. They ended imprisonment for debt. They also called for the establishment of the first public schools in the South. The Georgia constitution stated that these schools should be “forever free to all the children of the state.”

New State Governments

Elections were then held to fill state offices. To the dismay of southern Democrats, a majority of those elected were Republicans. About a fifth were African Americans.

The South’s new state governments quickly ratified the Fourteenth and Fifteenth Amendments. By 1870, every southern state had finished this final step of Reconstruction and rejoined the Union.

Next, southern governments turned to the task of rebuilding. Work was begun on damaged roads, bridges, and railroads. Schools and hospitals were built. To pay for these projects, state legislatures raised taxes. Between 1860 and 1870, taxes in the South increased by up to 400 percent.



African Americans in Office About a fifth of the South’s new officeholders were African Americans. Blacks served in every southern legislature and held high offices in three states. Twenty-two African Americans represented their states in Congress—20 in the House, and 2 in the Senate. After watching these representatives, many of whom had been born slaves, Pennsylvania Congressman James G. Blaine observed:

The colored men who took their seats in both the Senate and House did not appear ignorant or helpless. They were as a rule studious, earnest, ambitious men, whose public conduct...would be honorable to any race.

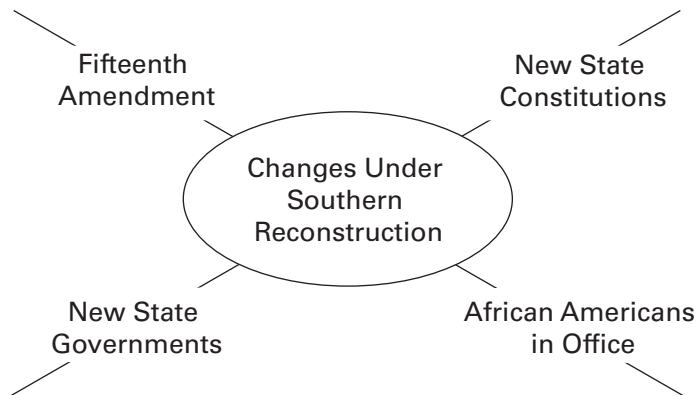
This painting, by Robert Elliott, shows an African American congressman arguing for civil rights. During Reconstruction, many African Americans were elected to the House of Representatives and the Senate.

1. Who was banned by Congress from voting, and who were the three groups of new voters in the South? Write each answer on top of the appropriate symbol.



2. What important lesson did Republicans learn in the 1868 presidential election of Ulysses S. Grant?

3. On the spoke diagram, write a one-sentence summary of each change during Southern Reconstruction.



WEEK 3



Ku Klux Klan members, shown above, were determined to prevent African Americans from participating in politics. Using threats, beatings, and even murder, the Klan eventually reestablished white Democratic rule in the South.

office. In Georgia, for example, the legislature refused to seat elected black lawmakers until forced to by the state supreme court. When legal tricks failed, whites turned to terrorism, or violence.

Throughout the South, whites formed secret societies to drive African Americans out of political life. The most infamous of these groups was the Ku Klux Klan. Dressed in long, hooded robes and armed with guns and swords, Klansmen did their work at night. They started by threatening black voters and officeholders. African Americans who did not heed their threats were beaten, tarred and feathered, and even murdered.

The Enforcement Acts In 1870 and 1871, Congress passed three laws to combat terrorism against African Americans. Known as the Enforcement Acts, these laws made it illegal to prevent another person from voting by bribery, force, or scare tactics.

President Grant sent troops into the South to enforce these acts. Hundreds of people were arrested for their terrorist activities. Those who were brought to trial, however, were seldom convicted. Few witnesses and jurors wanted to risk the Klan's revenge by speaking out against one of its members.

22.5 The End of Reconstruction

Most whites in the South bitterly resented the southern Reconstruction governments. They hated the fact that these governments had been “forced” on them by the Yankees.

Many taxpayers also blamed their soaring tax bills on corruption (misuse of public office for personal gain) by the South's new leaders. One outraged Democrat called Republican rule in the South the “most stupendous system of organized robbery in history.” While some southern officeholders did line their pockets with public funds, most, whether black or white, were honest, capable leaders. Still, when taxes increased, so too did opposition to the new state governments.

But what bothered southerners most about their Reconstruction governments was seeing former slaves voting and holding public offices. Across the South, Democrats vowed to regain power and return their states to “white man's rule.”

White Terrorism At first, Democrats tried to win black voters away from the Republican Party. When that failed, they tried using legal tricks to keep blacks from voting or taking

The Amnesty Act of 1872 By this time, however, most northerners were losing interest in Reconstruction and the plight of the freedmen. It was time, many people said, to “let the South alone.” One sign of this changing attitude was the passage of the Amnesty Act of 1872. (*Amnesty* means forgiveness for past offenses.) This law allowed most former Confederates to vote once again.

The effects of the Amnesty Act were quickly seen. By 1876, Democrats had regained control of all but three states in the South. Republicans clung to power in South Carolina, Louisiana, and Florida, but only with the help of federal troops.

The Disputed Election of 1876 In 1876, Americans went to the polls to choose a new president. The Democrats nominated New York governor Samuel J. Tilden as their candidate. Rutherford B. Hayes was the Republican nominee. When the votes were tallied, Tilden won a majority of popular votes and 184 electoral votes, just one short of the 185 needed for election. Hayes received 165 electoral votes. Twenty electoral votes from four states were in dispute.

Congress, which was controlled by Republicans, appointed a commission to decide who should get the disputed votes. The commission awarded all 20 to Hayes, giving him exactly the 185 electoral votes he needed to win. Outraged Democrats in Congress threatened to block the election of anyone. Inauguration day drew near with no president in sight.

The Compromise of 1877 At the last moment, the two parties agreed to compromise. Democrats allow Hayes to become president. In return, Hayes agreed to give southern states “the right to control their own affairs.”

Once in office, President Hayes withdrew all remaining federal troops from the South. After that, Democrats quickly took control of the last southern states. “This is a white man’s country,” boasted South Carolina senator Ben Tillman, “and white men must govern it.”

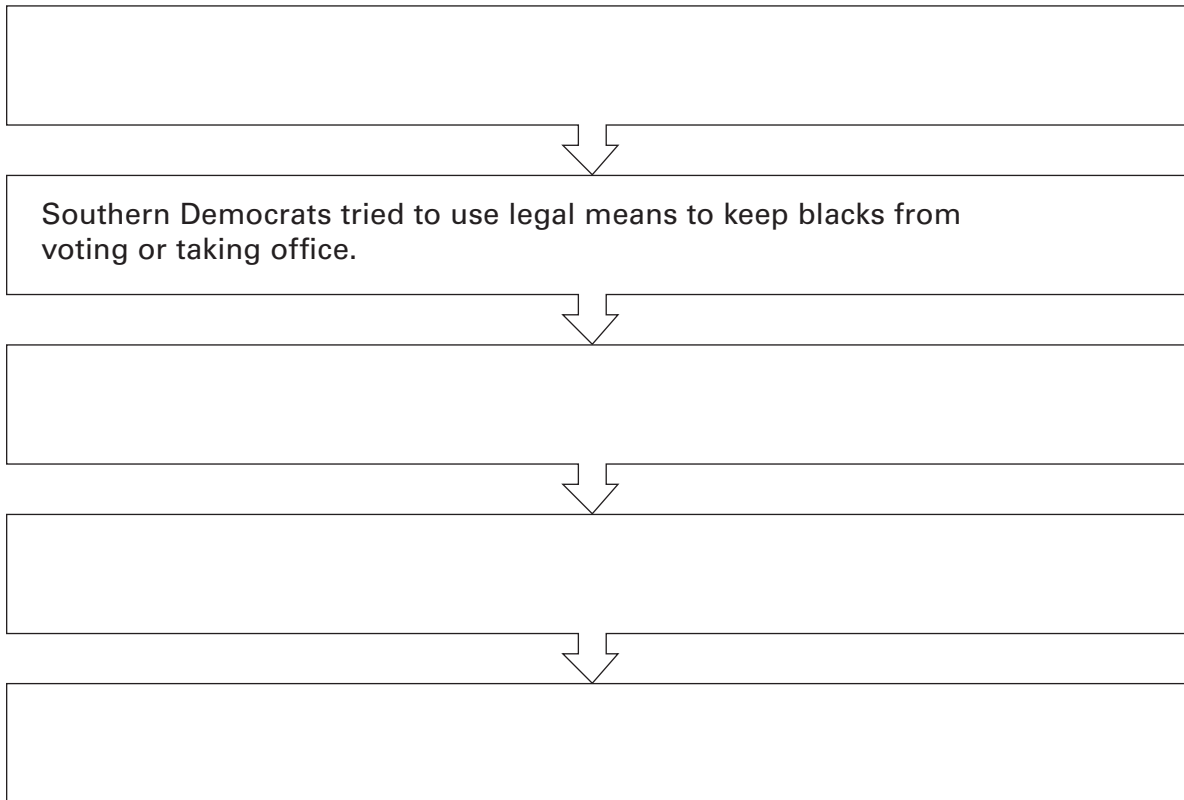
Most white southerners cheered the end of Reconstruction. But for freedmen, the return of the South to “white man’s rule” was a giant step backward. “The whole South—every state in the South,” observed a Louisiana freedmen, “has got into the hands of the very men that held us as slaves.”

Thomas Nast’s political cartoon “Is This a Republican Form of Government?” condemns northern indifference to the violence that African Americans had to endure as Reconstruction ended.



Section 5

1. Complete the flowchart to show the development and effects of violence against African Americans in the South.



INTERACTIVE STUDENT NOTEBOOK

2. What was the dispute in the presidential election of 1876? How was it resolved?

3. How did the 1876 election affect African Americans in the South?



22.6 Reconstruction Reversed

With Reconstruction over, southern leaders talked of building a “New South” humming with mills, factories, and cities. Between 1880 and 1900, the number of textile mills in the South grew rapidly. Birmingham, Alabama, became a major iron-making center. Still, most southerners, black and white, remained trapped in an “Old South” of poverty.

Losing Ground in Education During Reconstruction, freedmen had pinned their hopes for a better life on education provided by the South’s first public schools. When southern Democrats regained control of states, however, they cut spending on education. “Free schools are not a necessity,” explained the governor of Virginia. Schools, he said, “are a luxury...to be paid for, like any other luxury, by the people who wish their benefits.”

As public funding dried up, many schools closed. Those that stayed open often charged fees. By the 1880s, only about half of all black children in the South attended school.

This painting shows a new South rising from the ashes of the Civil War. Although southern leaders hoped this would be the future of the South, most whites and African Americans continued to live in poverty.

Losing Voting Rights Southern Democrats also reversed the political gains made by freedmen after the war. Many southern states passed laws requiring citizens who wanted to vote to pay a poll tax. The tax was set high enough that voting, like education, became a luxury that many black southerners could not afford.

Some southern states also required citizens to pass a literacy test to show that they could read before allowing them to vote. These tests were rigged (set up) to fail any African American, regardless of his education.

In theory, these laws applied equally to blacks and whites and, for that reason, did not violate the Fifteenth Amendment. In practice, however, whites were excused from paying poll taxes or taking literacy tests by a “grandfather clause” in the laws. This clause said the taxes and tests did not apply to any man whose father or grandfather could vote on January 1, 1867. Since no blacks could vote on that date, the grandfather clause applied only to whites.

African Americans protested that these laws denied them their Constitutional right to vote. The Supreme Court, however, ruled that the new voting laws did not violate the Fifteenth Amendment because they did not deny anyone the right to vote on the basis of race.

Drawing a “Color Line” During Reconstruction, most southern states had outlawed segregation in public places. When Democrats returned to power, they reversed these laws and drew a “color line” between blacks and whites in public life. Whites called the new segregation acts **Jim Crow laws**.

Not all white southerners supported segregation. When a Jim Crow law was proposed in South Carolina, the *Charleston News and Courier* tried to show how silly it was by taking segregation to ridiculous extremes.

If there must be Jim Crow cars on railroads, there should be Jim Crow cars on the street railways. Also on all passenger boats.... There should be Jim Crow waiting saloons [waiting rooms] at all stations, and Jim Crow eating houses.... There should be Jim Crow sections of the jury box, and a separate Jim Crow...witness stand in every court—and a Jim Crow Bible for colored witnesses to kiss.

Instead of being a joke, as intended, most of these “silly” suggestions soon became laws.

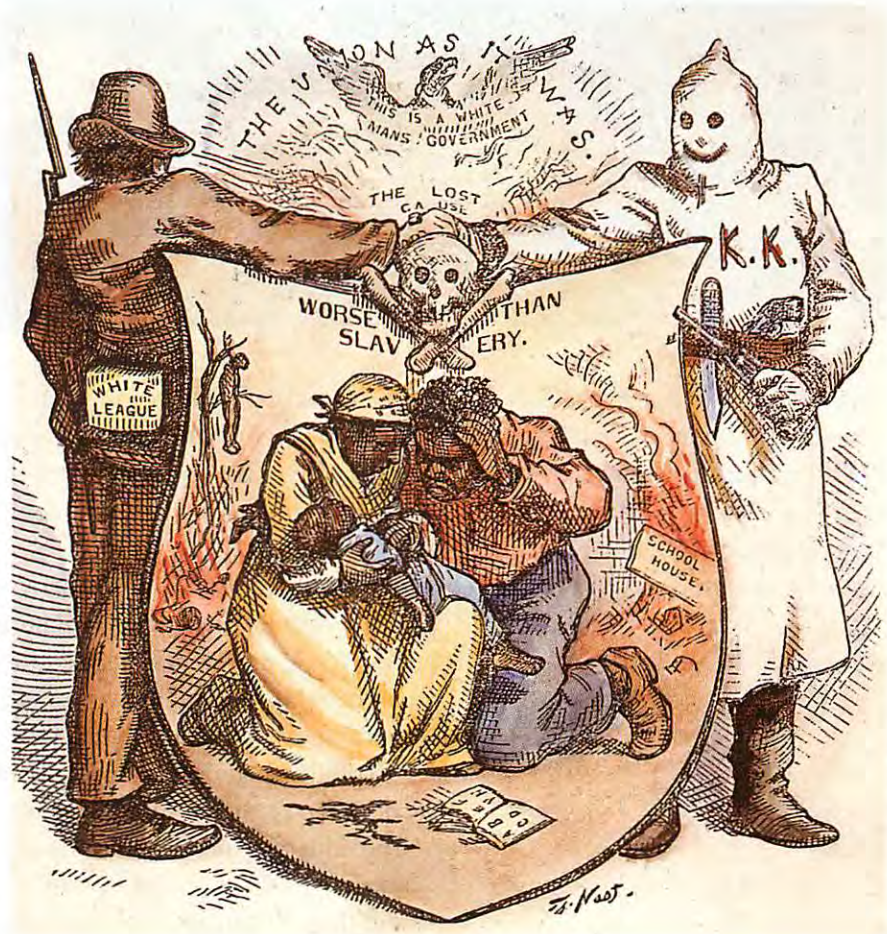
Plessy v. Ferguson African Americans argued that segregation laws violated the Fourteenth Amendment’s guarantee of “equal protection of the laws.” Homer Plessy, who was arrested for refusing to obey a Jim Crow law, took his protest all the way to the Supreme Court. His case is known as *Plessy v. Ferguson*.

In 1896, the majority of Supreme Court justices ruled that segregation laws did not violate the Fourteenth Amendment as long as the facilities available to both races were roughly equal. Justice John Marshall Harlan, a former slaveholder, disagreed. “Our Constitution is color blind,” he wrote, “and neither knows nor tolerates classes among citizens.”

After the Supreme Court’s decision in *Plessy v. Ferguson*, more Jim Crow laws were passed. Blacks and whites attended separate schools, played in separate parks, and sat in separate sections in theaters. But despite the Court’s ruling that these separate facilities must be equal, those set aside for African Americans were almost always inferior to facilities labeled “whites only.”

Jim Crow laws: Laws enforcing segregation of blacks and whites in the South after the Civil War. “Jim Crow” was a black character from an entertainer’s act in the mid-1800s.

In the cartoon below, Thomas Nast attacks the Ku Klux Klan and other white supremacist groups. According to this cartoon, what did supremacist groups do to African Americans? What does the label “Worse Than Slavery” mean?



The Granger Collection, New York

1. How did Southern Democrats reverse gains made during Reconstruction in each of these areas?

Education:

Voting rights:

Segregation:

2. Make a sketch to illustrate the results of *Plessy v. Ferguson*. Include a caption that explains the Supreme Court's decision in the case and the consequences of that decision.

Jim Crow

Name: _____

Look at this historical photograph and answer the questions that follow.



1. List three ways these two water fountains are different:

2. When do you think this photograph was taken?

a) 1835

b) 1955

c) 1995

3. Write a sentence about how this photograph makes you feel.

4. What words come to mind when you see this picture?

Slavery is over, now what?

In the years right after the Civil War, freedmen (former slaves) were able to vote and participate in government, thanks to the 13th, 14th and 15th Amendments and the Civil Rights Acts. Sadly, some people did not understand that freedmen deserved equal rights and opportunities. The federal government had been protecting these rights, but in 1877, Rutherford B. Hayes became president and ended Reconstruction. All of a sudden, there was no one to enforce the new laws and amendments and no authority to punish those who treated blacks unfairly. From then on, people worked to **undermine** efforts at equality, and states passed laws that greatly restricted the rights and freedoms of blacks living in the South (and the North!).



Group of freedmen in Richmond, VA 1865

Making Adjustments

The end of slavery meant major social changes for all because slavery had kept black and white societies apart for so long. Once freed, former slaves acted quickly to create their own communities with new churches and schools. Some stayed in the South, while others migrated to the North hoping to find better living conditions and work.

By the 1870s, most southern states adopted laws known as **Black Codes**, creating a legal form of segregation. **Segregation** is when people are separated by race. These codes limited the rights and freedoms of black people. Northern states varied in the way they accepted the new arrivals, but segregation was common all over the nation.



Examples of segregation

So, who is Jim Crow?

Before the iPod, before television, movies and radio, people went to the theater for entertainment. Daddy Rice, a white actor, would cover his face with charcoal and then sing and dance in a silly way. This character's name was Jim Crow. Just like we compare people to characters on TV, people began to use Jim Crow as a way to describe black people. (It wasn't a compliment.) For example, there were 'Jim Crow' cars on trains where all blacks were forced to sit, even if they bought a first-class ticket! As time went on, the term was also used to describe any racist law that restricted the rights and opportunities of black people.



Early drawing of the Jim Crow character and an entertainer performing in 'black face'.

You Say I Can't Do What?!

Jim Crow laws were found all over the South and even in many Northern states. It would have been very difficult to walk around any large town or city and *not* see a sign dividing whites and blacks. The segregation of public accommodations was only one way that Jim Crow laws controlled people's behavior. There were limits on whom people could marry, adopt, or where they could attend school. There was even one law limiting who could cut your hair! The laws don't make any sense today, but it was a fact of life for the millions of people living in America between the 1860s and the 1960s.

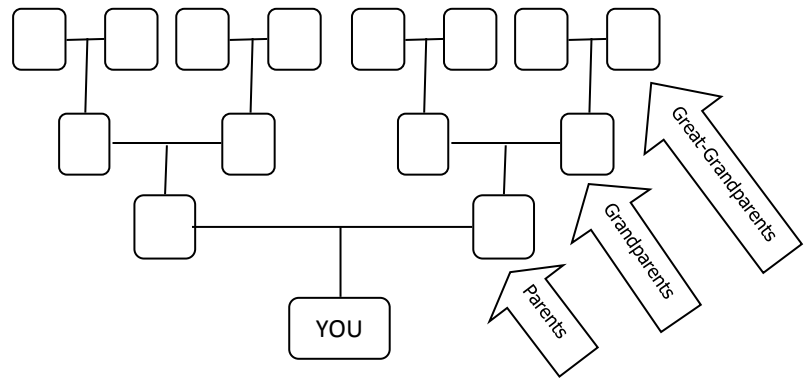


Jim Crow

Name: _____

Who is Black?

All of the Jim Crow laws were based on the difference between whites and blacks. But what does that mean? Most states decided that you were considered black if you had only one great grandparent who was black (1/8 African heritage). If there was doubt, a person would have to prove that they could go back three generations without any African heritage.



Jim Crow Laws

Education: Public schools were provided for black children, but they were not as nice as the schools provided for white children. Most lacked books, supplies and other resources. One law said that blacks and whites could not use the same textbooks, and another required bus drivers to be the same race as the children they drove around!

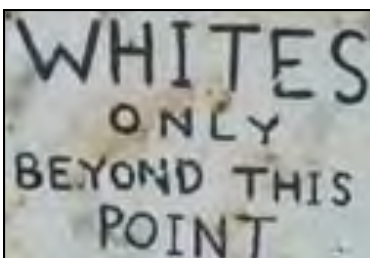
Marriage and Family: **Miscegenation** is a word that means the mixing of races. Both Northern and Southern states had a variety of laws that banned marriages and relationships between blacks and whites. There were also laws that either banned **interracial** (more than one race) adoptions or required the race of the baby and adopting parents to be written on the legal documents.

Public Accommodation:

Accommodation means a place where people spend time. This can mean anything from a restaurant to a prison to a hotel. Many of the Jim Crow laws were written to keep the races separate, and public spaces were the most visible area for interaction. Restaurants could not serve blacks and whites in the same dining room. Circuses and theaters had to provide two separate ticket booths, entrances, and seating areas. Missouri, Texas, and other states called for separate libraries for blacks and whites. 'White Only' signs were seen on bathroom doors, drinking fountains, public pools, waiting rooms and businesses all over the South and in some areas of the North.



Voting Rights: We already know that freedmen were given the right to vote under the 15th Amendment in 1870. Between 1871 and 1889, almost all Southern states passed laws that restricted African Americans' right to vote. In Georgia and South Carolina black voting was cut in half between 1880 and 1888! Even when blacks did vote, many of their ballots were stolen or not even counted. These restrictive laws continued into the 1960s until President Lyndon Johnson signed the Voting Rights Act in 1965.



Transportation: Blacks were required to sit in the back of public buses and train cars, or in a separate car altogether. The famous Supreme Court case *Plessy v. Ferguson* established that it was okay to create 'separate but equal' public settings. This 1896 case set the stage for numerous state and local laws requiring blacks and whites to stay segregated in society.

Jim Crow

Name: _____



Your teacher will show you a document from the Jim Crow era. Which rights are restricted in each document? Circle the correct category from the reading.

Document 1	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 2	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 3	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 4	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 5	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 6	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 7	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 8	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 9	Marriage and Family	Education	Public Accommodation	Transportation	Voting
Document 10	Marriage and Family	Education	Public Accommodation	Transportation	Voting



Place a
star next to
the document
that *shocked*
you the most.

After looking at these examples, what do you think the *purpose* of these laws were?

Document One



Louisiana 1918 Poll Tax Receipt

Document Two



Mississippi 1939

Document Three

"...no athletic team of any school shall engage in any athletic contest of any nature within the state of Virginia with another team on which persons of any other race are members."

Virginia State Law 1960

Document Four



Alabama 1931

Document Five

"White and colored persons shall not be taught in the same school, but in separate schools under the same general regulations as to management, usefulness and efficiency."

Tennessee 1873

Document Six



Florida Bus 1950s

Document Seven

Interracial adoptions are forbidden by law.

Missouri State Law 1952

Document Eight

Businesses are allowed to choose their customers and have the *right to refuse service* to any person.

Mississippi State Law 1956

Document Nine

Declared that the legislature could never pass any law allowing "any marriage between any white person and a Negro, or descendant of a Negro."

Alabama Constitution 1901

Document Ten



Texas Bus Station 1952

Vocabulary. Use the words in the bank to complete these sentences.

interracial
Black Codes
segregation
Jim Crow
miscegenation
public accommodation
undermine

- Hotels, restaurants, shops, public restrooms and drinking fountains are all examples of _____.
- _____ describes the mixing of different races through marriage and family, and was illegal in many states.
- State and local governments passed laws intended to _____, or weaken, the new rights blacks had gained in the South.
- Adoptions were considered _____ if the parents were of a different race than the child.
- Keeping groups of people separate is called _____.
- _____ was originally a theater character, but became a term that described things related to African Americans.
- After the Civil War, many states passed laws, or _____, that affected the rights and freedoms of the freed slaves.

Help or Hurt? Read a description of each law or amendment and decide if it helped African Americans or hurt them.



Separate but Equal: Supreme Court decision saying it's ok to keep the races separate if things are equal



Black Codes: laws passed in the South to limit rights & segregate African Americans



13th Amendment: abolished slavery in the United States



14th Amendment: all people born in US are now citizens, the government must give all people equal protection of the law, and apply the laws in the same way to all people



Out of Order! Read the facts about the case of *Plessy v. Ferguson* and put the remaining facts in the correct order.

Louisiana passes the Separate Car Act that makes railroad companies provide separate (but equal) cars for black and white passengers in 1890. A group of black citizens joined with the East Louisiana Rail Road Company to fight the Act. (The citizens wanted rights and the RR company wanted to save money by using fewer cars.) Homer Plessy was chosen to break the law so it could be challenged in court.

Can you put the rest of the story in the correct order?

- ___ Plessy appealed the decision and lost again, but took the case to the Supreme Court in 1896.
- ___ Homer Plessy bought a first class train ticket and **sat down in the 'whites only' section of the train.**
- ___ The Supreme Court upheld the previous decisions and said that racial segregation was constitutional if accommodations were equal. This led to more and more legal segregation all over the US.
- ___ **Plessy was arrested for riding in a 'whites only' railroad car**, because he was 1/8th black.
- ___ Plessy argued that the Act violated his 13th & 14th Amendment rights, but he lost in the local court.



"Worse Than Slavery" was in the pages of *Harper's Weekly* on October 24, 1874. Thomas Nast was the cartoonist.

Barriers to Voting What kinds of laws did Southern states use to keep blacks from voting?
Connect the laws to the descriptions to find out!

- | | |
|-------------------------|--|
| White Primary | <input type="checkbox"/> Citizens had to pay a fee to the poll worker before they could vote. |
| Grandfather Clause | <input type="checkbox"/> Only white people could vote in the primary party elections, so they decided who would be running in the regular election. |
| Poll Tests | <input type="checkbox"/> In order to register or get to the polls, blacks faced threats, beatings and false arrests. |
| Poll Taxes | <input type="checkbox"/> Citizens had to pass reading and logic questions that the poll worker 'graded'. If you were white, you usually passed. |
| Intimidation & Violence | <input type="checkbox"/> Only those who had grandfathers who could vote <i>before</i> the Civil War could vote in elections. (Few if any blacks voted before the Civil War!) |

Cartoon Time! Two groups are shown in this cartoon. Answer the questions for each group.

Section A

1. What two groups do these people represent?

2. What emotions are they showing?

3. Complete the three statements you see.

The Union as it _____.

This is a _____ man's government.

The _____ cause.

4. Do these men look a) powerful or b) weak?

Section B

5. Who do these people represent?

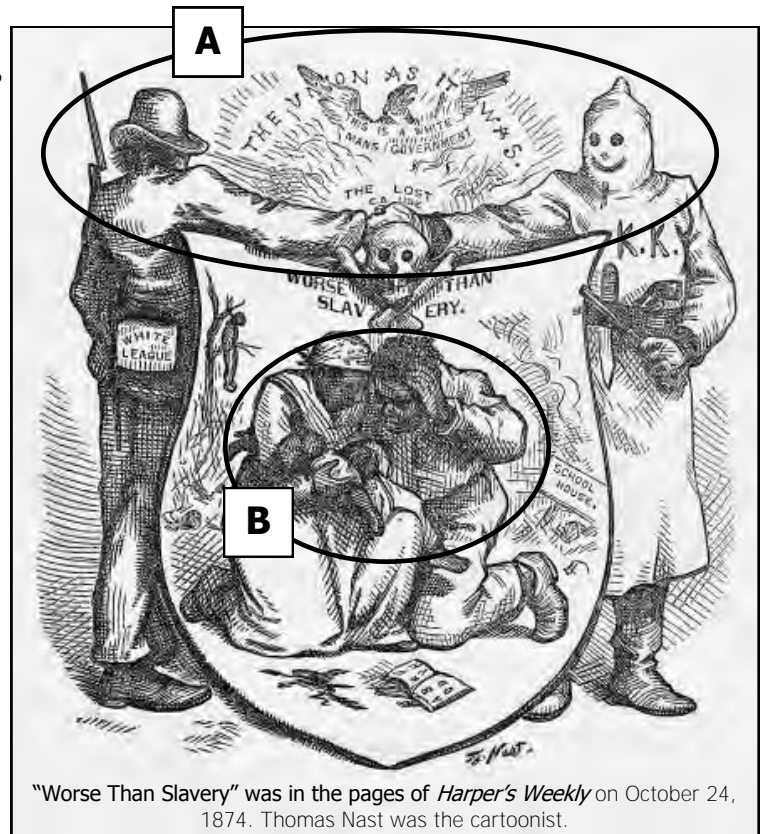
6. What emotion are they showing?

7. Find each image and label with the correct letter.

a) Man hanging in tree b) Book & ABC's

c) Burning school house d) Pool of blood

8. What do these symbols represent?



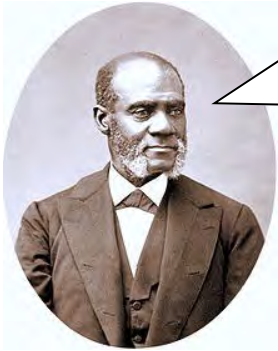
What did Thomas Nast think about Jim Crow laws and how blacks were treated after the Civil War?

The lives of blacks a) **have** or b) **have not** improved since slavery ended.

Provide two pieces of evidence from the cartoon.

Evidence 1

Evidence 2



"Strike for your lives and liberties... Let your motto be Resistance! Resistance! Resistance! What kind of resistance you make you must decide by the circumstances that surround you."

Former slave and abolitionist, Henry Highland Garnet, speaking to a group of northern free blacks in 1843.

Resistance to Jim Crow took many forms throughout the nation and over the years. It included individual acts of defiance, organized legal challenges, and efforts at getting more education and employment opportunities for African Americans. People agreed on the fact that Jim Crow laws were unfair and cruel, but they disagreed about how to best deal with the problem. Booker T. Washington and W.E.B. Du Bois are the leading examples of the two main approaches.



Booker T. Washington (1856-1915)

Washington was born on a plantation in 1856. After emancipation, he and his family moved to West Virginia where he worked and went to school. His interest in education led

him to head the Tuskegee Institute, where African Americans were taught to be teachers, farmers, and active citizens.

Washington became one of the most influential black men of his time. He called for African Americans to focus on hard work and create community support groups. He wanted to strengthen the race from the inside *before* fighting against segregation and Jim Crow. He believed economic security would lead to greater civil rights and better race relations.

How risky was Washington's approach?

More ← | | | → Less

How long might this approach take?

Long Time ← | | | → Short Time



W.E.B. Du Bois (1868-1963)

Du Bois was born after emancipation in Massachusetts. He earned his Ph.D. at Harvard University. Du Bois studied and researched the lives of African Americans.

The more he learned, the more he believed that the only way black Americans could gain civil rights was through **protest and activism**. He disagreed with Washington's desire to earn respect of whites first and hope that rights would follow.

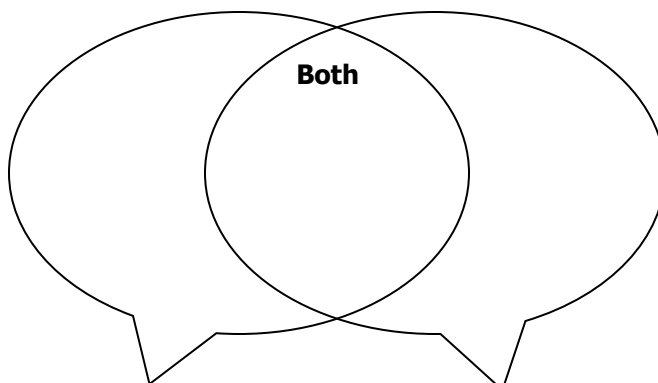
W.E.B. Du Bois was involved in the creation of the NAACP (National Association for the Advancement of Colored People). This organization challenged segregation, lynching, and unfair voting laws in court.

How risky was Du Bois' approach?

More ← | | | → Less

How long might this approach take?

Long Time ← | | | → Short Time



Booker T. Washington

W.E.B. Du Bois

Who Might Have Said This? Place the letter of the statement in the correct area of the quote bubbles.

- I created the NAACP to fight discriminatory laws
- I founded Tuskegee Institute to train blacks in agriculture and education.
- African Americans are not treated equally.
- Now is the accepted time, not tomorrow.
- It is at the bottom of life that we must begin, not at the top.
- I worked to advance African Americans' rights.**
- Protesting is necessary to fight for constitutional rights.
- We can earn constitutional rights through economic security and respectability.

22.7 Responding to Segregation

African Americans responded to segregation in many ways. The boldest protested openly. Doing so, however, was dangerous. Blacks who spoke out risked being attacked by white mobs. Some were even lynched, or murdered (often by hanging), for speaking out against “white rule.” During the 1890s, there was an African American lynched somewhere in the United States almost every day.



African Americans responded to the segregation that accompanied the end of Reconstruction with various self-help programs. This photograph shows medical students in 1900 at Howard University, an institution in Washington, D.C., that is devoted to educating African Americans.

The “exodusters,” as the migrants were known, faced many hardships on their journey west. Bands of armed whites patrolled roads in Kansas in an effort to drive the migrants away. Still, the exodusters pushed on, saying, “We had rather suffer and be free.”

Self-Help Most African Americans, however, remained in the South. They worked hard in families, churches, and communities to improve their lives. While most blacks farmed for a living, a growing number started their own businesses. Between 1865 and 1903, the number of black-owned businesses in the South soared from about 2,000 to 25,000.

Families, churches, and communities also banded together to build schools and colleges for black children across the South. Because of these efforts, literacy among African Americans rose rapidly. When slavery ended in 1865, only 5 percent of African Americans could read. By 1900, more than 50 percent could read and write.

Migration Thousands of African Americans responded to segregation by leaving the South. A few chose to return to Africa. In 1878, some 200 southern blacks declared that “the colored man had no home in America.” They chartered a ship and sailed to Liberia, a nation founded by freed American slaves on the coast of West Africa. Most, however, chose to stay in the United States. “We are not Africans now,” wrote one freedman, “but colored Americans.”

Many blacks migrated from the South to cities in the North. There they competed for jobs with recent immigrants from Europe. Others headed to the West where they found work as cowboys and Indian fighters.

Benjamin “Pap” Singleton and Henry Adams organized the migration of thousands of black families to Kansas in the “Exodus of 1879.”

Section 7

1. List two factors that pushed African Americans out of the South after Reconstruction and two factors that pulled them toward the North.



Push factors

Pull factors

2. Write one sentence to describe the experience of African Americans in each region at the end of the 1800s.

The North:

The West:

The South:

P R O C E S S I N G

On a separate sheet of paper, create an illustration of a road that shows the important events of Reconstruction and their impact on African Americans' journey toward full citizenship. Your road should

- show the progress and setbacks that African Americans experienced in their struggle for full citizenship during Reconstruction. For example, hills, twists, and turns away from full citizenship might show setbacks, while straight paths and bridges might show progress.
- include symbols, pictures, and labels for at least two events from each phase of Reconstruction. Stop signs, potholes, and roadblocks might show events that prevented progress toward full citizenship. High-speed-limit signs or freeway signs might show events that helped African Americans to achieve their goals.
- include at least six Key Content Terms.
- have a caption summarizing to what extent Reconstruction brought African Americans closer to full citizenship.
- be colorful and free of spelling errors.

22.8 Chapter Summary

In this chapter, you learned about the events of Reconstruction in the South after the Civil War. You used a visual metaphor to understand African Americans' struggle to achieve full rights as citizens during the five phases of Reconstruction.

In the first phase, the Thirteenth Amendment became part of the Constitution, and slavery became illegal. However, freedmen still could not vote and were allowed to work only at unskilled jobs. African Americans were kept separate from whites in public. Black children could not attend public schools.

Congressional Reconstruction was an attempt to give African Americans all the rights of citizens. The Fourteenth Amendment granted full citizenship to all people born in the United States.

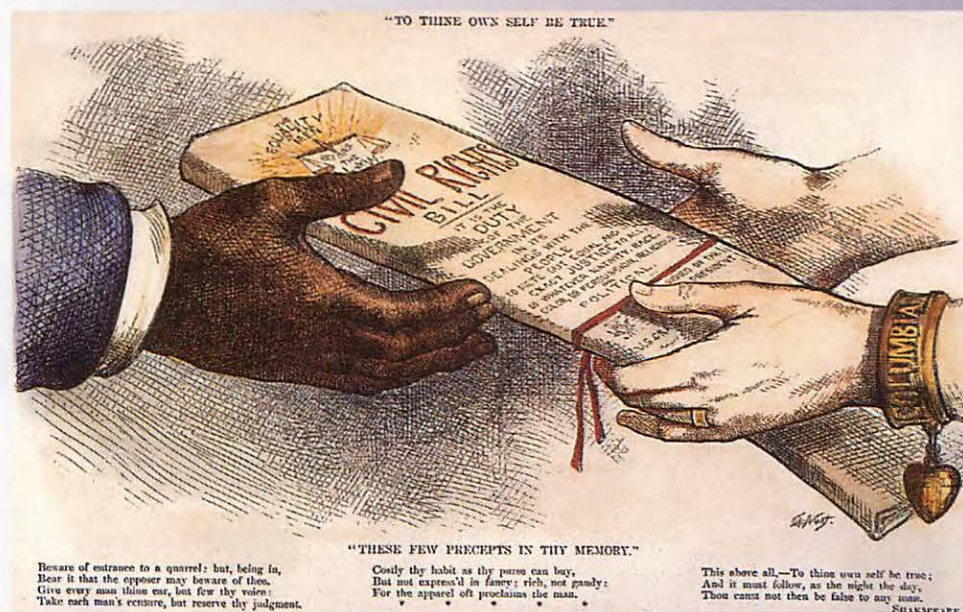
Congress sent federal troops back to the South to begin Southern Reconstruction. The Fifteenth Amendment guaranteed the right to vote to eligible citizens of all races. Many African Americans were elected to state government offices during this third phase of Reconstruction.

During the fourth phase of Reconstruction, President Hayes withdrew federal troops from the South. Throughout the South, the men who had held African Americans in slavery before the war were again in charge of their lives and livelihoods.

During the final stage of Reconstruction, southern state governments began reversing the gains that African Americans had made. Education and the right to vote in the South became luxuries that only white southerners could afford. Jim Crow laws quickly reestablished segregation.

African Americans were free to leave the South, and many did. They migrated to the North and the West, or returned to Africa. But most remained in the South, where they formed communities to help themselves build better lives.

In the next chapter, you will read about the tensions that arose as Americans settled the West.



This Thomas Nast cartoon celebrates the Civil Rights Bill of 1875. This bill and other Reconstruction legislation tried to give full citizenship rights to African Americans.

HOW DID RECONSTRUCTION EFFECT THE LIVES OF AFRICAN-AMERICANS IN THE SOUTH?

	SOCIAL POLITICAL ECONOMIC	DEFINITION	PICTURE/ SYMBOL	HOW AFRICAN- AMERICANS MIGHT HAVE FELT (go beyond "good/bad")	PROGRESS FOR AFRICAN-AMERICANS? How far forward or backward does this move African-Americans? Explain.
BLACK CODES					
SHARE- CROPPING					
FREEDMAN'S BUREAU					
KU KLUX KLAN					
13TH AMENDMENT					
14TH AMENDMENT					

		DEFINITION	PICTURE	HOW BLACKS FELT	PROGRESS FOR BLACKS?
15TH AMENDMENT					
ELECTION OF HIRAM RHODES REVELS					
MILITARY RECONSTRUCTION					
HOMESTEAD ACT					
POLL TAXES AND LITERACY TESTS					
JIM CROW LAWS					
PLESSY VS. FERGUSON					

WEEK 4



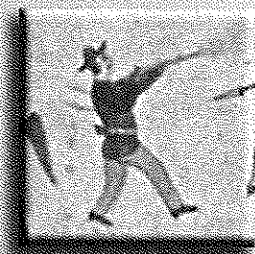
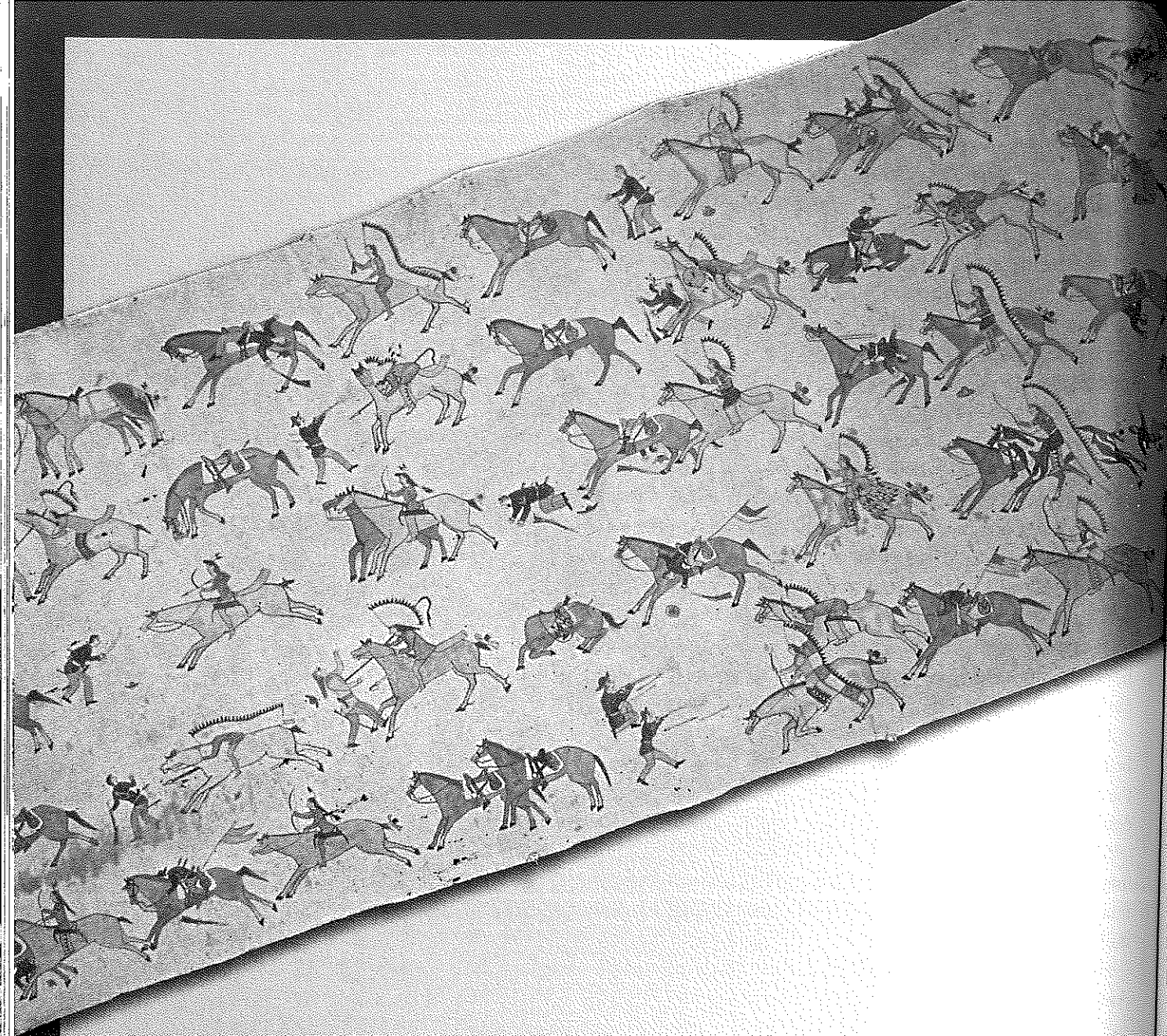
Why is this soldier fighting on foot?



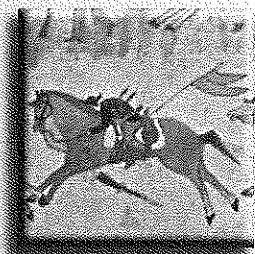
What country's army does this soldier belong to?



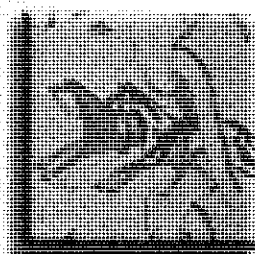
What group does this soldier belong to?
Why is he fighting?



Why is this soldier fighting on foot?



What country's army does this soldier belong to?



What group does this soldier belong to? Why is he fighting?

Tensions in the West

24.1 Introduction

In the spring of 1889, two women arrived at the Nez Percé reservation in Lapwai, Idaho. One of them, Jane Gay, had nursed soldiers during the Civil War. The other, Alice Fletcher, had been a leader in the growing movement for women's rights. Now a new cause had brought these women west. They wanted to improve the lives of Native Americans.

Gay and Fletcher were just two of the thousands of Americans who moved west after the Civil War. As you read in the last chapter, during this period politicians in the East were arguing over Reconstruction. Meanwhile, railroad builders, miners, ranchers, and farmers continued to push westward. In this chapter, you will read about how the settlers' dreams of freedom and opportunity clashed with the dreams of the Native Americans who already lived in the West.

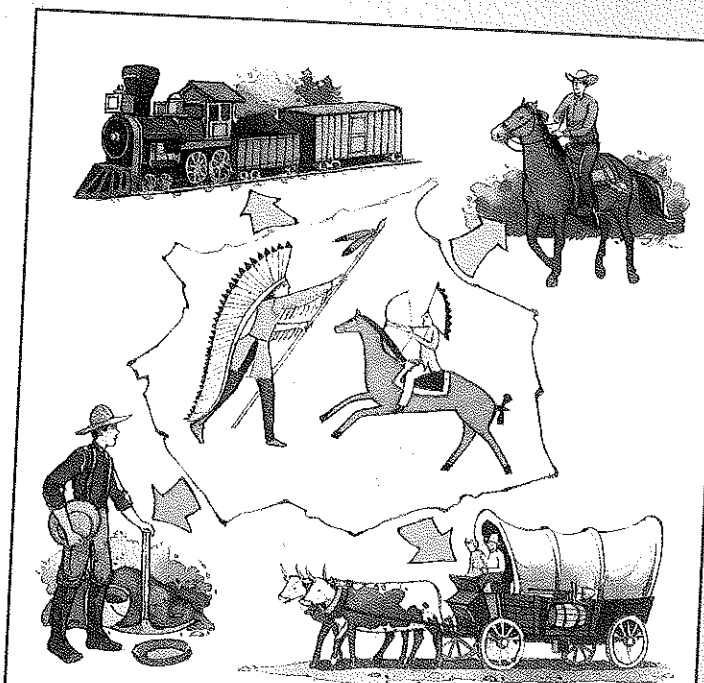
The conflict between settlers and Indians was not just a fight over land. It was a conflict between two very different cultures and ways of seeing the world.

Jane Gay and Alice Fletcher discovered these deep differences soon after they arrived at Lapwai. Like other Indians, the Nez Percé had already been forced out of reservations to make way for new settlers. Now Fletcher told the Indians that the government wanted to divide the Lapwai Reservation into farm plots. Each family would receive one plot. Then the Nez Percé could live like other Americans.

The Indians listened in stony silence. Settlers might think of owning a plot of land as a way to be free. But to a Nez Percé, being tied to one spot of earth would be like being in jail.

Finally, one man spoke. "We do not cut up our land in little pieces," the Indian said. "We have not told you to do it. We are content to be as we are."

The Indian's words show why tensions were bound to develop between settlers and Native Americans. As you read about the Nez Percé and other Indian groups, you will see how the progress of the settlers meant the end of the Indians' ways of life.



Graphic Organizer: Annotated Illustration

You will use an annotated illustration of a buffalo hide to record information about four groups of settlers and their impact on native peoples.

24.2 The Nez Percé

For centuries, the Nez Percé freely roamed the lush mountains and valleys where Oregon, Washington, and Idaho come together today. Their name, which means “pierced nose” in French, was given to them by French explorers. The French had confused the Nez Percé with other Indians who decorated their noses with pieces of shell. In reality, the Nez Percé did not usually pierce their noses or wear nose ornaments.

When horses arrived in the Northwest in the 1700s, the Nez Percé became expert riders and horse breeders. They developed their own special breed known as the Appaloosa. These beautiful, spotted horses were fast, strong, and brave. The Nez Percé trained them to ride into stampeding buffalo herds and single out one animal for the kill.

The Nez Percé treasured their homeland and way of life. But in the years after the Civil War, more and more strangers arrived from the East to settle in the Pacific Northwest. The world of the Nez Percé would never be the same.

Friendship with Whites For decades the Nez Percé were among the friendliest of all western Indians toward whites. In 1805, they saved Lewis and Clark and their expedition from starvation. They were also friendly with the first trappers, traders, and missionaries who came to the Northwest. The Nez Percé had never killed a white person.

The friendship was finally broken by Americans’ hunger for land and riches. In the 1860s, miners swarmed over Nez Percé land, looking for gold. Settlers followed. Some Nez Percé bands signed treaties in which they agreed to give up their land and move to the Lapwai Reservation in Idaho. Other bands refused to sign any treaty.

One of these “no treaty” bands lived in the Wallowa Valley of eastern Oregon. It was led by a man whose Indian name meant “Thunder Rolling in the Mountains.” The newcomers called him Chief Joseph. In 1877, representatives of the United States government presented Chief Joseph with a terrible choice. You can give up your land peacefully and move to Lapwai, they told him, or else army troops will come and force you out.

Fearing a war he could not win, Chief Joseph agreed to

move. “I would give up my country,” he said, “rather than have the blood of white men upon the hands of my people.”

Blood Is Shed That summer, 700 Nez Percé left the Wallowa Valley, their hearts filled with bitterness. One night, a group of angry young warriors slipped out of camp and murdered several whites. Chief Joseph knew that the killings would bring soldiers to punish his people. For the first time, the Nez Percé would be at war with whites.

The soldiers came. Still hoping to avoid war, Indians carrying the white flag of peace came forward to talk. Foolishly, the troops opened fire anyway. Minutes later, 34 soldiers were dead. “I have been in lots of scrapes,” reported a survivor, “but I never went up against anything like the Nez Percé in all my life.”

The Flight to Canada In desperation, the Nez Percé headed for the one place where they might still live free—Canada. For the next three months, Chief Joseph led the U.S. Army on a chase of more than 1,000 miles through rugged mountain country. Although greatly outnumbered, his warriors won several battles.

The chase ended less than 40 miles from the Canadian border. Forced to surrender, Chief Joseph spoke his heart in these words:

I am tired of fighting. Our chiefs are killed.... The old men are all dead.... It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food; no one knows where they are.... Hear me, my chiefs. I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever.

After their surrender, Chief Joseph and his followers were sent to a barren reservation in Oklahoma. There they began to fall sick and die. Soon they had a cemetery just for babies, with more than a hundred graves.

Chief Joseph begged the government to allow his people to join the rest of the Nez Percé in Lapwai. Although some did go to Lapwai, others, including Chief Joseph, were sent to the Colville Reservation in Washington. They never went back to their homeland. When the chief died in 1904, the doctor listed the cause of death as “a broken heart.”

Hurricane Creek runs majestically through the Wallowa Valley, home to the Nez Percé Indians. In the background is Chief Joseph Mountain.



Chief Joseph was a great leader among the Nez Percé. He promised his dying father that he would not sell or give away his people’s land. Tragically, white settlers and government troops drove the Nez Percé from their homes in the 1870s. Chief Joseph died of a “broken heart” on a remote Indian reservation in 1904.

homesteader a farmer who is given a plot of public land (called a *homestead*) in return for cultivating it

transcontinental railroad a railroad that crosses a continent (*trans* means "across")

subsidy money or other things of value (such as land) that a government contributes to an enterprise

As settlers moved west, they seized more and more land from the Native Americans who lived and hunted there. Below we see a Native American village near Fort Laramie, in what is now Wyoming.



24.3 New Interest in the West

Settlers had been gradually forcing Native Americans from their land ever since the first colonists arrived in North America. Still, by the start of the Civil War, the West was populated mostly by roaming Indians and huge herds of buffalo. Then, in 1861 and 1862, Congress passed two laws that stirred new interest in the West—the Homestead Act and the Pacific Railroad Act.

The Homestead Act The Homestead Act offered farmers 160 acres of public land in the West for free. All the farmer, or **homesteader**, had to do was clear the land and farm it for five years. At the end of that time, the homesteader was given ownership of the land.

The impact of the new law was enormous. Year after year, the promise of free land drew hopeful homesteaders west. Between 1860 and 1910, the number of farms in the United States tripled from 2 million to more than 6 million.

The Pacific Railroad Act The Pacific Railroad Act called for the building of a **transcontinental railroad** to link the Atlantic and Pacific coasts. This huge construction project was given to two railroad companies, the Union Pacific and the Central Pacific.

To help the railroad companies pay for the project, Congress gave them **subsidies** in the form of sections of free land for every mile of track they

laid. Later, the railroads could sell this land to settlers. The government also loaned the two companies more than \$60 million.

The Pacific Railroad Act kicked off the greatest period of railroad construction in the nation's history. By 1900, the railroads had laid 170,000 miles of track, much of it in the West. "Rail barons" like the Central Pacific's Leland Stanford and Charles Crocker made vast fortunes.

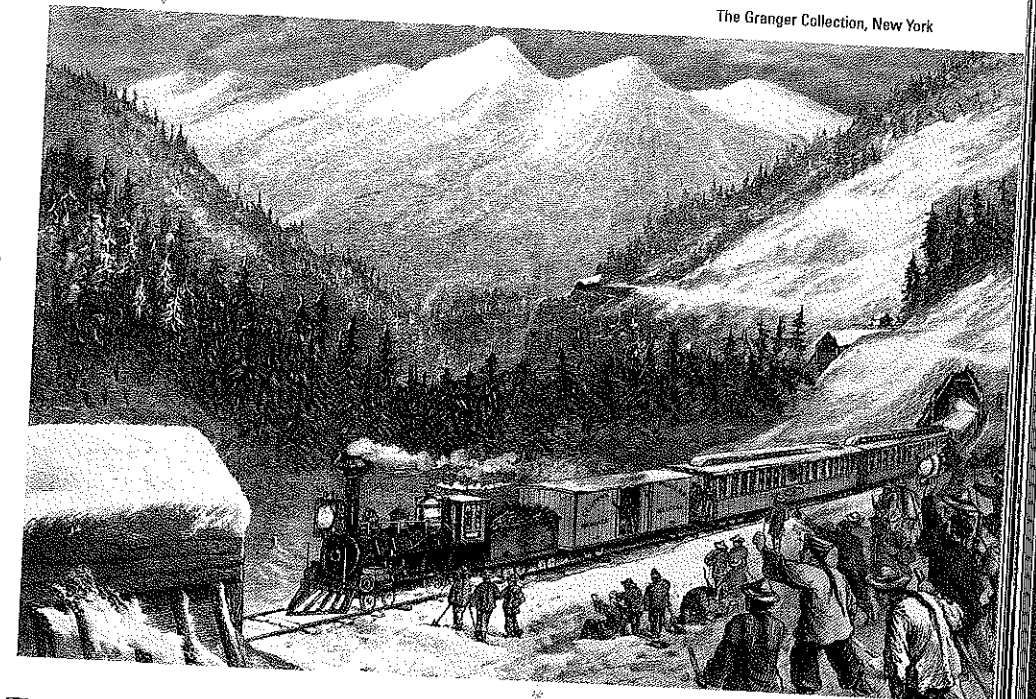
Railroads opened the West to a flood of new settlers. The newcomers included farmers and ranchers, prospectors and preachers, schemers and dreamers, and more than a few crooks. But most were ordinary folk who dreamed of a new start. For them, the West was a place where a lot of hard work and a little luck could make their dreams come true.

24.4 The Railroad Builders

The plan for building a transcontinental railroad looked simple enough on paper. The Union Pacific would start in Nebraska and build tracks westward across the Great Plains and the Rocky Mountains. Meanwhile, the Central Pacific would start in California and lay tracks eastward across the Sierra Nevada mountains and the Great Basin. The two lines would meet somewhere in between the starting points. The company that laid the most track would get more land, more loans, and more profits.

Laying track was hard work. First the surveyors studied the land and chose the route for the tracks. They were followed by the graders, who prepared the land. Armed with picks and shovels, the graders cut through hills and filled up valleys to make the route as level as possible. Next came the tracklayers. They put down wooden ties and hauled in heavy iron rails. One rail weighed 700 pounds, and there were 400 rails in each mile of track. Last came the spikers. The spikers nailed the rails to the ties with spikes—ten spikes per rail, three hammer blows for every spike.

The Union Pacific Builds West The Union Pacific got off to a slow start. Then, in 1866, a former Civil War general named Grenville Dodge took charge of construction. Dodge had built railroads before the war, and, as a military officer, he knew how to lead men. Now he commanded an army of 10,000 workers. Most of them were Irish immigrants who were fleeing the slums of eastern cities. They were joined by other immigrants, ex-soldiers, Mexicans, and freed slaves. All were young men who needed jobs and craved adventure. Most of all, they hoped to start new lives in the open spaces of the West.



The Granger Collection, New York

Chinese laborers were recruited to do the backbreaking work required to lay rails across the Sierra Nevada mountains. They were paid one dollar a day for their labor.

Reading Notes Chapter 24: Tensions in the West

24.1 Introduction:

1. Who were Jane Gay and Alice Fletcher? What did they want to accomplish?
2. Why did the government want to divide the Nez Perce reservation into farm plots?
3. How did the settlers and the Nez Perce differ in their view of land?

24.2 The Nez Perce

1. Give 3 examples of how the Nez Perce were friendly toward the whites
2. What ended the friendship between the Nez Perce and white settlers?
3. Who was Chief Joseph?
4. What choice did the US government give Chief Joseph and his followers?
5. What did Chief Joseph decide? Why?
6. What happened in the summer of 1877? (include 4-5 events)

7. What happened to the Nez Perce after their surrender in 1877?

8. What happened to Chief Joseph?

24.3 New Interests in the West

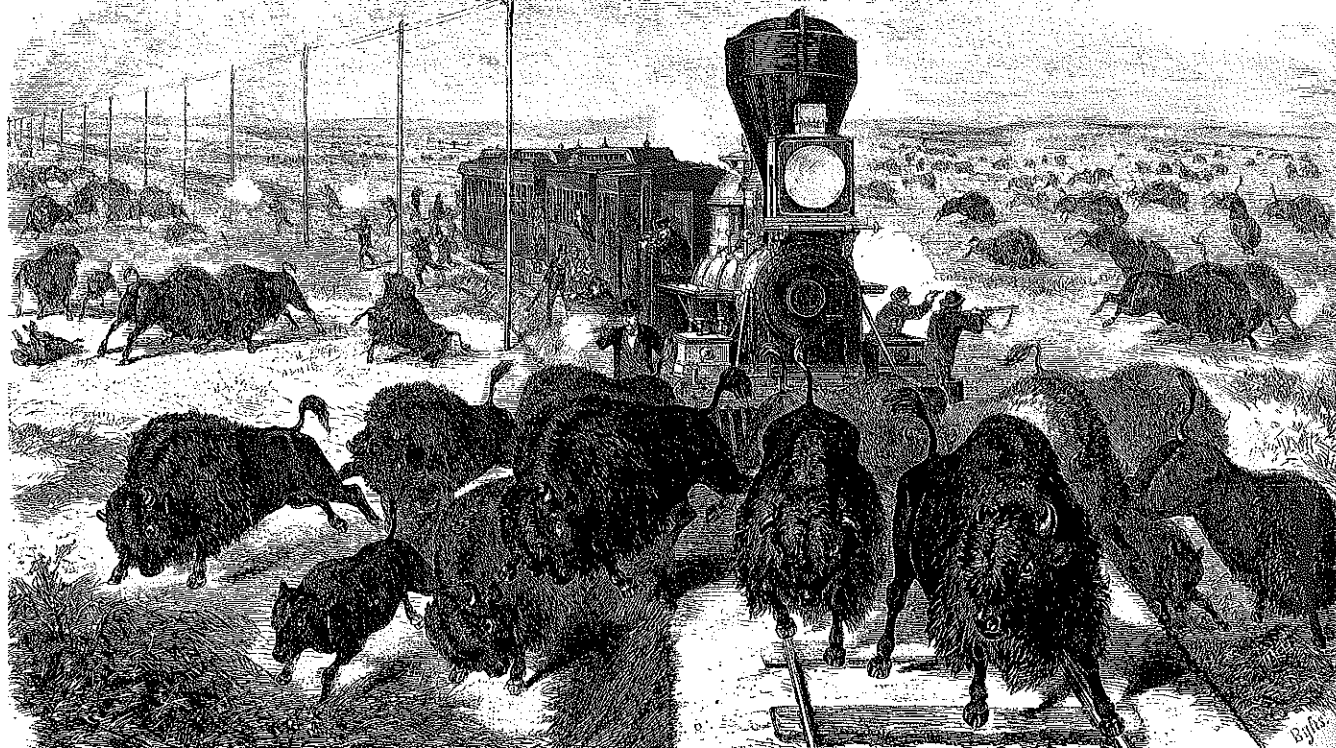
1. In 1862, What 2 laws stirred new interest in the west?

2. How did the Homestead Act bring settlers west?

3. What was the impact of the Homestead Act?

4. How did the Pacific Railway Act bring settlers west?

5. What was the impact of the Pacific Railway Act?



Native Americans depended heavily on the buffalo for food, shelter, and clothing. As the railroad moved west, bored passengers and hunters shot buffalo out the windows of trains. Between 1872 and 1874, nine million buffalo were killed. By 1900, there were fewer than 50 buffalo left in the United States.

By 1867, Dodge's crews were laying as much as seven miles of track a day across the plains. The workers lived in tent cities that followed the tracks west. These portable towns were tough, often dangerous places. A reporter wrote, "Not a day passes but a dead body is found somewhere in the vicinity with pockets rifled of their contents."

For the Plains Indians, the railroad was an invasion of their homeland. They watched in anger as millions of buffalo were slaughtered, destroying their main source of food. Warriors attacked the work crews and derailed supply trains by prying up sections of track. Grenville Dodge demanded military help, and soon he had 5,000 troops guarding his crews as they inched their way west.

The Central Pacific Builds East In California, the Central Pacific Railroad faced different problems. Soon after the company began laying track, many of the workers dashed off to newly discovered silver mines in Nevada. Construction practically stopped.

In desperation, Charles Crocker, the head of construction, hired 50 Chinese workers. He doubted that the Chinese were big enough to do heavy construction. On average, they weighed just 110 pounds. But the Chinese surprised him. They could do as much work in a day as any other crew, and often more.

Crocker was so impressed that he sent agents to China to hire more Chinese workers. The agents were lucky. War and unrest had driven millions of Chinese into poverty and debt. Young men jumped at the chance of going to America to build a railroad. Most of them planned to save their money and return to China as wealthy men.

More than 12,000 Chinese laborers worked for the Central Pacific. They cleared trees, shoveled dirt, blasted tunnels, and laid tracks. At least 1,000 Chinese workers lost their lives in explosions, snow slides, and other accidents. Despite these losses, the workers managed to lay up to ten miles of track in a day.

The Two Lines Meet On May 10, 1869, the two lines met at Promontory Point, Utah. A golden spike was driven in to complete the 1,800 miles of track. In time, a network of railroads would bring new settlers, encourage construction of towns and cities, and allow mail and supplies to be shipped clear across the country.

The Chinese workers, who had contributed so much to building the railroad, were not acknowledged at the celebration. Their reward for years of hard work was to lose their jobs. A few of them fulfilled their dream of returning to China. But most stayed on in America, helping to build new farms and businesses across the West.

24.5 The Miners

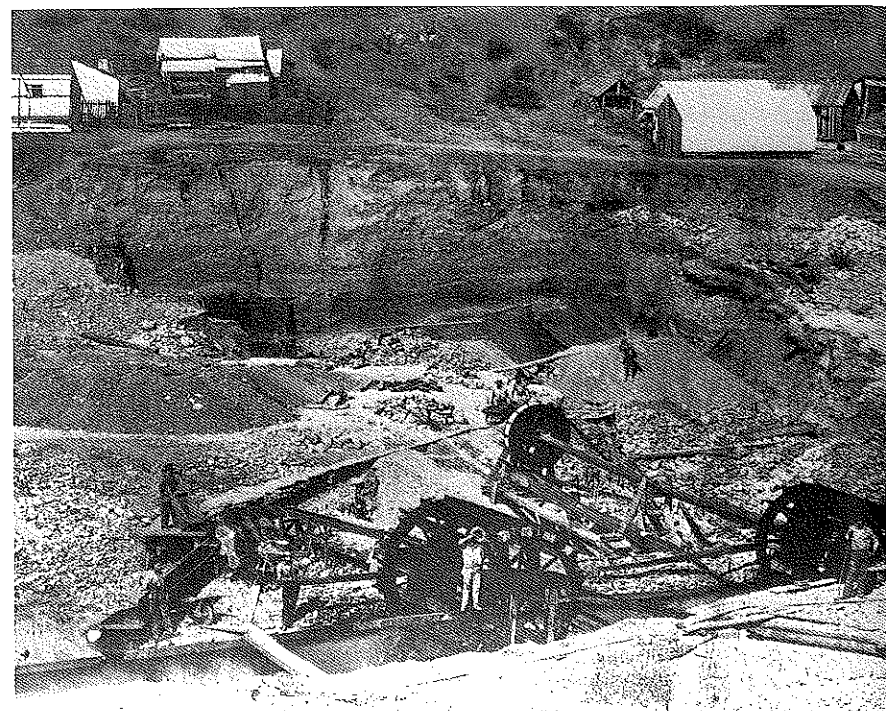
A second group of pioneers—the miners—dreamed of striking it rich. The discovery of gold in California in 1848 set off a great treasure hunt in the mountains and deserts of the West. By 1874, gold or silver had been found in California, Oregon, Washington, Nevada, Montana, Colorado, Arizona, and New Mexico.

Boomtowns and Ghost Towns Mining in the West followed a predictable pattern. First came the discovery of gold or silver. Soon fortune seekers from around the world flocked to the site. Almost overnight, mining camps mushroomed into fast-growing settlements called *boomtowns*.

The discovery of gold or silver often resulted in instant "boomtowns" throughout the West. Pictured here is Leadville, Colorado, in the 1870s. After mining was finished, ghost towns quickly replaced the boomtowns.



Heavy machinery, used to remove gold and silver buried deep in rocks, badly damaged the land.



Newspaper reporter J. Ross Browne described the birth of one such town, Gila City, in present-day Arizona:

Enterprising men hurried to the spot with barrels of whiskey and billiards tables.... Traders crowded in with wagons of pork and beans. Gamblers came with cards.... There was everything in Gila City within a few months but a church and a jail.

These instant towns had no government, no law, and little order. Robbery and murder were common. Honest miners fought back by forming "vigilance committees" to control crime. The members of these committees, called *vigilantes*, handed out quick justice. A suspected murderer might be arrested, tried, convicted, and hanged all in the same day. If asked about their methods, the vigilantes pointed out that there were no courts or jails nearby. And no miner had time to waste guarding criminals.

When the easy-to-find gold or silver was gone, most miners moved on. Just seven years after its birth, Gila City was a ghost town. All that remained, wrote Browne, were "three chimneys and a coyote."

Mining Changes the West In many ways, mining was destructive. It damaged the land and displaced many Native Americans. But most Americans saw mining as a source of wealth and opportunity. Some boomtowns, like Reno and Denver, survived to become prosperous cities. Mining also opened up the West's mountains and deserts to other settlers. Some were businesspeople who invested in the heavy equipment needed to extract hard-to-find ore from western mountains. Others were farmers and ranchers. These were the people who would turn lonely territories into new western states.

24.6 Ranchers and Cowboys

A third group of settlers in the West consisted of ranchers and the cowboys who tended their herds of cattle. At the end of the Civil War, millions of longhorn cattle roamed the plains of Texas. The longhorns got their name from their impressive horns, which could measure more than seven feet from tip to tip. The market for all this beef was the crowded cities of the East. Cattle worth \$3 a head in Texas might be sold for \$50 in New York or Chicago. The problem was how to transport the cattle to the cities. This challenge was complicated by the presence of angry Indians and stampeding buffalo herds.

The Extermination of the Buffalo The railroads made the ranchers' task much easier. As the railroads moved onto the Great Plains, buffalo hunters followed. The hunters killed huge numbers of buffalo for their hides and bones, which were shipped by rail for sale in the East.

The Plains Indians depended on the buffalo for food. They were horrified by the slaughter. So were some other Americans. In 1874, Congress passed a bill outlawing the killing of more buffalo than could be used for food. But President Grant refused to sign the bill into law. General Philip Sheridan supported Grant's decision. "You ought to give each hunter a medal," he said. "Let them kill, skin and sell until the buffalo are exterminated [wiped out]. Then your prairies can be covered with cattle and the cowboy."

By 1880, the buffalo had all but vanished. With their food gone, the Plains Indians had little choice but to move to reservations. The plains were now open to ranchers and their cattle.

The "Long Drive" The railroads also solved the ranchers' transportation problem. In 1867, Joseph McCoy built a stockyard next to the railroad in Abilene, Kansas. A *stockyard* is a large holding pen where cattle are kept temporarily. That summer, cowboys herded a few thousand cattle from Texas to the Abilene stockyard, in what they called the "long drive." There the cattle were loaded into boxcars and shipped east. Over the next 20 years, cowboys drove more than 5 million cattle to Abilene and other "cow towns" beside the rails.

Being a cowboy was dangerous and low-paying work. Still, life on the trail attracted many young adventurers. Most were Texans. About a third were of Mexican or African American heritage. Rarely, however, were black cowboys promoted to trail boss. Jim Perry, for example, was an expert rider, roper, and trail cook. He once said, "If it weren't for my damned old black face, I'd have been a boss long ago."

During the long drive, cowboys worked 17 hours a day, seven days a week, for three to four months. Much of the work was boring—except for moments of terror when a herd stampeded. By the time they reached the end of the trail, most cowboys were ready for rowdy fun, including drinking, gambling, and brawling. That made the cow towns wild, noisy, and often dangerous places.

The most notorious cow town was Dodge City in Kansas. An eastern

Cowboys, like Isom Dart (pictured below), moved out west to herd cattle. Many cowboys dreamed of getting their own herd and making their fortune in the rapidly growing cattle empire.



Isom Dart, cowboy, New York



Dodge City, Kansas, shown above, was a wild cow town. When cowboys reached the end of the drive, they were ready for fun.

newspaper described it as “a wicked little town.” Between 1872 and 1878, 64 victims of gunfights were buried on the hill above the town. Later, several graves were dug up to make way for a new school. The gravediggers turned up a fine collection of skeletons, most still wearing their cowboy boots. To this day, the Dodge City cemetery is known as Boot Hill.

The End of the “Long Drive” After growing rapidly for 20 years, the cattle industry collapsed in 1887. The winter of 1886–1887 was the worst that anyone could remember. January was so cold that one cowboy described his life as “hell without the heat.” Whole herds of cattle froze to death. Ranchers called that terrible winter the “Great Die-Up.” Many of them lost everything. The survivors reduced their herds and fenced their grazing lands. They built barns and raised hay so that they could shelter and feed their animals in winter. The days of the long drive were over. Wild cow towns became civilized ranching centers. Adventurous cowboys settled down to work as ranch hands.

The cattlemen’s glory years faded into the past. Still, they had much to be proud of. They had opened the Great Plains to settlement. And they had created an industry that remains an important part of life in the West today.

24.7 The Homesteaders

Farmers followed the ranchers onto the Great Plains. For half a century, the plains had been viewed as too dry for farming. Mapmakers labeled the area the “Great American Desert.” Then in the 1870s, a few homesteaders plowed and planted the grassland. They were lucky. These were years of plentiful rain, and their fields yielded fine crops.

The western railroads and land dealers made the most of this good luck. Maybe the plains used to be too dry for farming, they said, but not any

more. Some even said that rain had followed the rails west. “The increase of railroads,” wrote a Colorado journalist, “has the...effect of producing more showers.” Others gave farming the credit for the wet years, claiming that “rain follows the plow.”

The Homesteaders Arrive Rain might not follow the rails or the plow, but a rush of new settlers did. By 1900, some 500,000 homesteaders had moved onto the Great Plains. Many were farm families from the East who were lured west by the promise of free or cheap land. Some were former slaves looking for a new start in freedom. Tens of thousands of European immigrants also settled the plains. While most of them were seeking land, one group, Russian Mennonites, came looking for religious freedom.

Farming the Dry Plains The homesteaders faced huge challenges as they struggled to turn grasslands into grain fields. Rain was unreliable. Some years their crops withered under the hot prairie sun. Other years clouds of locusts, or large grasshoppers, swept across the plains, eating everything in their path. In addition, the plains had few trees, so there was little wood for homes.

Over time, the homesteaders solved these problems. Instead of using wood, they built houses out of chunks of sod (mats of soil held together by grassy roots). They used windmills to pump water from deep in the ground. They learned how to plow deeply to reach moist soil. The Mennonites introduced a type of winter wheat that thrived on the plains. With hard work and the right crop, homesteaders made the Great Plains the most productive wheat-growing region in the world.



The plains greeted newcomers with miles and miles of treeless grassland. Since lumber was expensive or unavailable, farmers built homes out of sod, or mats of soil. Sod houses proved to be cool in the summer and warm in the winter.

Sections 4 to 7

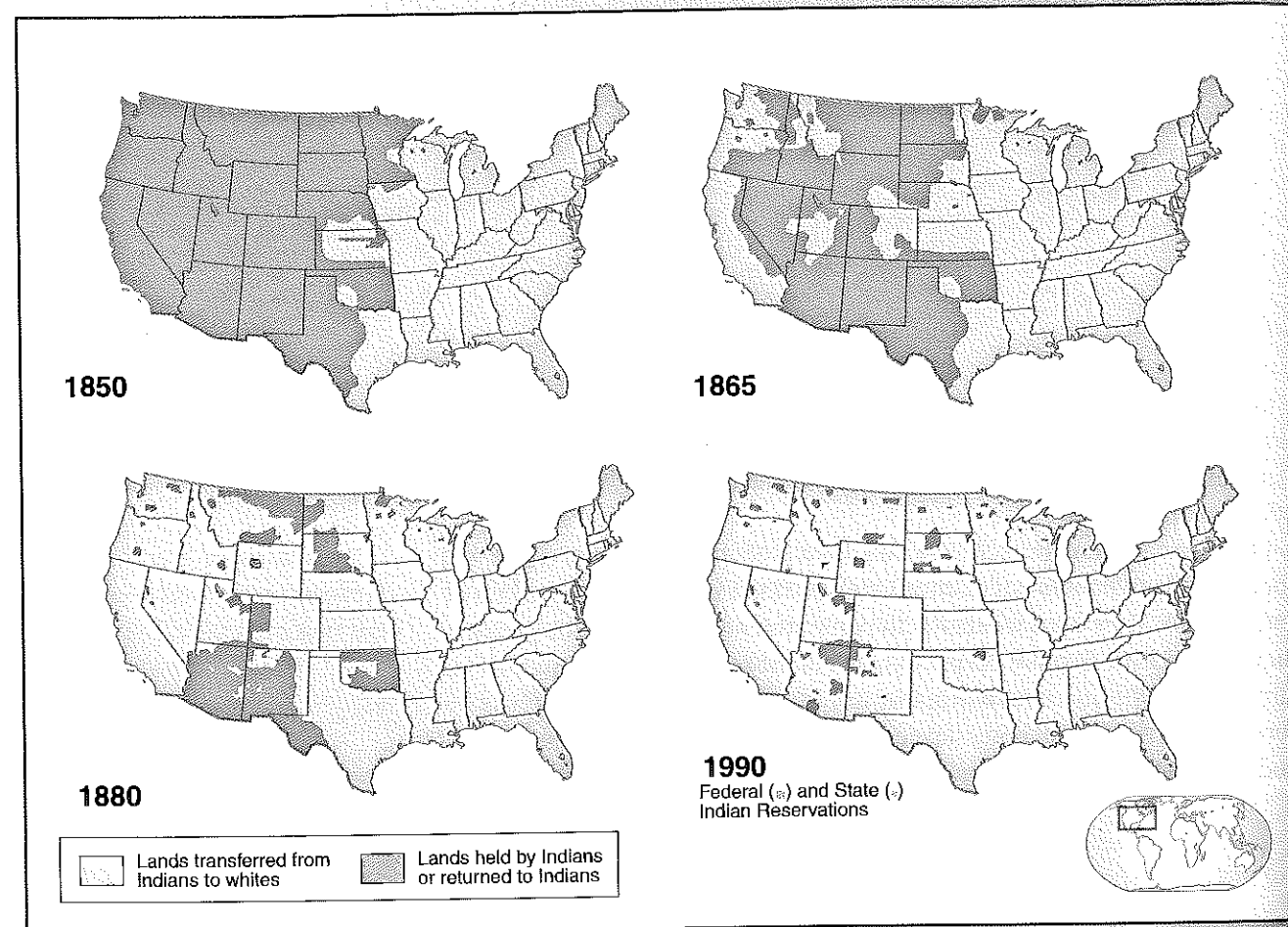
For each reading section, draw a symbol to represent the settlers discussed in that section. Then fill in that row of the matrix.

	Who the Settlers Were	Reasons for Moving West
Section 4: Railroad Builders (symbol)		
Section 5: Miners (symbol)		
Section 6: Ranchers and Cowboys (symbol)		
Section 7: Homesteaders (symbol)		

Challenges Faced by Settlers	How Settlers Changed the West	Effect on American Indians

Geography Challenge

Land Losses of Native Americans



1. Identify at least four interesting details on these maps.
2. Approximately what percentage of the land in the continental United States was held by Native Americans in 1850? 1865? 1880? 1990?
3. What are some of the reasons Native Americans lost so much land between 1850 and 1990?
4. How do you think Native Americans responded to this loss of land?

24.8 War on the Plains

The flow of miners, ranchers, and farmers to the West compelled a change in federal policy toward Native Americans. Under the Indian Removal Act of 1830, Native Americans had been promised lands in the Great Plains in exchange for giving up their homelands in the East. By the mid-1800s, whites were pushing deep into this "Indian Territory." A number of small wars raged as Indians resisted the tide of settlement. More and more, government officials saw Indians as standing in the way of the agricultural and industrial development of the West.

In 1867, Congress tried to separate Indians and settlers by moving the Indians onto reservations. In exchange for their land, the Native Americans were promised food, farm tools, and schools where their children would learn to "live like whites."

The new policy was backed up by force. The U.S. Army was authorized to round up Indians and keep them on reservations.

Many Native Americans fought this effort to take away their land and change their way of life. In the 1870s, the wars on the plains would settle the issue once and for all.

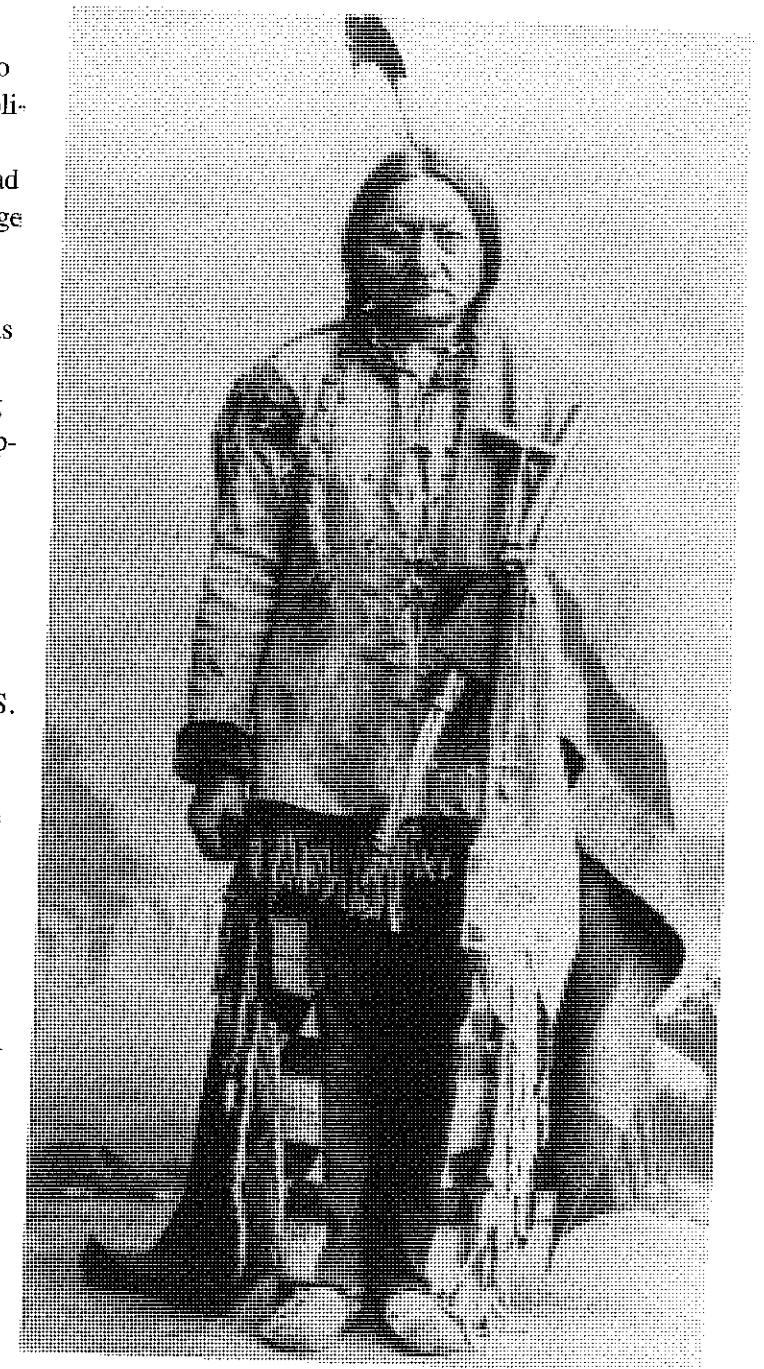
Reservation Life The nomadic Plains peoples hated the idea of being penned up on a reservation. A Sioux chief named Sitting Bull spoke for many Indians when he said:

I will remain what I am until I die, a hunter, and when there are no buffalo or other game I will send my children to hunt and live on prairie mice, for when an Indian is shut in one place, his body becomes weak.

Despite Sitting Bull's words, the buffalo were disappearing, and most Plains Indians had little choice but to move to reservations. Once they did, however, the promised food often failed to arrive. Sometimes dishonest Indian agents sold it to settlers instead. Often the food was spoiled by the time it reached the Indians.

Hungry and unhappy with reservation life, many warriors left the reservations to look for game or to attack settlers. When they did, they were hunted down by army troops.

General George Crook sympathized with the Indians. "I do not wonder that when these Indians see their wives and children starving they go to war," he wrote. "And then we are sent out to kill. It is an outrage."



Sitting Bull's Indian name was Tatanka Iyotaka. This Sioux chief resisted white settlement with passion and courage. Nevertheless, his leadership was not enough to stop the tide of newcomers.



This artist's depiction of Custer's Last Stand, or the Battle of the Little Big Horn, shows Sioux warriors overwhelming Custer's troops. Custer himself was killed by a gunshot to the head. The battle lasted only half an hour.

The Battle of the Little Big Horn The most famous battle in this long struggle was fought near the Little Big Horn River in present-day Montana. The Battle of the Little Big Horn soon came to be known by another name—Custer's Last Stand.

The trouble began when soldiers led by Indian fighter George Custer found gold in the Black Hills of Dakota Territory. Within months, 15,000 gold-hungry whites were swarming over Sioux land. Rather than remove the miners, the government demanded that the Sioux sell the Black Hills. The Sioux refused. "I never want to leave this country," a leader named Wolf Necklace told the government agents. "All my relatives are lying here in the ground, and when I fall to pieces I am going to fall to pieces here."

The army was ordered to force the Indians out. In June 1876, army scouts reported that several thousand Sioux and Cheyenne were camped beside the Little Big Horn River. Custer was ordered to locate the camp and then wait for reinforcements.

Once Custer spotted the Indian camp, however, he decided to attack at once. The attack ended in disaster. Custer split up his troops, and the group that he led suddenly found itself surrounded by angry warriors.

The battle, one warrior said, lasted no longer than a hungry man needs to eat his dinner. In those few minutes, Custer and all his men—about 260 soldiers—were killed.

Angry whites called the battle a massacre. Over the next few months, the army tracked down the Sioux and Cheyenne and forced them onto reservations. Ignoring earlier treaties, Congress took the Black Hills and another 40 million acres of land away from the Sioux.

By 1887, most Native American peoples had been moved onto reservations. Never again would Indians roam freely across the West.

24.9 Chapter Summary

In this chapter, you read about the tensions that developed between settlers and Native Americans in the West after the Civil War. You used an illustration of a buffalo hide to record information about four groups of settlers and their impact on the West's native peoples.

As settlers moved west, Native Americans were pushed off their lands and onto reservations. When Indians like the Nez Percé resisted, soldiers were sent to move them by force.

During the Civil War, the Homestead Act and the Pacific Railway Act aroused new interest in the West. The completion of the first transcontinental railroad in 1869 opened the West to a flood of new settlers.

Much of the West was first explored by miners seeking gold and silver. The railroads helped ranchers and cowboys introduce large-scale cattle ranching to the Great Plains. Homesteaders turned the Great Plains into the most productive wheat-producing region in the world.

The wars between settlers, soldiers, and Plains Indians came to a head in the Battle of the Little Big Horn. The Indians won the battle, but soon afterward the Sioux and Cheyenne were forced onto reservations.

The settling of the West helped to make the United States one of the world's largest and wealthiest countries. In the next chapter, you will learn how the rise of big business created new opportunities and problems for workers, immigrants, and politicians from east to west.

Settlers rush to claim land in the Oklahoma Territory in 1893.



Section 8

- For each year on the timeline, briefly describe the federal policy or event that resulted in American Indians being moved onto reservations. Also draw a symbol to represent that policy or event.

1830	1867	1876

- What do you think Sitting Bull was referring to when he said, “For when an Indian is shut in one place, his body becomes weak”?

PROCESSING

On a separate sheet of paper, write two acrostic poems about the clash of cultures that resulted from the settlement of the West. One poem should be from the perspective of white settlers. The other should be from the perspective of American Indians. Begin the lines in each poem with the letters in the word *settlement*. Two examples are given below.

**Settlers' View of
Settlement of the West**

Swiftly we came by railroad and horse.

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**American Indians' View of
Settlement of the West**

Settlers invaded our lands from the East.

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THE WEST: THE LAST FRONTIER

The end of the Civil War also saw the opening of the “Last Frontier” — the Great Plains. Several legislative acts passed during the Civil War helped set the stage.

THE HOMESTEAD ACT OF 1862

During the early history of the nation, the federal government had sold land from its vast public domain for about \$1.25 an acre. After the Southern states seceded, the remaining states passed several bills which the South had previously blocked. These laws helped encourage economic growth and expansion in the West. President Lincoln signed the **Homestead Act** in 1862. The act stated that any citizen could occupy 160 acres of government land. If the settler



A typical homesteader's living quarters.

“improved” the land with a home and grew crops, after five years he or she would own the property. Many European immigrants were attracted by this offer of free land. Almost 1,400,000 homesteads were eventually granted under the Homestead Act.

ACTING AS AN AMATEUR HISTORIAN

Under the **Homestead Act**, the government offered public lands to settlers. This section lays out what was required for a settler to buy land:

“Section 2. Be it enacted, that the person applying for the benefit of this act shall make affidavit before the register that he or she is the head of a family, or is twenty-one years or more, or performed service in the army or navy, and that he has never borne arms against the U.S. government or given aid and comfort to its enemies, and that such application is made for the purpose of actual settlement and cultivation, and not either directly or indirectly for the use or benefit of another person or persons; and upon filing the said affidavit with the register, and on payment of ten dollars, he or she shall be permitted to enter the quantity of land specified.”

List some of the requirements that a settler had to meet to buy federal land.



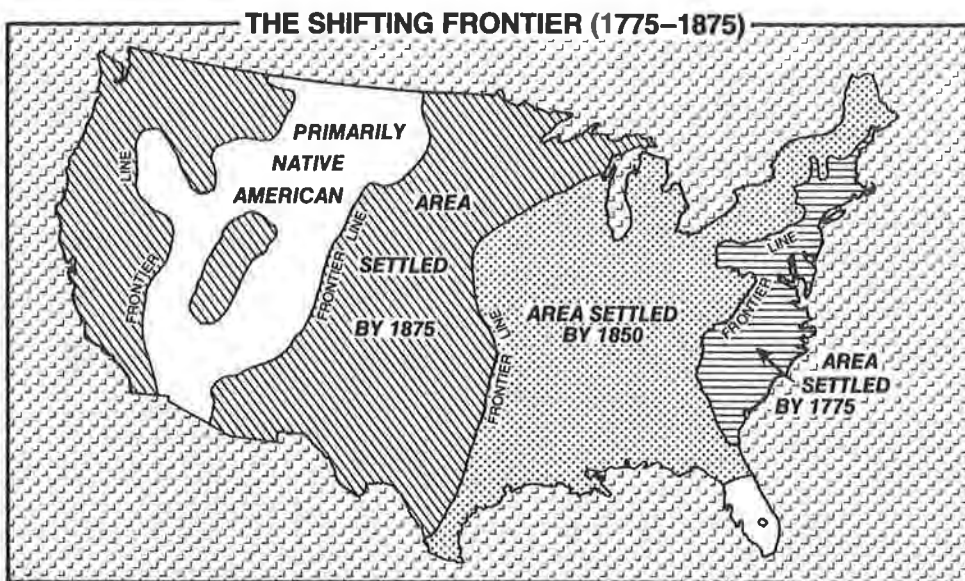
MORRILL ACT OF 1862

Another attempt to settle lands in the West led President Lincoln to sign the **Morrill Act**. This act provided each state with 30,000 acres of federal land times the number of its members in Congress.

The state could then sell this land and use its earnings to fund public colleges that taught agriculture and the mechanical arts. Sixty-nine colleges were founded using these land grants. Although they began as agricultural and technical schools, many of these colleges grew into large public universities that later helped educate millions of Americans.

THE SETTLEMENT OF THE FRONTIER

The American **frontier** has generally been defined as the line separating areas of settlement from “unsettled” wilderness territory. From another point of view, the American frontier marked the dividing line between areas where Native Americans lived and areas where more technologically advanced peoples lived. Since the arrival of the first colonists, the American frontier had moved slowly westwards. By the end of the Civil War, American settlers occupied the mid-Western prairies and had a foothold along the Pacific coast. Between these two lines was a vast expanse of territory.



Much of this last frontier consisted of the Great Plains, home to millions of buffalo and the Native American Indians who lived off their food and hides. From about 1860 to 1890, these herds of buffalo were destroyed, the Native Americans were forced onto reservations, and the Great Plains were divided into farms and ranches.

THE IMPACT OF THE TRANSCONTINENTAL RAILROAD

The extension of the railroads was one of the principal factors behind the settlement of the Great Plains. Before the Civil War, Northerners and Southerners could not agree on a route for a transcontinental railroad. After the South seceded, it was clear that the route would go through the North. After the war, separate crews of engineers and laborers worked from California eastward and from the middle of the country westward.

In laying the track, they had to cut through the high mountains of the Sierra. The two halves of the Union Pacific-Central Pacific Transcontinental Railroad were connected in 1869 at Promontory Point, Utah. After the completion of the first transcontinental railroad, trunk lines were soon built, which connected to the main transcontinental line. Sharp-shooters on the railroads killed off many of the buffalo.

Impact of the Transcontinental Railroad.

Completion of the railroad greatly changed the nation. Products from the West, such as coal and minerals, could be shipped to the East. Ranchers and farmers also shipped their cattle and grain to Eastern markets. The railroad united East and West. Passengers and freight could now reach the West Coast in a matter of days instead of months, and at one-tenth the cost. Settlers rushed to live on lands considered desert wasteland.

Chinese Immigrant Workers. Many of the laborers working on the Transcontinental Railroad on the California side were Chinese immigrants. Disorder and poverty in China drove many of them to emigrate to California. These immigrants received from \$26 to \$35 a month for a 12-hour day, 6-day work week, and they even had to provide their own food and tents. The number of workers from China rose to a high of 12,000 in 1868, making up about 80 percent of the railroad construction workforce.



Completion of the Transcontinental Railroad at Promontory Point, Utah.

THE IMPACT OF GEOGRAPHY ON AMERICAN HISTORY

When gold was discovered in California in 1848, those struck by gold fever had either to sail around South America, to sail to Central America (*which could be crossed by land*), or to take a horse-drawn coach or wagon across the mountains and prairies of the United States. Even before the Civil War, Americans realized the need for a transcontinental railroad — but were divided on the route. Southerners proposed a route through Utah and Nevada. Americans



California gold miners.

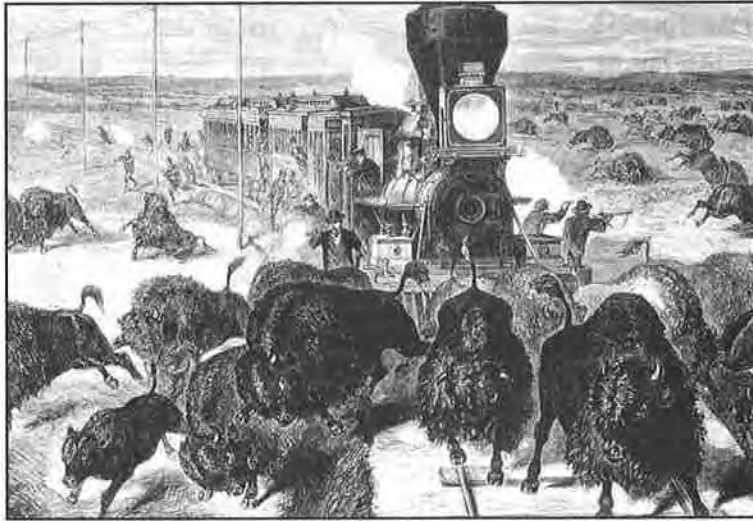
rightly suspected the choice of the route would have an important impact on the economic development. After the Civil War, the Northern route was chosen. Completion of the transcontinental railroad opened the Great Plains to settlement.

THE GREAT PLAINS INDIANS

Native Americans Indians had once occupied all of the United States. Native Americans were composed of many different groups, speaking hundreds of languages. The advancing line of settlement and diseases from Eurasia like smallpox had severely reduced Native American populations and pushed them westwards. By the end of the Civil War, Native American Indians nevertheless still occupied the Great Plains.

Tribes, like the Sioux, lived by hunting the millions of buffalo that grazed the Great Plains. However, with the Homestead Act and completion of the transcontinental railroad, land-hungry settlers wanted this land for themselves.

The “Indian Wars.” Expansion into the Great Plains and mountain regions by miners, ranchers and settlers led to a growing number of conflicts with the Native American Indian population of the West. From the 1840s to the 1880s the U.S. military fought several battles, usually in the form of small skirmishes, in an effort to clear routes to the West for white settlers and to establish government control over this vast territory. During these **“Indian Wars,”** the U.S. Army defeated the Plains Indians and forced them onto reservations. The technological superiority of the federal troops’ made resistance by the Native American Indians impossible. Government reports estimate that as many as 45,000 Indians and 19,000 whites were killed.



As settlers moved westward, they killed off millions of buffalo — essential to Indian survival.

THE RESERVATION

Once a particular Native American tribe submitted to federal authority, its members were settled on reservations. Reservation lands were usually smaller than the lands from which the tribe was removed and often consisted of undesirable land. The federal government promised food, blankets, and seed, but this policy clashed with tribal customs since Native Americans were traditionally hunters, not farmers.



Shoshone on the reservation at Ft. Washahie, Wyoming (1892)

DAWES ACT OF 1887

Congressman Henry Dawes designed a bill to break up tribes and promote the assimilation of Native American Indians into American society. The act provided that each Indian family be given 160 acres of farmland. The remaining tribal lands were “surplus” and opened to whites. Tribal ownership was simply to disappear. Within decades of the passage of the Dawes Act, the vast majority of Native American tribal lands in the West were in the hands of whites. Before the act, Indians controlled about 150 million acres. Twenty years later, two-thirds of their land was gone. The act was meant to protect Indian welfare, but it was viewed with distrust by many Indians injured by past government relocation efforts. Although well intended, the act nearly destroyed Native American Indian culture.

INDIAN LAND FOR SALE

GET A HOME OF YOUR OWN
EASY PAYMENTS

PERFECT TITLE
POSSESSION WITHIN THIRTY DAYS

FINE LANDS IN THE WEST
IRRIGATED IRRIGABLE GRAZING AGRICULTURAL DRY FARMING

FOR THE YEAR 1911 IT IS ESTIMATED THAT 350,000 ACRES WILL BE OFFERED FOR SALE

Colorado	5,211.48	57.27	Oklahoma	34,664.00	339.14
Idaho	12,010.00	2.85	Oregon	1,000.00	18.45
Kansas	1,684.50	53.45	South Dakota	120,415.00	18.51
Minnesota	11,284.00	5.86	Washington	4,870.00	41.37
Nebraska	2,944.00	36.15	Wisconsin	1,000.00	17.88
North Dakota	27,840.15	9.51	Wyoming	865.00	28.84

WALTER L. FISHER ROBERT G. VALENTINE

A flier encourages Indians to sell their land and become U.S. citizens.

Threatened Tribal Ways. Assimilation threatened Native American culture. The act encouraged individual farm ownership, opposing the tradition of sharing tribal lands.

Hunters, Not Farmers. Many Native American Indian tribes had never farmed the land, since they were hunters by lifestyle and tradition.

SHORTCOMINGS OF THE DAWES ACT

Infertile Lands. The lands given to Native American Indians were often infertile. The government also never provided farm equipment or assistance in learning how to farm.

Reservation Life. Many suffered from malnutrition, poverty, and untreated health problems. Reservation schools provided an inferior education.

APPLYING WHAT YOU HAVE LEARNED

What impact did the Homestead, Morrill and Dawes Acts have on the development of the West? Did these acts achieve their desired goals? Explain.

ACTING AS AN AMATEUR HISTORIAN

Some historians claim that Native American Indians were treated by the federal government as less deserving than other members of society. Conduct your own research on this topic. Then write a brief “position paper” — a report or paper in which you inform others of your position — on whether you agree or disagree with this claim.





LEARNING WITH GRAPHIC ORGANIZERS



Complete the graphic organizer below by summarizing the provisions of the Homestead, Morrill, and Dawes Acts and describing their effects.

Homestead Act (1862)

Major provisions of the act: _____

What effect did the act have? _____

FEDERAL GOVERNMENT ATTEMPTS TO SETTLE THE WEST

Morrill Act (1862)

Major provisions of the act: _____

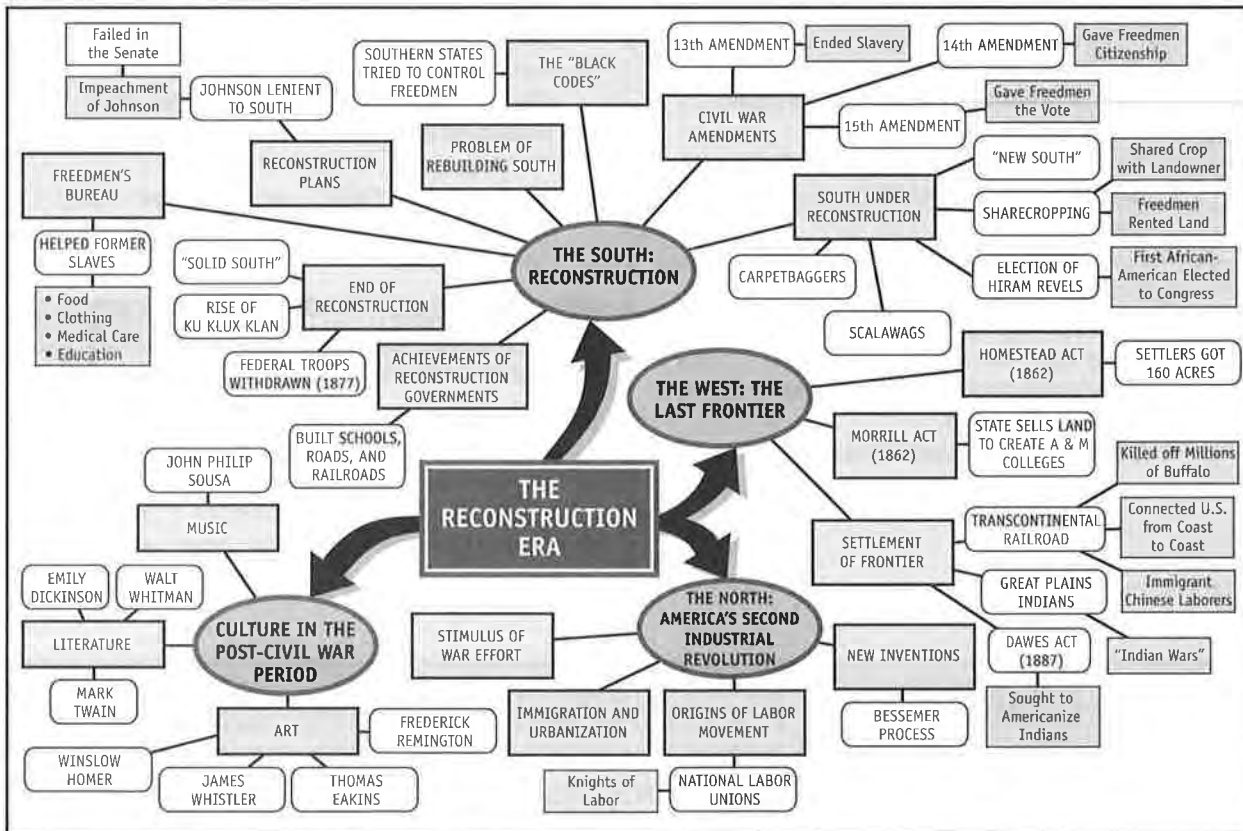
What effect did the act have? _____

Dawes Act (1887)

Major provisions of the act: _____

What effect did the act have? _____

CHAPTER 14 CONCEPT MAP



CHAPTER STUDY CARDS

The Politics of Reconstruction Plans

- ★ **Lincoln's Plan.** Sought lenient treatment of South: 10% of voters swear allegiance to Constitution, state would be readmitted.
- ★ **Johnson's Plan.** Allowed Southern state governments to be made up of former Confederates. States passed "Black Codes" which restricted freedmen's rights.
- ★ **Radical Reconstruction Plan.** A group of Congressmen sought to punish the South.
 - **Reconstruction Act** imposed harsh treatment with military rule in South.
 - **Civil Rights Act** and Fourteenth Amendment gave rights to freedmen.
 - **Impeachment.** Radical Republicans tried but failed to impeach President Johnson.

Civil War Amendments

To be readmitted to the Union, each Southern state had to approve these amendments:

- ★ **Thirteenth Amendment (1865).** Abolished slavery in the nation.
- ★ **Fourteenth Amendment (1868).** Guaranteed states give citizens basic civil rights and equality, including "due process of law" and "equal protection of the law."
- ★ **Fifteenth Amendment (1870).** Gave the right to vote to former slaves (but not women).

Despite these amendments, Southern states deprived African American of their rights when Northern troops withdrew in 1877.

Reconstruction In South

- ★ **Freedmen's Bureau.** Federal agency to help former slaves.
 - Provided food, clothing and health care.
 - Set up schools to educate freedmen.
- ★ **Carpetbaggers and Scalawags.**
 - Northerners took control of Southern governments during Reconstruction with freedmen.
- ★ **Hiram Rhodes Revels.** Was first African American elected to Congress.
- ★ **Sharecropping System.**
 - Freedmen occupied plantation owner's land in exchange for landowner getting a share of the crop.
 - Served to keep freedmen in virtual "slavery."

The West: Opening Great Plains

- ★ **Homestead Act (1862).** Made cheap land available to settlers.
- ★ **Morrill Act (1861).** Set up agricultural and mining colleges to help settle the West.
- ★ **Transcontinental Railroad (1869).** Made travel easier to West.
- ★ **Dawes Act (1887) and "Indian Wars."** Removed Indians to government reservations in West.

**The North:
Second Industrial Revolution**

- ★ Civil War stimulated growth of nation's industries, immigration and cities.
- ★ New technologies, like Bessemer Process and laying railroad lines, promoted industry.
- ★ Period saw rise of national labor unions.

CHECKING YOUR UNDERSTANDING

- 1 What was the primary goal of Radical Republican legislative reform programs?
- A to establish equality under the law for freedmen
- B to restore white Southern representation in Congress
- C to honor military leaders of the Confederacy
- D to prevent African-American land ownership

Hist 9(A)

EXAMINE the question. This question tests your knowledge of the legislative reform program of the Radical Republicans in Congress. **RECALL what you know.** You should recall that after the Civil War, Radical Republicans had control of Congress. They believed slavery had been a moral evil and wanted to help the freedmen while punishing the South. **APPLY what you know.** **Choice B** is wrong because they did not aim at restoring white Southern representation in Congress. **Choice C** is wrong because they did not honor Confederate leaders. **Choice D** is also wrong, since they wanted to promote, not prevent, African-American land ownership. The best answer is **Choice A**. Both the Civil Rights Bill and Fourteenth Amendment tried to give freedmen equality under the law.



Now try answering some additional questions on your own.

Use the table and your knowledge of social studies to answer the following question.

POPULATION OF SELECT WESTERN CITIES, 1860–1890

Name of City	Population in 1860	Population in 1890
Denver, Colorado	2,603	106,713
Omaha, Nebraska	1,883	140,352
Portland, Oregon	2,874	46,385
San Francisco, California	56,802	298,997

Source: *Population Abstract of the United States*

- 2 What conclusion can be drawn about the effect of the Transcontinental Railroad on these Western cities?
- F These cities became corrupt and crime-ridden. **STS 27(D)**
- G Their populations increased greatly.
- H Most Native American Indians relocated to these cities.
- J The railroad had little impact on these cities.
-
- 3 Which statement describes an important aspect of the Radical Republican plan for the reconstruction of state governments after the Civil War?
- A Southerners should be made to pay for their rebellion. **Hist 9(A)**
- B The Union should be restored as quickly as possible.
- C The freedmen should have to purchase their freedom.
- D The freedmen should not be prevented from voting.
- 4 Which best describes one way in which industrialization changed life in the United States following the Civil War?
- F Low cost goods became more available. **STS 28(B)**
- G Slave labor was still permitted in factories in the South.
- H There was an increased reliance on the domestic system in the Northeast.
- J Technological innovations made immigrant labor unnecessary.
- 5 The Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution dealt primarily with —
- A the rights of workers to form labor unions **Govt 16(B)**
- B protecting the rights of women
- C the rights of formerly enslaved people
- D limiting the rights of former Confederate leaders
- 6 Elizabeth Cady Stanton and Susan B. Anthony were best known for their efforts to —
- F prohibit the manufacture and sale of alcohol
- G form labor unions **Citi 22(B)**
- H obtain the right to vote for women
- J expose government corruption

Name _____

310 MASTERING THE GRADE 8 SOCIAL STUDIES TEKS

**UNLAWFUL TO PHOTOCOPY OR
PROJECT WITHOUT PERMISSION**

Use the cartoon and your knowledge of social studies to answer the following question.

- 7 What is the main idea of this cartoon from the Reconstruction Era?
- A Southern society was oppressed by Radical Republican policies. Hist 9(C)
 - B Military force was necessary to stop another Southern secession.
 - C United States soldiers forced women in the South to work in factories.
 - D Sharecropping was an economic burden for women after the Civil War.



- 8 What impact did the election of Hiram Rhodes Revels have on American society during Reconstruction?
- F It exposed the dangers of free elections in the South. Hist 9(B)
 - G It pressured Radical Republicans to support women's suffrage.
 - H It confirmed that African Americans could participate fully in political life.
 - J It convinced the U.S. Congress to ban the importation of slaves.

Use the table and your knowledge of social studies to answer the following question.

URBANIZATION, RAILROAD MILEAGE, AND INDUSTRIALIZATION

	1860	1870	1880	1890
Urban Population (millions)	6.2	9.9	14.1	22.1
Percent of U.S. Population in Cities	20%	25%	28%	35%
Cities Over 10,000 in Population	93	168	223	363
Railroad Mileage (thousands)	30.6	52.9	93.3	166.7

Source: Gary Fields, *Communications, Innovations, and Networks*

- 9 Based on the table, what was one effect of industrialization on the United States in the decades following the Civil War?
- A People began to move away from cities to rural areas. STS 28(B)
 - B The urban population remained about the same.
 - C The number of cities with more than 10,000 people grew rapidly.
 - D The rate of expansion of railroad lines began to decline.
- 10 Which group in the United States presented the strongest opposition to increased immigration in the period following the Civil War?
- F steel-producing industrialists H organized labor Cult 24(B)
 - G steamship company owners J recent immigrants

Use the table and your knowledge of social studies to answer the following question.

FEDERAL LAND POLICY IN THE 1800S

Land Given by Federal Government as:	Acres of Land
Homestead Grants	213.9 million acres
To Support Railroad Construction	129.0 million acres
For Common Schools	73.2 million acres
For Agricultural and Mechanical Colleges	11.1 million acres
To War Veterans (Revolutionary War, War of 1812, Mexican War)	68.2 million acres

Source: The Public Domain and Nineteenth Century Transfer Policy

- 11 Which conclusion can be drawn from this table?
- A The most land was given away under the Morrill Act.
 - B Education was the greatest priority in giving away land.
 - C The Homestead Act had the greatest impact on Western land settlement.
 - D Railroads were prevented from taking part in federal land giveaways.
- 12 Which legislation would a landless settler heading West in the 1860s most likely have supported?
- F Dawes Act
 - G Homestead Act
 - H Reconstruction Act
 - J Civil Rights Act
- 13 Both the Homestead Act (1862) and the Morrill Act (1862) were efforts by the federal government to —
- A provide land to minority groups
 - B resolve conflicts with Native American Indians
 - C encourage settlement west of the Mississippi River
 - D support settlement of former plantation lands
- 14 Immediately after the Civil War, which action by white Southern legislators most enraged Northern Congressmen?
- F enacting the “Black Codes”
 - G granting voting rights to African Americans
 - H by forcing African Americans to move to the North
 - J refusing to let African Americans participate in the sharecropping system
- 15 What was the economic impact of the Transcontinental Railroad on the United States immediately following the Civil War?
- A It brought about the manufacture of safer products.
 - B It promoted a decrease in European immigration.
 - C It limited the abuses of the larger railroad companies.
 - D It led to an expansion of trade from the East to the West coast.

312 MASTERING THE GRADE 8 SOCIAL STUDIES TEKS

- 16 What characteristic was shared by the Irish workers who helped build the Erie Canal in 1825 and the Chinese laborers who helped construct the Transcontinental Railroad in 1869?
- F They communicated to one another in English. **Cult 24(B)**
 - G They were warmly welcomed into American society for their valuable contribution.
 - H They endured difficult working conditions at moderate pay to construct transportation routes that were the marvel of their age.
 - J They were mainly prisoners forced to accept their conditions of work.
- 17 Following the Civil War, the federal government most encouraged the westward settlement of the United States by —
- A making low-interest loans to settlers **Hist 9(D)**
 - B paying Western farmers to grow crops
 - C giving cheap land to homesteaders
 - D honoring Native American territorial claims
- 18 Which statement most accurately portrays the policy of the U.S. government toward Native Americans after the Civil War?
- F Native Americans must be encouraged to retain their customs. **Citi 21(A)**
 - G Native Americans need to move from their tribal lands onto reservations.
 - H Settlers should be educated about the culture of Native Americans.
 - J Management of Native American affairs should be shifted to the states.
- 19 What was the main reason supporters joined the creation of the Ku Klux Klan [during the late Reconstruction Era]?
- A to support the South during the Civil War **Hist 9(C)**
 - B to eliminate sharecropping throughout the South
 - C to prevent formerly enslaved persons from exercising their rights
 - D to encourage European immigrants to settle in the South
- 20 What was a major goal of the Dawes Act (1887)?
- F to encourage European immigration to the West **Hist 9(D)**
 - G to strengthen Native American Indian traditions
 - H to assimilate Native American Indians into American society
 - J to remove the Cherokees from the southeastern United States
- 21 Which goal was shared by the National Labor Union and the Knights of Labor?
- A to help Northern industrialists increase their production **Cult 24(B)**
 - B to help spread new manufacturing techniques to the New South
 - C to promote immigration of skilled workers from Asia and Europe
 - D to organize workers to demand better conditions from employers
- 22 Which of the following developments came last?
- F The buffalo population started to decrease. **Econ 12(D)**
 - G The Great Plains Indians were forced on to reservations.
 - H Settlers felt they could now safely move to the Great Plains.
 - J U.S. troops fought a number of battles with Native American Indians.

- 23 A major criticism of the Dawes Act (1887) was that it —
 A had too many loopholes to be enforceable **Hist 9(D)**
 B granted the most valuable Western lands to Native American Indians
 C gave Native American Indians better job opportunities than other Americans
 D forced Native Americans to make changes that conflicted with their culture
- 24 Which was a result of the completion of the Transcontinental Railroad in 1869?
 F It ended the need for overseas trade with Europe. **STS 27(D)**
 G It led to a decline in settlers moving to the West.
 H It reduced the influence of businesses on the U.S. economy.
 J It created a more unified national economy for sharing resources.
- 25 Which was a direct result of the growth of industry in the North and Midwest following the Civil War?
 A a decline in the number of urban factories. **STS 28(B)**
 B a movement of people from rural areas to cities
 C a decline in the number of goods that people bought
 D a sharp increase in the price of manufactured goods
- 26 What was the impact of the Fourteenth Amendment on the power of state governments?
 F It reduced the power of the President over the states. **Govt 16(B)**
 G It increased the power of state governments over their citizens.
 H It allowed the federal government to restrict the actions of state governments.
 J It prevented Congressional interference with states' rights.

Based on the lyrics below and your knowledge of social studies answer the following question.

We mean to make things over,
 we are tired of toil for naught,
 With but bare enough to live upon,
 and never an hour for thought;
 We want to feel the sunshine,
 and we want to smell the flowers,
 We are sure that God has will'd it,
 and we mean to have eight hours.
 We're summoning our forces
 from the shipyard, shop and mill,

Chorus.

Eight hours for work, eight hours for rest,
 eight hours for what we will!
 Eight hours for work, eight hours for rest,
 eight hours for what we will!

— I.G. Blanchard, "Eight Hours," 1878

- 27 In the decades following the Civil War, the ideas expressed in these lyrics reflected the goals of which group in American society?
 A labor union members **Cult 24(B)**
 B plantation owners
 C sharecroppers
 D businesses owners

WEEK **5**

To practice for the STAAR, go to:

<https://quizlet.com/377675433/flashcards>

8th grade US History at a glance

Era: Exploration & Colonization
Dates: 1587-1763

Reasons for Exploration

- ***Religion** (God)
- ***Wealth** (Gold)
- ***Fame and International recognition** (Glory)
- **Leads to discovery of North America and eventually colonization*

Reasons for Colonization

- ***Political:** European rivalries caused nations to compete with each other to establish colonial empires throughout the world, extending their wealth and power
- ***Religious:** some colonies were founded for religious reform or to escape religious persecution
- ***Economic:** some colonies were founded as business ventures by charter companies funded by private investors
- ***Social:** some colonies' laws created a different kind of society

Important Dates

- 1607-** Jamestown - First permanent English settlement
- 1620-** Mayflower Compact - Beginning of self-government by the colonists

Early Representative Government

Mayflower Compact - Signed by many pilgrims, helped establish the idea of self-government.

Virginia House of Burgesses - 1st representative assembly in North America

Fundamental Orders of Connecticut - first example of a constitution (formal written plan of government) in the colonies

13 Colonies

New England Colonies: Massachusetts, New Hampshire, Rhode Island, Connecticut

- People: Mostly Puritans from England
- Climate: Long cold winters, rocky soil, vast forests
- Economy: Shipbuilding, timber, fishing, whaling, merchant trade

Middle Colonies: Pennsylvania, New York, New Jersey, Delaware

- People: Diverse population from different European countries, Quakers
- Climate: milder winters, longer growing season, good soil for cash crops
- Economy: Cash crops of wheat, other grains, fruits, vegetables, artisans

Southern Colonies: Maryland, Virginia, North Carolina, South Carolina, Georgia

- People: English Anglicans, Catholics, enslaved Africans
- Climate: Warm, rainy, year-round growing season, rich soil for cash crops
- Economy: dominated by plantations, cash crops of tobacco, rice, indigo, and cotton



Mercantilism

- *British government imposes strict control of colonial economy
- *America discouraged from producing manufactured goods
- *America encouraged to buy British goods
- *America's trade with other countries is restricted

Free Enterprise

- *Government does not control but regulates to make it fair
- *Free to produce whatever goods wanted
- *Free to buy goods from any country
- *Free Trade: The U.S. can trade with any country it wants to

Key Vocabulary

Joint-stock company-a company in which investors buy stock, in return for a share of the future profits.

Burgesses-elected representatives to an assembly.

Representative government- People chosen by the citizens to make decisions on their behalf and to represent them in the legislative assembly.

Toleration- the acceptance of different beliefs.

Mercantilism- theory that a state or nation's power is dependent on its wealth.

1st Great Awakening — a period of great revivalism that spread throughout the colonies in the 1730s and 1740s. It deemphasized the importance of church doctrine and instead put a greater importance on the individual and their spiritual experience.

Indentured servant- laborer who agreed to work without pay for a certain period of time in exchange for passage to America.

People of the Colonies

Thomas Hooker — Founder of the state of Connecticut, "Father of American Democracy. Connecticut adopted the Fundamental Orders of Connecticut sometimes called the "First written Constitution."

William Penn — Established Pennsylvania as a refuge for Quakers. He supported freedom of worship, welcomed immigrants, and did not require residents to serve in a militia.

Anne Hutchinson — Banished from Massachusetts colony; one of the founders of Rhode Island

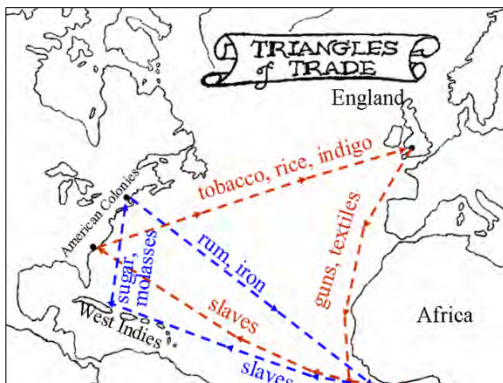
Roger Williams -- political and religious leader best remembered for his strong stance on the separation of church and state and founding the colony of Rhode Island.

Transatlantic Slave Trade

- *Developed and lowered slave cost
- *"Triangular Slave Trade" moved slaves, cash crops, and manufactured goods among European, West African and colonial ports
- *Demand for labor in plantation systems in the southern colonies increased the need for slaves
- *Southern plantations (large farms) produced "cash crops" for export, including tobacco, indigo, and rice

Slavery Established

- *The need for cheap laborers to grow cash crops encouraged white settlers to use African slaves



The 3 Gs

Gold



God



Glory



8th grade US History at a glance

Era: American Revolution

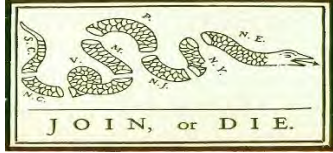
Dates: 1563-1783

French and Indian War (1754-1763)

*British colonists wanted to take over French land in North America in the Ohio River Valley.

*British soldiers fought against French soldiers and Native Americans.

*Native Americans joined against the British because they were afraid the British would take over their land.



Treaty of Paris (1763)

- *Ended the French and Indian War

*Also as a result of the war, the British began taxing the colonists to pay for the war and the proclamation line of 1763 was established to keep colonists from settling west of the Appalachian Mountains.

Key Vocabulary

Boycott-refusing to buy goods from a certain country.

Repeal-to cancel an act or law.

Writs of Assistance-legal document that allowed officers to search homes and warehouses for goods that might be smuggled.

Committee of Correspondence-governments created in each colony before the revolution to organize resistance against the British.

Militia-military force made up of ordinary citizens.

Blockade-using ships to prevent goods from leaving a harbor.

Patriots-American colonists who were determined to gain independence from the British.

Loyalists-American colonists who stayed loyal to Great Britain.

Civil Disobedience — the refusal to obey certain laws or governmental demands for the purpose of influencing legislation or government policy, characterized by the employment of such nonviolent techniques as boycotting, picketing, and nonpayment of taxes.

Unalienable Rights — rights that cannot or should not be taken away by a government because they are given by God; examples: “Life, Liberty and the Pursuit of Happiness”.

Leaders of the American Revolution

George Washington — Commander-in-Chief of the Continental Army

Samuel Adams — Boston Patriot who opposed British taxation. He established the committee of correspondence. Leader of the Sons of Liberty.

Benjamin Franklin — Author, publisher, inventor and diplomat

Thomas Jefferson - main author of the Declaration of Independence

Patrick Henry — Patriot from Virginia, “Give me Liberty. Or give me death!”

Thomas Paine — Wrote Common Sense and American Crisis, He urged Americans to support the Patriot cause during the American Revolution.

John Adams - advocated independence; Continental Congress delegate; Declaration of Independence Committee

Abigail Adams — Wife of John Adams, known for her stance on women's rights in letters to her husband.

Wentworth Cheswell — Educated African-American Patriot, made the same midnight ride as Paul Revere warning that the British were coming.

Mercy Otis Warren — Patriot writer that supported independence and convinced others to join the cause. First woman historian of the American Revolution, published plays, books and poetry.

James Armistead — African-American spy during the American Revolution. Spied on Lord Cornwallis' camp.

Bernardo de Galvez — Spaniard who held off British in New Orleans, but allowed Americans use of the port.

Crispus Attucks — American Hero and Martyr of the Boston Massacre

Haym Salomon — Polish Jew who spied for Americans and was held as a translator for the Germans by the British.

Marquis de Lafayette — French Noble who helped Americans during the Revolutionary War

John Paul Jones — Founder of the U.S. Navy. Led raids on British ships and famous for yelling “I have not yet begun to fight”

King George III — King of England during the American Revolution



Causes of the American Revolution

Date	Event	Description
1763	Proclamation of 1763	Law passed by the King of England forbidding the colonists to settle west of the Appalachian Mountains
1764	Sugar Act	Tax on molasses. One of many events angering the colonists
1765	Stamp Act	Tax on legal documents, newspapers, licenses, diplomas, dice, and playing cards.
1765	Quartering Act	British soldiers could stay in colonists' homes; angered colonists.
1770	Boston Massacre	First civilians killed by British soldiers
1770	Townshend Acts	Taxed goods such as glass, paper, lead, silk, and tea; angered colonists.
1773	Tea Act	Tax on tea; led to the Boston Tea Party (protest using civil disobedience.)
1774	Boston Tea Party	An act of civil disobedience; colonists dumped British tea into Boston Harbor protesting the Tea Act.
1774	Intolerable Acts	A series of severe laws (cancelled town meetings, closed Boston Harbor) passed to punish the colonists for the Boston Tea Party.
1774	First Continental Congress	First organizing of the colonists, representatives from the colonists met to discuss the colonies dissatisfaction with England; Olive Branch Petition - Colonists declare loyalty to King George III, but ask him to cancel the Intolerable Acts



Events of the Revolutionary War

Lexington and Concord 1775 — First battles of the Revolution

British planned to arrest American leaders

Paul Revere made famous ride to warn about the British attack

“Shot Heard Round the World”

Declaration of Independence 1776 — Document written by Thomas Jefferson, claiming independence from Great Britain based on the philosophies of Locke, Montesquieu, and Blackstone

“When in the course of human events..., government should protect life, liberty, and the pursuit of happiness (unalienable rights.)”

Saratoga 1777 — turning point of the war

Important victory because it influenced foreign nations to support America in its war against England

France used its Navy in the Americans effort for victory

Winter at Valley Forge 1777 — American endurance

Thousands of Washington's troops died during the winter

Troops lacked food and clothing

Yorktown 1781 — last major battle of the war

French ships prevented British supplies to reach Yorktown

British surrender because of lack of supplies

British lost hope of winning war and began negotiating the Treaty of Paris 1783



Treaty of Paris 1783 — ended the American Revolution

The 13 colonies became independent from England

The boundaries of the new nation were the Mississippi river to the west, Canada to the North, and Spanish Florida to the south.

8th grade US History at a glance

Era: Constitutional Government
Dates: 1783-1791

7 Principles of the Constitution

Separation of Powers– Divides the powers of government into 3 branches.

Example: Legislative Branch – makes the laws; Executive Branch – executes the laws; Judicial Branch – interprets the laws

Checks and Balances– makes sure no branch of the government becomes too powerful.

Example: The President can veto a bill, Congress can impeach a president, and the Supreme Court can rule a law unconstitutional.

Federalism– Power is shared between the states and national government.

Example: US and TX sharing powers

Limited government– the power of the government is restricted by the U.S. Constitution.

Example: "No one is above the law."

Republicanism– A system where people vote for elected representatives to run the government.

Example: voting for representatives and Senators in Congress

Popular Sovereignty– The people hold the ultimate power.

Example: "We the people..."

Individual Rights: Bill of Rights - 1st ten amendments to the Constitution

Example: Protect individual rights and liberties

The Bill of Rights

1st- Amendment– Freedom of speech, religion and press; right to assemble; right to petition

2nd- Amendment– Right to bear arms.

3rd- Amendment– No quartering of troops during peace time.

4th- Amendment– No unlawful search and seizure.

5th- Amendment– Right to Due Process, no double jeopardy, do not have to testify against yourself.

6th- Amendment– The right to a fast and public trial, right to have a lawyer.

7th- Amendment– Trial by jury in civil cases.

8th- Amendment– No cruel or unusual punishment or excessive fines or bail

9th- Amendment– Rights reserved to the people.

10th- Amendment– Powers reserved to the states

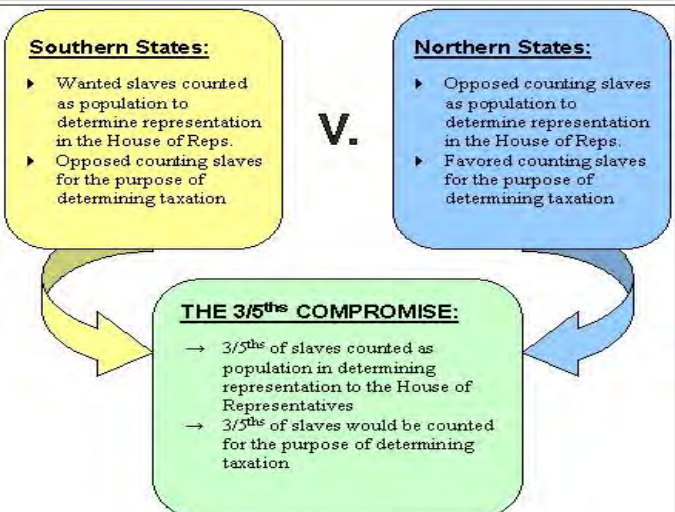
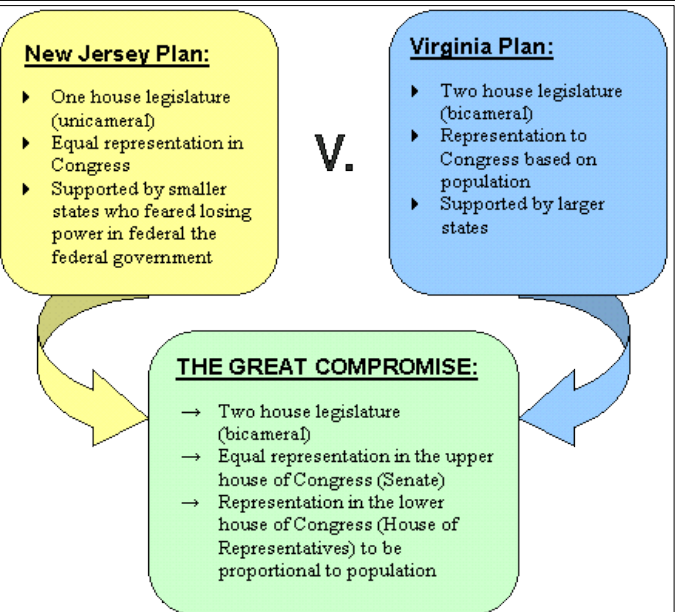
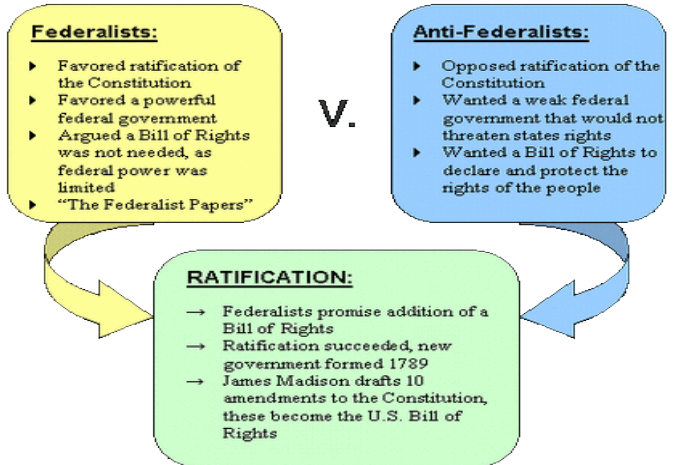
Three-Fifths Compromise – Compromise between northern and southern states over how slaves would be counted in determining a state's population. Three out of every five slaves would be counted.

Ratification of the Constitution

Federalist Papers (1787-1788) – Essays written to encourage ratification of the constitution.

Federalists: Alexander Hamilton, John Jay, and James Madison.

Anti-Federalists: Patrick Henry, George Mason



The Articles of Confederation (1781) – First form of government established by the 13 states. Replaced by the US Constitution because it created a weak form of central government.

Strengths of Articles of Confederation

- States' rights (result of strong fear of a tyrannical leader)
- Confederation of states with equal voice in Congress
- Congress had power to make war and peace, sign treaties; raise an army and navy; print money, and set up a postal system

Weaknesses of Articles of Confederation

- No national taxes (no ability to gain national revenue to pay for army, navy, or other national interests; had to ask the states for money which they often ignored)
- No federal court system (no ability to settle disputes between states)
- Lack of strong federal government (reduced ability to settle disputes over state boundaries)
- No power to regulate commerce (quarrels about taxes on goods that crossed state borders)
- No federal leader (no "Executive" to lead the country)
- Limited military = no protection
- More populous states wanted more representation

Grievance in the Declaration of Independence	Addressed in the Constitution
Taxation without representation	All states have representation in Congress which sets taxes
King has absolute power	Congress has the power to override Presidential veto with 2/3's vote
Colonists not allowed to speak out against the King; Committees of correspondence	1st Amendment – Freedom of Speech
Quartering Act forced colonists to house troops	3rd Amendment – No quartering of troops
Allowed homes to be searched without warrants; writs of assistance	4th Amendment – No unwarranted search & seizure
No trial by jury of peers	6th Amendment – Speedy and public trial, by an impartial jury 7th Amendment – Right of trial by jury

Key Vocabulary

Constitution-the supreme law of the land in the United States. Written in 1787.

Compromise-agreement between two or more sides, in which both sides give up something they want.

Federalist-person who supported the US Constitution.

Anti-Federalist-person who opposed the US Constitution.

Due Process- idea that the government must follow procedures established by law.

Ratification – approval of a document or policy

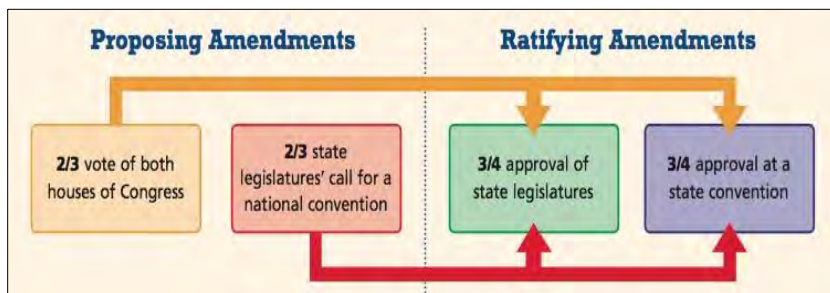
Amendment – an addition to a document

Sovereignty – independent power

Amending the Constitution

Purposes – the Constitution can be changed or amended when it is deemed necessary by the people to adjust to changing times and to maintain a "living" document

Process – proposal by Congress (by two-thirds vote of both houses) or proposal from a convention called by two-thirds of the states. The proposal is then sent to the state legislatures



Criteria to become a citizen

- *are at least 18 years old
- *lived as a legal immigrant in the U.S. for a specific period of time,
- *lived for a specific period of time in the state or U.S. territory from where you are applying
- *have "good moral character" and have not been convicted of certain crimes,
- *can speak, read and write in English,
- *know the basics of U.S. history, government and civics,
- *understand and have an attachment to the U.S. Constitution.

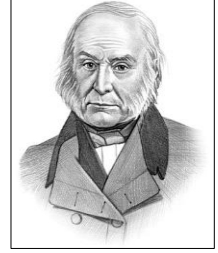
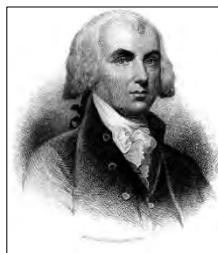
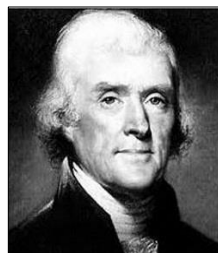
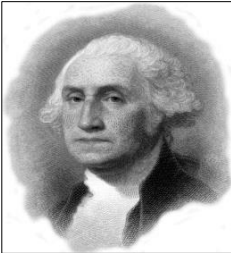
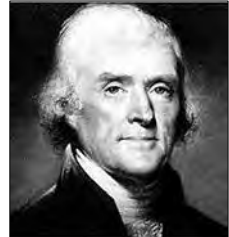
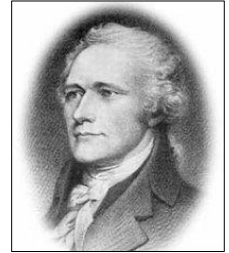


8th grade US History at a glance

Era: Early Republic & Jackson
Dates: 1789-1836

Development of Political Parties

	FEDERALISTS	DEMOCRATIC-REPUBLICANS
Important Leaders	Alexander Hamilton John Adams	Thomas Jefferson James Madison
ISSUES		
Government	Strong national government	Weak national government & strong state government
Constitution	Loose interpretation	Strict interpretation
Economy	Based on industry	Based on agriculture
Democracy	Fear of mob rule	Fear of rule by one or few
Foreign Affairs	Closer ties with England	Closer ties with France
National Bank	For: Build U.S credit, pay war debts, create a national currency	Against: Unconstitutional, most southern states were debt free
Taxation	For: Raise revenue with taxes	Against: Taxes were unfairly high for small, western families
Tariffs	For: Raise revenue, protect U. S. manufacturers (from lower cost imports)	Against: Agricultural economies hurt by increased cost of imported goods



U.S. Presidents (F) – Foreign (D) – Domestic

President	Key Events
George Washington (1789-1797)	(D)*National Bank – debate over government authority to create a bank in order to create a stable economic system and pay off debts (D)*Federal Judiciary Act – setting up a court system (D)*Whiskey Rebellion – used strength of new government to stop farmers rebelling over a tax on whiskey (F)*Proclamation of Neutrality – U.S. would not choose sides in French & British conflicts (F)*Farewell Address – warned country against political parties, national debt & foreign alliances
John Adams (1797-1801)	(F)*XYZ Affair – French agents attempted to bribe U.S. negotiators who came to talk about French attacks on American ships (D)*Alien and Sedition Acts – targeted immigrants who generally supported the Democratic-Republican Party
Thomas Jefferson (1801-1809)	(D)*Marbury vs Madison – established judicial review (F)*Louisiana Purchase – purchased from France for \$15 million, doubled the size of the U.S. and acquired complete control of the Mississippi River and the Port of New Orleans (F)*Embargo Act of 1807 – cut off all trade with Europe, devastated U.S. economy
James Madison (1809-1817) (Father of the Constitution)	(F)*War of 1812 – 2 nd War for Independence or “Mr. Madison’s War”, U.S. proves it can defend itself and earned worldwide respect, helps spark the Industrial Revolution
James Monroe (1817-1825)	(D)*Missouri Compromise - Admitted Missouri as a slave state& Maine as a free state; prohibited slavery north of Missouri maintaining balance between free and slave states in Congress. (F)*Monroe Doctrine - Declaration stating that Europe was not allowed to interfere in the affairs of any country in the Western Hemisphere; prohibited any new European colonization in the Western Hemisphere
John Quincy Adams (1825-1829)	(F)*Tariff of Abominations

War of 1812 (1812-1814)

Causes

- *England prevented trade with other countries
- *England Impressed (kidnapped) sailors and forced them into the British Navy
- *England encouraged Native Americans to attack settlers
- *War Hawks wanted to take Canada

Events

- *British naval blockade (cut off trade)
- *Burning of Washington, D.C. (Dolly Madison saves artifacts)
- *Francis Scott Key wrote the *Star Spangled Banner*
- *Treaty of Ghent officially ends the war
- *Battle of New Orleans an American victory makes Andrew Jackson a war hero

Effects

- *Foreign Affairs — America proved it could protect itself.
- *Economy — America became more independent of foreign trade; created their own goods, sparked the Industrial Revolution
- *Nationalism — helped Americans feel more Patriotic about their country.

Key Vocabulary

Unconstitutional-against the Constitution.

Necessary and Proper- the right of Congress to make any laws that are needed to carry out their powers guaranteed in the Constitution (Elastic Clause).

Precedent- a tradition.

Cabinet-group of advisers to the president.

Judicial Review- right of Supreme Court to determine if a law violates the Constitution.

Tariff-a tax on imported goods.

Sedition-activities aimed at weakening an established government.

Nullify-to cancel a law.

Laissez faire-economic system where the government does not interfere.

Impressment-forcing people into service, as in the navy.

Embargo-prohibition of trade with a country.

Nationalism-love of one's country.

Era of Good Feelings-period of time following the War of 1812 when the US had a sense of Nationalism.

Protective tariff-tax on imported goods to protect the American economy.

Suffrage- the right to vote.

Jacksonian Democracy – The main idea that as many people should be allowed to vote

Spoils system-after an election government jobs are given to political supporters of the new president.

Tariff of Abominations-protective tax from 1828 to protect US industry. Strongly opposed by the South.

Nullification-the right of a state to nullify any federal law they oppose.

States' rights- political powers reserved for the state, as opposed to the federal government.

Secede- to leave the Union.

Supreme Court Cases

Marbury vs. Madison- establishes judicial review (the Supreme Court can declare laws passed by Congress or action by the President unconstitutional.)

McCullough vs. Maryland - Case concerning the national bank, established the power of the national government over the state governments.

Gibbons vs. Ogden - Steamboat case about a monopoly. Establishes that the federal government is above the states in cases involving interstate commerce (trade.)

Worcester vs. Georgia – Case concerning Indian Removal, Supreme Court rules Cherokee nation was a “distinct community”, only the federal government had authority to deal with Native Americans (cannot take Native American lands unlawfully or create Native American laws)

Andrew Jackson (1829-1837) (Old Hickory)

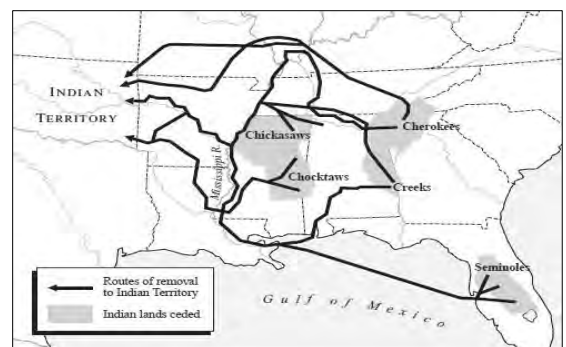
*Expanded suffrage – voting rights expanded to all white adult males (no property qualifications)

*Indian Removal Act - American Indians are forced to move west of the Mississippi River to Indian Territory (present day Oklahoma)

* Trail of Tears – Cherokee were forced to leave their territory as troops marched them west under the Indian Removal Act; thousands died of cold hunger and disease

*Nullification Crisis - S. Carolina, led by John C. Calhoun threatened to secede from US after nullifying protective tariffs by ignoring a federal law that they feel unfairly hurts their state (or unconstitutional).

*Killed the National Bank – Jackson disliked the National Bank; felt had too much power and benefitted the wealthy and not the “Common Man”



8th grade US History at a glance

*Era: Westward Expansion/
Industrialization/Reform/Culture
Dates: 1780-1850s*

Factors That Encouraged Westward Expansion:

Economic – new land for farmers; new resources and raw materials; new trade routes and markets (Santa Fe Trail); new opportunities to start a business; low prices for land, advances in transportation, and the California Gold Rush (1849)

Political – expand the nation's borders/territory to provide security; desire to expand democracy

Social – refuge for persecuted groups (Mormons), romantic notions of life in the West, opportunity to start a new life

Territorial Expansion: Treaty of Paris 1783, the Louisiana Purchase (1803), Annexation of Texas (1845), the Oregon Territory (1846), the Mexican Cession (1848), and the Gadsden Purchase (1853).

The Northwest Ordinance (1787) created an orderly procedure for establishing territories and applying for statehood

*Territories could apply for statehood once the population achieved 60,000.

*New states would be equal to the original 13 states.

*Citizens would have the same freedoms, rights, and protections as the citizens of the original 13 states.

*Slavery was prohibited.

Transportation

Erie Canal: completed in 1825. It created a water route which linked farmers to northern manufacturing sites.

Railroads: linked the nation from the east to west coast. Many Chinese and Irish immigrants completed construction; rail travel led to a decline in the use of canals

Transcontinental Railroad: Railroad line that linked the well-developed railway network of the East Coast with rapidly growing California.

Industrial Revolution

Beginning of mass production, interchangeable parts; lowers cost of goods; factory system; urbanization; deplorable work conditions

Factors that led to industrialization:

*War of 1812– America could not buy goods from England and was forced to make their own goods

*Inventions changed the way goods were produced

*Improvements in transportation– made it easier, faster and cheaper to send goods to buyers

Main features of Industrialization:

1. Occurred in the North
2. machines began to do the work that people did
3. unskilled workers replaced skilled workers
4. more people worked, including women and children
5. increased immigration from other countries



Manifest Destiny:

The belief that America had the God-given right to expand across the continent from “sea to shining sea”



Mexican War (1846-1848) (James K. Polk –President)

*America and Mexico argued over the border between the Texas and Mexico.

*America invaded Mexico and Mexico surrendered.

* **Treaty of Guadalupe Hidalgo** ended the war and Mexico recognizes Texas as a part of the U.S. and settles border dispute– Rio Grande the border.

*Mexico gave up the **Mexican Cession** (present day states of California, New Mexico, Arizona, and Colorado which helped complete Manifest Destiny.

Key Vocabulary

Cede - to give land up by treaty.

Forty-niner- person who went to find gold in California in 1849

Factory System-method of manufacturing in the Industrial Revolution, using machines and factories.

Interchangeable parts-parts that are identical and can be replaced.

Skilled/unskilled workers-a worker who has a special skill or knowledge to complete a task.

Push & Pull Factors – forces that pushed people out of their native land and pulled them toward new places

Immigration - Moving from one country to another

Immigrants - People who settle in a new country

Urbanization — social process where cities grow and societies become more urban

Inventor	Invention	Inventor	Invention
Eli Whitney	Interchangeable parts	Samuel Morse	Morse code/telegraph- 1837
Eli Whitney	Cotton gin- 1793	Elias Howe	Sewing machine- 1846
Robert Fulton	Steamboat- 1807	Cyrus McCormick	Mechanical reaper- 1847
John Deere	Plow- 1836	Henry Bessemer	Bessemer steel process- 1860's

2nd Great Awakening

A period of religious revivalism in the 1800's that focused on reform and repairing moral injustices.

Reform Movements

Temperance movement: reform movement to reduce use of alcoholic beverages.

Women's Rights Movement: This movement sought the equal treatment of women, including the right to vote. First meeting at the **Seneca Falls Convention** (July 1848) Wrote *Declaration of Sentiments* "All men and women are created equal"

Education Reform: A movement to get more and better public schools so every child in America could get an education.

Mental Health and Prison Reform: Movement to improve prisons and the treatment of mental health patients.

Labor Reform: To get better working conditions, better pay, and limits on working hours.

Abolition Movement: The social movement to end slavery.

Reformers

Abolitionists	Time Period	Accomplishment
William Lloyd Garrison	1831	Newspaper, <u>The Liberator</u> , the New England Anti-Slavery Society
Frederick Douglass	1847	Freed slave- speaker, <u>The North Star</u>
Sojourner Truth	1850's	Runaway slave, in 1827 changed her name and spoke for the abolitionist movement and women's rights
Harriet Tubman	1854	Underground Railroad
Grimke Sisters	1840's	Southern sisters who moved to Philadelphia and became abolitionists
Education	Time Period	Accomplishment
Horace Mann	1837	Head of the state School Board of New York- pushed for free tax supported schools
Mary Lyon	1837	Founded Mount Holyoke- Female seminary (first women's college in the US)
Temperance	1820	Accomplishment
Carry A. Nation		Some states banned the sale of alcohol; Member of the Woman's Christian Temperance Union; used a hatchet to smash saloons in Kansas illegally selling alcohol
Prison Reform / Care of the Disabled	Time Period	Accomplishment
Dorothea Dix	1841-1860	Improved care for the mentally ill, hospitals, and prisons.
Women's Rights	Time Period	Accomplishment
Elizabeth Cady Stanton	1848	Wrote the <i>Declaration of Sentiments</i> , it was patterned after the <i>Declaration of Independence</i> . Fought for women's suffrage
Susan B. Anthony	1840's	Women's rights organizer, fought for women's suffrage.
Elizabeth Blackwell		1 st woman to attend medical school and get a medical degree.

19th Century Culture

Literature

Transcendentalism - To focus more on the spiritual and not the material world.

Ralph Waldo Emerson- Transcendentalist; urged Americans to cast off European influence and develop their own beliefs; learn about life from self-examination and from nature as well as books; wrote *Concord Hymn*

Henry David Thoreau - Wrote *Civil Disobedience*; protested Mexican War and supported Abolitionism

Edgar Allen Poe – *The Raven*, *The Murders in the Rue Morgue* – first detective story; wrote sci-fi short stories

Mark Twain – *Tom Sawyer*; wrote about life in the South along the Mississippi

Art

Hudson River School artists – their paintings depict the American landscape and reflect three themes of America in the 19th century: discovery, exploration, and settlement

John James Audubon – drew American wildlife; accurate drawings of American birds and his notes made significant contributions to ornithology and natural history.

Music

Spirituals of enslaved African Americans and gospel music

Battle Hymn of the Republic (lyrics by Julia Ward Howe)



8th grade US History at a glance

Era: Civil War & Reconstruction
Dates: 1860 - 1877

Sectionalism (1836 – 1860)

Tension between the North and the South as each “section” of the country places its own interests above the country as a whole

- *The North relied on factories & manufacturing
- *The South relied on plantations (slavery) and farms
- *They had different economic interest
- *They wanted the National Government to side with them on issues.

The Tariff of Abominations and the Nullification Crisis increased sectionalism in the country.

Kansas-Nebraska Act

- *Nebraska Territory was divide into two territories.
- *Slavery in each territory was to be decided by popular sovereignty (vote by the people).
- *Anti-slavery and Pro-slavery forces rushed into the territories in order to vote.
- *A key figure was John Brown who was an extreme abolitionist that murdered slavery supporters.

Bleeding Kansas

Conflict between pro-slavery and anti-slavery people in Kansas from 1854-1859

Compromise of 1850

Preserved balance of free and slave states and said that congress would not regulate slavery in territories. California becomes a free state, no slave trade in D.C., Popular Sovereignty in Mexican Session.

Fugitive Slave Act

Helped slave owners recover their runaway slaves from the North. (Part of Compromise of 1850)

Dred Scott Decision (1857)

Slavery was made legal in all territories. African Americans were denied citizenship rights, even if they were free.

Civil War (1861-1865) Fighting between the North and South over the issue of slavery. North wins and slaves are granted Freedom, Citizenship, and the right to vote.

Secession (withdrawal of Southern States from the Union)

- *Southerners did not trust Lincoln and had threatened to secede even before Lincoln won the Election of 1860
 - *They based their arguments on the ideas of State’s Rights
 - *They argued that they had voluntarily joined the union and therefore had the right to leave
 - *December 20, 1860– South Carolina becomes the first state to secede
- Other southern states soon followed and formed the Confederate States of America with Jefferson Davis as their President

People of the Civil War

Abraham Lincoln– President of the United States during the Civil War. (Emancipation Proclamation, Gettysburg Address)

Jefferson Davis– President of the Confederate States of America. Inaugural address proclaimed States’ Rights.

Ulysses S. Grant– Commanding Union General– won major victories for the Union (Shiloh and Vicksburg) - defeated Lee’s troops in Virginia and accepted Lee’s surrender at the Appomattox court house in 1865

Robert E. Lee–Confederate General– commanded the Northern Army of Virginia-respected by Northerners and loved by white southerners– won early victories and invaded the north twice and lost both times (at Antietam and Gettysburg) - surrendered at Appomattox

Stonewall Jackson – commander in the Confederate army

William Carney — 1st African-American awarded the Medal of Honor while serving with the 54th Massachusetts Regiment during the Civil War. Held the flag at Fort. Wagner.

Philip Bazaar — Navy Seaman who was awarded the Medal of Honor for his valor in the Battle for Fort Fisher of the American Civil War.

Emancipation

Emancipation Proclamation freed all of the slaves in the Southern States Issued by President Lincoln on January 1, 1863– Lincoln did not, however, have the power to free the slaves in the Southern States so in reality it freed very few slaves.

Battles of the Civil War

Fort Sumter (first shots of the Civil war)

- *Before supplies could arrive Confederate troops attack the fort and the Civil war begins

Battle of Antietam (single bloodiest battle of the Civil War)

Siege of Vicksburg (Important Union victory)

- *Confederates lost control of the Mississippi River
- *Vicksburg, Mississippi was the last Confederate stronghold along the Mississippi River

Battle of Gettysburg (Important Union victory)

- *The only time the Confederate Army tried to win a battle in Northern Territory
- *Pickett’s Charge was the turning point in the battle. Pickett led Confederate soldiers into the middle of Union forces and it was disastrous
- *Lincoln gave the Gettysburg Address here in honor of the dead Union soldiers stating the Union was worth fighting for, included ideas about liberty and equality.

Appomattox Courthouse

- *Lee Surrenders to Grant; War is over

Lincoln Assassinated

- *Lincoln was shot and killed in Ford’s Theater by John Wilkes Booth 5 days after Lee’s surrender



Reconstruction 1865-1877 (The process of re-admitting Southern States into the Union)

- *Andrew Johnson was the President during Reconstruction after Lincoln's death.
- *Followed Lincoln's goals for reconstruction and pushed for the ratification of the thirteenth amendment, which prohibited slavery.
- *Radical republicans wanted to use the Federal government to impose a new order on the South and grant citizenship rights to former slaves.

Reconstruction Amendments to the Constitution

- ***13th Amendment** — Freed Slaves in all states
- ***14th Amendment** — Made all former slaves American Citizens
- ***15th Amendment** — Allowed all former slaves the right to vote

Reconstruction Legislation

- ***Homestead Act** — free title to lands west of the Mississippi River; had to improve the land
- ***Morrill Act** — states received federal land to finance agricultural colleges
- ***Dawes Act** — divided Indian reservations into sections for individual Native Americans to own; resulted in loss of Native American lands and cultures

People of Reconstruction

Andrew Johnson- president during Reconstruction; Impeached by the House of Representatives, not removed from office by the Senate

Hiram Rhodes Revels — American clergyman and educator who became the first black citizen to be elected to the U.S. Senate (1870-1871) during Reconstruction. He performed competently in office, advocating desegregation in the schools and on the railroads.

Key Vocabulary – Civil War

- Republican Party**-party created in the 1850s to oppose slavery.
- Confederate States of America**-name for the states that seceded from the Union during the Civil War.
- Martial Law**-temporary rule by a military force over civilians.
- Emancipate**- to free from slavery.
- Draft**-the selection of persons for required military service.
- Habeas Corpus**-legal order for an inquiry to determine whether a person has been lawfully imprisoned.

Key People

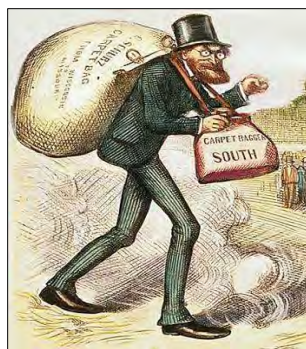
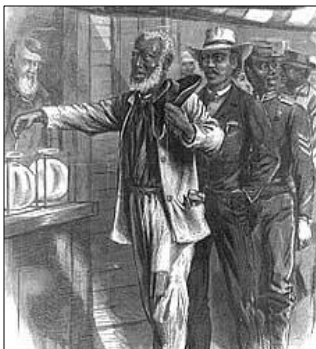
John C. Calhoun — Jackson's Vice-President.; created a doctrine of nullification which said that a state could decide if a law was constitutional; supporter of states' rights

Henry Clay — Politician known as "The Great Compromiser" Created the Missouri Compromise, Compromise of 1850 and the compromise that ended the nullification crisis.

Daniel Webster — Representative and senator in the Congress. Known for his debates against Haynes and Calhoun on the topics of states' rights and nullification; preserve the Union

Key Vocabulary – Reconstruction

- Inflation**-a continuous rise in the price of goods and services.
- Freedmen**- a person freed from slavery.
- Black Codes**- laws passed in the South after the Civil War aimed at controlling freedmen.
- Radical Republicans**- Republicans who favored extreme approach to Reconstruction.
- Reconstruction Act (Radical Reconstruction)** — plan made by "radical" Republicans in Congress to reconstruct the south after the Civil War
- Scalawags**- name given to Southerners who supported Republican Reconstruction of the South.
- Carpetbaggers**-name given to Northern whites who moved South after the Civil War and supported the Republicans.
- Sharecroppers**-farmers who work land for an owner who provides the equipment and seeds and receives a share of the profit.
- Ku Klux Klan**- a violent opposition group to the Radical Republican policies.
- Poll taxes**- a tax per person that had to be paid before the person could vote.
- Literacy tests**- method used to prevent African Americans from voting by requiring to prove they could read and write.
- Grandfather clause**- clause that allowing people who did not pass the literacy test to vote if their fathers or grandfathers had voted before Reconstruction began.
- Segregation**- separation or isolation of a race, class, or group.



DIRECTIONS

Read each question carefully. Determine the best answer to the question from the four answer choices provided. Then fill in the answer on your answer document.

1

History and experience prove that foreign influence is one of the most baneful foes of Republican government. . . . It is our true policy to steer clear of permanent alliances.

—President George Washington’s Farewell Address, 1796

The idea expressed in this quote is that the United States should avoid —

- A becoming involved in the political affairs of other countries
- B being a part of a global trade network
- C establishing U.S. territories overseas
- D allowing U.S. citizens to emigrate

2

Contiguous United States



Which numbered state did the United States acquire from Spain in 1819?

- F 1
- G 2
- H 3
- J 4

- 3 The development of the factory system in the early 1800s caused —
- A a decrease in free trade between nations
 - B an increase in government regulation of businesses
 - C an increase in production levels
 - D a decrease in immigration

4

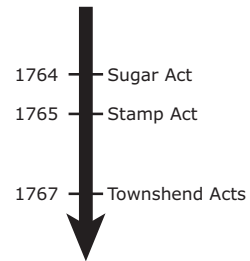
Articles of Confederation

- Did not grant a federal power to tax or regulate commerce
- Did not establish a common currency
- Did not establish an executive or judicial branch

What does this list suggest about the drafters of the Articles of Confederation?

- F** They did not want a judicial system based upon that of Great Britain.
- G** They feared that a strong central government would abuse its power.
- H** They were uncertain that democracy would continue to be the best type of government.
- J** They did not think that state governments could provide for the general welfare.

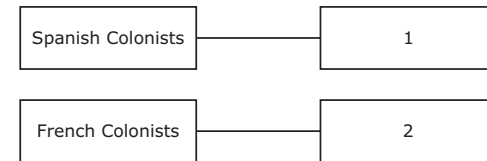
5



What was the primary reason Parliament passed these acts?

- A** To promote the growth of cottage industries in the colonies
- B** To encourage foreign trade with the colonies
- C** To recover the cost of defending the colonies
- D** To fund the establishment of new colonies

6



Which pair of actions best completes this graphic?

- F** 1—Enslaved native populations
2—Organized utopian societies
- G** 1—Established Catholic missions
2—Focused primarily on fur trading
- H** 1—Promoted political freedom
2—Participated in the triangular trade
- J** 1—Became commercial shipbuilders
2—Created an early system of public schools

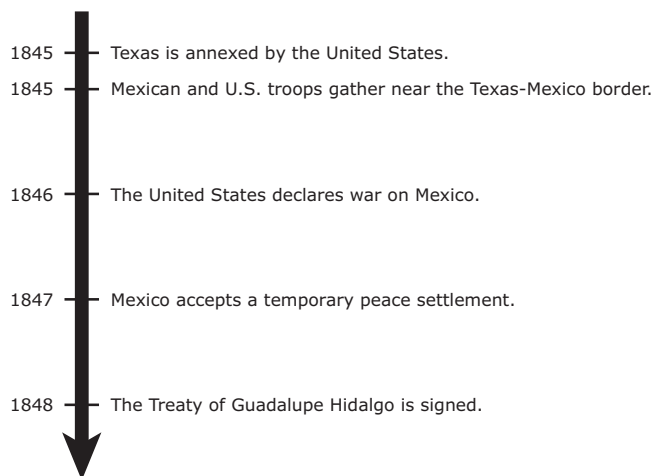
7 Which of the following is most associated with the formation of the Democratic Party?

- A** The election of Andrew Jackson as president
- B** The use of protective tariffs
- C** The impeachment of President Andrew Johnson
- D** The abolition movement

8 The British government issued the Proclamation of 1763 to limit the area British colonists were allowed to settle. Which geographic feature did the British use as the boundary of approved settlement?

- F Lake Michigan
- G Gulf of Mexico
- H Mississippi River
- J Appalachian Mountains

9



Which of the following occurred as a result of these events?

- A The president of Mexico refused to withdraw troops from Texas.
- B Parts of southern Texas were returned to Mexico.
- C The United States acquired several territories from Mexico.
- D Mexico was forced to sell Florida to the United States.

10 What was the main cause of the impeachment of President Andrew Johnson in 1868?

- F His opposition to the ratification of the Thirteenth Amendment
- G His refusal to investigate reported criminal activity by the Union army during the Civil War
- H His opposition to Radical Reconstruction policies for former Confederate states
- J His refusal to use the Homestead Act to redistribute land to former slaves

11 This painting shows artist Thomas Nast's interpretation of General Robert E. Lee's surrender to General Ulysses S. Grant, which ended the Civil War.



Source: Galena-Jo Daviess County Historical Society

Where did the events shown in this painting occur?

- A A private home in Appomattox County, Virginia
- B The U.S. Capitol building
- C A public church near Ford's Theatre
- D The Governor's mansion in Richmond, Virginia

12

- Invention of the cotton gin
- Opening of lands along the Mississippi River
- Growing demand for inexpensive labor

Which change occurred as a direct result of these developments?

- F A reduction in the number of skilled workers in northern states
- G The expansion of manufacturing into the western territories
- H A reduction in trade with European countries
- J The expansion of slavery into newly acquired territories

13

The ____?____ established a government . . . , outlined the process for admitting a new state to the Union, and guaranteed that newly created states would be equal to the original thirteen states. Considered one of the most important legislative acts of the Confederation Congress, the ____?____ also protected civil liberties and outlawed slavery in the new territories.

—“Primary Documents in American History,”
Library of Congress, www.loc.gov
(accessed May 2, 2014)

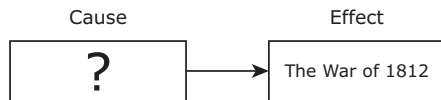
Which document completes this excerpt?

- A Declaration of Independence
- B Treaty of Ghent
- C Northwest Ordinance
- D Louisiana Purchase Treaty

14 The Virginia Company authorized a general assembly in Virginia so that colonists could —

- F self-govern on a local level
- G vote in the British Parliament
- H participate in a free-market economy
- J express dissatisfaction with British rule

15



Which action completes this graphic organizer?

- A** French naval attacks on U.S. harbors
- B** British invasions of countries allied with the United States
- C** French embargoes on trade with the United States
- D** British impressment of U.S. sailors

16

Population of Selected U.S. Cities, 1840–1870

Urban Area	1840	1850	1860	1870
New York, NY	312,710	515,547	813,669	942,292
Baltimore, MD	102,313	169,054	212,418	267,354
New Orleans, LA	102,193	116,375	168,675	191,418
Philadelphia, PA	93,665	121,376	565,529	674,022
Boston, MA	93,383	136,881	177,840	250,526

Source: U.S. Census Bureau

The statistics in this table illustrate population changes associated with —

- F** the rise of industrialism in the United States
- G** the establishment of a federal income tax
- H** a prolonged food shortage in the United States
- J** a lengthy war over disputed territory

17



Corcoran Gallery of Art

The theme represented in this painting is most associated with —

- A** the nineteenth-century temperance movement
- B** books and songs supporting the nativist movement
- C** the works of artists from the Hudson River School
- D** the nineteenth-century industrial boom

18 How did the Freedmen's Bureau most assist in the reconstruction of the South?

- F** By dividing large plantations and redistributing the property to former slaves
- G** By creating a militia to help enforce the voting rights of former slaves
- H** By offering legal assistance and public schooling to former slaves
- J** By petitioning the government to offer money to former slaves

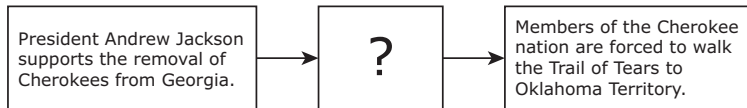
- 19 This early map of New England was published in 1677.



Which of the following names the group best known for settling this region and states their reason for settling?

- A Merchants: To trade with the region's American Indians
- B Quakers: To establish a colony free of slavery
- C Explorers: To map the region's rivers
- D Puritans: To freely practice their religion

20



Which of the following correctly completes this graphic organizer?

- F President Jackson annexes land west of the Mississippi River.
- G President Jackson ignores a Supreme Court ruling.
- H President Jackson introduces a bill to Congress.
- J President Jackson vetoes an act passed by Congress.

21

We [New Englanders] look upon the states, not as separated, but as united. We love to dwell on that union, and on the mutual happiness which it has so much promoted. . . . In our contemplation, Carolina and Ohio are parts of the same country. . . . We do not impose geographical limits to our patriotic feeling or regard. . . .

—Senator Daniel Webster, reply to Senator Robert Hayne,
January 1830

In this reply, Daniel Webster is reacting to —

- A the inability of citizens to elect Supreme Court justices
- B an attempted nullification of a federal law by a state
- C a proposal to revise the amendment process of the U.S. Constitution
- D the federal seizure of private land for transportation networks

- 22 Which American colony's economy was based primarily on shipbuilding and fishing?

- F Virginia
- G Maryland
- H Georgia
- J Massachusetts



Source: Library of Congress,
Prints and Photographs Division

This political cartoon comments on events that occurred during the —

- A Reconstruction era
- B Age of Jackson
- C Second Great Awakening
- D War of 1812

One Way to Amend the U.S. Constitution

Proposal	Ratification
Proposal by a <u>(1)</u> vote in both houses of Congress.	Ratification by three-fourths of the <u>(2)</u> .

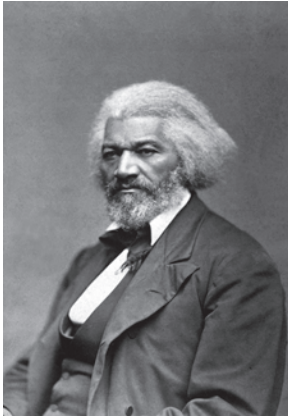
Which numbered pair correctly replaces (1) and (2) in this table?

- F (1) three-fourths
(2) eligible voters
- G (1) two-thirds
(2) Electoral College
- H (1) three-fourths
(2) Supreme Court
- J (1) two-thirds
(2) state legislatures

25 Which of the following had the greatest impact on the outcome of the Civil War?

- A Economic differences between the Union and the Confederacy
- B The amount of military training given to Union forces and Confederacy forces
- C Religious differences between the Union and the Confederacy
- D The alignment of foreign allies with the Union or with the Confederacy

Frederick Douglass



Source: NARA

This leader inspired followers of the abolitionist movement by —

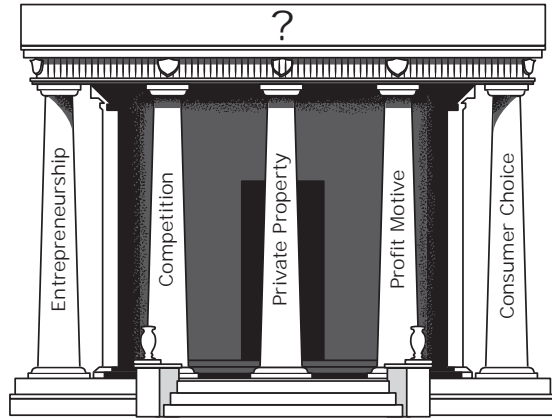
- F writing *Uncle Tom's Cabin*
- G publishing the anti-slavery newspaper *The North Star*
- H organizing the Underground Railroad
- J becoming the first African American senator

The question whether the judges are invested with exclusive authority to decide on the constitutionality of a law has been heretofore a subject of consideration with me in the exercise of official duties. Certainly there is not a word in the Constitution which has given that power to them more than to the Executive or Legislative branches.

—Thomas Jefferson, 1815

Which constitutional principle is Jefferson referring to in this excerpt?

- A Full faith and credit
- B Popular sovereignty
- C Federalism
- D Judicial review



Which of the following best completes this illustration?

- F Free Enterprise System
- G Mercantile System
- H Federalism
- J Republicanism

29 Which of the following is the best example of an early U.S. struggle to define the domestic authority of the central government?

- A The XYZ Affair
- B The War of 1812
- C The Barbary Wars
- D The Whiskey Rebellion

Bills of rights . . . are not only unnecessary in the proposed Constitution, but would even be dangerous.

Those who agreed with this point of view were known as —

- F Minutemen
- G Loyalists
- H Federalists
- J Patriots

Representation in the
U.S. Senate

Equal number of seats for
all states

Representation in the
U.S. House of Representatives

Number of seats based on
state population

Why was this congressional structure created by the framers of the Constitution?

- A To follow the plan outlined in the Articles of Confederation
- B To reach a compromise between large and small states
- C To reach a compromise between slave states and non-slave states
- D To implement the outcome of a popular vote

32 Irish and Chinese immigrants are best remembered for performing which type of labor during the late nineteenth century?

- F Building dams in the midwestern states
- G Digging canals across northern states
- H Building railroads in western territories
- J Constructing bridges in southern states

33

All you need is an open mind and a readiness to work with the other[s] . . . to make decisions. You also need to be impartial—in other words, your decisions must not be influenced by personal feelings and biases.

This statement is most likely from a handbook designed to prepare citizens for —

- A voting in elections
- B jury duty
- C paying income taxes
- D military service

34



LINCOLN'S LAST WARNING.
"Now, if you don't come down, I'll cut the Tree from under you."

Source: Library of Congress,
Prints and Photographs Division

How did President Lincoln succeed in permanently abolishing the practice represented by the tree in this cartoon?

- F By ordering the use of popular sovereignty to decide the issue of slavery
- G By encouraging an armed rebellion of slaves in the South
- H By promoting the passage and ratification of the Thirteenth Amendment
- J By helping abolitionists fund the Underground Railroad

35

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

—U.S. Constitution, Tenth Amendment

What was the purpose of this amendment?

- A To encourage citizens to monitor the federal government
- B To prevent conflicts between state and local governments
- C To limit the authority of the federal government
- D To increase the participation of citizens in state government

36 The reform efforts of Dorothea Dix during the mid-nineteenth century led to —

- F improved education for immigrant children
- G the creation of worker safety regulations
- H the expansion of suffrage for women
- J improved facilities for the mentally ill and disabled

37

?

- The potential for new markets
- An abundance of inexpensive farmland
- The discovery of gold

Which title best completes this list?

- A Economic Motives for Passing the Northwest Ordinance
- B Reasons for Issuing the Monroe Doctrine
- C Economic Motives for Manifest Destiny Policies
- D Reasons for the Gadsden Purchase

38 How did the growth of the railway system during the nineteenth century affect the U.S. economy?

- F By helping expand the commercial markets of U.S. companies
- G By making it easier for people in rural areas to work in urban factories
- H By helping strengthen the economic ties between U.S. and British companies
- J By permitting faster communication between corporate leaders and their employees

39

A number of brave & resolute men, determined to do all in their power to save their country from the ruin which their enemies had plotted, in less than four hours, emptied every chest of tea on board the three ships commanded by the captains Hall, Bruce, and Coffin, amounting to 342 chests, into the sea!! without the least damage done to the ships or any other property. The matters and owners are well pleas'd that their ships are thus clear'd; and the people are almost universally congratulating each other on this happy event.

—*Boston Gazette*, 1773

The actions described in this excerpt were carried out in order to —

- A encourage the outbreak of war between England and France
- B protest British taxation policies
- C end trade disagreements between colonists and French traders
- D protest a ban on selling beverages in the colonies

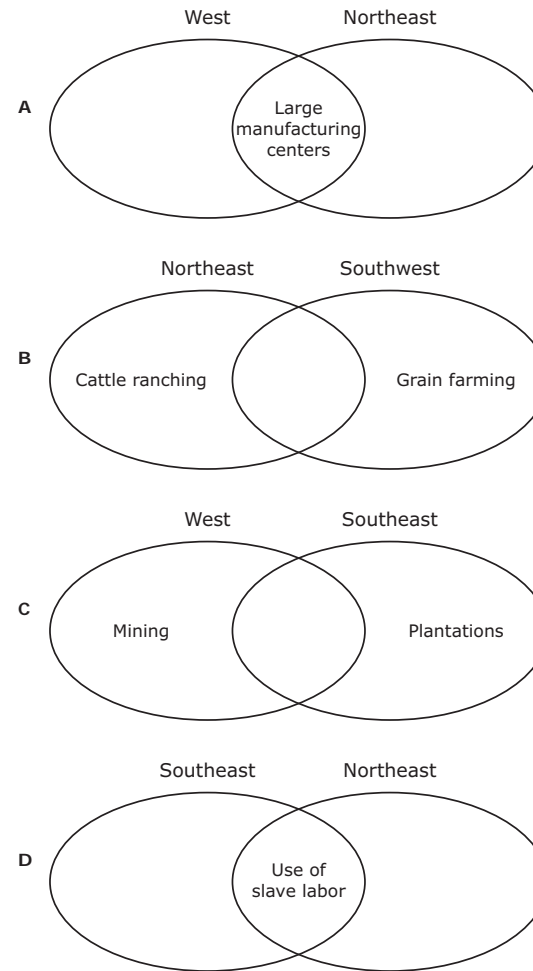
40

- The Missouri Compromise
- The Compromise of 1850
- The Kansas-Nebraska Act

What was the fundamental question addressed in each of these congressional acts?

- F Should the U.S. expand westward?
- G Should states be allowed to nullify federal laws?
- H Should slave labor be allowed in new states?
- J Should states be able to secede from the Union?

41 Which diagram correctly compares two regions of the United States during the mid-nineteenth century?



42 Which law would be considered unconstitutional on the basis of First Amendment guarantees?

- F A ban on the publication of classified information by government employees
- G A requirement that church employees pay income tax
- H A requirement that churches get a permit before building a new chapel
- J A prohibition on electing religious leaders to government office

43

[The] production of goods moved from home businesses, where products were generally crafted by hand, to . . . production in factories. This revolution, which involved major changes in transportation, manufacturing, and communications, transformed the daily lives of Americans as much as . . . any single event in U.S. history.

—“*The Industrial Revolution in the United States*,” *The Library of Congress*, www.loc.gov (accessed February 21, 2014)

Which of the following was most responsible for the revolution described in this excerpt?

- A Expanded public education
- B Rapid technological innovation
- C Increased government spending
- D Rapid territorial expansion

44

Susan B. Anthony Dollar



Source: United States Mint

Why did Congress honor this woman by putting her on a coin?

- F Because she was an influential First Lady
- G Because she designed the nation's first flag
- H Because she fought for women's suffrage
- J Because she was the first woman elected to Congress

To practice for the STAAR, go to:

<https://quizlet.com/377675433/flashcards>