

## Chapter Overview

After the Civil War, the federal government faced the difficult task of putting the nation back together again. Eleven states had tried and failed to break away from the United States. Now, in defeat, they had to rejoin that Union. The war had left the South in ruins. Finding a plan to reunite the nation and rebuild the war-torn South would spark intense political conflicts.

Bitter conflicts also would surround the role of the newly freed African Americans. African Americans soon gained the rights of citizenship, and African American men gained the right to vote. But as the nation began to rebuild, those rights would be taken away by violence and intimidation, and African Americans in the South would be forced to continue the long struggle for equality.

### CHAPTER BENCHMARKS



**SS.8.A.1.2** Analyze charts, graphs, maps, photographs and time lines; analyze political cartoons; determine cause and effect.

**SS.8.A.1.7** View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

**SS.8.A.4.3** Examine the experiences and perspectives of significant individuals and groups during this era of American History.

**SS.8.A.5.7** Examine key events and peoples in Florida history as each impacts this era of American history.

**SS.8.A.5.8** Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

### WHAT I NEED TO KNOW

#### TERMS

- Reconstruction
- amnesty
- radical
- black codes
- impeach
- scalawag
- sharecropping
- integrate
- poll tax
- literacy test

- grandfather clause
- segregation
- lynching

#### PEOPLE, PLACES, EVENTS

- Radical Republicans
- Freedmen's Bureau
- Andrew Johnson
- Thirteenth Amendment
- Civil Rights Act of 1866

- Fourteenth Amendment
- Fifteenth Amendment
- Ku Klux Klan
- Ulysses S. Grant
- Election of 1876
- Rutherford B. Hayes
- Jim Crow laws
- Exodusters
- Buffalo Soldiers

# The Reconstruction Era

## CHAPTER BENCHMARKS, *continued*

**SS.8.C.1.4** Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.

**SS.8.E.1.1** Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.

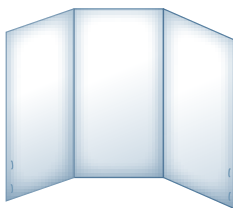


## The Reconstruction Era

Make the Foldable below. Label the rows—*Pre-Reconstruction*, *Reconstruction*, and *Post-Reconstruction*. Label the columns – *What was happening in the North* and *What was happening in the South*. As you read the chapter, list events that were taking place simultaneously in the northern and southern regions of the country, and note consequences of these events. What laws and organizations were created or established during this time? Include notes on how events taking place during Reconstruction resulted in the government we have today.

### Step 1

Fold the paper into three equal columns. Crease well.



### Step 2

Open the paper and then fold it into four equal rows. Crease well. Unfold and label as shown.

	What was happening in the North	What was happening in the South
Pre-Reconstruction		
Reconstruction		
Post-Reconstruction		

## LESSON 1 SUMMARY

# Planning Reconstruction

SS.8.A.1.2; SS.8.A.1.7; SS.8.A.5.8

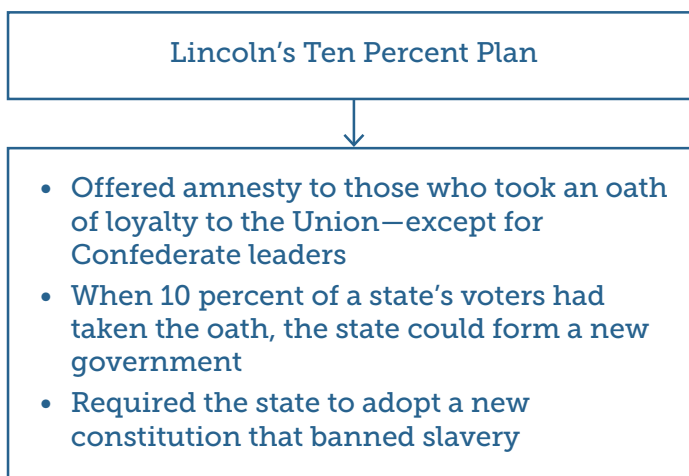
## The Reconstruction Debate

The Civil War left the South in ruins. It would take a huge effort to rebuild the states that had experienced so much destruction during the war. When the war ended, however, many government leaders were focused on another problem. What requirements should the government ask the former Confederate states to meet before allowing them to rejoin the Union?

## Lincoln's Ten Percent Plan

The task of rebuilding the former Confederate states and readmitting them to the Union was called **Reconstruction**.

President Lincoln presented his plan for Reconstruction in December 1863, long before the war had even ended. It was clear from Lincoln's plan that he did not want to punish the South. He believed that punishment would accomplish little and would slow the nation's healing from the war. Instead, his plan included an offer of **amnesty**, or forgiveness for crimes committed, to those who swore loyalty to the Union.



**1. SPECULATING** What requirements do you think would be important as President Lincoln and other government leaders welcomed back their former enemies? List your ideas on the lines below. Look back at your list as you read about the Reconstruction plans described later in the lesson.

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**2. CITING TEXT EVIDENCE** Underline the information that explains why President Lincoln's Reconstruction plan was known as the Ten Percent Plan.

### LESSON 1 SUMMARY, *continued*

#### 3. DRAWING

**CONCLUSIONS** Under the Radical Republican Plan, who could vote for delegates to the state constitutional convention? Why do you think Radical Republicans included this provision in their Reconstruction plan?

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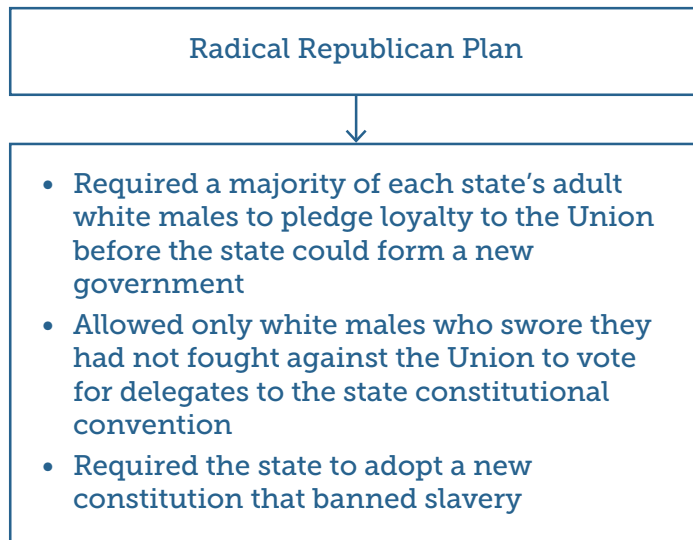
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## The Radical Republicans

Some members of Congress thought that Lincoln’s plan was far too lenient. They favored a more **radical**, or extreme, plan to readmit the Southern states. This group was known as the Radical Republicans. In 1864 the Radical Republicans helped pass the Wade-Davis Bill. This bill offered a very different Reconstruction plan.



#### 4. IDENTIFYING POINTS

**OF VIEW** How did Lincoln’s Ten Percent Plan and the Radical Republican Plan reflect different viewpoints toward the South? Write your answer on a separate piece of paper.

Lincoln believed the Radical Republicans’ plan was too harsh, and he refused to sign the Wade-Davis Bill. Congress, meanwhile, refused to grant statehood to any state that tried to reenter the Union under Lincoln’s plan. The president and Congress had reached a stalemate.

## Founding the Freedmen’s Bureau

Lincoln and Congress did work together to create a new government department called the Freedmen’s Bureau. The Freedmen’s Bureau helped freed African Americans adjust to life after slavery by providing food, clothing, and shelter. It set up schools and helped people get land to farm or find work for fair pay.

Freed African Americans also helped build new communities. Leaders such as Frederick Douglass helped establish schools. Many African Americans formed Equal Rights Leagues to protest discrimination and demand equality.

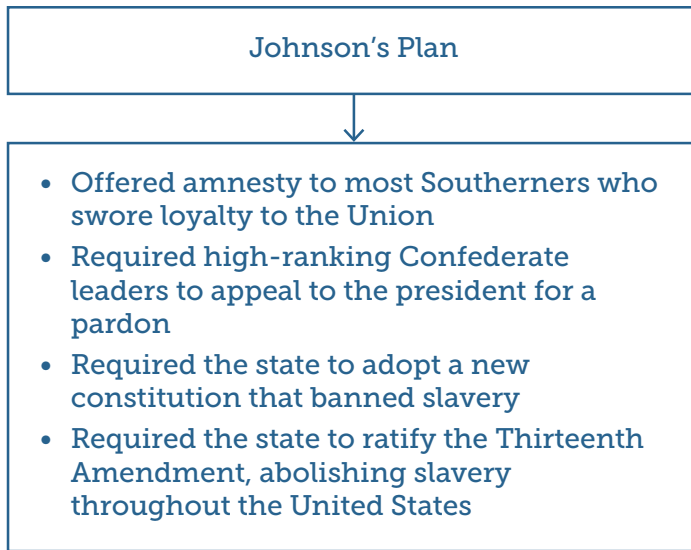
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LESSON 1 SUMMARY, *continued*

# Johnson’s Reconstruction Plan

Events changed dramatically on the night of April 14, 1865. President Lincoln was shot as he watched a play in Washington, D.C. He died the next day. The killer, John Wilkes Booth, was a Confederate sympathizer. News of the president’s assassination shocked the nation. African Americans mourned the man who helped bring an end to slavery. White Northerners grieved for the president who had restored the Union.

Vice President Andrew Johnson became president. Although he was a Southerner, Johnson had supported the Union during the war. He opposed equal rights for African Americans, however. After Lincoln’s death, Johnson put forward his own Reconstruction plan.



The Thirteenth Amendment, which had been passed by Congress in January 1865, was ratified by December. By that time, all former Confederate states except Texas had set up new governments under Johnson’s plan. These states were now ready to rejoin the Union.

**5. MAKING INFERENCES** Under Johnson’s Reconstruction plan, a state had to adopt a new constitution that banned slavery. Why would Johnson also require the states to ratify the Thirteenth Amendment?

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LESSON 1 SUMMARY, *continued*



REVIEW LESSON 1

- Use the chart below to summarize the Reconstruction plans of President Lincoln and the Radical Republicans.

LINCOLN'S PLAN	RADICAL REPUBLICANS' PLAN

-  **COMPARING AND CONTRASTING** Use the information from your chart to write an essay that answers this question: How did President Johnson's Reconstruction plan compare with those of President Lincoln and the Radical Republicans? Do you think Johnson's plan would be considered lenient or harsh? Write your essay on a separate piece of paper.

## LESSON 2 SUMMARY

# The Radicals Take Control

SS.8.A.1.2; SS.8.A.1.7; SS.8.A.5.7; SS.8.A.5.8

## Protecting African Americans' Rights

As Southern states organized new state governments under President Johnson's Reconstruction plan, they elected leaders to again represent them in Congress. When the new leaders arrived in Washington, D.C., however, Congress refused to seat them. Radical Republicans thought Johnson's plan, like Lincoln's, was too lenient.

## Black Codes and Civil Rights

Events in the South seemed to support the Radicals' position. Although Southern states banned slavery, they passed new laws designed to control freed African Americans. These laws were called **black codes**. Some black codes made it illegal for African Americans to own or rent farms. Others allowed African Americans without jobs to be fined or arrested.

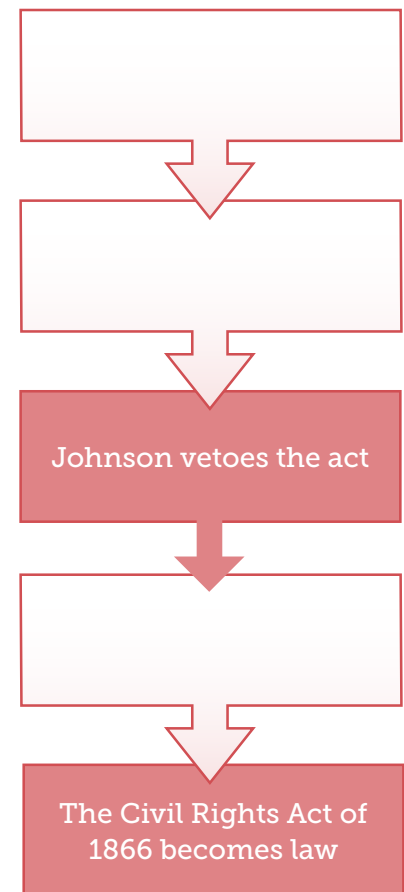
In Florida, black codes were written to keep African Americans apart from whites. For example, the laws outlined penalties for a "person of color, [who] shall intrude himself into any religious or other public assembly of white persons, or into any railroad car or other public vehicle set apart for the exclusive accommodation of white people."

In response to the black codes, Congress:

- passed a bill allowing the Freedmen's Bureau to set up courts to try people who violated the rights of African Americans
- passed the Civil Rights Act of 1866, granting citizenship to African Americans and giving the federal government new powers to protect their rights.

President Johnson vetoed both bills. He argued that the bills were unconstitutional because they were passed by a Congress that did not include representatives from all the states. By raising this issue, Johnson was warning that he would veto any bill passed by a Congress in which the South was not represented. Republicans in Congress, however, were able to override the vetoes and the bills became law.

**1. SEQUENCING** Complete the graphic organizer below to show the events that led to passage of the Civil Rights Act of 1866.



LESSON 2 SUMMARY, *continued*

**2. DETERMINING CENTRAL IDEAS** How did the Fourteenth Amendment affect freed African Americans?

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**3. ASSESSING** On a separate piece of paper, answer the following question: Do you think military rule of the 10 Southern states was necessary? Explain.

## The Fourteenth Amendment

Congress did worry that the Civil Rights Act might be overturned in court. It proposed another amendment to the Constitution—the Fourteenth. The Thirteenth Amendment had ended slavery. The Fourteenth Amendment extended the rights of citizenship to African Americans.

**The Fourteenth Amendment**

- Stated that all persons born or naturalized in the U.S. were citizens
- Guaranteed citizenship could not be taken away by other laws
- Said that states would lose representation in Congress if they denied voting rights
- Provided due process rights
- Provided equal protection under the law
- Excluded former Confederate leaders from holding office unless pardoned by Congress

Congress required the Southern states to ratify the Fourteenth Amendment before they could rejoin the Union. Most refused to do so. This made the Radical Republicans more determined than ever to treat the South harshly.

## Radical Republicans in Charge

Although President Johnson campaigned against the Radical Republicans in the congressional elections of 1866, the Republicans won even more seats in Congress. A period known as Radical Reconstruction began.

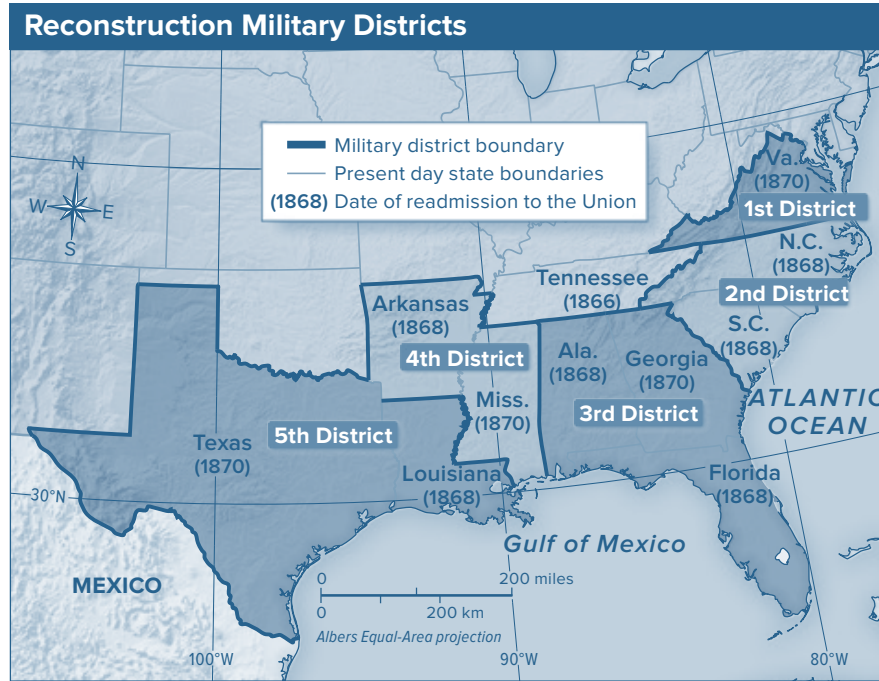
## The Reconstruction Acts

By 1867, only Tennessee had ratified the Fourteenth Amendment and rejoined the Union. In response, the Radical Republicans passed the First Reconstruction Act. This act placed the remaining 10 defiant states under military rule until new state governments could be formed. It also prohibited former Confederate leaders from serving in the new state

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**LESSON 2 SUMMARY, *continued***



governments and guaranteed African American men the right to vote. A Second Reconstruction Act empowered the army to register voters in each district and help organize state conventions to write new state constitutions.

Many white Southerners refused to take part in the elections supervised by the military. Thousands of newly registered African Americans, however, did cast ballots. Most African Americans supported the Republicans, who soon took control of state governments in the South.

**ANALYZING MAPS**

- 4.** Use the map to answer the following questions.
- a) Florida was a part of which military district? \_\_\_\_\_
  - b) What year did Florida rejoin the Union? \_\_\_\_\_
  - c) When did the last of the former Confederate states rejoin the Union? \_\_\_\_\_

**Impeaching the President**

President Johnson strongly opposed the Reconstruction Acts that established military rule in the South. Although the laws had taken effect, there still was one way he could have a say in the process. As commander in chief, Johnson could give orders to the generals who led the military districts.

Fearing that Johnson would meddle with their Reconstruction plans, Radical Republicans passed a series of laws to limit his power. One of these was the Tenure of Office Act. This act said that the president could not remove government officials from office without the consent of the Senate. This new act, however, did not stop Johnson. The president fired Secretary of War Edwin Stanton, who was a supporter of Radical Reconstruction, without Senate approval.

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**LESSON 2 SUMMARY, *continued***

**5. DETERMINING CAUSE AND EFFECT** What reason did Radical Republicans give for impeaching President Johnson? What other factors might have played a role in his impeachment?

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The Radical Republicans reacted quickly. The House of Representatives voted to **impeach** the president, or formally charge him with wrongdoing. In 1868 the case went to the Senate for a trial. In the Senate, however, Johnson’s opponents did not get the two-thirds majority needed for a conviction, and Johnson remained in office. During the rest of his term, the president did little to interfere with Congress’s Reconstruction plans.

**The Fifteenth Amendment**

In 1869, Congress proposed one more amendment to the Constitution. The Fifteenth Amendment guaranteed that the federal and state governments could not deny the right to vote to any male citizen because of “race, color, or previous condition of servitude.”

The states ratified the Fifteenth Amendment in 1870, and many Republicans thought their job was largely done. African Americans were free and had gained the rights of citizenship. African American men had gained the right to vote. Enforcing these rights, however, would prove difficult.

LESSON 2 SUMMARY, *continued*



REVIEW LESSON 2

1. Use the chart below to list the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

AMENDMENT	PROVISIONS
Thirteenth Amendment	
Fourteenth Amendment	
Fifteenth Amendment	

2. **DRAWING CONCLUSIONS** Use the information from your chart to write an essay that answers these questions: How did the Fourteenth Amendment transform the meaning of citizenship? Why was this important in the years following the Civil War? Do you think the amendment still has any bearing on events today? Explain. Write your essay on a separate piece of paper.

## LESSON 3 SUMMARY

# The South During Reconstruction

SS.8.A.1.2; SS.8.A.1.7; SS.8.A.5.7; SS.8.A.5.8; SS.8.C.1.4

### 1. ANALYZING INFORMATION

Underline ways that newly freed African American men participated in the political process.

### 2. MAKING CONNECTIONS

Why do you think many African Americans supported Republican candidates?

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### ANALYZING VISUALS

### 3.

How do the scenes around the portraits show how the lives of African Americans changed during the Civil War and Reconstruction? Write your response on a separate piece of paper.

## Republicans in Charge

Although Democrats had dominated the South during the war, Republicans took control during Reconstruction. African Americans, some white Southerners, and white newcomers from the North all supported the Republican Party.

## African Americans in Government

Reconstruction marked the first time African Americans participated in government. In some states their votes helped produce victories for Republican candidates—including African American candidates. Those who were elected to state office worked to revise state constitutions and pass laws to support public education and civil rights. African Americans served at the national level, too. Eighteen African Americans served in Congress between 1869 and 1880.



This picture shows Hiram Revels (right), the first African American elected to the United States Senate. Blanche Bruce (left) was the first African American senator to serve a full term. The abolitionist and reformer Frederick Douglass is shown in the center.

Library of Congress Prints and Photographs Division [LC-USZ62-1720]

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LESSON 3 SUMMARY, *continued*

## Carpetbaggers and Scalawags

Most Southern whites opposed the Republican Party, but some supported it. They were usually business people who had never owned enslaved people. These people were called **scalawags** by other Southern whites, a word meaning “scoundrel” or “worthless rascal.”

Republicans also drew support from another group—carpetbaggers. These were Northern whites who moved to the South after the war. White Southerners called them carpetbaggers because they sometimes arrived carrying their belongings in cheap suitcases made of carpet fabric. Some carpetbaggers were dishonest people trying to take advantage of the South’s difficulties, but most were not. Many sincerely wanted to help the South rebuild.

## Resistance to Reconstruction

Life during Reconstruction was difficult for African Americans. Most Southern whites did not want African Americans to have more rights. White landowners often refused to rent land to them. Store owners refused to give them credit. Many employers would not hire them.

A more serious danger was secret societies such as the Ku Klux Klan. These groups used fear and violence to intimidate freed people. Disguising themselves in white sheets and hoods, Klan members killed thousands of African Americans and their white supporters. They beat and wounded many more. They burned African American homes, schools, and churches. Many Democrats, planters, and other white Southerners supported the Klan. They saw violence as a way to oppose Republican rule.

In 1870 and 1871, Congress passed several laws to try to stop the growing Klan violence. These laws, however, were not always effective.

## Education and Farming

Education was a priority for African Americans, who had been prevented from attending school under slavery. African Americans built many of their own schools in the early days of Reconstruction. In the 1870s, Reconstruction governments created public schools for both races.

### 4. DRAWING

**CONCLUSIONS** Why do you think laws passed to stop the violent acts of the Ku Klux Klan were not always effective?

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### LESSON 3 SUMMARY, *continued*

#### ANALYZING VISUALS

5. From this image, does it appear that the school was integrated?

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This sketch from 1866 shows a Freedmen’s Bureau school in Richmond, Virginia.

#### 6. DETERMINING

**CENTRAL IDEAS** Use the graphic organizer below to identify the advantages and disadvantages of the sharecropping system for freed African Americans.



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African Americans also made gains in higher education. Academies built for African Americans in the South grew into a network of colleges and universities. During Reconstruction, however, few states had laws requiring schools to be integrated, or having both white and African American students.

In addition to education, freed people hoped to gain land. Having their own farmland would enable them to feed and support their families. Some African Americans bought land with the help of the Freedmen’s Bank. Many, however, had no other choice but to farm on land owned by whites.

In a system called **sharecropping**, landowners rented land to farmers. In return, the farmers, or sharecroppers, gave part of their crops to the landowner. Landowners often demanded an unfairly large share of the crops, and sharecroppers had little left to sell. Sometimes there was not even enough to feed their families. For many, sharecropping was little better than slavery.

LESSON 3 SUMMARY, *continued*



REVIEW LESSON 3

1. Use the chart below to summarize the experiences of African Americans in the South during Reconstruction.

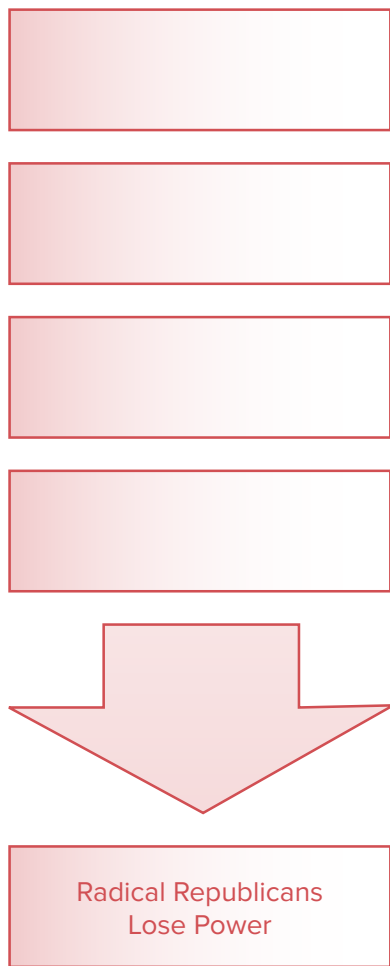
AFRICAN AMERICANS DURING RECONSTRUCTION	
Participation in Government	
Safety	
Education	
Employment	

2. **DETERMINING CENTRAL IDEAS** Use the information from your chart and the lesson to write an essay that answers this question: How did African Americans influence politics in the South during Reconstruction? Do you think that, ultimately, African Americans in the South would continue to be politically influential? Explain. Write your answers on a separate piece of paper.

# The Post-Reconstruction Era

SS.8.A.1.2; SS.8.A.1.6; SS.8.A.4.3; SS.8.A.5.8; SS.8.C.1.4; SS.8.E.1.1

**1. DETERMINING CAUSE AND EFFECT** Complete this diagram to identify events that led to Radical Republicans losing power on both the national and state levels of government.



## Reconstruction Ends

As a war hero, Ulysses S. Grant easily won election as president in 1868 and in 1872. Unfortunately, his terms in office were marred by scandal and corruption. Then, an economic depression struck. A powerful bank went out of business, triggering a wave of fear known as the Panic of 1873. It set off a depression that lasted much of the decade.

The scandals and the crumbling economy hurt the Republican Party. Democrats made gains in Congress in the 1874 elections, and the Radical Republicans lost much of their power. The Democrats also made gains at the state level. Southern Democrats who came to power called themselves “redeemers.” They wanted to redeem, or save, their states from “black Republican” rule.

## The Election of 1876

Despite gains by Democrats, the Republicans still hoped to keep control of the White House. They chose Ohio Governor Rutherford B. Hayes as their candidate for president in 1876. He ran against Democrat Samuel Tilden, the governor of New York.

It was a very close election. Neither candidate got a majority of the electoral votes, mainly because of disputed election returns from three Southern states. Congress appointed a commission to decide which candidate should receive the disputed votes. The commission recommended that all the votes go to Hayes, the Republican. This would mean Hayes would win by one electoral vote.

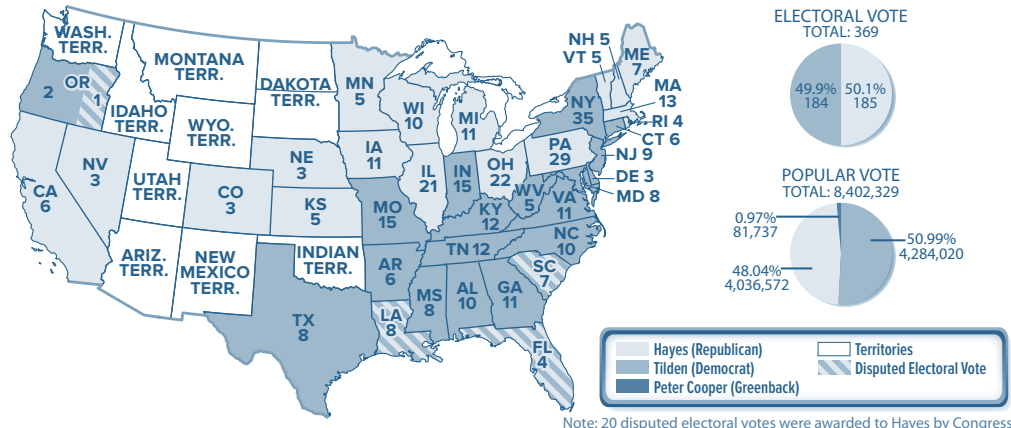
To ensure that Congress would agree with the commission’s recommendation, Republicans made many promises to the Democrats. One was a promise to withdraw all military troops from the South. The last troops left in 1877. This marked the end of Reconstruction.

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LESSON 4 SUMMARY, *continued*

**Election of 1876**



## Rise of the “New South”

With the end of Reconstruction, Southern leaders looked to the future. Many were convinced that the South needed to build new industries to compete with the North’s. A new, industrial economy could be built from the region’s coal, iron, tobacco, cotton, and lumber resources. From this new economy, they believed, would emerge a “New South.”

Southern industries made great gains in the 1880s. Textile mills sprang up across the region. The tobacco, iron and steel, and lumber industries all boomed. Much of this success was due to the region’s abundant natural resources and supply of cheap and reliable labor. Repairing the railroad system, which had been destroyed by the war, and building new lines also spurred development.

## The New South’s Rural Economy

Despite the gains, however, the South’s industrial economy wasn’t as strong as the North’s. Although Southern industries grew, the South remained a mostly agricultural region.

Supporters of the New South hoped that Southern agriculture would change, too. They argued that smaller farms growing a variety of crops should replace huge cotton plantations. Many landowners, however, held on to their large estates. When an estate was divided, the lands were used for sharecropping and tenant farming. Neither of these activities was profitable.

### 2. ANALYZING MAPS

In 1876, in which three states did most of the disputed electoral votes occur? Why might Republicans have suspected that votes had not been counted in these states?

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### 3. ANALYZING PRIMARY SOURCES

Atlanta newspaper editor Henry Grady was among those who urged Southerners to build a “New South.” To do this, Grady said Southerners would have to “out-Yankee the Yankees.” What did Grady mean by this? Write your answer on a separate piece of paper.

LESSON 4 SUMMARY, *continued*

**4. RECOGNIZING RELATIONSHIPS** In what way did the fall of cotton prices reflect the law of supply and demand?

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**5. DETERMINING CENTRAL IDEAS** One of the voting laws passed in many Southern states did not offer restrictions on voting. In fact, it expanded the right to vote to a certain group of people. Which type of law was this? Why do you think it was important?

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Cotton remained the main cash crop. Higher cotton production drove cotton prices down. Lower prices led farmers to plant even more cotton. As cotton prices plummeted, poor farmers ran up debts that could take years, or even a lifetime, to pay off. For many, conditions were little better than slavery.

## A Divided Society

Reconstruction was over. The Union troops that had protected African Americans in the South were gone. As the Southern redeemer governments passed laws denying freed people their newly won rights, African Americans’ dreams of justice faded.

## Voting Restrictions

The Fifteenth Amendment prohibits a state from denying someone the right to vote because of race. White Southern leaders, however, found ways to get around the amendment.

Voting Laws in the South		
Law	Description	Effects
poll tax	a fee people had to pay to vote	Many African Americans could not afford the tax, so they could not vote.
literacy test	a requirement that voters must be able to read on a certain level	Most African Americans in the South had little education, so the tests prevented many from voting.
grandfather clause	a law allowing a person to vote if his father or grandfather had voted before Reconstruction	African Americans could not vote until 1867, so this did not apply to them. Many white Southerners who could not afford a poll tax or pass a literacy test could vote as a result of these laws.

Such restrictions and the constant threat of violence caused African American voting to decline sharply.

LESSON 4 SUMMARY, *continued*

## Jim Crow Laws

Other laws also discriminated against African Americans. By the late 1800s, **segregation** had become common across the South. Segregation is separation of the races. Southern states passed laws that required African Americans and whites to be separated in almost every public place. Such laws were known as Jim Crow laws.

In the 1896 case of *Plessy v. Ferguson*, the Supreme Court ruled that segregation was legal as long as the separate facilities for African Americans were equal to those of whites. In practice, however, facilities for African Americans were far from equal. Southern states spent much more money on schools and other facilities for whites than on those for African Americans.

Violence against African Americans also rose in the years following Reconstruction. One form of violence was **lynching**, in which angry mobs killed people by hanging them. White mobs lynched many African Americans in the South.

## Exodusters and Buffalo Soldiers

Some African Americans managed to escape the South. They called themselves Exodusters after the biblical book of Exodus, which describes the Israelites' escape from slavery in Egypt. During the exodus of the 1870s, more than 20,000 African Americans migrated to Kansas, hoping to leave behind the poverty that they experienced in the South.

Other African Americans escaped by joining the army. They served in segregated units and fought in the Indian Wars of the late 1800s. The Apache and Cheyenne called these African American soldiers "buffalo soldiers" as a sign of honor and respect. Units of Buffalo Soldiers also served in Cuba, the Philippines, Hawaii, and Mexico.

## Reconstruction's Impact

Important accomplishments were achieved during Reconstruction. The South rebuilt its economy. African Americans gained citizenship and participated in government as voters and elected officials. Yet it also had tragic failures. Much of the South remained agricultural and poor. Voting restrictions, Jim Crow laws, and violence took away African Americans' newly won rights. Despite such setbacks, however, the struggle for freedom and equality would continue.

## 6. MAKING CONNECTIONS

*Plessy v. Ferguson* was based on the case of Homer Plessy, an African American who was arrested for entering a railroad car in Louisiana that was for whites only. Plessy and his attorneys cited the Fourteenth Amendment in his defense. Which part of the Fourteenth Amendment do you think best applies to his case?

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## 7. ASSESSING

What do you think was the most important accomplishment of Reconstruction? What do you think was the biggest failure? Write your answers on a separate piece of paper.

LESSON 4 SUMMARY, *continued*



REVIEW LESSON 4

1. Use the chart below to summarize the challenges facing African Americans as Reconstruction ended.

Economic challenges	
Voting restrictions	
Jim Crow laws	
Violence	

2. **EVALUATING** Use the information from your chart and the lesson to write an essay that answers these questions: What effects did Reconstruction have on freed African Americans? Do you think African Americans were better off after Reconstruction than they were before? Write your essay on a separate piece of paper.



# Benchmark Skill Activities

**DIRECTIONS:** Write your answers on a separate piece of paper.

LAFS.68.WHST.1.2; LAFS.68.WHST.2.4

## 1. DETERMINING CENTRAL IDEAS

Use your **FOLDABLES** to write an essay.

Review the information you listed about the Thirteenth, Fourteenth, and Fifteenth Amendments in the Reconstruction row of your Foldable. These amendments to the Constitution are often called the Civil War Amendments or the Reconstruction Amendments. Write an essay that answers this question: How did the Civil War Amendments change the lives of newly freed African Americans?

LAFS.68.RH.2.4

## 2. DETERMINING WORD MEANINGS

Use the terms *integration*, *segregation*, and *Jim Crow laws* in a paragraph that summarizes how the lives of African Americans in the South changed in the years following Reconstruction.

## BENCHMARK SKILLS ACTIVITIES, *continued*

LAFS.68.RH.1.1; LAFS.68.RH.2.6

### 3. ANALYZING PRIMARY SOURCES

Read the excerpt from President Lincoln’s second inaugural address, given on March 4, 1865. Use a dictionary or online resource to find the meaning of words that might be unfamiliar. Then write a paragraph that explains how this excerpt reflects the spirit of President Lincoln’s Ten Percent Reconstruction Plan. Underline key phrases that support your explanation.

“With malice 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 his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.”

LAFS.68.WHST.2.5; LAFS.68.WHST.3.8

### 4. INFORMATIVE/EXPLANATORY WRITING

Work with a small group to write a script for a news report covering the assassination of President Abraham Lincoln. Use Internet sources to gather information and find illustrations for your report. Each member of the group should be assigned a certain topic to cover: the assassination, reaction from across the country, a summary of Lincoln’s accomplishments, and the funeral. Group members should exchange drafts of their scripts for revisions and editing. When the scripts are complete, present the news report to the class.

LAFS.68.RH.2.4

### 5. MAKING CONNECTIONS

The word *grandfather* is very familiar when it is used as a noun—it refers to the father of a person’s father or mother. Today, however, the word *grandfather* is also used as a verb. Use a dictionary or online resource to find the meaning of *grandfather* as it is used as a verb. Write a sentence using *grandfather* or *grandfathered* as a verb. Then write a paragraph explaining how the modern-day use of *grandfather* as a verb is related to the grandfather clauses that affected voting rights in the Southern states in the years following Reconstruction.



# Benchmark Note Cards

**DIRECTIONS:** Use these note cards to help you prepare for the test.

**SS.8.A.4.3** Examine the experiences and perspectives of significant individuals and groups during this era of American History.

## BUFFALO SOLDIERS

Some African Americans escaped the South during Reconstruction by joining the army. They served in segregated units and fought in the Indian Wars in the West in the late 1800s. The Apaches and Cheyenne called these soldiers “buffalo soldiers” as a sign of honor and respect.

Units of Buffalo Soldiers also served in Cuba, the Philippines, Hawaii, and Mexico.

**SS.8.A.5.7** Examine key events and peoples in Florida history as each impacts this era of American history.

## MILITARY OCCUPATION OF FLORIDA

Like other former Confederate states, Florida passed black codes designed to control freed African Americans. Florida also refused to pass the Fourteenth Amendment. In response, Florida was one of the 10 Southern states placed under military occupation under the terms of the Reconstruction Acts.

Florida was part of the 3rd military district, along with Alabama and Georgia. Military occupation ended when federal troops withdrew in 1877. Florida was readmitted to the Union in 1868.

**SS.8.A.5.8** Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson’s impeachment, Civil Rights Act of 1866, the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

## LINCOLN’S TEN PERCENT PLAN

President Lincoln offered the first plan for Reconstruction. His plan became known as the Ten Percent Plan.

- Offered amnesty to those who took an oath of loyalty to the Union—except for Confederate leaders
- When 10 percent of the voters in a state had taken the oath, the state could form a new government
- Required the state to adopt a new constitution that banned slavery

Some Republicans thought the plan was too lenient and refused to grant statehood to any state that tried to reenter the Union under Lincoln’s plan.

## BENCHMARK NOTE CARDS, *continued*

**SS.8.A.5.8** Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

### RADICAL REPUBLICANS' PLAN FOR RECONSTRUCTION

Republicans in Congress who favored a more radical, or extreme, Reconstruction plan became known as the Radical Republicans. Their plan:

- Required a majority of each state's adult white males to pledge loyalty to the Union before the state could form a new government
- Allowed only white males who swore they had not fought against the Union to vote for delegates to the state constitutional convention
- Required the state to adopt a new constitution that banned slavery

Lincoln thought the plan was too harsh and refused to sign it.

### FREEDMEN'S BUREAU

President Lincoln and Congress worked together to create the Freedmen's Bureau.

- Provided food, clothing, and shelter to freed African Americans
- Built schools for African Americans
- Helped people get land to farm or find jobs

### LINCOLN'S ASSASSINATION

On April 14, 1865, Abraham Lincoln was shot as he watched a play in Washington, D.C. He died the next day. The assassin was John Wilkes Booth, a Confederate sympathizer.

Vice President Andrew Johnson became president.



## BENCHMARK NOTE CARDS, *continued*

**SS.8.A.5.8** Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

### JOHNSON'S RECONSTRUCTION PLAN

The new president, Andrew Johnson, had his own plan for Reconstruction.

- Offered amnesty to most Southerners who swore loyalty to the Union
- Required high-ranking Confederate leaders to appeal to the president for a pardon
- Required the state to adopt a new constitution that banned slavery
- Required the state to ratify the Thirteenth Amendment abolishing slavery

Several states organized new governments under Johnson's plan and elected representatives to Congress. Republicans in Congress, however, refused to seat them, believing Johnson's plan to be too lenient.

### THE THIRTEENTH AMENDMENT

The Thirteenth Amendment abolished slavery throughout the United States. It was passed by Congress in January 1865 and ratified by the states in December 1865.

### CIVIL RIGHTS ACT OF 1866

Although Southern states banned slavery, they passed new laws called black codes to control freed African Americans.

In response to the black codes, Congress passed the Civil Rights Acts of 1866. This act

- granted citizenship to African Americans
- gave the federal government new powers to protect the rights of African Americans

President Johnson vetoed the bill, but Congress was able to override the veto and it became law.

## BENCHMARK NOTE CARDS, *continued*

**SS.8.A.5.8** Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

### THE FOURTEENTH AMENDMENT

Worried that the Civil Rights Act of 1866 might be overturned in the courts, Congress passed the Fourteenth Amendment to the Constitution to extend the rights of citizenship to African Americans.

- Granted citizenship to all persons born or naturalized in the U.S.
- Provided due process rights
- Provided equal protection under the law

Congress required the Southern states to ratify the Fourteenth Amendment before they could rejoin the Union. At first, many refused to do so.

### MILITARY OCCUPATION

By 1867 only Tennessee had ratified the Fourteenth Amendment. In response, Radical Republicans passed two Reconstruction Acts.

- The First Reconstruction Act divided the 10 defiant Southern states into five military districts and placed them under military rule.
- The Second Reconstruction Act empowered the army to register voters in each military district and organize conventions to write new state constitutions.

### IMPEACHMENT

Fearing that President Johnson would interfere with their Reconstruction plans, the Radical Republicans passed laws to limit his power. This included the Tenure of Office Act. When Johnson fired Secretary of War Edwin Stanton in violation of the act, Republicans started impeachment proceedings.

The House of Representatives voted to impeach the president, or charge him with wrongdoing. The Senate did not get the two-thirds majority needed for a conviction, and Johnson remained in office.

## BENCHMARK NOTE CARDS, *continued*

**SS.8.A.5.8** Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson’s impeachment, Civil Rights Act of 1866, the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

### THE FIFTEENTH AMENDMENT

In 1869 Congress passed the Fifteenth Amendment, which guaranteed that the federal and state governments could not deny the right to vote to any male citizen because of “race, color, or previous condition of servitude.”

The states ratified the amendment in 1870.

### THE KU KLUX KLAN

Many white Southerners opposed Reconstruction. They did not want African Americans to have more rights. They refused to rent land to African Americans or to give them credit. Employers refused to hire them.

Secret societies such as the Ku Klux Klan used fear and violence to intimidate freed people. They killed thousands of African Americans and burned homes, schools, and churches.

### ELECTION OF 1876

In the presidential election of 1876, Republican Rutherford B. Hayes ran against Democrat Samuel Tilden. The election was very close, with neither candidate winning a majority of electoral votes.

Election returns in three Southern states were disputed. A congressional commission recommended that the disputed votes should go to Hayes, which would give him the victory.

To ensure that Congress would agree with the commission’s recommendation, Republicans promised Democrats they would withdraw military troops from the South. This marked the end of Reconstruction.

## BENCHMARK NOTE CARDS, *continued*

**SS.8.A.5.8** Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

### THE SOUTHERN ECONOMY DURING RECONSTRUCTION

With the end of Reconstruction, many Southern leaders urged Southerners to build a new industrial economy. Many new industries were built. But the South remained mostly an agricultural region.

Few African Americans were able to buy land to farm. Most became sharecroppers, renting land from landowners in return for a share of the crops. Often, landowners demanded an unfairly large share of the crops, and sharecroppers had little left to sell. Sometimes there was not enough left to feed their families.

### VOTING RESTRICTIONS

The Fifteenth Amendment prohibits states from denying citizens the right to vote because of race. White Southern leaders, however, passed voting laws that restricted African Americans' right to vote.

- poll taxes: required people to pay fees before being allowed to vote
- literacy tests: required that people be able to read on a certain level before being allowed to vote

Southern states also passed grandfather clauses allowing a person to vote if his father or grandfather had voted before Reconstruction. Such laws allowed white Southerners who could not pay poll taxes or pass literacy tests to vote.

### JIM CROW LAWS

Other laws, called Jim Crow laws, required African Americans and whites to be separated in public places. This is called segregation.

In the 1896 case of *Plessy v. Ferguson*, the Supreme Court ruled that segregation was legal as long as the separate facilities for African Americans were equal to those of whites.

## BENCHMARK NOTE CARDS, *continued*

**SS.8.A.5.8** Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

### ACCOMPLISHMENTS OF RECONSTRUCTION

Important accomplishments were achieved during Reconstruction.

- The South rebuilt its economy from the ruins of war.
- New industries developed in the South.
- African Americans were granted the rights of citizenship through amendments to the Constitution.
- African Americans participated in government as voters and elected officials.

### FAILURES OF RECONSTRUCTION

Reconstruction also had tragic failures.

- The Southern economy remained largely agricultural and continued to rely on cotton as the main cash crop.
- Most freed African Americans worked as sharecroppers.
- Violence, voting restrictions, and Jim Crow laws took away African Americans' newly won rights and led to widespread segregation.

**SS.8.C.1.4** Identify the evolving forms of civil and political participation from the colonial period through Reconstruction.

### POLITICAL PARTICIPATION

During the early years of Reconstruction, African Americans took part in government for the first time. African Americans participated as voters, helping to elect Republican candidates. African Americans also participated as candidates themselves, winning elections at both the national and state levels.

# VISUAL SUMMARY

**DIRECTIONS:** Complete the following graphic organizer.

## LINCOLN'S RECONSTRUCTION PLAN

Lincoln's \_\_\_\_\_ Plan did not punish the South but offered \_\_\_\_\_ to those who would take an oath of loyalty.

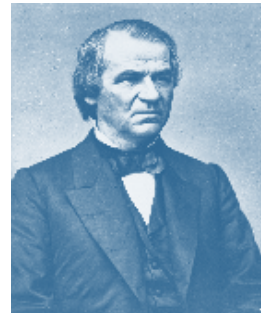
## RADICAL REPUBLICANS' PLAN

Radical Republicans proposed \_\_\_\_\_ requirements for former Confederate states to be readmitted to the Union.



## JOHNSON'S RECONSTRUCTION PLAN

Johnson's plan gave amnesty to most Southerners but required a \_\_\_\_\_ pardon for Confederate leaders. Johnson also required states to ratify the \_\_\_\_\_ Amendment.



## RADICAL RECONSTRUCTION

Radical Republicans believe Johnson's plan is too easy on the South.

Congress passes the Civil Rights Act of 1866 in response to the \_\_\_\_\_.

The Fourteenth Amendment gives African Americans the rights of \_\_\_\_\_.

Congress places 10 Southern States under \_\_\_\_\_ rule.

Congress impeaches Johnson but fails to convict him.

The \_\_\_\_\_ Amendment gives African American men the right to vote.

## RIGHTS OF AFRICAN AMERICANS

African Americans vote in elections for the first time. Many are elected to office on the state and national levels.

African Americans open schools and make gains in higher education.

Violence from the Ku Klux Klan, voting restrictions, and \_\_\_\_\_ laws take away rights from African Americans.



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## USING PRIMARY SOURCES

**ANALYZING INFORMATION** In 1896, the Supreme Court ruled in the case of *Plessy v. Ferguson* that Jim Crow segregation laws were legal as long as African Americans had access to public places that were equal to those of whites. The *Plessy* ruling was overturned in 1954 in the case of *Brown v. Board of Education of Topeka*. The excerpt below is from the *Brown* case. Read the excerpt carefully. Then write a summary that explains the facts of the *Brown* case and the reasoning of the Court in reaching its ruling. What effect do you think this ruling had on public education in the United States? Write your summary on a separate piece of paper.

*These cases come to us from the States of Kansas, South Carolina, Virginia, and Delaware. They are premised on different facts and different local conditions, but a common legal question justifies their consideration together in this consolidated opinion. [p487]*

*In each of the cases, minors of the Negro race, through their legal representatives, seek the aid of the courts in obtaining admission to the public schools of their community on a nonsegregated basis. In each instance, [p488] they had been denied admission to schools attended by white children under laws requiring or permitting segregation according to race. This segregation was alleged to deprive the plaintiffs of the equal protection of the laws under the Fourteenth Amendment. In each of the cases other than the Delaware case, a three judge federal district court denied relief to the plaintiffs on the so-called "separate but equal" doctrine announced by this Court in *Plessy v. Ferguson*, 163 U.S. 537. Under that doctrine, equality of treatment is accorded when the races are provided substantially equal facilities, even though these facilities be separate. In the Delaware case, the Supreme Court of Delaware adhered to that doctrine, but ordered that the plaintiffs be admitted to the white schools because of their superiority to the Negro schools.*

*The plaintiffs contend that segregated public schools are not "equal" and cannot be made "equal," and that hence they are deprived of the equal protection of the laws. Because of the obvious importance of the question presented, the Court took jurisdiction. Argument was heard in the 1952 Term, and reargument was heard this Term on certain questions propounded by the Court. [p489]*

*Reargument was largely devoted to the circumstances surrounding the adoption of the Fourteenth Amendment in 1868. It covered exhaustively consideration of the Amendment in Congress, ratification by the states, then existing practices in racial segregation, and the views of proponents and opponents of the Amendment. This discussion and our own investigation convince us that, although these sources cast some light, it is not enough to resolve the problem with which we are faced. At best, they are inconclusive. The most avid proponents of the post-War Amendments undoubtedly intended them to remove all legal distinctions among "all persons born or naturalized in the United States." Their opponents, just as certainly, were antagonistic to both the letter and the spirit of the Amendments and wished them to have the most limited effect. What others in Congress and the state legislatures had in mind cannot be determined with any degree of certainty. . . .*

## USING PRIMARY SOURCES, *continued*

*In approaching this problem, we cannot turn the clock back to 1868, when the Amendment was adopted, or even to 1896, when Plessy v. Ferguson was written. We must consider public education in the light of its full development and its present place in American life throughout [p493] the Nation. Only in this way can it be determined if segregation in public schools deprives these plaintiffs of the equal protection of the laws.*

*Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.*

*We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does. . . .*

*We conclude that, in the field of public education, the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.*





# Chapter Practice Test

**DIRECTIONS:** Circle the best answer for each question.

---

**1**

**SS.8.A.5.8 (High)**

During the debate over Reconstruction plans, one leader voiced this opinion: Southern institutions “must be broken up and relaid, or all our blood and treasure have been spent in vain.” Who most likely expressed this opinion?

- A** Abraham Lincoln
  - B** a Radical Republican
  - C** Andrew Johnson
  - D** a former Confederate leader
- 

**2**

**SS.8.A.5.8 (Moderate)**

Why was President Lincoln’s Reconstruction plan called the Ten Percent Plan?

- A** It required ten percent of the delegates to a state’s constitutional convention to swear an oath of loyalty to the Union before the state could form a new government.
- B** It required ten percent of a state’s banks to reopen before the state could form a new government.
- C** It required ten percent of a state’s population to swear they had never fought against the Union before the state could form a new government.
- D** It required ten percent of a state’s voters to take an oath of loyalty to the Union before the state could form a new government.



3

SS.8.5.8 (High)

On what basis did President Johnson veto the Civil Rights Act of 1866?

- A He said the act did not go far enough in guaranteeing voting rights to African Americans.
- B He said the act was not needed because the Fourteenth Amendment already guaranteed civil rights for African Americans.
- C He said the act was unconstitutional because it had been passed by a Congress that did not include representatives from all the states.
- D He opposed the provision in the act allowing the Freedmen's Bureau to set up courts to try people who violated the rights of African Americans.

4

SS.8.5.8 (Moderate)

Which choice lists the events of Reconstruction in the correct chronological order?

- A Southern states pass black codes.  
Military rule is established in the South.  
President Johnson is impeached.  
The Fifteenth Amendment is ratified.
- B Southern states pass black codes.  
The Fifteenth Amendment is ratified.  
Military rule is established in the South.  
President Johnson is impeached.
- C President Johnson is impeached.  
Military rule is established in the South.  
The Fifteenth Amendment is ratified.  
Southern states pass black codes.
- D Military rule is established in the South.  
Southern states pass black codes.  
The Fifteenth Amendment is ratified.  
President Johnson is impeached.



5

**SS.8.5.8 (High)**

“All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside.”

From what important ruling/amendment is the above excerpt taken?

- A** Thirteenth Amendment
- B** First Reconstruction Act
- C** Fourteenth Amendment
- D** Civil Rights Act of 1866

---

6

**SS.8.5.8 (High)**

“But no person who was, on January 1, 1866, or at any time prior thereto, entitled to vote under any form of government, or who at that time resided in some foreign nation, and no lineal descendant of such person, shall be denied the right to register and vote because of his inability to so read and write sections of such constitution.”

This passage from an amendment to Oklahoma’s constitution of 1910 is an example of which type of voting law?

- A** poll tax
- B** literacy test
- C** Jim Crow law
- D** grandfather clause



## Chapter Practice Test, *continued*

7

SS.8.5.7 (Moderate)

Why were Florida and nine other Southern states put under military occupation during Radical Reconstruction?

- A They refused to ratify the Fourteenth Amendment.
- B They threatened to once again secede from the Union.
- C Their leaders refused to take an oath of loyalty to the Union.
- D They refused to write new state constitutions.

8

SS.8.E.1.1 (High)

As Reconstruction ended, many sharecroppers found themselves unable to pay off their debts in the South's agricultural economy. Which statement best describes the economic factors that resulted in catastrophe for many sharecroppers?

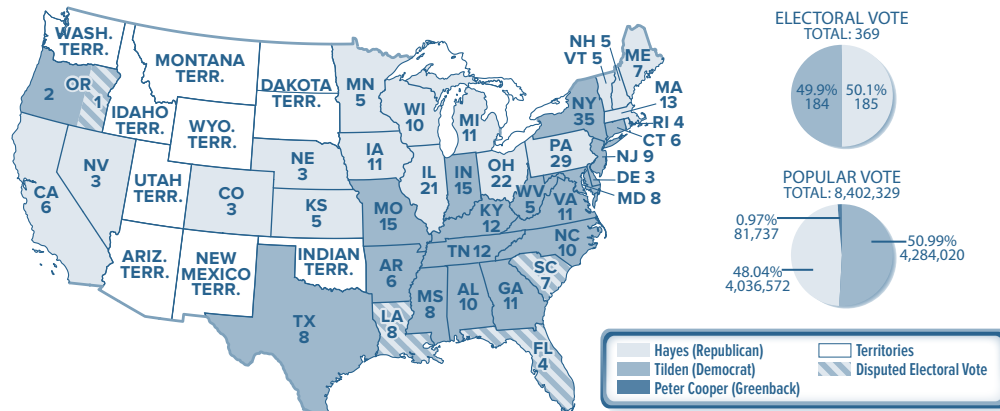
- A Farmers diversified their crops, leading to a decrease in the supply of cotton. This led to an increase in the price of cotton.
- B Farmers diversified their crops, leading to a decrease in the supply of cotton. This led to a decrease in the price of cotton.
- C Farmers overplanted cotton, leading to an increase in supply. This led to a decrease in the price of cotton.
- D Farmers overplanted cotton, leading to an increase in supply. This led to an increase in the price of cotton.



9

SS.8.5.8 (High)

**Election of 1876**



Note: 20 disputed electoral votes were awarded to Hayes by Congressional Commission.

The map and graphs illustrate the outcome of the election of 1876, in which Rutherford B. Hayes ultimately was awarded disputed votes. Which choice summarizes the election outcome?

- A** Because he was awarded the disputed votes, Hayes won both the electoral vote and the popular vote.
- B** Because he was awarded the disputed votes, Hayes won the electoral vote but he still lost the popular vote.
- C** Despite being awarded the disputed votes, Hayes lost the electoral vote but he still won the popular vote.
- D** Despite being awarded the disputed votes, Hayes lost both the electoral vote and the popular vote.

10

SS.8.5.8 (Moderate)

When did Reconstruction end?

- A** when the Fourteenth Amendment was ratified
- B** when military troops left the South
- C** when President Johnson was impeached
- D** when President Grant won reelection