



CHAPTER 12 ASSESSMENT

12

VISUAL SUMMARY

RECONSTRUCTION AND ITS EFFECTS

FOUNDATIONS

- Presidents Lincoln and Johnson propose lenient policies toward the former Confederate states.
- Radical Republicans gain control of Congress and pass the Reconstruction Act of 1867.
- Conflict over approach leads Congress to impeach Johnson.

PROGRESS

- States ratify the Fourteenth and Fifteenth Amendments.
- Republicans control most state governments in the South.
- States start public works programs and public schools.
- Former slaves reunite families, work for wages, and build African-American culture.

COLLAPSE

- War debt and low demand for cotton slow the South's recovery.
- African Americans are terrorized by racist violence.
- Supreme Court decisions undermine Fourteenth and Fifteenth Amendments.
- Republican Party is weakened by internal conflict, scandal, and financial panic.
- Republicans withdraw troops from the South to gain Hayes the presidency in 1876.
- Democrats control governments, weaken civil rights, and eliminate public schools and programs.

TERMS & NAMES

For each term or name below, write a sentence explaining its connection to Reconstruction.

1. Andrew Johnson
2. Radical Republicans
3. Freedmen's Bureau
4. Fourteenth Amendment
5. Fifteenth Amendment
6. carpetbagger
7. Hiram Revels
8. sharecropping
9. Ku Klux Klan (KKK)
10. Rutherford B. Hayes

MAIN IDEAS

Use your notes and the information in the chapter to answer the following questions.

The Politics of Reconstruction (pages 376–382)

1. How did Andrew Johnson's plan to reconstruct the Confederate states differ from Lincoln's?
2. How did the Civil Rights Act of 1866 become law?
3. Why did the Radicals want to impeach Andrew Johnson?

Reconstructing Society (pages 383–392)

4. What three groups made up the Republican Party in the South during Reconstruction?
5. In what ways did emancipated slaves exercise their freedom?
6. How did white landowners in the South reassert their economic power in the decade following the Civil War?

The Collapse of Reconstruction (pages 393–401)

7. How did Southern whites regain political power during Reconstruction?
8. What economic and political developments weakened the Republican Party during Grant's second term?
9. What significance did the victory by Rutherford B. Hayes in the 1876 presidential race have for Reconstruction?

CRITICAL THINKING

1. **USING YOUR NOTES** In a chart like the one below, list the results of the national elections of 1866, 1868, 1870, 1872, and 1876. Then note how each result affected Reconstruction.

Year	Results	Significance

2. **ANALYZING ISSUES** How do you think Reconstruction could have been made more effective in rebuilding the South and ensuring the rights of the freed slaves?
3. **EVALUATING** Do you think the changes in the South during Reconstruction benefited Southerners? Support your opinion.
4. **DEVELOPING HISTORICAL PERSPECTIVE** What might Americans today learn from the civil rights experiences of African Americans during Reconstruction?



Standardized Test Practice

Use the quotation below and your knowledge of U.S. history to answer question 1.

“On the coast of South Carolina, after a year of experimenting on the willingness of the freedmen to work and their ability to support themselves, a plan was begun of cutting up the large estates into twenty and forty acre plots, to be sold to the freedmen at government prices. . . . This plan was eminently fair and just; it was also a radical abolishment of slavery. It made the freedman owner of his own labor, and also an owner of a fair share of the land. . . . At the first sale of these lands, the freedmen came up promptly and bought largely, showing the thrift and shrewdness of men worthy of citizenship.”

—James McCune Smith, quoted in *Witness for Freedom: African American Voices on Race, Slavery, and Emancipation*

- According to the point of view expressed in the quotation, the best way to help former slaves was to —
 - encourage plantation owners to hire former slaves.
 - allow plantation owners to buy back their land.
 - assist former slaves in gaining ownership of land.
 - divide large plantations into smaller plots.
- In the Reconstruction Act of 1867, Congress set requirements for the readmission of former Confederate states into the Union. Which of the following problems did the act address?
 - Southern states did not allow African Americans to vote.
 - Southern states had little money to pay for public works projects.
 - Former slaves needed education.
 - Confederate bonds and money were worthless.
- Which of the following items was responsible for finally ending Reconstruction in the South?
 - ratification of the Fifteenth Amendment
 - the Compromise of 1877
 - President Grant’s failure to win reelection
 - the decisions of the Supreme Court in the 1870s

ADDITIONAL TEST PRACTICE, pages S1–S33.



TEST PRACTICE CLASSZONE.COM

ALTERNATIVE ASSESSMENT

- INTERACT**
WITH HISTORY

 Recall your response to the question on page 375:

What goals should the government set to reconstruct the South?

Now that you have read more about efforts to reconstruct the South, what is your opinion of how the government handled Reconstruction? Write an opinion statement. Consider the following questions:

- What goals did the government actually set for Reconstruction?
- How could the government have pursued its goals more effectively?
- What additional goals should the government have set? Why?

- VIDEO**

LEARNING FROM MEDIA View the *American Stories* video, “Teacher of a Freed People: Robert Fitzgerald and Reconstruction.” Discuss the following questions with a small group. Then do the activity.

- Which experiences in Robert Fitzgerald’s life helped foster his passion for learning and teaching?
- What measures did some whites use to thwart blacks’ progress toward citizenship?

Cooperative Learning Activity As a group, create a presentation that Robert Fitzgerald might have used to convince Northerners to support the Freedmen’s Bureau and schools for former slaves. What if Fitzgerald had had access to 21st-century technology? Use audio, video, or computer software to make the presentation more effective. Present the final product to your class.