Crash Course

1) Who replaced Lincoln?

2) What was sharecropping?

3) What did the Civil Rights Bill of 1866 do?

4) The ____________ amendment defined citizenship, guarantees equal protection, and ensure the bill of rights in all states.

5) What were the Black Codes?

6) What did the Reconstruction Act of 1867 do?

7) Who won the 1868 election?

8) What did the 15th Amendment do?

9) ______________ were fortune seekers, and ______________ dominated politics.

10) How many African Americans held office during reconstruction?

11) ______________ was founded in 1866 and became a terrorist organization.

12) In 1873 what happened?

13) By 1876 the ______________ won the South.

14) What did the Bargain of 1977 do?

15) What laws were passed that limited blacks access to public accommodations?
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1865</td>
<td>The Civil War ends. Republican President Abraham Lincoln is assassinated. Democrat Andrew Johnson becomes president. 13th Amendment to the Constitution passes. Congress creates the Freedmen’s Bureau to help freed men and women transition from slavery.</td>
</tr>
<tr>
<td>1866</td>
<td>Civil Rights Act of 1866 allows African Americans to own property and to be treated equally in court. The Ku Klux Klan is founded.</td>
</tr>
<tr>
<td>1867</td>
<td>Radical Republicans take over the United States government.</td>
</tr>
<tr>
<td>1868</td>
<td>14th Amendment to the Constitution passes. First African American elected to United States Congress.</td>
</tr>
<tr>
<td>1869</td>
<td>Ulysses S. Grant is elected president.</td>
</tr>
<tr>
<td>1870</td>
<td>15th Amendment to the Constitution passes.</td>
</tr>
<tr>
<td>1871</td>
<td>Congress passes the Ku Klux Klan Act of 1871 in response to reports of widespread violence in the South.</td>
</tr>
<tr>
<td>1872</td>
<td>The Freedmen’s Bureau ends.</td>
</tr>
<tr>
<td>1874</td>
<td>Democrats take control of the United States Congress. Radical Republicans are no longer in power.</td>
</tr>
<tr>
<td>1877</td>
<td>Rutherford B. Hayes is elected President and officially ends Reconstruction. Hayes pulls all remaining Northern troops out of the Southern states.</td>
</tr>
</tbody>
</table>
Document A: The Reconstruction Amendments (Modified)

The 13th, 14th and 15th amendments to the United States Constitution are sometimes called the “Reconstruction Amendments.” They were passed in order to abolish slavery and to establish the rights of former slaves.

13th Amendment: 1865

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

14th Amendment: 1868

Section 1. All persons born or naturalized in the United States . . . are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

15th Amendment: 1870

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Vocabulary

jurisdiction: legal control
naturalized: made citizens
abridge: limit
immunities: rights
In the years following the Civil War, many Southern states and cities passed Black Codes. These laws laid out what freed blacks were and were not allowed to do. The document below, passed July 3, 1865, is a Black Code from Opelousas, Louisiana.

SECTION 1. No negro shall be allowed to come within the limits of the town of Opelousas without special permission from his employers.

SECTION 3. No negro shall be permitted to rent or keep a house within the limits of the town under any circumstances.

SECTION 4. No negro shall reside within the limits of the town of Opelousas who is not in the regular service of some white person or former owner.

SECTION 5. No public meetings of negroes shall be allowed within the limits of the town of Opelousas under any circumstances without the permission of the mayor or president of the board of police. This, however, does not prevent the freedmen from attending the usual church services.

SECTION 7. No freedman who is not in the military service shall be allowed to carry firearms, or any kind of weapons, within the limits of the town of Opelousas without the special permission of his employer, in writing, and approved by the mayor or president of the board of police.

SECTION 11. All the foregoing provisions apply to freedmen and freedwomen.

Source: Black Code from Opelousas, Louisiana, July 3, 1865.

Vocabulary

reside: to live in
Document C: Henry Adams Statement (Modified)

In September 1865 I asked the boss to let me go to the city of 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 town. 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. They left me and I then went on to Shreveport. I saw 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 madam [the boss’s wife], "where was the boss?" She said, "You should say 'master'. You all are not free . . . and you shall call every white lady 'missus' and every white man 'master.'"

During the same week the madam took a stick and beat one of the young colored girls, who was about fifteen years of age. The boss came the next day and whipped the same girl nearly to death. . . . After the whipping a large number of young colored people decided to leave that place for Shreveport. [On our way], out came about forty armed white men and shot at us and took my horse. They said they were going to kill every colored person they found leaving their masters.

Source: Former slave Henry Adams made this statement before the U.S. Senate in 1880 about the early days of his freedom after the Civil War.
Document D: Elected Black Officials during Reconstruction

During Reconstruction, thousands of African Americans were elected to local and state governments throughout the Southern states. In addition, 17 African Americans were elected to the United States Congress from Southern states between 1870 and 1877. Here are photographs of 6 of these 17 elected officials.
Document E: Education (Modified)

In 1865 the United States government created the Freedmen’s Bureau to help former slaves in Southern states. The Freedmen’s Bureau helped people by providing medical supplies and health care and establishing schools.

The creation of schools for former slaves was an important part of Reconstruction. Before the Civil War, Southern states outlawed the teaching of reading and writing to slaves.

Many of the negroes . . . common plantation negroes, and day laborers in the towns and villages, were supporting little schools themselves. Everywhere I found them hoping to get their children into schools. I often noticed that workers in stores and men working in warehouses, and cart drivers on the streets, had spelling books with them, and were studying them during the time they were not working. Go outside any large town in the South, and walk among the negro housing, and you will see children and in many cases grown negroes, sitting in the sun alongside their cabins studying.

Thaddeus Stevens (Modified)

Thaddeus Stevens was a member of the House of Representatives from Pennsylvania. He was a leader of the Radical Republicans within the Republican Party during the 1860s. This is a series of excerpts from a speech he delivered to Congress on March 19, 1867.

The cause of the war was slavery. We have liberated the slaves. It is our duty to protect them, and provide for them while they are unable to provide for themselves.

None will deny the right to confiscate the property of the Southern states, as they all made war as the Confederate States of America. The bill provides that each freed slave who is a male adult, or the head of a family, will receive forty acres of land, (with $100 to build a house). Homesteads are far more valuable than the immediate right of suffrage, though they should receive both.

Four million people have just been freed from slavery. They have no education, have never worked for money, and don’t know about their rights. We must make the freed slaves independent of their old masters, so that they may not be compelled to work for them upon unfair terms, which can only be done by giving them a small tract of land to farm.

Source: Thaddeus Stevens, speech to Congress, March 19, 1867.

Vocabulary

confiscate: take or seize someone’s property
homestead: a piece of land gifted by the government to a citizen who lives on and farms it
suffrage: the right to vote
tract: an area of land
Andrew Johnson (Modified)

Andrew Johnson was a Democrat who served as President of the United States from 1865 to 1869. The following is a series of excerpts from a campaign speech that Johnson gave in September 1866 in Cleveland, Ohio. In the speech he discusses the Freedmen’s Bureau, which was a federal agency designed to help former slaves with jobs and education. Radical Republicans, like Thaddeus Stevens, supported additional funding for the Freedmen’s Bureau.

Before the Civil War there were 4,000,000 black people held as slaves by about 340,000 people living in the South. That is, 340,000 slave owners paid all the living expenses of the slaves. Then, the war began and the slaves were freed . . . Now to the Freedmen's Bureau bill. What was it? Four million slaves were emancipated and given an equal chance and fair start to work and produce . . . But the Freedmen's Bureau comes and says we must take charge of these 4,000,000 slaves. The bureau comes along and proposes, at a cost of $12,000,000 a year, to take charge of these slaves. You had already spent $3,000,000,000 to set them free and give them a fair opportunity to take care of themselves - then these [Radical Republicans], who are such great friends of the people, tell us they must be taxed $12,000,000 to sustain the Freedmen's Bureau.

Source: Andrew Johnson, campaign speech, September 3, 1866.

(Johnson documents continue on the next page.)
Andrew Johnson (Modified)

Andrew Johnson delivered the following speech to Congress on March 2, 1867, after he vetoed legislation that would have given freedmen the right to vote.

The purpose and object of the bill is to change the entire structure and character of the State governments. Blacks have not asked for the privilege of voting. The vast majority of them have no idea what it means. The Federal Government has no jurisdiction, authority, or power to regulate such subjects for any State. To force the right of suffrage out of the hands of the white people and into the hands of the blacks is an arbitrary violation of this principle.

Source: Andrew Johnson, speech to Congress, March 2, 1867.

Vocabulary

jurisdiction: the official power to make legal decisions
suffrage: the right to vote
A Sharecropping Contract: 1882 (Modified)

To every one applying to rent land, the following conditions must be read, and agreed to:

For every 30 acres of land (rented by sharecroppers), I agree to furnish the mule team, plow, and farming implements. The sharecroppers are to have half of the cotton, corn, peas, pumpkins, and potatoes they grow if the following conditions are complied with, but--if not--they are to have only two-fifths.

For every mule or horse furnished by me there must be 1000 good sized rails (logs) hauled, and the fence repaired if I so direct. All sharecroppers must haul rails (logs) and work on the fence whenever I may order. The wood must be split and the fence repaired before corn is planted. No cotton must be planted by sharecroppers on their home patches of land. No sharecropper is to work off the plantation when there is any work to be done on the land he has rented, or when his work is needed by me.

Every sharecropper must be responsible for all farming gear placed in his hands, and if not returned must be paid for unless it is worn out by use.

Nothing can be sold from their (sharecroppers’) crops until my rent is all paid, and all amounts they owe me are paid in full.

I am to gin & pack all of the cotton and charge every sharecropper an eighteenth of his part, the cropper to furnish his part of the bagging, ties, & twine.

The sale of every sharecropper's part of the cotton to be made by me when and where I choose to sell, and after deducting all they owe me.

Source: Grimes Family Papers (#3357), 1882; Held in the Southern Historical Collection, University of North Carolina, Chapel Hill.
Sharecropping in Georgia 1898
Caption: FRANCHISE. AND NOT THIS MAN?

Source: Thomas Nast was a political cartoonist who drew for a New York magazine called Harper’s Weekly. He supported the North’s side during the Civil War. This cartoon was published in 1865.
Caption: **COLORED RULE IN A RECONSTRUCTED (?) STATE.**
(The members call each other thieves, liars, rascals, and cowards.)
COLUMBIA: “You are aping the lowest Whites. If you disgrace your race in this way you had better take back seats.”

Source: Thomas Nast was a political cartoonist who drew for a New York magazine called Harper’s Weekly. This cartoon was published on March 14, 1874.
A Brief History of Jim Crow

“Jim Crow” was a derisive slang term for a black man. It came to mean any state law passed in the South that established different rules for blacks and whites. Jim Crow laws were based on the theory of white supremacy and were a reaction to Reconstruction. In the depression-racked 1890s, racism appealed to whites who feared losing their jobs to blacks. Politicians abused blacks to win the votes of poor white “crackers.” Newspapers fed the bias of white readers by playing up (sometimes even making up) black crimes.

In 1890, in spite of its 16 black members, the Louisiana General Assembly passed a law to prevent black and white people from riding together on railroads. Plessy v. Ferguson, a case challenging the law, reached the U.S. Supreme Court in 1896. Upholding the law, the court said that public facilities for blacks and whites could be “separate but equal.” Soon, throughout the South, they had to be separate.

Two years later, the court seemed to seal the fate of black Americans when it upheld a Mississippi law designed to deny black men the vote. Given the green light, Southern states began to limit the voting right to those who owned property or could read well, to those whose grandfathers had been able to vote, to those with “good characters,” to those who paid poll taxes. In 1896, Louisiana had 130,334 registered black voters. Eight years later, only 1,342, 1 percent, could pass the state’s new rules.

Jim Crow laws touched every part of life. In South Carolina, black and white textile workers could not work in the same room, enter through the same door, or gaze out of the same window. Many industries wouldn’t hire blacks: Many unions passed rules to exclude them.

In Richmond, one could not live on a street unless most of the residents were people one could marry. (One could not marry someone of a different race.) By 1914, Texas had six entire towns in which blacks could not live. Mobile passed a Jim Crow curfew: Blacks could not leave their homes after 10 p.m. Signs marked “Whites Only” or “Colored” hung over doors, ticket windows, and drinking fountains. Georgia had black and white parks. Oklahoma had black and white phone booths.

Prisons, hospitals, and orphanages were segregated as were schools and colleges. In North Carolina, black and white students had to use separate sets of textbooks. In Florida, the books couldn’t even be stored together. Atlanta courts kept two Bibles: one for black witnesses and one for whites. Virginia told fraternal social groups that black and white members could not address each other as “Brother.”

Though seemingly rigid and complete, Jim Crow laws did not account for all of the discrimination blacks suffered. Unwritten rules barred blacks from white jobs in New York and kept them out of white stores in Los Angeles. Humiliation was about the best treatment blacks who broke such rules could hope for. Groups like the Ku Klux Klan, which revived in 1915, used venom and violence to keep blacks “in their place.”

(http://www.crf-usa.org/black-history-month/a-brief-history-of-jim-crow)
Question: Describe what life was like for Blacks during Reconstruction and how it changed after Reconstruction came to an end.