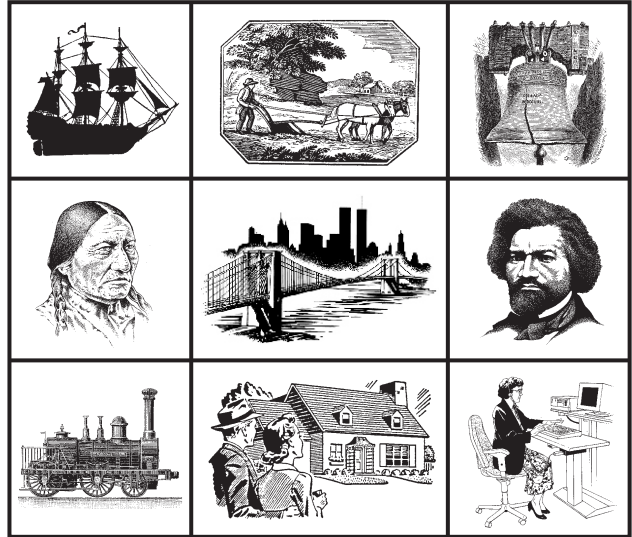

Fasttrack to America's Past

Age of Discovery to Present 7th Edition



An interactive learning guide for students of U.S. History

by David Burns

Section 5: Civil War and Reconstruction 1860 - 1877

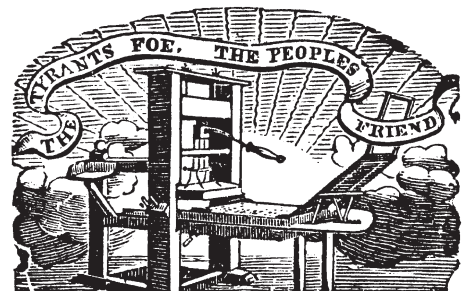


The Teacher Key and additional resources to use with these pages are at:

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5

Civil War and Reconstruction: 1860 - 1877

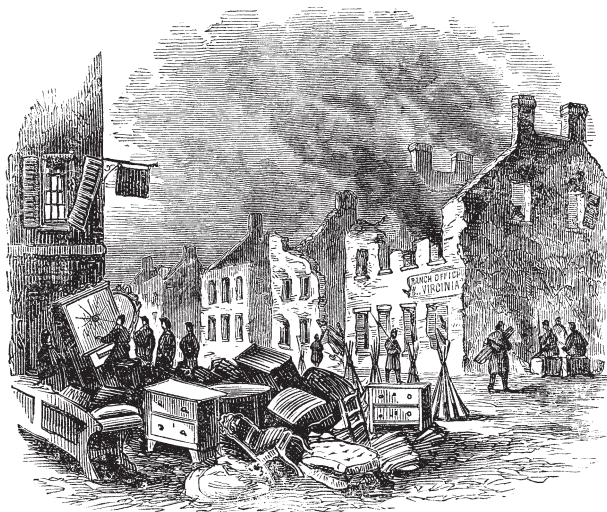


“My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery.”

“All we ask is to be let alone.”



“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.”



“...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.”

Study Checklist

When you have completed this section, you should be able to:



Identify and explain the context of the **Famous Quotes** shown on the Section Title Page.



Identify and explain the importance of the **Famous Names and Terms** listed on the topic summary pages in this section.



Identify on a map and explain the importance of the **Famous Places** shown on the maps in this section.



Explain the general sequence of events in this period and tell from memory the **Famous Years**:

- Abraham Lincoln was elected president (**1860**).
- The Civil War began (**1861**).
- The Civil War ended (**1865**).
- The Reconstruction period ended (**1877**).

Take a Practice Test!



A multiple-choice practice test for this section can be found on the Internet support site.

Textbook Page References:



Discuss or write briefly on such questions and topics as these:

1. *What were the reasons the South had in 1861 for deciding that it didn't want to be part of the United States any more?*
2. *What advantages and disadvantages did each side have in the Civil War? What strategies did the North use during the war to weaken and eventually defeat the South?*
3. *Describe how President Lincoln's view of the slavery question changed during the Civil War. Explain why he decided to make ending slavery a main goal of the Civil War.*
4. *Explain why Lincoln's Emancipation Proclamation did not immediately end slavery in the U.S., and why the 13th Amendment was needed to accomplish that goal.*
5. *Why did the Radical Republicans in Congress want to take such dramatic steps to reconstruct the South? How successful were they in helping the freed slaves? Why did they consider the 14th Amendment so important?*
6. *How did the end of the Civil War and the Reconstruction Era change the social and economic patterns of life for whites and blacks in the South?*

Timeline 1860 - 1877

As you study the timeline, fill in the blanks using the word bank at the bottom of the page.

Lincoln elected - This election convinced some of the Southern states to _____.

South Carolina secedes - Within two months, the _____ was born.

C.S.A. formed - Jefferson _____ was president of the Confederate States of America.

Fort Sumter shelled - This event _____ the fighting of the Civil War.

Bull Run - This was the first big Civil War battle, near _____, Virginia.

Monitor fights Virginia - Neither of these _____-covered ships could defeat the other.

Antietam - This bloody battle in Maryland was a victory for the _____.

Emancipation Proclamation - It marked the beginning of the end of _____.

Gettysburg - This famous battle in Pennsylvania was the _____ point of the war.

Sherman's March - It _____ large areas in Georgia and the Carolinas.

Lee surrenders - He surrendered after retreating from the city of _____.

Lincoln assassinated - He was fatally shot at Ford's _____, in Washington, DC.

13th Amendment ratified - This amendment _____ all slavery in the U.S.

Reconstruction Acts - These set up a system of _____ occupation of the South.

Pres. Johnson impeached - He was saved from conviction by _____ vote in the Senate.

14th Amendment ratified - This amendment made blacks _____ of the U.S.

15th Amendment ratified - This amendment gave _____ men the right to vote.

Amnesty Act passed - It gave back the right to _____ to most former Confederates.

Last federal troops withdrawn - This marks the end of _____.

Word bank to fill in the blanks: *black, citizens, Confederacy, Davis, destroyed, ended, iron, Manassas, North, military, one, Reconstruction, Richmond, slavery, secede, started, Theater, turning, vote*

1860

- Lincoln elected
- South Carolina secedes
- C.S.A. formed
- Ft. Sumter shelled
- Bull Run

Monitor fights Virginia
 Antietam Emancipation
 Gettysburg Proclamation

1865

- Sherman's March
- Lee surrenders
- Lincoln assassinated
- 13th Amendment ratified

Reconstruction Acts
 President Johnson impeached
 14th Amendment ratified

1870

15th Amendment ratified

Amnesty Act passed

1875

Last federal troops withdrawn

James Buchanan

Abraham Lincoln

Andrew Johnson

Ulysses S. Grant

R.B. Hayes

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TIMELINE: CIVIL WAR AND RECONSTRUCTION

THE CIVIL WAR

Abraham Lincoln, Jefferson Davis, Fort Sumter, Robert E. Lee, blockade, Bull Run, Shiloh, Antietam, Gettysburg, Emancipation Proclamation, Copperheads, Sherman's March, Ulysses S. Grant, Appomattox Court House, John Wilkes Booth



By 1860, the year Abraham Lincoln was elected president, the North and the South had become two vastly different regions. The North was changing into an industrial society, with factories, growing cities, and wage labor. The South, however, remained a region of farms, with slave labor a key part of the economy. On many issues, especially policies toward industry, slavery, and taxes, the two sections had grown increasingly hostile toward each other.

South Carolina had threatened to secede (leave the nation) before. The election of Lincoln was the final straw. His political support came almost entirely from voters in the Northern half of the country. Only six weeks after the election, South Carolina declared itself out of the Union. It was soon followed by six other Southern states. Together, these states organized into the Confederate States of America.

The new country, headed by its president, Jefferson Davis, felt perfectly justified in this action. The United States, the Confederacy argued, was created as a voluntary union that a state could leave at any time. Confederate leaders believed they were following the principles of self-government that were at the heart of American political beliefs.

The war began in 1861 when South Carolina soldiers fired upon U.S. troops who refused to leave Fort Sumter, a Federal fort on a small island in the harbor of Charleston. Lincoln called for volunteers for the Union army. The undecided states quickly took one side or the other.

As fighting began, the purpose of the war was to stop the 11 Confederate states from seceding. Although Lincoln had long spoken against slavery, he did not make ending slavery a purpose of the war when it began. Four slave states, in fact, including Maryland and Kentucky, stayed in the Union.



The South was at a big disadvantage from the beginning. The North had over two times the population and most of the factories. The South, however, was fighting to defend its own territory, and it had very talented military leaders like General Robert E. Lee. Early in the war, these gave the South big victories. Over time, however, the North's advantages were overwhelming. The North's naval blockade of the Southern coast was not completely effective, but it did worsen the shortages of war materials needed by the Confederates.

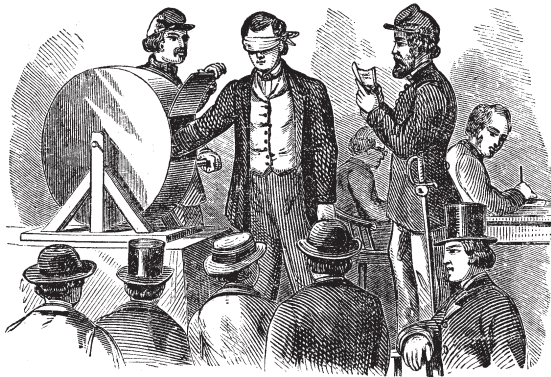
Both sides figured it would be a quick war when it began. Northern troops marched boldly toward the city of Richmond the first year of the war, but were turned back in the Battle of Bull Run, at Manassas, Virginia.



Further west, Union soldiers had better luck in their strategy to win control of the Mississippi River. A famous battle at Shiloh, Tennessee, was a first step. It also showed both sides how bloody and deadly the war would be. Women on both sides began heroic efforts to improve the terrible medical conditions faced by wounded soldiers.

Southern attempts to strike into the North failed. The first attempt was stopped at Antietam, in Maryland, the second year of the war. The South lost an even more famous battle later at Gettysburg, Pennsylvania, in the third year of the war.

In 1862 Lincoln became convinced that ending slavery should be declared a specific goal of the war. Such a step would also help keep England from siding with the South. The president issued the Emancipation Proclamation in 1862, to take effect in January 1863. But victory in the war was long in coming and often appeared uncertain. “Copperheads” who wanted to negotiate peace with the South spoke out against the war and the president. A draft law to get more soldiers actually led to riots in the streets of New York City.



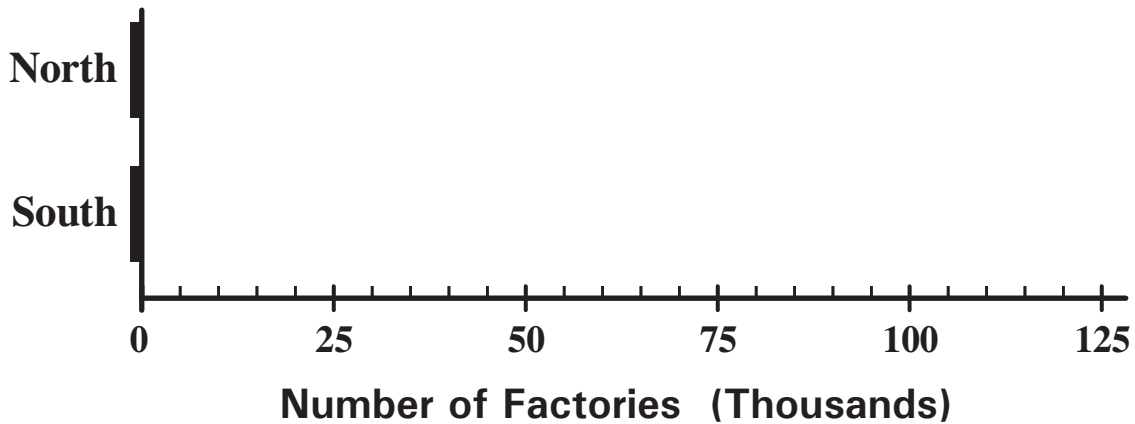
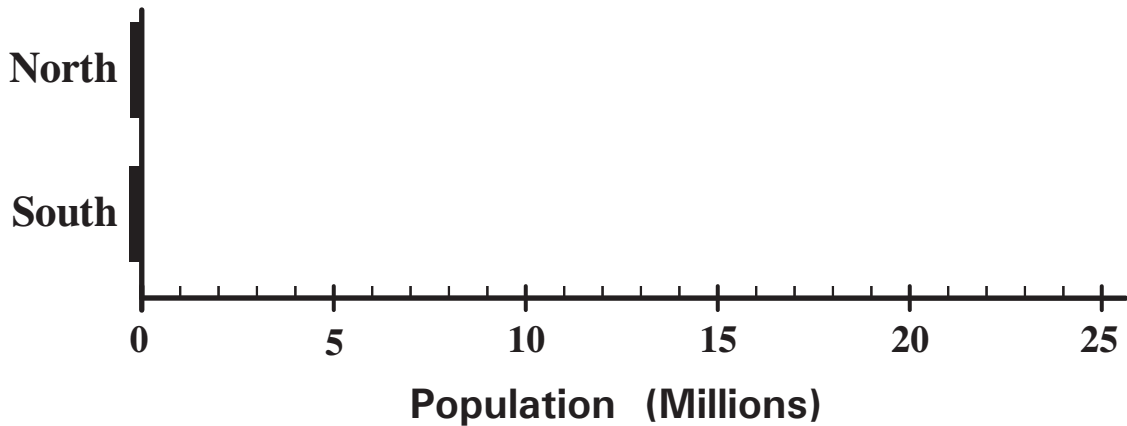
Lincoln faced a tough re-election campaign in 1864. But he was helped by big military victories such as the taking of Atlanta, Georgia, by the Union army. Soon, General William Tecumseh Sherman was laying waste to vast areas of the South as he marched his army on a mission of destruction through Georgia and the Carolinas.

The Northern strategy – to divide the South at the Mississippi, blockade it by sea, and invade it by land – was now clearly succeeding.

In April 1865 the capital of the Confederacy, Richmond, Virginia, finally fell. General Lee and his army retreated from the city with the Union army in hot pursuit. But within a week, Lee surrendered to General Ulysses S. Grant in a small town called Appomattox Court House. Grant treated the defeated Confederate army generously, and sent supplies of food to the nearly starving soldiers. A few days later a fanatic named John Wilkes Booth shot President Lincoln at a theater in Washington. Soon the one man who might have re-united the country smoothly was dead.

CHARTING MANPOWER AND RESOURCES

The Civil War forced Southern states to confront the stark fact that in both manpower and resources, the Confederacy was at a big disadvantage. To compare the two sections of the country at the start of the conflict, finish the bar graphs below.



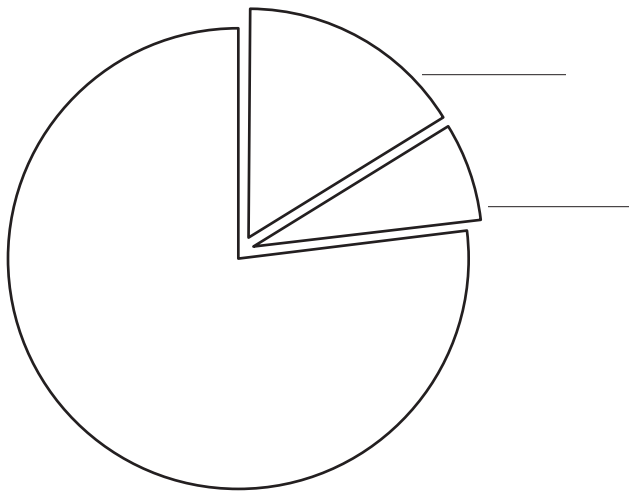
Use the table below to complete the bar graphs above. Draw a bar for each region, with the length corresponding to the statistics shown in the table.

	Population (Millions)	Factories (Thousands)
North	22	110
South	9	18

Finish the chart below to compare some of the key statistics for each side of the Civil War. What facts about medical knowledge at the time would explain the patterns shown here?

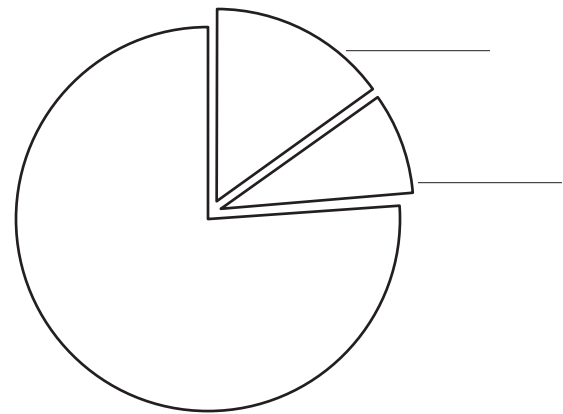
Civil War Military Manpower and Death Rates

Color Key: Died from Disease [] Died from Wounds [] Survived []



The North

Total Forces: _____



The South

Total Forces: _____

Use the table below to find the total military forces for each side, then fill in the “Total Forces” lines in the chart above. Next, find the percent of each side’s forces that died from wounds, and the percent that died from disease. Place the figures (with a % sign) beside the correct segments of the pie graphs. Finally, pick a color for each category in the key, and shade the segments with the appropriate colors.

	Total Military Forces	Died From Wounds		Died From Disease	
		Number	Percent	Number	Percent
North	1,556,678	110,070	7	249,458	16
South	1,082,119	94,000	8.7	164,000	15.2

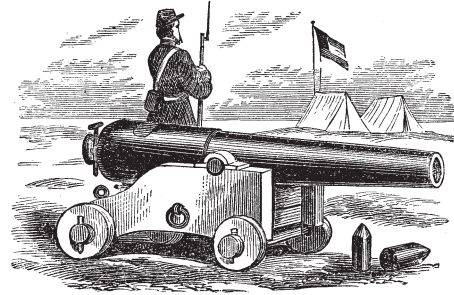
source: Nash, *The American People*

MAP - THE CIVIL WAR'S FAMOUS PLACES

Finish labeling and coloring the map to show the items listed in bold. Fill in the blanks using the word bank below.

Union States

Confederate States



Washington, capital of the states that remained the U.S.A., which was also called the _____ or simply the North.

Richmond, capital of the _____ States of America, or C.S.A.

Charleston, where the _____ shots of the war were fired against Ft. Sumter in 1861.

Blockade Line, along which the Union placed _____ to stop Southern trade.

Manassas, where the first Union attack was stopped at the Battle of Bull _____.

Norfolk, where the South rebuilt a captured Union ship called the _____ as an ironclad ship. It was renamed the *Virginia*, and fought the Union ironclad *Monitor* in a famous battle near Norfolk in 1862. Neither ship could defeat the other.

Shiloh, where everyone learned how _____ the war would be.

New Orleans, taken by the Union in a drive to control the _____ River.

Antietam, where the _____ was turned back in one of the last big battles of 1862.

Gettysburg, where the South, under General Lee, was turned back again in 18____.

Vicksburg, where the North finally won complete _____ of the Mississippi River.

Atlanta, which fell to the North in 18____, helping Lincoln's re-election campaign.

Sherman's March, which went from _____ to Savannah, then turned north.

Savannah, an important Confederate port on the _____ Ocean.

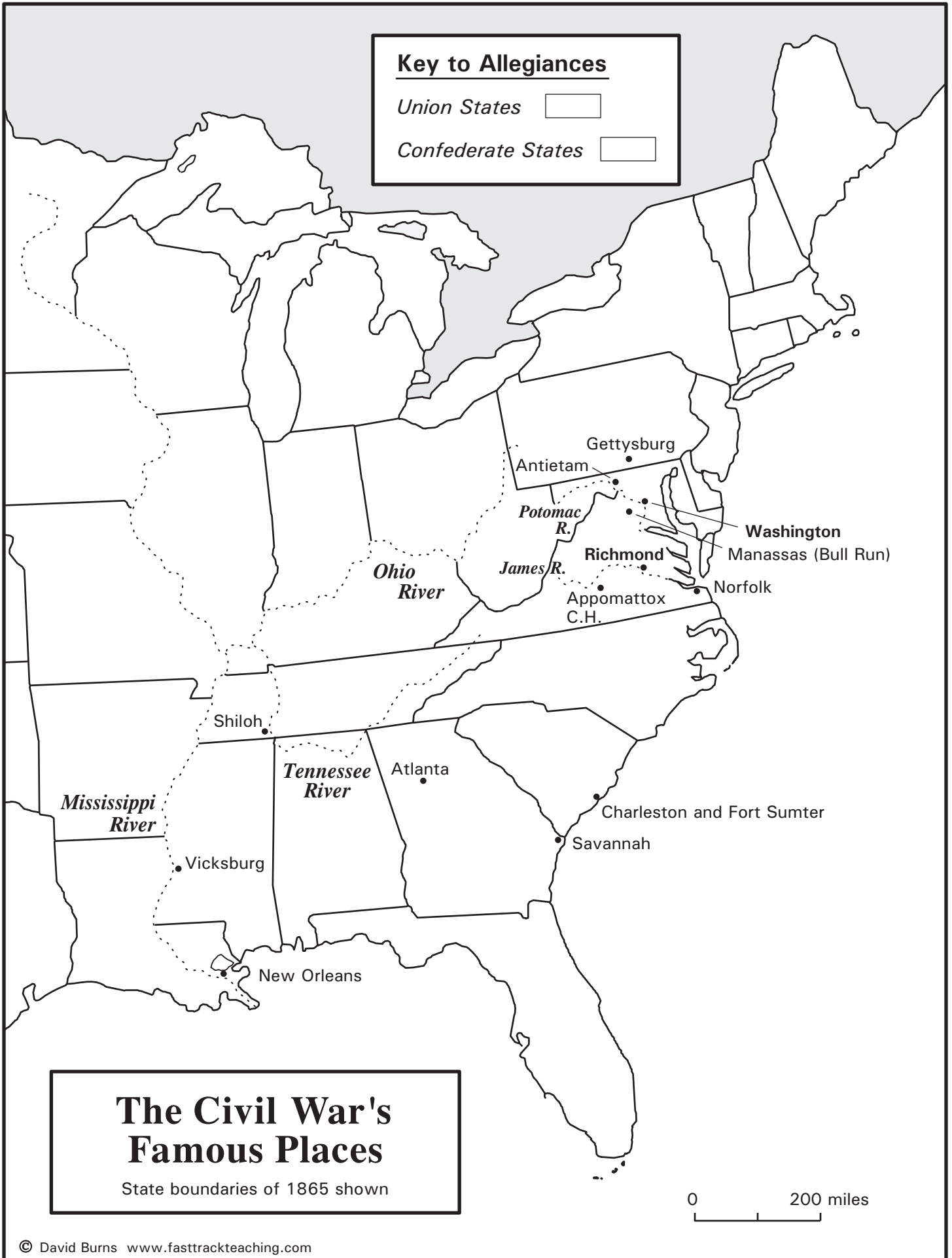
Appomattox Court House, where Gen. Lee finally _____ in April, 1865.

Word bank to fill in the blanks: 63, 64, Atlanta, Atlantic, Confederate, control, deadly, first, Merrimac, Mississippi, Run, South, surrendered, Union, warships

Key to Allegiances

Union States 

Confederate States 



The Civil War's Famous Places

State boundaries of 1865 shown

0 200 miles

LINCOLN'S GETTYSBURG ADDRESS

Lincoln gave this brief speech during the dedication of a national cemetery at the Gettysburg battlefield in November 1863. It was more than four months after Union troops there stopped the Confederates in a famous battle.



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 cannot dedicate – we cannot consecrate – we cannot 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 their 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.

- 1. Just above the first few words, write the number of years the United States had existed at the time Lincoln gave this speech. (“Score” is an old-fashioned word that means 20.)*
- 2. Highlight the two key ideas or principles Lincoln says the nation was based on when it was formed in 1776.*
- 3. Lincoln tells the audience that the Civil War is a kind of test for the American nation. Highlight the phrases that tell what the war was testing.*
- 4. As his speech ends, Lincoln urges his listeners to dedicate themselves to the “unfinished work” of the battle. Highlight the phrases that tell what he wants his listeners to do.*

THE FREED SLAVES TELL THEIR STORIES

These selections are from interviews with former slaves conducted many years after the Civil War, and were written down phonetically to show speech patterns:

De freedom man come to our place an' read a paper what de Pres'dent had writ what said we was now free, an' he talk to us 'bout freedom and tole us not to work no more, 'less we get paid for it.

When he had finished an' gone, old Buck Adams' wife, old Mary Adams, come out an spoke to us. I rec'lec what she said jes as well as if I jes hear her say it.

She say, "Ten years from today, I'll have you all back 'gain." Yes, sir. "Ten years from today, I'll have you all back 'gain."

Dat ten years been over a mighty long time, an' she ain' got us back yet, an' she is dead an' gone.

– *William Matthews*

When freedom come, Marster [the master] tell us all to come to front of de house. He am standin on de porch. He 'splains 'bout freedom and says, "You is now free and can go whar you pleases."

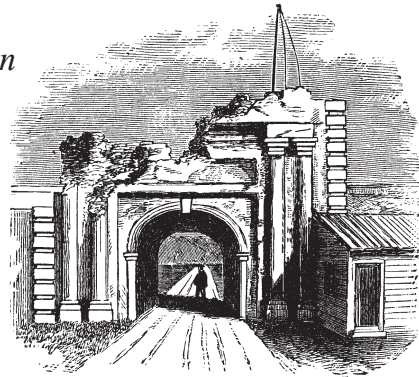
Den, he tells us he have larned us not to steal and to be good, and we-uns should 'member dat, and if we-uns gets into trouble, to come to him and he will help us.

He sho' do dat, too, cause de freed slaves goes to him lots of times, and he always helps. Marster says dat he needs help on de place, and sich dat stays, he'd pay em for de work. Lots of dem stayed, but some left.

– *Betty Bormer*

I remember well how the roads was full of folks walking and walking along, when the slaves were freed.

Didn't know where they was going. Just



going to see about something else, somewhere else. Meet a body in the road and they ask, "Where you going?" "Don't know." "What you going to do?" "Don't know."

Then sometimes we would meet a white man, and he would say, "How you like to come work on my farm?" And we say, "I don't know."

And then maybe he say, "If you come work for me on my farm, when the crops is in, I give you five bushels of corn, five gallons of molasses, some ham meat, and all your clothes and vittles [food] while you works for me."

"All right! That's what I do."

And then, something begins to work up here and I begins to think and to know things. And I knowed then I could make a living for my own self, and I never had to be a slave no more.

– *Robert Falls*

Group Discussion:

1. *What attitudes toward the end of slavery did the plantation owners show, based on the first two selections?*
2. *How does the account in the third selection show that freed slaves and landowners were starting to develop a new economic relationship?*

RECONSTRUCTION AND BEYOND

Freedmen's Bureau, Black Codes, Andrew Johnson, Radical Republicans, Reconstruction Acts, 13th, 14th, & 15th Amendments, impeach, carpetbagger, Ku Klux Klan, sharecropping, segregation, Jim Crow laws

Although the Civil War began to “save the Union,” it led to changes so vast that it is sometimes called “The Second American Revolution.” Four million slaves were now free, and had to find a new place in a changed South. Millions of former Confederates had to be brought back into the once again United States. The dozen years after the war in which these changes occurred is called the Reconstruction era.

Lincoln wanted the South brought back with as little pain as possible. Even before the war ended, he pushed for creation of a new federal government agency called the Freedmen's Bureau to help the former slaves get on their feet. The agency set up schools to teach basic skills and give other help.



The end of the war brought many reactions. Some whites adapted, and even offered to help freed slaves get a new start. Many others swore slavery would return. Some blacks stayed where they had worked before the war, while others could not wait to leave an oppressive master. But the South's economy was totally destroyed by the war. Many farms and cities were in ruins. Slavery was ended by the 13th Amendment, but the freed slaves owned no land or tools. Southern whites feared what might happen with wandering groups of unemployed blacks, and passed laws called Black Codes. These generally put travel restrictions on African Americans, and prevented them from enjoying full rights as citizens. (In fact, few Northern states at this time gave blacks equal rights as citizens either.)



Lincoln's successor in 1865 was President Andrew Johnson. He issued a pardon covering most of the former rebels, but showed little interest in the plight of the freed slaves. Members of Congress called the Radical Republicans, however, wanted to shatter forever the old social and economic patterns of life in the South. Many wanted the land of the big plantations broken up and divided among the former slaves. This land reform plan didn't go forward, but other important proposals did.

By 1867 the Radical Republicans in the Congress had enough votes to call the shots on Reconstruction. They passed several laws called the Reconstruction Acts. These set up a military occupation of the Southern states. Whites who had fought for the South were now told they could not vote or hold office, but

freed slaves could. Southern states were also told that they would not be allowed back in the Union until they approved the 14th Amendment, guaranteeing full citizenship to blacks. The 15th Amendment established a Constitutional protection for voting rights for black men several years later.

President Johnson opposed many measures favored by the Radicals, and in 1868 they attempted to remove him. He was charged with misconduct, or impeached, for firing a government official. In reality the Radicals just wanted any excuse to get rid of him. After his trial before the Senate, the Radicals fell one vote short of the total they needed to convict him. Johnson remained, although his political career was badly damaged. Ulysses S. Grant, a famous Union general in the Civil War, won the 1868 election.

Southern whites, already angry about losing the war, felt they were being made “punching bags” by Northerners. Conditions were bad enough without more disruptions caused by the new Reconstruction laws, they felt. They especially resented the Northerners known as carpetbaggers who came South to make a fast buck. In some cases these Northerners used black voters to get themselves elected to public offices in the South, and then worked up crooked schemes to get rich. White Southerners also resented the fact that blacks were being elected to various offices, when many whites were still denied the right to vote and hold office because they had fought for the Confederacy.

In many areas of the South, whites formed secret societies like the Ku Klux Klan to regain their political and social dominance. These groups used threats, beatings, and even murder to frighten blacks away from voting. In 1872 the Amnesty Act restored voting rights to most former Confederate soldiers. Over the next few decades blacks were pushed out of the political process altogether.



Economically, the South’s plantation system was destroyed by the war and the end of slavery. A new pattern of farm labor called sharecropping grew up in many areas. But it often left the sharecropper, white or black, with little or no profit after paying the landowner his share of the crop. (Typically one-half the harvest.) More hopefully, the war helped end the dependence of the South on a few cash crops, and led to the growth of industry in some areas. Even so, the region lagged behind the rest of the nation economically for almost a century.

The Reconstruction era ended in 1877, when the last federal troops were withdrawn from the South. But the challenges raised by the Civil War were not entirely worked out. Blacks were increasingly segregated (separated) from whites, and rarely given equal opportunities. This separation became more rigid with “Jim Crow laws” as the decades went by. It would be many generations before the bitterness of the Civil War faded, and the Civil Rights movement of the 1960s brought Southern whites and blacks together again as equals.

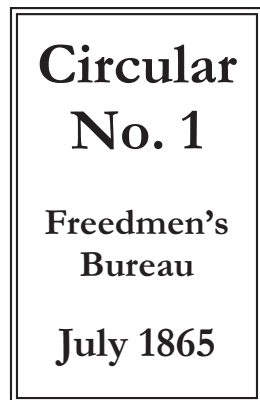
VOICES OF RECONSTRUCTION

The task of reconstructing the South was one that divided opinions almost as sharply as the Civil War itself. These condensed excerpts from historical documents and a famous speech highlight the hopes and fears that existed after the war.

Freedmen's Bureau Circular Number 1

This "circular" or notice was printed and distributed by the Freedmen's Bureau in North Carolina in July of 1865.

A great social revolution is going on. The united wisdom of all classes will be required to guide it to a successful issue [outcome].



The Negro has become free, but he has not become an object of indifference. His interests and those of the white man are the same. He cannot with safety be treated with neglect, or scorn, or cruelty. He is human, and is entitled to all the rights of a man.

Withhold from the Freedmen fair wages for their labor, deny them a right to a fair hearing before courts of justice, discourage their efforts to accumulate property, and to acquire learning, and you will drive from this state its real wealth – its productive labor.

On the other hand, give to the Freedmen that which is just and equal, give them all the facilities possible for improvement and education, and you will secure in the State its best supporters and its truest friends.

I invite the cooperation of Freedmen also. Without your help this Bureau can do but little for you. Your freedom imposes upon

you new duties. Some of you have families; it is your duty to support them. Some of you have aged parents and relatives, to whom liberty has come too late; it is your duty to minister to their comfort.

Some of you will meet with helpless orphans; it is your duty to supply to them, as far as you can, the places of their lost parents. It is your duty, in common to all men, to obey the laws of the land, to live honestly and uprightly.

The Freedmen's Fear

This view of the situation of the freed slaves is from a statement of the Convention of the Colored People of Virginia. It is dated August 1865. The document carries the title, "An Address to the Loyal Citizens and Congress of the United States."

Well, the war is over, the rebellion is "put down," and we are declared free! The president has, in his efforts at the reconstruction of the civil government of the States, left us entirely at the mercy of these subjugated but unconverted rebels.

We know these men – know them well – and we assure you that, with the majority of them, loyalty is only "lip deep," and that their professions of loyalty are used as a cover to the cherished design of getting restored to their former relations with the Federal Government, and then, by all sorts of "unfriendly legislation," to render the freedom you have given us more intolerable than the slavery they intended for us.

We warn you that our only safety is in keeping them under Governors of the *military* persuasion until you have so amended the Federal Constitution that it will prohibit the States from making any distinction between citizens on account of race or color.

The White Planter's View

A newspaper editor from Louisiana gave this view of matters in 1866 during testimony to a Congressional committee.

I think if the whole regulation of the Negroes, or freedmen, were left to the people of the communities in which they live, it will be administered for the best interest of the Negroes as well as of the white men.

I think there is a friendly feeling on the part of the planters towards the freedmen. They are not held at all responsible for anything that has happened.

In talking with a number of planters, I remember some of them telling me they were succeeding very well with their freedmen, having got a preacher to preach to them and a teacher to teach them, believing it was for the interest of the planter to make the Negro feel reconciled [satisfied]; for, to lose his services as a laborer for even a few months would be very disastrous.

The sentiment prevailing is, that it is for the interest of the employer to teach the Negro, to educate his children, to provide a preacher for him, and to attend to his physical wants. Leave the people to themselves, and they will manage very well.

The "Atlanta Compromise" Speech

The decades after the Reconstruction era saw a pattern of segregation begin to grow in the South. Booker T. Washington urged a strategy that emphasized economic progress for blacks, rather than a push for social equality. He believed segregation would fall away by itself as blacks became a bigger force in the economy. In a speech in Atlanta, Georgia, in 1895, the famous educator explained his ideas. Selections from the speech are condensed here.

No race can prosper until it learns that there is as much dignity in tilling a field as in writing a poem. Nor should we permit our grievances to over-shadow our opportunities. In all things that are purely social, we can be as separate as the fingers, yet one as the hand in all things essential to mutual progress.

There is no defense or security for any of us except in the highest intelligence and development of all.



If anywhere there are efforts tending to curtail [hold back] the fullest growth of the Negro, let these efforts be turned to encouraging him.

We shall constitute one-third and more of the ignorance and crime of the South, or one-third of its intelligence and progress. Nearly sixteen millions of hands will aid you in pulling the load upward or they will pull, against you, the load downward.

The wisest among my race understand that the agitation of questions of social equality is the extremest folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than artificial forcing.

It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercise of those privileges. The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera house.

Group Discussion: *Summarize the main points made in each selection. What do they reveal about the challenges that faced the South – and the nation – in the decades after the Civil War?*