

BILL *of* RIGHTS

INSTITUTE

Life, Liberty, and the Pursuit of Happiness

Instructor Answer Guide

Chapter 8: 1860-1877

Contents

CHAPTER 8 INTRODUCTORY ESSAY: 1860–1877	2
NARRATIVES	4
Fort Sumter and the Coming of the War	4
The Battle of Antietam	5
Gettysburg and Vicksburg: July 4, 1863	6
The Draft and the Draft Riots of 1863	7
Robert Gould Shaw and the Fifty-fourth Massachusetts Regiment	8
Women during the Civil War	9
Mary Chesnut’s War	10
Clement Vallandigham and Constitutionalism	11
William Tecumseh Sherman and Total War	12
O. O. Howard and the Freedmen’s Bureau	13
The Ku Klux Klan and Violence at the Polls	14
DECISION POINTS	15
Abraham Lincoln and Emancipation	15
Grant and Lee at Appomattox	16
The Impeachment of Andrew Johnson	17
POINT-COUNTERPOINTS	19
Was the Civil War Fought Over Slavery?	19
Did Abraham Lincoln Exceed His Presidential Powers during the Civil War?	20
To What Extent Did American Principles Become a Reality for African Americans during Reconstruction?	21
PRIMARY SOURCES	23
J.B. Elliott, <i>Scott’s Great Snake</i> (Anaconda Plan), 1861	23
Daniel Emmett’s “Dixie” and Julia Ward Howe’s “Battle Hymn of the Republic,” 1859 and 1861	23
The Homestead Act of 1862	24

Mathew Brady, <i>The Dead of Antietam</i> Photography, 1862	26
Images of Total War: Sherman's March to the Sea, 1865	26
Cartoon Analysis: <i>The "Rail Splitter" at Work Repairing the Union</i> , 1865	28
Comparing Views of the Freedmen's Bureau, 1866	29
Andrew Johnson's Veto of the Civil Rights Act, 1866	31
Cartoon Analysis: Thomas Nast on Reconstruction, 1869–1874.....	32
LESSONS	33
The Emergence of Black Codes DBQ	33
The Rhetoric of Abraham Lincoln DBQ	35
Comparing Impeachments across U.S. History.....	37
Unit 4 Civics Connection: Equality, the Civil War, and Reconstruction	41
UNIT 4 ESSAY ACTIVITY	49

CHAPTER 8 INTRODUCTORY ESSAY: 1860–1877

Review Questions

- Once the Civil War broke out, one major advantage held by the South was that
Answer: C. the Confederacy needed to fight only a defensive war, whereas the Union needed to conquer the South
- The Confederacy's hope for official diplomatic recognition by Great Britain depended on Britain's
Answer: B. need for cotton in its textile industry
- France's main motivation for involvement in the western hemisphere during this time is best described as a
Answer: A. new interest in expanding its presence in North America, especially in Mexico
- Which event had the biggest impact on Great Britain's decision to remain neutral in the American Civil War?
Answer: D. Lincoln's decision to make abolition of slavery a major war goal
- General Winfield Scott's Anaconda Plan was a strategy based on
Answer: C. a blockade to choke off the Confederacy
- Lincoln's strategy regarding Fort Sumter included
Answer: C. watchful waiting and caution so the Union would not be the aggressor
- One motivation of Confederate General Robert E. Lee in launching an invasion north of the Potomac River in the summer of 1862 was to
Answer: D. attract recognition and support of the Confederacy by a foreign power such as Great Britain
- In the early years of the Civil War, Republicans took advantage of their majority in Congress and passed all the following except
Answer: A. a repeal of the Kansas-Nebraska Act
- A turning point for the Union Army in the spring of 1864, leading to military victories and the reelection of Abraham Lincoln as president, was the
Answer: B. appointment of Ulysses S. Grant as commander of the Union Armies
- The Freedmen's Bureau can best be described as an organization that
Answer: B. aided former slaves and white refugees with legal and economic problems

11. President Lincoln's reaction to the Wade-Davis Bill, an early form of the plan for Reconstruction by Radical Republicans, was to

Answer: C. use a strategy known as the pocket veto

12. At first, the Radical Republicans believed President Andrew Johnson could be a strong ally. However, Johnson's attitude toward the South was

Answer: A. more lenient than Abraham Lincoln's and provided almost no protections for the freed people

13. Black Codes were laws passed

Answer: C. by the former Confederate states to deny civil rights to freed people

14. In the election of 1866, President Andrew Johnson's "Swing Around the Circle" was considered

Answer: D. a failure because Radical Republicans picked up a supermajority in Congress, meaning they could override any presidential veto

15. After the election of 1866, the only political influence President Andrew Johnson had was

Answer: C. the veto, although many of his vetoes were overridden by Congress

16. During the later years of Reconstruction all the following were employment options for freed people except

Answer: D. ownership of land through grants provided by breaking up former plantations

Free Response Questions

1. Explain the South's advantages over the Union in the Civil War.

Answer: The South had the initial advantage of needing only to fight a defensive war. If it could keep the Union from capturing and occupying Confederate territory, over time the Union might grow weary and the people would demand peace. Also, the longer it could hold on, the more likely it was that the Confederacy would gain an ally or two in Europe (namely, Britain or France). Overall, the most reliable strategy was to make the war a long one, and the Confederacy could be recognized as an independent nation.

2. Explain the advantages of the Union over the Confederacy.

Answer: The Union had strength in numbers and the potential to deploy a much larger military force. It controlled the navy and could blockade the Confederacy, cutting it off from the world. Also, the Union had a significant majority of the nation's industries, so it could outproduce the South and supply itself with supplies for war. Even though the South had the advantage of having to fight only a defensive war, the Union could win a war of attrition.

3. Explain the initial reaction of southern whites to the Reconstruction policy implemented immediately after the Civil War.

Answer: Lincoln's relatively lenient plan of Reconstruction was soon implemented in already liberated parts of the South. The 10 Percent Plan allowed states to re-enter the Union with 10 percent of the adult men taking a loyalty oath to the Union. After Lincoln's assassination, some in the North hoped Andrew Johnson would be tougher on the former Confederacy than Lincoln had been, but, in the long run, he was not. After Johnson's plan was issued, the southern states began to adopt Black Codes to restrict the rights of the freed people. White supremacist organizations such as the Ku Klux Klan brought terror to southern African Americans as well.

AP Practice Questions

1. The context surrounding the excerpt was

Answer: A. the ideals of Thomas Jefferson's statement of equality in the Declaration of Independence

2. People who supported the ideals expressed in the excerpt might include

Answer: B. northern abolitionists who agreed with William Lloyd Garrison

3. What was an immediate outcome of the execution of the document?

Answer: B. A major change in the Union's wartime goals

4. The right portrayed in the political cartoon was granted by

Answer: C. the ratification of the Fifteenth Amendment to the Constitution

5. Based on the context depicted in the political cartoon, the portrayed scene most likely would have taken place in

Answer: A. the South during Reconstruction

6. Which of the following groups would most likely have opposed the action depicted in the political cartoon?

Answer: C. Redeemers

NARRATIVES

Fort Sumter and the Coming of the War

Review Questions

1. The significance of Fort Sumter in starting the Civil War was its role as a

Answer: C. fortification with symbolic value for both sides

2. Based on his leadership skills at Fort Sumter, the first military hero of the Confederacy was

Answer: D. P. G. T. Beauregard

3. The main consideration for President Abraham Lincoln and his cabinet in deciding what to do about Fort Sumter was

Answer: B. the imperative to hold federal territory

4. The leader who had difficulty choosing whether to either defend or abandon Fort Sumter in the winter of 1860–1861 was

Answer: D. James Buchanan

5. In President Lincoln's mind, a potential downside for the Union if the U.S. Army abandoned Fort Sumter was

Answer: B. possible recognition of the Confederacy by England and France

6. The member of Lincoln's cabinet who believed he would actually lead the government because he thought he should have been elected president was

Answer: D. William Seward

Free Response Questions

1. Analyze the choices Abraham Lincoln had for resolving the Fort Sumter crisis.

Answer: Lincoln's main choices were resupplying and reinforcing the fort to hold it at all costs; abandoning the fort in hope of keeping the peace; and continuing to wait, buying time and hoping to make the rebels start the war. The first choice had the advantage of resisting the rebels but the disadvantage of starting a war and possibly driving the other slave states out of the Union. The second choice had the advantage of maintaining peace but would demoralize Northerners and hurt the Republicans politically while also strengthening the resolve of the Confederates; it might also cause the European powers to recognize the Confederacy. The third choice, which Lincoln took, had

the advantage of delaying the consequences of the other possibilities and buying time. It ultimately did cause the rebels to start the war, but it also led to Lincoln's call for men that pushed some of the slave states to secede.

2. Explain how the battle at Fort Sumter became a symbol for both the Union and Confederacy during the Civil War.

Answer: When Lincoln called for Union soldiers to put down the rebellion after the loss of Fort Sumter, many thousands of men, even Democrats who had advocated for a peaceful solution, signed up to save the Union. Across the South, celebrations of the victory at Fort Sumter roused Confederate patriotism. For both sides, the battle at Fort Sumter was the beginning of an opportunity for each side to prove its superiority, and both sides initially thought the war would be short and glorious.

AP Practice Questions

1. The excerpt reflects which philosophy of government?

Answer: B. Federalism

2. President Lincoln's argument, as expressed in the excerpt, was a response to

Answer: C. the secession of seven southern states from the Union

3. President Lincoln would most likely disagree with the sentiments expressed in which of the following?

Answer: C. The Kentucky and Virginia Resolutions

4. President Lincoln's overall goal when he issued the provided statement was to

Answer: C. maintain the Union

5. The ideas expressed by Abraham Lincoln in the excerpt had most in common with the ideas expressed in

Answer: C. the idea of national unity in George Washington's *Farewell Address*

The Battle of Antietam

Review Questions

1. Which Union general led the army to victory over the Confederate army at Antietam?

Answer: D. George B. McClellan

2. What did Abraham Lincoln claim granted him the constitutional power to issue the preliminary Emancipation Proclamation in September 1862?

Answer: B. The president's war power as commander-in-chief

3. Why did President Lincoln reverse the use of martial law by some of his generals when they liberated freed slaves?

Answer: A. Lincoln feared the border states might secede from the Union.

4. What was the main goal of the War Democrats from the North?

Answer: C. To restore the Union

5. After the Battle of Antietam prevented a successful invasion of the Union, President Lincoln understood

Answer: A. the aim of the war must be changed to completely defeating the South

6. Immediately preceding the Battle at Antietam, Confederate General Robert E. Lee's confidence was boosted by a victory at

Answer: C. Manassas

7. Compared with the Confederacy, Union forces at Antietam

Answer: A. suffered higher casualties

Free Response Questions

1. Describe General Robert E. Lee's motivation for invading Union territory in September 1862.

Answer: General Lee invaded Maryland because he wanted to invade the North and outflank Washington, DC; defeat the Union army; and win the war. Lee wanted to attack while Confederate recruiting was at its height (thanks to the April, 1862 Conscription Act) to assemble the largest army possible, and he was flush with momentum from recent victories, including the Second Battle of Manassas.

2. Explain why Abraham Lincoln waited until after the Battle of Antietam to issue a preliminary version of the Emancipation Proclamation.

Answer: President Lincoln needed to have a symbolic victory before issuing the preliminary Emancipation Proclamation. Otherwise the proclamation would have seemed to be an act of desperation to change the focus of the Civil War. Although Antietam was not a complete strategic victory for the Union, General McClellan did prevent the capture of Washington, DC, by the Confederate Army. Lincoln also hoped that adding emancipation to the fight to preserve the Union would provide an added motivation for the Union to defeat the Confederacy.

AP Practice Questions

1. Persons living in the Confederacy would object to the law from which the provided text was excerpted because in their opinion it violated

Answer: B. property rights

2. The main motivation for Congress to pass the law containing the provided excerpt was to

Answer: A. penalize those in rebellion against the U.S. government

Gettysburg and Vicksburg: July 4, 1863

Review Questions

1. General Robert E. Lee's invasion of Pennsylvania in 1863 differed from his invasion of Maryland in 1862 in that Lee

Answer: C. ignored the garrison at Harpers Ferry in 1863

2. The key to General Ulysses S. Grant's success at Vicksburg was his

Answer: D. decision to cross the Mississippi River south of the city

3. Aside from its victories at Gettysburg and Vicksburg in 1863, the Union was on the verge of capturing control of what strategic southern city?

Answer: A. Chattanooga

4. The Union victories at Gettysburg and Vicksburg signified

Answer: C. the Union had reached a turning point in the war but much hard fighting remained

5. The battle at Vicksburg gave the Union

Answer: B. effective control of the Mississippi River

6. How did Gettysburg signal a change in Robert E. Lee's strategy?

Answer: A. Lee never again launched a large-scale invasion of the North.

Free Response Questions

1. Explain why the Battle of Gettysburg was a major turning point in the Civil War.

Answer: After losing the battle at Gettysburg, Confederate General Robert E. Lee withdrew what remained of the Army of Northern Virginia and went back to Virginia. As a result, both the Union leadership and Lee knew the South's failed invasion would be the last time they would be able to attempt to occupy parts of the North. Given the Confederate loss at Vicksburg, by the summer of 1863 the Union had turned the tide. The battle of Gettysburg was the beginning of the end of the Civil War.

AP Practice Questions

1. All the following ideas are expressed by Abraham Lincoln in the excerpt except
Answer: B. states' rights are paramount, and the unfinished task is to restore them
2. In highlighting "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," Abraham Lincoln conveyed that
Answer: D. the Union was now fighting for the freedom of all Americans
3. According to the passage, the Civil War was a test of
Answer: D. whether a nation dedicated to the principle of equality can survive

The Draft and the Draft Riots of 1863

Review Questions

1. Congress passed a conscription law because
Answer: D. the rush to enlist to save the Union had ebbed and more men were needed
2. All the following were reasons for resisting the draft except
Answer: C. immigrants were joining the Union army in growing numbers
3. One reaction to the introduction of conscription was that
Answer: B. the Democrats were very successful in the election of 1862
4. The term "Copperhead" was used to describe
Answer: C. Northern opponents of the Civil War who were labeled traitors
5. The response to conscription in the North revealed that
Answer: A. nativism still had a significant influence in the Union
6. The worst violence in protest of conscription occurred in
Answer: A. New York City
7. Compared with the poor, wealthy men were able to avoid the draft by
Answer: B. paying a \$300 commutation fee

Free Response Questions

1. Describe the reaction of northerners to the introduction of conscription.
Answer: When the first national draft was conducted in July 1863, the result was widespread protest and violence. To rally the poor, workers, white farmers, and immigrants against the draft, the Democratic Party often used racist rhetoric, blasting the Lincoln Administration for forcing white men to fight and die for the cause of freeing black slaves. Race, ethnicity, economics, and fear of an expanding government all combined in the issue of the draft.
2. Analyze the reaction to conscription in relation to the U.S. ideals of democracy and freedom.
Answer: Many in the Union saw the draft as a violation of individual freedom and civil liberties. The ability to earn exemption by hiring substitutes or paying a fee also angered many, who complained about the conflict's being a "rich man's war and [a] poor man's fight."

AP Practice Questions

1. Which group would most likely see the poster as a cause for grievance against President Lincoln?

Answer: C. Copperheads

2. The actions called for in the poster were most likely a reaction to

Answer: A. the growing shortfall of volunteers from across the Union as the Civil War continued

3. The events called for in the poster led to what result?

Answer: B. Draft riots

Robert Gould Shaw and the Fifty-fourth Massachusetts Regiment

Review Questions

1. Which African American abolitionist played a role in the formation of the Fifty-fourth Massachusetts?

Answer: B. Frederick Douglass

2. For what battle is the Fifty-fourth Massachusetts best known?

Answer: C. Fort Wagner

3. The Fifty-fourth Massachusetts project was created by

Answer: C. Massachusetts Governor John Andrew

4. The significance of the Battle of Fort Wagner was that

Answer: A. capturing the fort was necessary to capturing Charleston, South Carolina

5. What work most influenced Robert Gould Shaw's thinking on slavery and abolition?

Answer: D. Harriet Beecher Stowe's *Uncle Tom's Cabin*

6. Compared with white soldiers, black Union regiments typically

Answer: C. did menial labor at first but then fought for the Union

Free Response Questions

1. Describe the typical experience of the African American soldier during the Civil War.

Answer: Between 1862 and 1865, approximately 186,000 African American soldiers served under the direction of the U.S. War Department's Bureau of Colored Troops, including service in infantry, cavalry, engineering, and artillery units. Approximately 74 percent of Northern black men of military age (18–45 years) served in the Union Army during the war, an astonishingly high figure. The black regiments in the Union Army served in 449 different engagements; 40,000 of them were killed or died of disease. Racial atrocities at Fort Pillow, Tennessee; "the Crater" at Petersburg, Virginia; and Plymouth, North Carolina, among other engagements, were indicative of the incredible danger of enlistment for black men, who were regarded by Confederates as rebellious slaves. This meant they were rarely granted prisoner-of-war status when surrendering, and if captured they were then enslaved if not killed outright.

2. Describe the contributions of the Fifty-fourth Massachusetts to the Union Army.

Answer: At first, the service of the Fifty-fourth Massachusetts was similar to that of other black regiments engaged in menial labor duty. Later in the war, the combat experience of the Fifty-fourth was both heroic and deadly. On July 18, 1863, the regiment spearheaded a futile assault on Confederate Battery Wagner on Morris Island (the Second Battle of Fort Wagner), an important fortification guarding the approaches to Charleston and its harbor, and suffered many casualties, including the loss of its commander, Robert Gould Shaw. The Fifty-fourth also fought in the February 20, 1864, Battle of Olustee, Florida, and subsequently at the Battle of Honey Hill on

November 30, 1864, during William Tecumseh Sherman's march from Atlanta to Savannah, the "March to the Sea." The regiment was discharged at Boston, Massachusetts, in September 1865.

AP Practice Questions

1. The context of the main idea expressed in the poem is best described as

Answer: C. the fighting units of African American soldiers during the Civil War

2. What was the main idea of this poem?

Answer: A. The sacrifices made by African American troops as they fought for freedom would result in healing for the nation.

Women during the Civil War

Review Questions

1. During the Civil War, women who took part in a variety of reform movements before the war made which of the following their primary goal?

Answer: C. The abolition of slavery

2. Women such as "Mother" Bickerdyke served in the war mainly as

Answer: C. nurses on the frontlines

3. Primarily known for her work in reforming the treatment of the mentally ill, Dorothea Dix served during the Civil War as

Answer: B. superintendent of Army Nurses

4. When Union General Ulysses S. Grant stated that "no soldier on the firing line gave more heroic service than she did," he was speaking of

Answer: D. Annie Wittenmyer

5. During the Civil War, Elizabeth Cady Stanton and Susan B. Anthony campaigned for an amendment to the Constitution that would

Answer: A. abolish slavery

6. During the war, Harriet Tubman and Rose Greenhow both worked as

Answer: B. spies

7. Most southern women who had the time to volunteer for the Confederate cause served as

Answer: A. nurses and seamstresses

Free Response Questions

1. Describe the reasons for formation of the Women's Loyal National League.

Answer: The Women's Loyal National League was formed during the Civil War in 1863 as an outgrowth of women's participation in the abolitionist movement. Black women and white women worked together to secure the rights of African American men, and black women began arguing for their rights, as well.

2. Explain the role African American women played in the Civil War.

Answer: During the Civil War, African American women fought primarily to end slavery and to secure basic civil liberties with constitutional amendments. They also fought for the equality of all women. They served as soldiers, spies, nurses, and teachers—most noteworthy was Harriet Tubman.

AP Practice Questions

1. The phrase, "remember the President's Proclamation reaches only the Slaves of Rebels," refers to

Answer: C. the Emancipation Proclamation

2. The ideas expressed in the excerpt were a continuation of which philosophy?

Answer: B. The “perfectionist” ideals of the Second Great Awakening

Mary Chesnut’s War

Review Questions

1. Why would a historian find Mary Chesnut’s life useful in a narrative about the American Civil War?

Answer: C. Chesnut’s diaries left a detailed record of the life of an upper-class Confederate woman during the war.

2. Before the Civil War, Mary Chesnut could be best described as

Answer: C. a woman of high social standing in the South

3. During the Civil War, Mary Chesnut volunteered as a

Answer: B. nurse for portions of the war

4. What did Mary Chesnut’s father and husband have in common?

Answer: A. Both were wealthy and prominent politicians who supported states’ rights in South Carolina.

5. While Mary Chesnut lived as a refugee in North Carolina, she wrote in her diary about

Answer: B. the harsh conditions at the end of the conflict and criticisms of her young hostess’s housekeeping

Free Response Questions

1. Describe how Mary Chesnut serves as an example of the changed role of women in the Confederacy during the Civil War.

Answer: The Civil War changed the nature of leisure pursuits and work for plantation wives. Mary Chesnut went from being the plantation mistress and wife of a prominent southern gentleman to being a volunteer who supported the war effort as a nurse and eventually a refugee who fled her home in advance of the Union army. Many women like Chesnut found themselves working in the public sphere as nurses or volunteers as a result of the war.

2. Explain Mary Chesnut’s opinion of slavery as that of the perspective of an upper-class white southern woman.

Answer: Mary Chesnut did not fully approve of slavery, because it gave white southern men easy access to female slaves, increasing the opportunity for infidelity. Also, Chesnut did not fear slaves at first, but after the murder of her cousin Betsy by Betsy’s own slaves, she saw slavery as more dangerous than before.

AP Practice Questions

1. The hardships described were most likely caused by the collapse of the Confederate economy due to the

Answer: C. wartime shortages of consumer goods, leading to higher prices

2. The hardships described in the excerpt were most likely similar to those suffered by

Answer: A. Patriots during the American Revolution, who experienced inflated prices for many necessities

3. On the basis of the experiences of Mary Chesnut, a historian could draw the conclusion that

Answer: A. the social structure of the South experienced upheaval immediately after the Civil War

4. A historian could use the work of Mary Chesnut to support which of the following claims about the effects of war on women?

Answer: C. Women take on nontraditional roles during war.

Clement Vallandigham and Constitutionalism

Review Questions

1. What position of significance did Clement Vallandigham hold at the outset of the Civil War?

Answer: D. Member of the House of Representatives from Ohio

2. Which best represents Lincoln's position on General Burnside's Order No. 38?

Answer: C. Lincoln did not approve the order and, as president, wanted to control administration policy.

3. As the Civil War progressed, Clement Vallandigham emerged as a leader of what northern political faction?

Answer: C. The Copperheads

4. The Albany Resolves

Answer: C. gave Lincoln an opportunity to clarify his war policies while condemning Vallandigham's actions

5. In the 1861 order from the Chief Justice of the Supreme Court in *Ex Parte Merryman*, Chief Justice Roger B. Taney ruled that

Answer: C. only Congress could suspend habeas corpus

6. In addition to Ambrose Burnside, which other Union general issued an order declaring martial law on his own authority?

Answer: B. John C. Fremont

7. What was President Lincoln's motivation for overturning the immediate emancipation of all slaves in the state of Missouri during the Civil War?

Answer: C. Lincoln feared that Missouri and other border states might secede.

Free Response Questions

1. Explain Clement Vallandigham's views about the Lincoln Administration's management of the Civil War.

Answer: Clement Vallandigham believed the Civil War was wrong because (after the Emancipation Proclamation was issued) it was fought to free African Americans. He opposed Lincoln's policies in regard to slavery and the compulsory draft (the Conscription Act). Vallandigham preferred to end hostilities and let the South peacefully secede from the Union.

2. Describe the ways that the Vallandigham case and Lincoln's handling of it highlighted important constitutional principles during the Civil War.

Answer: Vallandigham argued that he had a First Amendment right to protest what he saw as an unjust war. However, his protests violated General Burnside's Order No. 38, and Burnside had him arrested for his antiwar speech. Vallandigham was tried by military commission and sentenced to prison for the duration of the war. Vallandigham protested that he had a Fifth Amendment due process right to be tried in civilian court rather than by military commission. Though he had not given approval to Burnside's Order No. 38, Lincoln recognized the legitimate constitutional arguments in Vallandigham's case, but he wanted to support his generals and he wanted to end Vallandigham's disruption to recruitment. He explained that the government can constitutionally

take certain necessary measures during times of rebellion. To end the continuing controversy, Lincoln had the Union cavalry escort Vallandigham out of prison and across Confederate lines in Tennessee. The Vallandigham controversy highlighted tension between constitutionally protected rights of the individual and constitutionally necessary wartime measures.

3. Compare Ambrose Burnside's Order No. 38 with the Alien and Sedition Acts from the Quasi-war with France (see The Alien and Sedition Acts (<https://cnx.org/contents/NgBFhmUc:NMbJygue>) and The XYZ Affair and the Quasi-War with France (<https://cnx.org/contents/NgBFhmUc:KtzDsxof>) Narratives). What do these reveal about the actions of the government in war time?

Answer: Order No. 38 and the Alien and Sedition Acts limited the speech of those who criticized the government in a crisis. For Order No. 38, the crisis was a declared war; for the Alien and Sedition Acts, it was an undeclared war or Quasi-War. Though Order No. 38 was not legislation passed by Congress like the Alien and Sedition acts, it did have the support of the president. Both resulted in the prosecution of those who criticized the government.

AP Practice Questions

1. What was the main reason President Abraham Lincoln believed he needed to make the argument expressed in the excerpt?

Answer: C. Lincoln was justifying actions against a citizen he believed to be opposed to the Union war effort.

2. The views expressed by President Lincoln in the excerpt best reflected which of the following goals for the war?

Answer: B. To preserve the Union

3. Lincoln asserted that Vallandigham's arrest was wrong if it was motivated only by Vallandigham's

Answer: A. public criticism of the Lincoln administration's conduct of the war

William Tecumseh Sherman and Total War

Review Questions

1. Under the Union policy of pragmatism

Answer: D. Unionists and those who were neutral were treated better than those who supported the Confederacy

2. The use of "hard war" by the Union army was

Answer: A. meant to accelerate the end of the war by ending any Confederate hope for victory

3. The strategy of hard war was first used during the Battle of

Answer: A. Vicksburg

4. In General Sherman's use of hard war, the Battle of Atlanta included the destruction of

Answer: B. public buildings that could be useful to the Confederate cause

5. What was the Union's initial policy toward civilians and Confederate territory?

Answer: C. Conciliation

6. The conduct of hard war was made possible when

Answer: C. General Henry Halleck issued General Order 100

Free Response Questions

1. Explain how the Union policy toward civilians evolved during the Civil War.

Answer: At first, the Union practiced a policy of conciliation, waging a somewhat limited war based on the notion that most people in the seceded states did not support the breakup of the Union and that the governments of these states were illegal and did not represent their people's will. By 1862, a policy of pragmatism had replaced conciliation. Pragmatism involved treating Unionists and those who were neutral better than they treated those who opposed the Union. As the war dragged on, the policy of hard war emerged. Hard war was characterized by destruction of public and civilian property but an unwillingness to harm civilians. Elements of hard war were present in campaigns to capture Meridian and Vicksburg in 1863, but the concept was best represented by Sherman's capture of Atlanta and subsequent March to the Sea.

2. Explain why General Sherman used hard war tactics on his March to the Sea.

Answer: Union General Sherman used hard war tactics because he wanted to "make Georgia howl" and make Southerners sick of war. Anything that could aid the rebel war effort was destroyed. The purpose was to cause such physical destruction and psychological distress that southern morale would collapse and the Confederacy would surrender.

AP Practice Questions

1. The most significant reason for General Sherman's explanation of hard war in the excerpt was that

Answer: B. it was necessary to make the entire Confederate population, not just the military, feel the pain of war in order to defeat the rebellion

2. Which of the statements is the most accurate paraphrase of General Sherman's statement, "Thousands who had been deceived by their lying newspapers to believe that we were being whipped all the time now realize the truth, and have no appetite for a repetition of the same experience"?

Answer: A. Georgia citizens who had believed the South was winning the war were beginning to understand the strength of the Union army.

3. Which of the following would have supported General Sherman's strategy?

Answer: D. Frederick Douglass

O. O. Howard and the Freedmen's Bureau

Review Questions

1. Union General Oliver Otis Howard was given the nickname "Uh-oh Howard" after his troops were easily defeated in a surprise attack by "Stonewall" Jackson at the Battle of

Answer: C. Chancellorsville

2. While serving as the Commissioner of the Bureau of Refugees, Freedmen, and Abandoned Lands, Oliver Otis Howard was hindered by whom in his attempts to promote African-American education and economic advancement?

Answer: C. Andrew Johnson

3. White southerners who were supporters of the Union governments established in the South were known as

Answer: B. scalawags

4. A carpetbagger most likely worked with a member of which group?

Answer: C. Republicans

5. The Freedmen's Bureau was most successful at which stated goal?

Answer: A. Advancing African American literacy

6. Other than his military service during the Civil War, Oliver Otis Howard is noteworthy for his support of

Answer: C. equal access to education

Free Response Questions

1. Describe the main accomplishments of the Freedmen's Bureau.

Answer: The Freedmen's Bureau had localized successes and left a legacy of educational reform among southern blacks, especially for literacy. However, it did not succeed in its most radical agenda items of widespread land redistribution and the promotion of equal economic and political rights.

2. Despite the creation of the Freedmen's Bureau and the leadership of Oliver Otis Howard, much of the work of Reconstruction was given to the military. Explain the impact of the military on Reconstruction in the South.

Answer: Although individual Freedmen's Bureau agents did work to address a variety of problems faced by the freed people, including mass famine, poor access to due process through the local courts, and the struggle for fair labor contract negotiations with landowners and planters, the real authority for Reconstruction was left in the hands of the U.S. Army as the guardian of personal liberty. The lightly staffed military occupation was overwhelmed, and military leaders became the final arbiters in a complex web of social problems. By the early 1870s, white planters and southern elites had reestablished firm control over the local courts, southern state governments, and labor conditions.

AP Practice Questions

1. The artist who produced this political cartoon is most clearly arguing for

Answer: C. the right of African American men to vote

2. The creation of the cartoon was most likely a response to

Answer: B. the passage of the first Black Codes in the post-Civil War South

3. Which of the following would have been most likely to support the cause promoted in this cartoon?

Answer: A. Robert Gould Shaw

The Ku Klux Klan and Violence at the Polls

Review Questions

1. One of the most violent anti-African American incidents of the post-Civil War era took place in

Answer: B. Colfax, Louisiana

2. The Enforcement Acts were passed to

Answer: A. protect freed people from politically motivated violence

3. The main decision in the *Slaughterhouse Cases* (1873) stated that

Answer: A. the Fourteenth Amendment did not expand federal power over the states

4. The decision in *U.S. v. Cruikshank* (1876) stated that

Answer: B. the actions of one private citizen against another did not fall under the federal government's jurisdiction

5. With the Supreme Court's narrow interpretations of the Fourteenth and Fifteenth Amendments, by the late 1870s

Answer: C. the South transitioned to the political control of white majorities

Free Response Questions

1. Describe the Grant Administration's response to Ku Klux Klan violence in the post-Civil War years.

Answer: President Grant asked Congress for more power to deal with the KKK, the three anti-Klan Enforcement Acts were passed and temporarily disrupted the Klan network, and habeas corpus was suspended in South Carolina, which allowed for the arrest of anyone who sympathized with Klan or other white supremacist activities.

2. Explain the evolution of black voting in the South during the Reconstruction period.

Answer: Black voting reached a high point during Reconstruction (1868–1875) but declined significantly after violence at the polls by white supremacist organizations like the Ku Klux Klan, the Knights of White Camelia, and the White Leagues. These organizations used intimidation and violence to ensure many black men were unable to exercise their right to vote.

AP Practice Questions

1. The opinions expressed in the two provided excerpts differ with regard to

Answer: C. the interpretation of "equal protection" in the Fourteenth Amendment

2. The main argument expressed in the decision of the *Slaughterhouse Cases* in 1873 was that

Answer: A. the Fourteenth Amendment did not supersede state laws

3. The main argument of the decision expressed by dissenting Justice Field was that

Answer: D. the Fourteenth Amendment gave equal protection to all citizens in all states

DECISION POINTS

Abraham Lincoln and Emancipation

Review Questions

1. Lincoln's first political act, which demonstrated his hatred of slavery, was

Answer: C. proposing a resolution in the Illinois legislature that included a denunciation of slavery

2. Lincoln's strong feelings against the institution of slavery were reinforced by the issuance of the

Answer: D. *Dred Scott* decision

3. Lincoln's first move as president for emancipating slaves was

Answer: B. a federally financed buyout of slaveholders in Delaware

4. Lincoln believed the best path toward eliminating slavery should include all the following except

Answer: D. abolition and deportation of slaves to Africa

5. Lincoln waited until the fall of 1862 to issue the Emancipation Proclamation because

Answer: A. he had agreed to wait for a Union military victory

6. The Emancipation Proclamation did not free the slaves of the border states, because

Answer: B. the Proclamation applied only to the states at war with the United States

Free Response Questions

1. Explain the evolution of President Lincoln's stance on slavery.

Answer: Lincoln's abhorrence of slavery was constant throughout his life, yet he pursued his goal in such a way as to preserve constitutionalism. Lincoln was always opposed to slavery but was, by nature, hesitant to endorse all-or-nothing solutions such as the abolitionists' desire for immediate emancipation. He was also uncertain how the freed slaves would be received by whites and was

uncertain where they should live. When he was elected president in 1860, Lincoln abided the Constitution's ban on the president interfering with slavery where it existed in the states. Lincoln also had to consider that any act to undermine slavery could affect the border states' loyalty to the Union. As the war progressed, Lincoln used his authority as commander in chief to draft the Emancipation Proclamation.

2. Explain why Lincoln waited until January 1, 1863—a year and a half into the Civil War—to free the slaves.

Answer: Lincoln tried a federal buyout plan first, offering to pay slaveholders in Delaware for their “property” and then to set the slaves free, but the plan failed. Lincoln was also worried that emancipation would drive the border states into the arms of the Confederates, drastically changing the momentum of the war against the Union. Finally, he was wary of legal challenges to an emancipation decree from the federal courts because, in that case, he would not have constitutional authority over slavery once the war ended.

AP Practice Questions

1. The phrase “vote of the people” in the excerpted letter suggests Lincoln’s solution to the slavery issue would be decided by

Answer: B. an act of Congress

2. Based on the letter, Lincoln’s ideas regarding emancipation were less radical than those of which of the following?

Answer: D. William Lloyd Garrison

Grant and Lee at Appomattox

Review Questions

1. Compared with the Union army strategy earlier in the war, Grant’s plan in 1864 involved

Answer: C. combining Union armies to move against the Confederate armies

2. A major advantage Ulysses S. Grant held toward the end of the Civil War was

Answer: C. the ability to better achieve his strategy by overwhelming force

3. Robert E. Lee realized the Civil War was lost after Ulysses S. Grant prevented him from

Answer: B. combining forces with another Confederate general

4. Of the major battles toward the end of the Civil War, which did General Grant regret, due to the massive number of deaths?

Answer: C. Cold Harbor

5. As General Robert E. Lee surrendered to Union forces, he was treated with

Answer: A. respect and honor

6. The surrender of Confederate forces to the Union Army took place at

Answer: D. Appomattox Court House

Free Response Questions

1. Explain how General Grant’s strategy helped bring an end to the Civil War.

Answer: As general in chief, Ulysses S. Grant changed the strategy of the Union Army. Under his command, the strategy was to “Find out where your enemy is. Get at him as soon as you can. Strike him as hard as you can and as often as you can, and keep moving on.” This strategy was illustrated in The Battle of the Wilderness, the Battle of Spotsylvania Courthouse, and Cold Harbor in the Virginia campaign that resulted in extremely high casualties. General Grant had other Union

generals coordinate similar attacks throughout the South to bring about the destruction of the Confederate Army.

2. Explain why the terms of surrender Grant offered to Lee were lenient.

Answer: After decisively defeating Lee's army and ending the Civil War, General Grant treated the Confederates magnanimously. He accorded the former enemy respect and hoped to set the stage for healing the divisions in the Union. Grant's vision was consistent with Lincoln's conciliatory views in his Second Inaugural Address. Lincoln and Grant hoped people in the South would not want revenge against the nation.

AP Practice Questions

1. Which group would most likely oppose the sentiments expressed in the excerpt?

Answer: D. Radical Republicans

2. Which of the following was part of Lincoln's understanding of "the work we are in"?

Answer: D. Healing the Union through a plan that offered respect and forgiveness wherever possible

The Impeachment of Andrew Johnson

Review Questions

1. Which act did Johnson violate that caused the House of Representatives to impeach him?

Answer: D. Tenure of Office Act

2. What was the main reason Johnson vetoed most of the bills the Radical Republican Congress sent him to sign?

Answer: D. He believed the task of reconstruction belonged to him and not to Congress.

3. Why did Johnson remove Secretary of War Edwin M. Stanton from his Cabinet?

Answer: A. Stanton was a Radical Republican and thus an ally of Congress.

4. Why was Andrew Johnson named Lincoln's vice presidential running mate in the election of 1864?

Answer: B. Republicans believed that Johnson, a War Democrat, would broaden the ticket's appeal.

5. In his speech during Johnson's impeachment trial, Massachusetts Senator Charles Sumner was motivated by

Answer: B. political principles

6. The Civil Rights Act of 1866 led to

Answer: B. the Fourteenth Amendment

Free Response Questions

1. Explain how the Radical Republicans' plan for Reconstruction differed from President Andrew Johnson's.

Answer: President Andrew Johnson's Reconstruction plan turned out to be much more lenient than the Radical Republicans had anticipated. Some of Johnson's statements regarding the South after the war had led the Radicals to believe he was a political ally. However, after he became president, Johnson maintained a lenient approach toward the South and began to pardon Confederate leaders he had severely criticized a few months earlier. The Radical Republicans, on the other hand, wanted to restrict the rights of the former Confederates (conquered traitors from their perspective). Once Johnson made his plans public, the Radical Republicans began to pass legislation that was punitive toward former Confederates and liberal toward freed people.

2. Compare the Radical Republican attitude toward African Americans with that of President Andrew Johnson.

Answer: The Radical Republicans believed the freed people and other African Americans should have equal rights with all citizens of the United States and expected to gain from their political support. The Radicals also knew that anything they did to help African Americans would help achieve their goal of punishing the South for its rebellion. They passed the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution. They also created the Freedmen's Bureau, providing for the needs of freed people. Johnson believed African Americans were inferior to whites and was determined that whites would remain in control of government.

AP Practice Questions

1. The main motivation for passage of the legislation excerpted was to

Answer: A. give Congress authority over the president's choice of cabinet members

2. The historical context surrounding the provided excerpt was

Answer: B. the postwar power struggle between Congress and the president

3. The legislation excerpted led to

Answer: D. the impeachment of the president

POINT-COUNTERPOINTS

Was the Civil War Fought Over Slavery?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Did the Civil War have many causes, including sectional differences over politics, economic issues, culture, and slavery, or was the Civil War fundamentally caused by sectional differences over slavery and its westward expansion?	Claim B
Summarize this argument in one sentence, using your own words: <i>Answer: Historian A argues that although slavery had a small part in the Civil War's spark, there were many other factors, including cultural tension between the North and the South, that weighed in more strongly than slavery.</i>	Compare the two arguments. To what extent do these claims support or oppose each other? <i>Answer: Both historians agree there was a multitude of reasons for the Civil War. However, Historian A argues slavery did not play a significant part in these reasons, whereas Historian B argues slavery was at the forefront of each of the reasons.</i>	Summarize this argument in one sentence, using your own words: <i>Answer: Historian B argues that although there were many factors that led to the Civil War, those factors are all rooted in the institution of slavery.</i>
Select and record the sentence or sentences that best demonstrate the historian's argument: <i>Answer: As President Lincoln wrote in 1862, "My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery."</i>		Select and record the sentence or sentences that best demonstrate the historian's argument: <i>Answer: There would not have been a civil war if slavery had not existed.</i>

Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: The Compromise of 1850 could give more context as to why the South was upset with the North's behavior, and one could use Lincoln's Inaugural Address to analyze the language and reaction of the South.

Explain how this debate highlights slavery's impact on secession and the power of the federal and state governments.

Answer: The debate highlights slavery's impact on the South seceding from the United States and shows how multifaceted the decision was. It also shows how strongly Southerners supported states' rights and used them to combat laws from the North.

Did Abraham Lincoln Exceed His Presidential Powers during the Civil War?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	Were the actions of Abraham Lincoln during the Civil War tyrannical or consistent with the ideals of republican government?	Claim B
<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: Historian A claims Lincoln used his own liberal interpretation of the Constitution and in doing so, acted as a dictator.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument:</p> <p>Answer: Lincoln believed the power he needed to deal with the rebellion was a part of the executive power found in the Constitution.</p>	<p>Compare the two arguments. To what extent do these claims support or oppose each other?</p> <p>Answer: Both arguments hinge on how the Constitution is interpreted. It can be interpreted that Lincoln was working outside of his limits, as Historian A argues, or one can follow Historian B's argument that Lincoln worked within his constitutional rights as president.</p>	<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: Historian B claims Lincoln acted out of necessity and within the law to keep the Union together.</p> <p>Select and record the sentence or sentences that best demonstrate the historian's argument:</p> <p>Answer: Abraham Lincoln not only saved the Union and freed the slaves, he upheld the basic principle of any republican government, that "ballots are the rightful, and peaceful, successors of bullets; and that when ballots have fairly, and constitutionally, decided, there can be no successful appeal . . . except to ballots themselves."</p>

Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Students could list examples such as the Confiscation Acts, the Emancipation Proclamation, the Constitution, or correspondence from Lincoln to better understand both sides of the argument.

Explain how this debate highlights Lincoln’s goal of reunifying the country through military initiatives.

Answer: The debate highlights Lincoln’s goal of reunifying the country through military initiatives by using the broad military powers granted through the emergency powers vested in the executive branch.

To What Extent Did American Principles Become a Reality for African Americans during Reconstruction?

Handout A: Point-Counterpoint Graphic Organizer

Issue on the Table		
Claim A	To what extent did Reconstruction actually benefit African Americans? Did they emerge from this period in a virtual state of slavery, or, despite many obstacles, did Reconstruction result in some progress for African Americans?	Claim B
<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: Historian A claims that although slavery was technically abolished, African Americans during Reconstruction still lived in a virtual state of slavery and oppression and had a lack of true opportunity or equality.</p> <p>Select and record the sentence or sentences that best demonstrate the historian’s argument:</p> <p>Answer: Although slavery had been destroyed, racism, injustice, discrimination, violence, and the stifling of opportunity and equality remained.</p>	<p>Compare the two arguments. To what extent do these claims support or oppose each other?</p> <p>Answer: Both historians agree African Americans had a horrific experience during Reconstruction, with sharecropping, Jim Crow laws, lynching, and other acts of violence.</p>	<p>Summarize this argument in one sentence, using your own words:</p> <p>Answer: Historian B claims that although cruelty and violence against African Americans did exist during, and after, Reconstruction, the Fourteenth and Fifteenth amendments established during Reconstruction have ultimately ensured progress for African Americans.</p> <p>Select and record the sentence or sentences that best demonstrate the historian’s argument:</p> <p>Answer: Racism, hard to stamp out, still exists. But the amendments have become the chief lasting products of Reconstruction. In the end, they indeed created progress for African Americans.</p>

Which argument do you find more convincing? Explain what evidence led you to this point of view.

Answer: Students may agree with Historian A or B but should support their opinion with specific evidence from whichever essay they choose.

List at least two primary sources that would provide additional context to help you evaluate the arguments presented in this Point-Counterpoint.

Answer: Jim Crow laws would give context on what rights (or lack thereof) were afforded to African Americans; the Fourteenth and Fifteenth amendments would give context on the protections they gave African Americans.

Explain how this debate highlights the impact the Fourteenth and Fifteenth amendments have made on the rights of African Americans.

Answer: This debate highlights the impact the Fourteenth and Fifteenth amendments have made on the rights of African Americans by showing that despite how the laws were interpreted and enforced during Reconstruction, they have ultimately been upheld in the current day to protect the rights of African Americans.

PRIMARY SOURCES

J.B. Elliott, *Scott's Great Snake (Anaconda Plan)*, 1861

Sourcing Questions

1. What was going on at the time this map was published?

Answer: The Civil War was the primary focus of most people living in either the North or the South. In 1861, the North had not yet secured any significant military victories.

2. Why were maps issued in large quantities during the Civil War? How is J. B. Elliott's map different from a typical map used for this purpose?

Answer: Maps helped families locate where family members were fighting. This particular map also comments on General Scott's general strategy for the war and is styled as a cartoon.

Comprehension Questions

1. What is the focal point of this map? What are you immediately drawn to?

Answer: The snake will be the focal point for some because it outlines the Southern states. Some will say the various states or characters in each state are the focal point. Accept reasoned responses.

2. What is not represented in this map? Why might that be?

Answer: Specific towns and geographic features are excluded, for the most part, from the map. The publisher could have limited knowledge about the area or may have preferred to convey an overall image rather than complex details.

3. List two things that seem to be the most important images on the map. Why are they important?

Answer: The snake seems to be very important, because it encompasses the southern area on the map. The man in Alabama complaining about their capital being stolen stands out because the capital moved to Richmond during the war. Answers will vary according to student interest.

Historical Reasoning Questions

1. Does this map portray Scott's plan in a positive or negative light? Explain your position.

Answer: The artist used a snake to represent Scott's plan, which would have been a slow process, if undertaken. The anaconda kills by strangling and it is a slow death. This image allowed the artist to express his feeling or viewpoint about the plan without using words—the map is poking fun at Scott's plan.

Daniel Emmett's "Dixie" and Julia Ward Howe's "Battle Hymn of the Republic," 1859 and 1861

Sourcing Questions

1. For what purpose was "Dixie" originally written? The "Battle Hymn of the Republic?"

Answer: "Dixie" was written for a minstrel performance and was a part of popular culture before the Civil War. By contrast, "Battle Hymn of the Republic" was purposefully written as a song commenting on the Civil War after its outbreak.

2. Given these differences in purpose, predict how the tone of each song will differ.

Answer: "Battle Hymn of the Republic" was based on a hymn, so it would be expected to sound more somber and serious than a song written for a variety show.

3. Minstrel shows, where songs like “Dixie” were originally performed in blackface, were popular throughout the country before the Civil War. “Dixie” is sung from the perspective of an enslaved man. What does this reveal about attitudes toward African Americans prior to the Civil War?

Answer: The song was written and first performed in the North, indicating that negative stereotypes of African Americans were not confined to the South.

Comprehension Questions

1. What does this lyric signify about the singer’s feelings about the South?

Answer: The singer, despite being enslaved, wants to live and die in Dixie. This implies he has pride in where he lives. Students should note that this song was written by a white, northern man who never experienced slavery first hand.

2. What do the lyrics suggest will drive away sorrow?

Answer: The positive associations with the South are so strong that merely singing about the place will make someone feel better.

3. How does the author put God on the side of the Union in this first stanza?

Answer: The author compares the war to God waging war against the wicked (the South). God’s “truth” is on the side of the Union.

4. What was the significance of the first line in this section?

Answer: This line implies God is present in the campfires of the Union soldiers.

5. Who does “They” refer to in this line? What are “They” doing in this analogy?

Answer: They refers to the Union soldiers. By fighting each day, they build an altar for God.

6. How do these two lines inspire the listener?

Answer: These lines inspire the soldiers to keep going (“never call retreat”) and reassure that the Union soldiers will be judged favorably by God for their participation in the war.

7. Explain the analogy in this line.

Answer: Like Jesus died to save men, the Union soldiers will die to free the slaves. They are both martyrs.

Historical Reasoning Questions

1. Compare the message of the two songs.

Answer: “Dixie” portrays the South as an agricultural ideal. The song is upbeat and catchy and calls on the listener to defend the ideal that is Dixie and the South. “Battle Hymn of the Republic” is much more serious and full of religious imagery. The tune is inspirational and calls the listener to march on.

2. Listen to each song and follow along with the lyrics. Which do you think is more inspirational as a military song? Explain.

Answer: Student answers will vary, but they should support their answer with specific evidence from the text.

The Homestead Act of 1862

Sourcing Questions

1. What had changed in the United States during the nineteenth century that created a need for a Homestead Act?

Answer: Students should reflect on the fact that the nation had acquired much territory in this time and needed an effective way to settle these new lands. Students should also reflect on technological

changes, especially the development of railroads, which made much of these new lands accessible with far less risk to the settlers than in previous generations.

2. How might the Civil War have played a role in the conditions of the Homestead Act?

Answer: The Civil War would first create a generation of veterans who would need land to settle upon after the war was over. It would also serve as a reward for those who served the Union.

Comprehension Questions

1. What conditions did applicants have to meet to receive land under the Homestead Act?

Answer: Applicants had to be at least 21 years old, a U.S. citizen (or applicant), and have no history of rebellion against the U.S. government.

2. Under this act, how much land could the applicant receive?

Answer: One-quarter section of land.

3. What was required by those who received land grants?

Answer: They actually must settle on that land and farm it.

4. What was forbidden of those who received land grants?

Answer: They must receive the land for the benefit of others.

5. How long must a settler have lived and farmed on the land grant before receiving title to the land permanently?

Answer: They could only get up to a quarter section of land under the act.

6. What limit was placed on those who received land grants?

Answer: Five years.

7. Based on this language, could women become landowners under the Homestead Act?

Answer: Because the excerpt refers to “any person” and “he or she,” it appears that women who satisfied the requirements of the first paragraph were eligible to become landowners. Note to the teacher: Single, divorced, or widowed women were eligible to receive land. Married women were only eligible if they were the head of the household, which was uncommon at the time.

Historical Reasoning Questions

1. Explain how the granting of arable land served the national interest of the U.S. government.

Answer: Students should reflect on the economic and social benefits to the nation. Increased settlement and cultivation would cause a boost in economic activity, as well as tax revenues paid on that land and activity. Increasing the actively settled area of the United States would help the nation sustain growth in population by providing opportunities for future generations and immigrants to thrive. Students may also reflect that this act helped serve the interests of those who advocated manifest destiny for the entire continent to be settled and a full part of the United States.

2. Explain how the Homestead Act illustrated a continuity of American republican principles.

Answer: Students should discuss the benefits of American citizens having an opportunity to become landowners and a responsibility for their own economic well-being. Citizens who owned and worked land would become stakeholders in the nation. Students may also recall that this fits into the Jeffersonian vision of the yeoman farmer as the ideal American republican. Citizens who help transform the frontier into productive parts of the United States would naturally feel a strong connection to this tradition of the American founding. It would also help assimilate new immigrants into these American republican principles, because they would acquire them by the experience of settlement and building of new communities.

Mathew Brady, *The Dead of Antietam* Photography, 1862

Sourcing Questions

1. What was Brady's motivation for publishing these photographs?

Answer: To be able to show the public the reality of war and how violent it was; large scale of viewership.

2. Do you think there was any bias in Brady's depiction of the battle? Why or why not?

Answer: Brady was from New York, so he likely would have sympathized with and showed the war from the perspective of the Union.

Comprehension Questions

1. What are the bodies lying in?

Answer: Students will note the dead bodies are lying in a trench or bunker.

2. Why do you think this was nicknamed "Bloody Lane"?

Answer: Students might say because of the number of deaths in that area, there are dead bodies in the trench.

3. Who are the men in the picture?

Answer: President Abraham Lincoln is on the left and General George McClellan is on the right.

4. What flags are visible?

Answer: The U.S. flag is to the left of Lincoln and the Confederate flag is on the ground at the far left of the picture.

5. What is the significance of the flags?

Answer: That the Union camp has a Confederate flag means they most likely won the battle; they "captured" the flag.

6. Compare this image with the first image of Bloody Lane. What do the two images together reveal about the Civil War?

Answer: This photograph shows that decisions of war were made at a high level, because it depicts the president and his highest ranking general. The photograph of Bloody Lane shows the effect those decisions can have.

7. What are the conditions of this field hospital?

Answer: It is outdoors and made up of makeshift shelters.

8. Who are the soldiers being cared for at this hospital? How might that affect the quality of the camp and their treatment?

Answer: This field hospital is for Confederate soldiers. The treatment might not be very good, because it is on Union soil.

Historical Reasoning Questions

1. Based on what you have seen in these images, how might the use of photography change perspectives regarding the war?

Answer: This technology allowed the horrors of war to be captured in real time. Brady and his team allowed families to keep pictures of their loved ones while they were away and also exposed those on the home front to the destruction the war wrought on humans, animals, and the land.

Images of Total War: Sherman's March to the Sea, 1865

Sourcing Questions

1. What was the military objective of the Union's "total war" strategy?

Answer: Students should describe the dual purpose of the strategy. First, to deny the South the food, material, and industry necessary to supply and equip their forces to continue the war. Second, they should note the objective of breaking the spirit of rebellion in white Southerners, so that they would no longer wish to continue the rebellion nor to repeat it in the future.

2. Why were Georgia and South Carolina chosen as the targets of this policy?

Answer: Students should recall that the rebellion began in South Carolina, which was the heartland of the rebellion. Demoralizing South Carolina was key to breaking the spirit of rebellion in the southern states. They should also be able to identify Atlanta as the leading industrial center of the Confederate States, and destroying its productive capacity was a strong military objective.

Comprehension Questions

1. What physical evidence do you see of the systematic destruction of the roundhouse and rail yard?

Answer: Students should notice the ruins of the walls of the roundhouse surrounding the locomotives. They should also notice that there are not any railroad tracks visible in the picture. They may also notice the charred earth, indicating that fire was used in the destruction of the facility.

2. For what purpose do you think the locomotives were all clustered together by the Union troops?

Answer: Student speculation should lead them to connect this to the lack of tracks. By clustering the locomotives facing each other, and destroying the tracks, it would be almost impossible to move the locomotives, thus removing them from service. They may also observe that the roundhouse was burned, so that by placing the most important equipment of the railroad in it during the burning, it may have been an attempt to maximize the damage done to them.

3. In what two ways are the soldiers in this picture making the railroad inoperable?

Answer: Students should note that the soldiers are pulling up and bending the metal rails. They should also observe that they are pulling up the wooden ties, gathering them into piles, and burning them.

4. What purposes would have been served by destroying a railroad?

Answer: Students should be able to conclude that destruction of the railroad serves both primary purposes of the total war policy. First, it makes it nearly impossible to get supplies and reinforcements to the armies in the field. Second, it would impose hardship on the people by making access to food, supplies, and consumer goods more difficult. It would also make it harder to sustain any business or industry that served military or civilian purposes.

5. How can you tell from this picture that few have lived or worked on Broad Street for some time?

Answer: Students should notice the overgrown weeds and brush along the street and buildings that indicate inactivity. The rubble and debris on the sidewalks also show lack of traffic on the street.

6. What evidence is there that Broad Street was a prominent location before the war?

Answer: There are several details students should be able to notice indicating this was an important place. First, there are two large churches on the street. There are also a brick-paved sidewalk and gas lamps, which would have been very uncommon in the 1860s in all but the most important areas of a wealthy city. They may also notice the large chimneys, ornate stonework, and gate on what appears to have been a burned-down mansion.

7. How does this engraving portray General Sherman and his army?

Answer: Students should be able to note that Sherman is portrayed as a powerful figure on horseback in control of the situation. Some students may cite the American flag aloft in the wind, and some may see Sherman's white horse as symbolic of goodness. They should also identify the power and destructive force that the troops are unleashing on the landscape.

8. What purpose might the enslaved family illustrate in the artist's intent in creating this image?

Answer: Students should be able to recognize the desperation and suffering evident in how the family is portrayed. They should also note that they seem to be looking hopefully toward Sherman as a "savior" figure. They seem to be refugees fleeing the terror of slavery, and Sherman and the American flag are the means of the redemption they are seeking.

9. Compare the effectiveness of this engraving of total war with the preceding images. Which do you think is more affecting?

Answer: Students should note that the photographs depict the reality of physical destruction, whereas the engraving also includes the imagined reactions of various groups. Student opinions will vary on which medium they find more affecting.

Historical Reasoning Questions

1. In what ways do we see the practical reality of total war in these images?

Answer: Students should be able to summarize that these images provide evidence of a widespread and devastating swath of destruction that was unleashed upon the Deep South by Sherman's forces. They should be able to speculate about the tremendous military, social, and personal hardships that were caused by it.

2. From these images, assess how effective the total war policy was in fulfilling its designers' objectives.

Answer: Students should be able to conclude that the total war policy met its objectives. They should be able to cite evidence from the pictures to support this. They should cite the images of railroad destruction to show how the South's ability to supply and maintain its armies was hampered and eventually destroyed by this policy. The image of Charleston should be cited in ways to show how total war affected the lives of civilians, even those most well off and seemingly able to persevere through difficulties.

Cartoon Analysis: *The "Rail Splitter" at Work Repairing the Union, 1865*

Sourcing Questions

1. What was the context for the publication of this cartoon?

Answer: The Civil War was coming a close and the president and Congress had to determine how best to reunify the country: Should they offer a policy of reconciliation, as Lincoln favored, or punish the south, as Radical Republicans in Congress favored?

Comprehension Questions

1. What is Andrew Johnson sitting on in the cartoon?

Answer: He is sitting on a globe, directly over the United States.

2. What is Johnson doing?

Answer: He is stitching the states back together.

3. What does Abraham Lincoln appear to be doing here?

Answer: He appears to be propping up the globe to put it back on track. He is doing this with a pry post, as would have been used to attempt to put a derailed train back on the tracks.

4. What do you think Johnson means when he urges Lincoln to “take it quietly”?

Answer: Students should interpret that Johnson is urging Lincoln to be soft handed when dealing with the southern states. They may also refer to the fact that Johnson was a southerner, which could be influencing his point of view here.

5. Why are Lincoln and Johnson portrayed the way they are in this cartoon?

Answer: Students should observe that they are shown as working hard and getting their hands dirty in the effort. They are shown as “blue collar” workers. Some students will also understand the reference to the subjects’ younger lives, when Lincoln worked on the railroad and Johnson as a tailor.

Historical Reasoning Questions

1. In what way might subjecting the southern states to hardship during Reconstruction serve the purpose of bringing the union back together most effectively?

Answer: Students should speculate that a harsh reconstruction might have served to dissuade white southerners from ever wanting to attempt a rebellion against the Constitution and federal authority again. They may also reflect on the possibility that it is more just to reward those who supported the union and punish those who fought against it.

2. How might a policy of leniency and forgiveness toward the South be the best way to bring about effective reconstruction of the union?

Answer: Students may reflect on Lincoln’s concept of reconstruction, in that by not dealing harshly with Confederates, they would be more likely to restore their loyalty to the Union. They should discuss the idea that a more forgiving policy is less likely to result in resentment and future uprisings.

3. Identify the key challenges created by reintegrating the southern states after the Civil War.

Answer: Students should discuss the challenges posed by the freedmen, including integration into political and economic life independent of their former slave masters. Students should also recognize the debate over how to treat those who actively participated in the rebellion against the Constitution and the federal government. They should also describe the devastation of the war itself on the landscape of the South, the great challenge of reviving economic activity of any kind, and especially adapting their economy to the absence of slave labor.

4. Explain how Thaddeus Stevens and the “Radical” Republicans changed Lincoln’s plan for reconstruction.

Answer: Lincoln sought to mend the wounds of the Civil War not by holding the south accountable for the destruction the war produced but by restoring the union with a spirit of forgiveness. Stevens’s plan emphasized justice for the formerly enslaved persons at the expense of those who participated or tolerated the rebellion.

Comparing Views of the Freedmen’s Bureau, 1866

Sourcing Questions

1. Why was the Freedmen’s Bureau established?

Answer: The Freedmen’s Bureau was established to help integrate former slaves into American society by focusing on education and training.

2. Why were some opposed to the creation of the Bureau?

Answer: Some perceived the Bureau's programs to be wasteful, and some did not accept the belief that former slaves should be integrated into American society.

Comprehension Questions

1. What are the ladies of the Freedmen's Bureau doing in this picture?

Answer: They are teaching African American women (presumably formerly enslaved) how to sew.

2. How would you describe the manner and actions of the African American women in this sketch?

Answer: They seem to be sewing diligently, and appear interested and invested in their education.

3. What goal(s) did a class like this one serve for the Freedmen's Bureau?

Answer: Learning to sew would give these women a marketable skill and allow them to help earn a living for themselves and their families. Skills such as this were essential for African Americans to be able to survive economically outside the institution of slavery.

4. For what purpose do you believe this picture was created and published?

Answer: It was to encourage support of the Freedmen's Bureau. It attempts to show the positive work and results of their programs.

5. The caricatured African American figure in this cartoon is meant to represent the life of African Americans in general under the Freedmen's Bureau. What does the cartoonist want the reader to believe about African American life?

Answer: Students should recognize that the figure's reclining position is meant to invoke idleness and reinforce the stereotype of laziness. Between the figure's position and facial expression, the cartoonist is seeking to make the reader believe that African Americans' life is easy and pleasant.

6. There are white figures in the foreground and background on the left side of the cartoon. What are they portrayed as doing?

Answer: The white men are shown hard at work. The figure in the foreground chopping wood and the one in the background plowing a field.

7. How does the cartoonist want the reader to connect the images of the white men on the left with the African American figure at the center of the cartoon?

Answer: The cartoonist wants the reader to infer that it is the hard work and industriousness of white men that are paying for the life of leisure enjoyed by African Americans.

8. What conclusion does the cartoonist want the reader to come to about the Freedmen's Bureau?

Answer: Students should speculate that the author is opposed to the Freedmen's Bureau. He clearly wants his readers to oppose funding for the program and to support President Johnson who has vetoed it, despite Congress's overriding of those vetoes.

Historical Reasoning Questions

1. What are some economic challenges that were created by the abolition of slavery?

Answer: Students should recognize that abolishing slavery destroyed the basis of the economy in much of the South. Agriculture and industry would have to adapt in scale and nature to the reality of having to now pay for labor. For the former enslaved persons, they were now free but without a means of acquiring the material means of life, namely food, clothing, and shelter, or opportunity to participate in the economy. Image 1 shows the Freedmen's Bureau attempting to provide skills training to enable self-sufficiency. Image 2 shows the importance of agriculture and work to support families.

2. What social and political questions emerged from the emancipation of slavery?

Answer: Students should note that the strict caste system of slavery provided an identity of superiority for southern whites of any class. The newly free African Americans would struggle to be treated fairly in society and politically, finding it difficult to exercise their full rights as citizens. Image 2 depicts outrage at the cost of the Bureau and points out the cost to Pennsylvania taxpayers in particular, showing resentment to the Bureau and racist sentiment toward African Americans was not only a Southern concern. Image 2 also clearly adopts the perspective that whites are superior.

Andrew Johnson's Veto of the Civil Rights Act, 1866

Sourcing Questions

1. Who wrote this document and when?

Answer: President Andrew Johnson wrote the document on March 27, 1866, after the passage of civil rights legislation by the Republican-led Congress.

2. What was happening around this time? Explain the context.

Answer: The U.S. government attempted to reconstruct itself after the Civil War. President Andrew Johnson attempted to repair the nation, but a Republican-led Congress wanted to promote equality for the newly freed African Americans.

3. Who was his or her audience? How might that audience have affected the document's content?

Answer: The message is addressed to the U.S. senators, but it is also a political document that would have been read by many Americans at that time.

4. What do you believe was the author's point of view?

Answer: Johnson believes Congress might be overstepping its constitutional boundaries by aiding the newly freed peoples.

Comprehension Questions

1. According to this veto message, what is Johnson being forced to do?

Answer: He is forced to veto the bill because of his objections.

2. What is Johnson's objection to citizenship for all people born in the United States?

Answer: Johnson believes the federal government is not the only government that can issue citizenship. Rather, state citizenship is nearly as important, but this particular law would make only federal citizenship important.

3. According to Johnson, why might four million newly freed people not deserve the "privileges and immunities of citizenship?"

Answer: They have not earned the right to citizenship yet and, more importantly, they do not have the skills and knowledge necessary to become quality citizens.

4. According to Johnson, how does this act change the previous process of gaining citizenship?

Answer: In the past, immigrants and other groups had to go through waiting periods during which they proved their worthiness for citizenship. In this case, African Americans are merely being supplied with citizenship without possessing the necessary skills and knowledge.

5. Why does Johnson despise the part of the Civil Rights Act that guarantees protection for the freedmen?

Answer: Johnson believed protection of the freedmen was a responsibility of the states, and the new system would subvert the constitutional order and ruin the balance of American federalism.

6. According to Johnson, who would decide whether this law was violated?

Answer: The federal circuit courts and courts of appeals will have the ability to judge whether states violate the freedmen's rights. This means that state courts, legislatures, and governments will not be able to make those decisions themselves.

7. What danger does Johnson foresee with giving the president the power to use naval and armed forces to enforce this law?

Answer: The nation could find itself in a state of permanent military mobilization to enforce this legislation.

8. Why does Johnson believe the bill favored blacks at the expense of whites?

Answer: The Constitution, in Johnson's view, has never favored whites, but this law would provide direct benefits to the black race. In doing so, whites would become disadvantaged, nearly discriminated against.

9. What does Johnson believe would be the result of this move toward "centralization?"

Answer: To enforce this legislation, the federal government would be forced to substitute its will for the will of the states. In doing so, power will become centered in Washington, DC, and states will gradually lose their ability to make decisions.

Historical Reasoning Questions

1. Compare and contrast Andrew Johnson's view of the limited nature of the federal government with that of the Southerners who seceded from the Union in 1861.

Answer: Answers will vary by student. Although Johnson despised the planter aristocracy that led the southern states into rebellion in 1860, he shared much of their ideology. Johnson feared too much power in the central government, excessive wealth redistribution, and any radical social change. In this way, he appears to identify more with southern planters than with the Republican Congress he purported to lead.

2. Do you believe Johnson's veto stemmed more from his overt racism or his cherished constitutional beliefs in limited government?

Answer: Answers will vary by student. Johnson is clearly concerned about consolidating too much power in the central government. As an advocate of state's decision-making authority, Johnson did not want power to shift toward the federal government. However, he did not foresee an American republic with contributing black members. Consequently, much of his veto message focuses on the inherent danger involved in allowing blacks to enjoy equal protection before the law.

Cartoon Analysis: Thomas Nast on Reconstruction, 1869–1874

Sourcing Questions

1. Who created these images and where were they published?

Answer: Thomas Nast created these images for *Harper's Weekly*.

2. What was the political context in which these images were created?

Answer: For the first image, the Civil War had ended just four years prior and Reconstruction was taking place. Republicans controlled Congress and had passed three "Reconstruction Amendments," the last of which, the Fifteenth Amendment, was being ratified by state legislatures. The second image was published five years later and comments on the violence and resistance in the South to federal Reconstruction efforts (the passing of the Reconstruction Amendments).

Comprehension Questions

1. What was Nast's overall message with this cartoon? How do you know?

Answer: Nast supports ratification of the Fifteenth Amendment. This is shown by his inclusion of men and women of all ethnicities and races seated at one table on equal footing with two symbols of the United States: Uncle Sam and Columbia. The words “Come one, come all” and “Free and equal” appear in the bottom corners of the image. Nast has included the immigration processing center with the words “Welcome.” The table centerpiece also reads “self-government” and “universal suffrage,” indicating Nast believes the two must go together. By including portraits of Presidents Lincoln, Washington, and Grant in the background, Nast implies the presidents would have approved of such a gathering and, by extension, the ratification of the Fifteenth Amendment.

2. Do any of the figures at the table surprise you? Explain.

Answer: Answers will vary. Students may note the American Indian (the Plains Wars were currently being fought) or the presence of women. The Fifteenth Amendment only gave the vote to men regardless of race.

3. How many years have passed between the publications of each of these cartoons?

Answer: Five years have passed.

4. What is Nast’s overall message with this cartoon? To what extent does it reflect a change in the artist’s attitude toward Reconstruction?

Answer: Nast condemns the violence of the KKK against African Americans, calling it “worse than slavery.” He implies the whites of the South are dedicated to their “lost cause” and are intent to keep African Americans in their “rightful” place below them. The two white characters are armed and there is a victim of lynching shown in the shield to the left and a burning school house to the right. Nast appears angry over the violence Reconstruction has brought, compared with the optimism depicted in the first cartoon.

Historical Reasoning Questions

1. Explain why the Fifteenth Amendment was necessary as part of Reconstruction.

Answer: The Fourteenth Amendment only protected civil rights of former slaves, not political rights (i.e., the right to vote).

2. Predict how the ratification of the Reconstruction Amendments will exacerbate regional tensions after the Civil War.

Answer: Southern states may resist enforcing amendments that seek to grant equal civil and political status to former slaves (beginning of Jim Crow era).

3. Explain how these cartoons depict the idealism and reality of Reconstruction.

Answer: The first cartoon is very optimistic; it depicts all people celebrating the holiday of Thanksgiving together in harmony. The second cartoon comments on the reality that tensions between the races after the Civil War has led to more violence in the Jim Crow era.]

LESSONS

The Emergence of Black Codes DBQ

Handout A: Document Packet

Document 1: Virginia Slave Codes: “An Act Concerning Servants and Slaves,” 1705

1. What is the legal status of interracial relationships?

Answer: They are forbidden by law, under penalty of imprisonment.

2. What is the legal consequence for an enslaved person who runs away or raises his hand against a white person?

Answer: Whipping

3. What is the penalty if a slaveholder kills a slave by excessive punishment?

Answer: None; the law prescribes to ignore it as though it never happened

Document 2: Runaway Slave Ad, 1860

1. How does W. E. Carswell describe the “two boys”?

Answer: Carswell provides information including skin color age, height, weight, general build, and distinguishing characteristics, as well as where each was raised.

2. Why do you think he calls the adult men “boys”?

Answer: African American men, whether slave or free, were often called “boys.”

3. Why do you think Carswell gives a detailed physical description?

Answer: The details would help a slave catcher identify Allen and Candy.

4. Why do you think it was common in these ads for the author to use the phrase “They left without cause”?

Answer: Students might discuss how the enslaver’s view of “without cause” is clearly different from the enslaved person’s view of his condition.

Document 3: Thirteenth Amendment to the U.S. Constitution, ratified December 6, 1865

1. What important legal change is made by this amendment?

Answer: It ends the practice of slavery.

2. How will this amendment be enforced?

Answer: Congress is given the authority to enact statutes to make sure it is honored.

Document 4: An Act to Confer Civil Rights on Freedmen, and for other Purposes, 1865

1. In what way are the property rights of freedmen abridged?

Answer: They are not allowed to become landlords and thus achieve a level of status in their communities.

2. In what could the licensing requirement restrict the individual liberty of freedmen?

Answer: They are subject to the whims of government officials to be able to earn a living.

3. Given the description of vagrancy, what would the practical consequence of having a license to work revoked?

Answer: It could lead to fines and imprisonment.

4. How else might the vagrancy laws give white officials additional power over the lives of freedmen?

Answer: The loose description of such behaviors that constitute vagrancy essentially allow them to imprison almost any freedman if they so desire.

5. How does the tax provision endanger the liberty of freedmen?

Answer: They can essentially be sold back into slavery if they do not pay their taxes. This is, of course, a likely occurrence if their work license has been revoked and they are found guilty of

vagrancy as well. The system seeks to entrap freedmen under white control, without violating the letter of the Thirteenth Amendment.

Document 5: Fourteenth Amendment to the U.S. Constitution, ratified July 28, 1868

1. What legal status does the opening line of Section 1 confer upon all former slaves?

Answer: They are U.S. citizens, with no exceptions.

2. What are the individual states forbidden by this amendment?

Answer: From excluding any of the rights of U.S. citizens from any particular group without legal cause

3. What is the practical implication of the “equal protection” clause for former slaves?

Answer: That they enjoy the same status under the law as white citizens and Congress shall have the power to make sure that individual states do not attempt to define them as second-class citizens

Document 6: Fifteenth Amendment to the U.S. Constitution, ratified February 3, 1870

1. Why was the right of African American male citizens to vote a significant factor in determining and affecting their legal status?

Answer: Without the right to vote, they were shut out of an important aspect of the principles of republicanism and consent of the governed. They needed the right to vote to effect and protect their legal status against the tyranny of the majority.

Document 7: Opinion of the Supreme Court in the case of *Plessy v. Ferguson*, 1896

1. Why does the court decide that Plessy’s civil rights have not been violated?

Answer: That separation of the races does not constitute inferior treatment.

2. What would be the consequences for African American rights under the Fourteenth Amendment, based on this interpretation?

Answer: They are essentially conferred second-class citizenship status, in open defiance of the Fourteenth Amendment’s equal protection clause.

3. To what extent is this decision in keeping with the spirit and intention of the Reconstruction Amendments (i.e., the Thirteenth, Fourteenth, and Fifteenth Amendments?)

Answer: The Court’s decision in *Plessy v. Ferguson* was inconsistent with the spirit and intention of the Reconstruction Amendments. More than a quarter-century had passed since ratification of these amendments, and yet the Court ruled that inequality was still acceptable.

The Rhetoric of Abraham Lincoln DBQ

Handout A: Document Packet

Document 1: Fragment on the Constitution and Union, January 1860

1. What does Lincoln assert is the source of the “great prosperity” of the United States?

Answer: Liberty

2. In his metaphor, what is Lincoln referring to as an “apple of gold” and “picture of silver”?

Answer: The Declaration of Independence is an “apple of gold” and the Constitution and Union are the picture of silver.

3. Explain the relationship of the “apple of gold” and the “picture of silver.”

Answer: The apple is the centerpiece to be displayed; the picture of silver is the frame. In that way, the Declaration of Independence is what America is all about; the Constitution simply serves to implement the principles enumerated in the Declaration.

Document 2: Address at Cooper Union, February 27, 1860

1. To whom is Lincoln referring when he names “the thirty-nine”?

Answer: The framers of the Constitution at the founding

2. Name three citations of evidence Lincoln gives to support his assertion that the “thirty-nine” believed the federal government had the authority to forbid slavery in federal territories.

Answer: The Northwest Ordinance, the organization of the Mississippi Territory, and the Missouri Compromise

3. What does Lincoln demand of the rhetoric of anyone who seeks to defend the expansion of slavery?

Answer: To defend their position on its merits, not to falsely claim they are in alignment with the views of the founders (“he is right to say so, and to enforce his position by all truthful evidence and fair argument which he can. But he has no right to mislead others, who have less access to history, and less leisure to study it, into the false belief that “our fathers, who framed the Government under which we live,” were of the same opinion”).

4. How is Lincoln’s approach to slavery different in the states and in federal territories?

Answer: That the government has no authority to remove it in the states where it exists, but it does have the power and duty to prevent it from spreading into new territories

Document 3: First Inaugural Address, March 4, 1861

1. What argument does Lincoln make to support his assertion that the Union is perpetual, from the very nature of governments?

Answer: That it is illogical that the Constitution would have a self-destruct feature (“no government proper, ever had a Provision in its organic law for its own termination”)

2. How does Lincoln use the words of the preamble to the Constitution to further his argument against secession being legal?

Answer: To allow secession would be a violation of forming “a more perfect union.” He asserts that the Union predates the Constitution, and the very purpose of the Constitution was to make that Union perpetual.

3. How does Lincoln make the case that to allow secession would lead to anarchy or despotism?

Answer: That to do so allows a minority to dictate to the majority. This is fundamentally undemocratic and in violation of natural rights of man and our founding principles

4. Explain how Lincoln uses the geography of the United States as an argument as to why secession is not only illegal, but impractical.

Answer: It is impossible for the states to physically separate from each other. Whether united or under separate sovereignties, there will be intercourse between the states. They will need to trade, will still have disputes about fugitive slaves, and so forth.

5. How does Lincoln interpret the fundamental role of the president (“Chief Magistrate”)?

Answer: His duty is to preserve the system for which he has been elected to administer, and to pass it along to the next president intact.

Document 4: Gettysburg Address, November 19, 1863

1. When Lincoln refers us to 1776 (“four score and seven years ago”) and cites “all men are created equal,” to what founding document does Lincoln refer?

Answer: The Declaration of Independence

2. In the second paragraph, how does Lincoln define what the Civil War has come to be about?

Answer: Whether our founding principles will survive. As a test of whether a nation with a foundation of liberty can have the virtue necessary to preserve itself

3. How does Lincoln use emotional language in the final paragraph to give weight to his points earlier in the speech?

Answer: He invokes the war dead and places their very honor as the stakes for preserving America’s founding principles.

Document 5: Emancipation Proclamation, January 1, 1863

1. In what places does Lincoln declare that slaves are now freed?

Answer: Those in rebellion against the United States

2. In earlier documents, we have seen Lincoln claimed no authority as president to interfere with slavery where it already existed. Under what authority is he acting in the Emancipation Proclamation?

Answer: As commander-in-chief, he makes the case that incremental emancipation is a necessary war measure, by giving an order to be carried out by the army where it was actively involved in combat.

Document 6: Second Inaugural Address, March 4, 1865

1. How does Lincoln use religious imagery and language to make sense of the tragedy of the Civil War, when he states, “if God wills that it continue, until all the wealth piled by the bond-man’s two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said “the judgments of the Lord, are true and righteous altogether”?

Answer: That the sacrifice the nation is making is the penance for the sin of slavery. That the horrors of war serve a greater purpose

2. What is the practical purpose of the tone of the final paragraph of this speech? How is it similar to a theme in the first inaugural address?

Answer: To set a tone for reconciliation with the upcoming end of the Civil War. To reach out to the South in friendship, as he did to prevent hostility, he takes the same tone at the ending of hostility.

Comparing Impeachments across U.S. History

Handout A: What Were the Founders’ Intentions Regarding Impeachment?

1. Should impeachment be considered as a method of removal from office for a president who has proven to be incompetent, but not necessarily guilty of criminal behavior?

Answer: Taken as a whole, these documents seem to indicate the answer is no. The wording leans toward an expectation that some form of criminal behavior will be involved in impeachments.

	Incompetence	Criminal
Franklin		Misconduct
Madison	Incapacity	Negligence or perfidy
Gerry		Abusing his power

Mason		Treason, bribery, maladministration
Hamilton		Abuse or violation of public trust
Article 1.3.6		Treason, bribery, high crimes and misdemeanors
Article 1.3.7		The use of words like convicted, indictment, trial, punishment seem to convey an assumption of some form of criminal behavior.

2. Should impeachment be used as a mode of removing a president as a result of partisan differences when the president is of a different party than the majority of Congressional leaders and has become an obstruction to legislation?

Answer: On the basis of the same information detailed in the table, the answer would seem to be no. The Constitution provides for overriding a veto. If the Congress vetoes a law and the president refuses to enforce it, then he is guilty of failing to “faithfully execute the law.”

3. Is impeachment to be reserved for cases of criminal activity involving abuse of power?

Answer: According to the Founders’ intention, yes.

4. What should the Congress do if the president is guilty of crimes but appears to have the confidence of the majority of the people who believe he can serve the country well in spite of his personal flaws?

Answer: Accept reasoned answers that generate discussion. The phrase “high crimes and misdemeanors” as understood in the British system referred to political offenses against the king and the government, and the Framers would have been familiar with this reasoning as they settled on this phrase in the impeachment clause of the Constitution. Alexander Hamilton argued in Federalist Paper No. 65 that the abuse committed by the president should be political in nature, and the Senate would have the “wisdom and courage to judge fairly and impartially” despite public passions. Students may also argue that as a republic, representatives should respond to the opinions of those they represent.

Handout B: Impeachment in U.S. History

Andrew Johnson

1. What is the difference between the *restoration* that President Andrew Johnson advocated and the Radical Republicans’ approach of *reconstruction*?

Answer: Johnson hoped to restore elements of the traditional South based on abolition of slavery, but leave implementation to the states. The Radical Republicans want to rebuild the South with a new economic, legal, and social structure.

2. To what extent did Johnson’s impeachment trial prove the effectiveness of the impeachment process as a way to preserve the separation of powers between the executive and legislative branches?

Answer: In the first impeachment of a president, the results demonstrated the constitutional structure providing for rule of law in removal of the president worked. The Senate refused to convict Johnson on the basis of what were primarily political motivations, but after the impeachment proceedings, Johnson enforced the laws that Congress overrode.

3. To what extent was the impeachment of Andrew Johnson prompted by partisan political goals as opposed to specific constitutional charges?

Answer: The impeachment was largely motivated by partisan goals. The Tenure of Office Act was repealed in 1887, and its principles were declared unconstitutional in 1926 in Supreme Court decision *Myers v. United States*.

4. Put the following thought in your own words: James Madison: “So vague a term [as maladministration] will be equivalent to a tenure during pleasure of the Senate.”

Answer: Making the vague “maladministration” a cause for impeachment would give the Senate power to define offenses as it chose, effectively giving the Senate the power to control the president.

Richard Nixon

1. In *United States v. Nixon* 1974, the Supreme Court opinion noted that the president is entitled to great deference regarding executive privilege in matters related to national security and defense.

To what extent did those matters seem to be relevant in the Watergate investigations?

Answer: National security and defense were largely unrelated to the Watergate investigations. Even after confining the order to release the tapes to only those that were narrowly related to Watergate conversations, Nixon still refused to comply with the order to release the tapes.

2. To what extent did the constitutional systems of separation of powers and checks and balances function appropriately in the case of Richard Nixon?

Answer: Accept reasoned responses. Students may say the systems functioned appropriately because the certainty of being removed from office through impeachment and conviction forced Nixon to peacefully give up the office of president. Others may say that the systems did not function appropriately because Nixon was never brought to a trial of any kind.

3. What is the role of a free press in ensuring that no one, not even the president, is above the law?

Answer: Through a free press, well-informed people can hold their elected officials accountable.

4. To what extent was the proposed impeachment of Richard Nixon prompted by partisan political goals as opposed to specific constitutional charges?

Answer: Accept reasoned responses. Although partisan politics no doubt had a role in prompting action against Nixon, it became clear Nixon was at the core of a corrupt network, and evidence gathered according to the rule of law proved that not only Nixon’s White House staff but Nixon himself was culpable.

Bill Clinton

1. In the beginning of Kenneth Starr’s investigation, what topic was he pursuing? What topic ended up prompting the House to vote for articles of impeachment?

Answer: Starr’s initial target of investigation was based on suspicion of dishonest real estate practices. Finding no evidence to directly connect the Clintons with wrongdoing in that regard, Starr ended up recommending that the House impeach Clinton on the basis of perjury and obstruction related to an inappropriate sexual relationship.

2. Do you believe President Clinton was guilty of “high crimes or misdemeanors?”

Answer: Accept reasoned responses. Student judgment on this question might hinge on the severity the student attaches to inappropriate but consensual sexual relationships between a boss and an intern.

3. Do you believe President Clinton was investigated and impeached for mostly political reasons or for mostly constitutional reasons?

Answer: Accept reasoned responses. Again, student judgment on this question might hinge on the severity the student attaches to inappropriate but consensual sexual relationships between a boss and an intern.

Donald Trump

1. What event caused the House of Representatives to begin an investigation of President Trump?

Answer: The phone call in the summer of 2019 when President Trump asked Ukrainian President Zelensky to investigate Joe and Hunter Biden prompted the investigation by the House of Representatives.

2. What were the two articles of impeachment brought against President Trump?

Answer: Abuse of power and obstruction of Congress.

3. To what extent was the impeachment of Donald Trump prompted by partisan political goals as opposed to specific constitutional charges?

Answer: Accepted reasoned answers. Students can argue that the impeachment charges had legitimate constitutional evidence while others can argue the fact that only one Republican voted for one of the two articles showed how political the trial was.

4. Do you believe President Trump committed “high crimes and misdemeanors”? Justify your opinion with specific evidence.

Answer: Accept reasoned responses. Student judgment on this question will depend on the severity students attach to implicit pressuring of a foreign government to investigate a political opponent.

Lesson Reflection Questions

1. Should impeachment be considered as a method of removal from office, for example, of someone who has proven to be incompetent or as a result of partisan differences, or is it strictly a method of removal for criminal activity?

Answer: Accept reasoned responses. According to Madison’s Notes from the Convention, as well as commentary about impeachment, there seems to be an expectation that criminal activity would form the basis of impeachment.

2. What constitutes an impeachable offense?

Answer: Gerald Ford in 1970 said, “An impeachable offense is whatever a majority of the House of Representatives considers it to be at a given moment in history.” However, according to the Founders and our practice, impeachment is appropriately used to accuse a person of public misdeeds that demonstrate abuse of power. The trial in the Senate will result in a verdict of conviction, resulting in removal from office, or acquittal, resulting in the individual remaining in office.

3. Is impeachment a constitutional process or a criminal process?

Answer: Both

4. What does “high crimes and misdemeanors” mean?

Answer: Illegal actions during one’s term of office that amount to an offense against the public rather than private misdeeds and abuse of the power of one’s official position

5. To what extent should partisanship drive the results of an impeachment trial?

Answer: According to a constitutional view of impeachment, not at all

6. List some parallels between the Johnson and Clinton impeachments.

Answer:

a) Republicans impeached a Democratic president in a context of tremendous partisanship and presidential misconduct.

- b) Both trials grappled with the question of what constitutes an impeachable offense.
- c) Both impeachments failed to secure a conviction, suggesting the president must commit a very serious crime indeed to be convicted.
- d) After impeachment, both presidents found their presidencies in disarray and their legacies tarnished.
- e) The procedures designed by the Founders to handle presidential misconduct functioned successfully, allowing each constitutional crisis to be resolved effectively and decisively, and proving that even the president of the United States is accountable for his behavior.

Unit 4 Civics Connection: Equality, the Civil War, and Reconstruction

Handout A: Equality and the Civil War Student Packet

Please note: Students may make good arguments for answers other than those suggested here; accept reasoned responses.

<i>Timeline 1848–1876: Events Related to Equality</i>	
Principles Present in the Document, Speech or Event: Federalism; Checks and Balances	Summary of Document, Speech, or Event: Underline the event with if it supported or moved toward fulfillment of the constitutional principle of equality. Circle the event if it failed to advance equality.
Answer: Students may say that stopping the expansion of slavery promoted equality. However, people had various reasons for stopping the spread of slavery, some of which were unrelated to or were opposed to equal rights.	1. 1848. The Free Soil Party was organized, promoting a moderate position regarding slavery: leave slavery alone where it is, but stop its expansion. The Free Soil Party formed the foundation of Republican Party.
Answer: Harriet Tubman's rescue of enslaved people promoted equality.	2. 1850–1860. Harriet Tubman escorted more than 300 enslaved people to freedom using the Underground Railroad. After her own escape from slavery in 1849, Tubman made 19 trips into the South to escort other slaves in escaping to free states or to Canada. Each leg of the trip took Tubman seven weeks; she used various disguises and walked almost 90 miles from Maryland to Philadelphia, usually traveling in the winter and at night. Known as Moses, she never lost a passenger.
Answer: The Compromise of 1850 failed to promote equality. Federalism, Checks and Balances	3. 1850. In the Compromise of 1850, Congress voted to admit California as a free state while enacting a tougher Fugitive Slave Law. Henry Clay and Daniel Webster helped shepherd the Compromise through the legislative process. They considered the compromise an effort to preserve the Union and honor the sacrifices of the Founders. Although Webster acknowledged conflicting interests of both the North and the

	South, he noted that at the Founding, slavery was almost universally seen as evil.
Answer: The Fugitive Slave Act failed to promote equality. Federalism	4. 1850. The Fugitive Slave Act required northern law enforcement officers and local governments to assist slave - catchers in returning fugitive slaves to their owners. The law denied the runaways the right to a jury trial and the right to testify in their own defense. Furthermore, it imposed hefty fines for officials who failed to cooperate in the return of runaways and it offered bounties to those who captured individuals found to be runaway slaves. One result of the law was an increase in kidnappings of free blacks.
Answer: Brutal kidnappings and capture of runaway slaves failed to promote equality but increased abolitionist activity promoted equality. Federalism	5. 1851. The brutality of kidnappings and the capture of Thomas Sims and other runaway slaves spurred a backlash among abolitionists, especially in such cities as Boston and Cleveland. The Fugitive Slave Act helped prompt Harriett Beecher Stowe to write her abolitionist novel, <i>Uncle Tom's Cabin</i> , published in 1852, and increased abolition activity by influential speakers and authors like Henry David Thoreau.
Answer: The Kansas-Nebraska Act failed to promote equality. Federalism	6. 1856. Kansas Nebraska Act and Bleeding Kansas: On May 30, President Pierce signed into law Stephen A. Douglas's bill providing for popular sovereignty regarding slavery in the territories. The new law reopened what had been considered a settled issue under the Missouri Compromise, making every state in the Union potentially a slave state. Pro- and antislavery settlers rushed to move to Kansas, prompting fraud, violence, and intimidation, and provided a prelude to the Civil War.
Answer: The Dred Scott decision stood in direct opposition to equality. Federalism; Checks and Balances	7. 1857. <i>Dred Scott v. Sanford</i> : An enslaved couple, Dred Scott and his wife Harriet, sued for their freedom because they had lived in a free state and a free territory for ten years before coming back to Missouri. Chief Justice Taney wrote the majority opinion ruling that the "enslaved African race" was "excluded from civilized Governments and the family of nations, and doomed to slavery," so the descendants of slaves could never be citizens and had no right to sue in federal court. Also, because "no word can be found in the Constitution which gives Congress a greater power over slave property" than over other kinds of property, the Missouri Compromise was invalidated and slaveholders were entitled to have their property in human beings protected in any state in the Union.
Answer: Because Lincoln had always opposed slavery,	8. 1860. The election of Abraham Lincoln, who opposed the spread of slavery and maintained that Congress had the power to

<p>some may say his election promoted equality. However, others may say Lincoln's election failed to promote equality, because it precipitated secession and civil war. Federalism</p>	<p>regulate slavery in the territories, was quickly followed by the secession of South Carolina. Within six months, ten additional states seceded, forming the Confederate States of America.</p>
<p>Answer: Students may make an argument for either side regarding support for equality in Lincoln's First Inaugural Address. Federalism</p>	<p>9. 1860. In Lincoln's First Inaugural Address on March 4, he said, "I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so. . . [N]o State, upon its own mere motion, can lawfully get out of the Union; . . . and that acts of violence, within any State or States, against the authority of the United States, are insurrectionary or revolutionary. . . In <i>your</i> hands, my dissatisfied fellow countrymen, and not in <i>mine</i>, is the momentous issue of civil war. The government will not assail <i>you</i>. You can have no conflict without being yourselves the aggressors. You have no oath registered in Heaven to destroy the government, while <i>I</i> shall have the most solemn one to 'preserve, protect and defend' it. . . ." Five weeks later, Confederates opened fire on Fort Sumter, beginning the Civil War. Despite many advantages over the Confederacy, the Union fared poorly in early battles.</p>
<p>Answer: The Emancipation Proclamation promoted equality. Federalism</p>	<p>10. 1862. Lincoln shared his preliminary Emancipation Proclamation with his cabinet in September. Lincoln always hated slavery but was not an abolitionist and did not believe the Constitution gave him the power to restrict slavery where it was legal at the time. He hoped Southern states would adopt "systems of gradual emancipation" based on "three main features: gradual emancipation, compensation, and vote of the people." Such a plan would be slow to carry out but would allow the races to "gradually live themselves out of their old relation to each other, and both come out better prepared for the new." Lincoln, like many others, believed slavery was on a path to extinction until the Kansas-Nebraska Act and the Dred Scott decision. After the Union victory at Antietam, searching for a way to weaken the South, Lincoln proclaimed emancipation in the states in rebellion.</p>
<p>Answer: Lincoln began the speech by quoting the Declaration's affirmation that "all men are created equal." The speech supports</p>	<p>11. 1863. On November 19, Lincoln delivered what was to become his most famous speech, the Gettysburg Address. "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. . . It is rather</p>

the ideals of the Declaration, including equality, by calling for increased devotion inspired by the sacrifice of the soldiers who gave their lives to preserve the Union built on the Declaration's premises.	for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from the earth.”
Answer: The Freedman's Bureau was created specifically to promote equality. Federalism	12. 1865. In March, Congress established the Freedmen's Bureau with O. O. Howard as commissioner. The agency had both civil and military authority, and its original mission was equality for African Americans in work, labor, landownership, contract negotiation, education, and due process in courts. Though the Freedmen's Bureau faced opposition from white supremacists, it set up schools and delivered rations and medical care. Its greatest successes were in literacy and political organization. By 1867, the Bureau's responsibilities were largely turned over to the generals in five military districts.
Answer: Lincoln promoted equality by contrasting the injustice of slavery with the task of creating a just and lasting peace.	13. 1865. In Lincoln's Second Inaugural Address, he said, “It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not that we be not judged. . . The Almighty has His own purposes. . . 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 a lasting peace, among ourselves, and with all nations.”
Answer: Students may say that the victory of the North in the Civil War promoted equality by solving the question of what to do about slavery. On the other hand, others may find the further polarization of politics under the Johnson presidency made equality less likely. Checks and Balances	14. 1865. The war finally ended with Robert E. Lee's surrender on April 8. Lincoln was assassinated and Andrew Johnson became president on April 15. Johnson's approach to Reconstruction of the South was significantly more lenient toward former Confederate leaders than Lincoln had intended, setting the stage for constant conflict between Johnson and the Radical Republicans then in charge of Congress.

Answer: The Thirteenth Amendment promoted equality by prohibiting slavery. Federalism	15. 1865. On December 6, the Thirteenth Amendment to the U.S. Constitution was ratified, abolishing slavery everywhere in the United States.
Answer: Black Codes explicitly refuted and prohibited equality. Federalism	16. 1865. Cities and states enacted Black Codes. The end of slavery did not bring the end of prejudice or discrimination against African Americans. Across the South, cities and states adopted Black Codes to regulate the behavior of freedmen. For example, in Mississippi, freedmen could acquire some personal property, but they could not buy land. They could marry, but marrying whites was prohibited. Freedmen were required to petition the city's mayor to receive a license to work, but the license could be revoked at any time. Across the South, leaders sought to restore a rigid, race-based caste structure.
Answer: The Civil Rights Act promoted equality. Federalism; Checks and Balances	17. 1866. Congress enacted the Civil Rights Act of 1866 providing citizenship and a guarantee of civil rights for blacks. Andrew Johnson vetoed the bill because he believed it to be unconstitutional because it infringed the authority of the states. Johnson maintained that the freedmen did not have the knowledge and skills necessary to be good citizens. Johnson believed federalism would be destroyed because a permanent federal military force would be necessary to enforce the law, allowing the federal government to gain excessive power at the expense of the states. Congress enacted the law over the president's veto.
Answer: Race riots failed to promote equality.	18. 1866. Race riots broke out in cities across the South, most notably in Memphis, Tennessee, on May 1–3, and New Orleans, Louisiana, on July 30. The Ku Klux Klan was founded in Pulaski, Tennessee.
Answer: Expansion of the Freedmen's Bureau mission promoted equality. Federalism	19. 1866. The Freedmen's Bureau was given additional powers and responsibilities, attempting to ameliorate the desperate social and economic conditions of freedmen.
Answer: Although the Reconstruction Acts promoted equality, they also reflected the Radical Republicans' vindictive and uncompromising spirit, which reduced the likelihood that these laws would be effective in the long term.	20. 1867. Congress and the president squared off against one another as both houses approved four different Reconstruction Acts in 1867–1868. Johnson vetoed each one, and Congress enacted each one over the president's vetoes. Among other changes, Congress divided the former Confederacy into five military districts and required elections in which African American men could vote, with those elections supervised by the military.

Federalism; Checks and Balances	
Answer: The 1867 Republican National Convention promoted equality.	21. 1867. At the Republican National Convention in New Orleans, the party platform endorsed equality for blacks.
Answer: Students may say the impeachment of Johnson failed to promote equality because it was motivated by political conflict, not by higher ideals. Others may say the impeachment and its outcome demonstrated the constitutional system of checks and balances worked, thus giving the nation a new start in the pursuit of the Declaration's ideals. Federalism; Checks and Balances	22. 1868. The feud between Congress and President Johnson continued; during March through May 1868, Congress impeached Johnson and the Senate tried him. Radical Republicans failed to convict Johnson by one vote. For the remainder of his presidency, Johnson vetoed laws he believed to be unconstitutional, and Congress overrode his vetoes, but the president carried out the laws once they were enacted.
Answer: The Fourteenth Amendment explicitly promoted equality. Federalism	23. 1868. The Fourteenth Amendment was ratified, providing for birthright citizenship on both the state level and the national level. In addition, the Fourteenth Amendment provided that the states must implement due process and equal protection of the laws.
Answer: White supremacist organizations explicitly opposed equality through intimidation, violence, and murder. Federalism	24. 1869. Racial tension in the South increased as the KKK and other white supremacist organizations used violence and intimidation to stifle any chance for African Americans to hold political power. As states met their requirements for reinstatement in the Union and federal troops departed, the "Redeemer" governments, largely led by former Confederate officials, returned power to whites in the South.
Answer: The Fifteenth Amendment explicitly promoted equality. Federalism	25. 1870. The Fifteenth Amendment to the Constitution was ratified, protecting the right of African American men to vote.
Answer: The return of the Redeemer governments in the South was a rejection of equality. Federalism	26. Early 1870s. The planters and southern elites were back in charge in much of the South and many of the Freedmen's Bureau's gains were undone.
Answer: Abolition of the Freedmen's Bureau may be	27. 1872. The Freedmen's Bureau was abolished.

seen as a surrender to inequality—an admission that the pursuit of equality was unsuccessful and/or impossible. Federalism	
Answer: Continuing political and social influence of the KKK and other white supremacist organizations repudiated equality.	28. 1873. Influence of the Ku Klux Klan and other white supremacist organizations grew in the South. The Reconstruction amendments had abolished slavery, recognized freed blacks as citizens entitled to due process and equal protection of the laws, as well as guaranteeing the right of black men to vote. These reforms led to a white supremacist backlash in the form of KKK violence, intimidation, beatings, and murder. In Kansas, Georgia, and Louisiana, thousands of politically motivated murders were carried out. An example was the Colfax Massacre of April 13, 1873, in which violence broke out between white supremacists and freedmen in a local election. Rioters set the courthouse on fire, and three whites and more than 100 blacks were murdered. Threats based on the “Colfax system of violence” intimidated freedmen throughout the South.
Answer: In spite of Grant’s attempts to enforce the KKK Acts, opposition to and retreat from equality was evident both in the nation and in the Supreme Court. Federalism; Checks and Balances	29. 1870s. End to Reconstruction and to blacks’ participation in politics. Grant initiated a legislative program to protect freed people from politically motivated violence, and Congress enacted the Enforcement Act of 1870 (also called the Ku Klux Klan Act), and the Enforcement Act of 1871 (Second KKK Act). Grant asked Congress for a law giving him more power against KKK, to “effectually secure life, liberty, and property and the enforcement of law in all parts of the United States.” The result was the third Enforcement Act, the Ku Klux Klan Act of 1871, giving the president power to use armed forces to combat those who conspired to deny equal protection of the law suspend habeas corpus. In South Carolina, Grant suspended habeas corpus in nine counties and disrupted the Klan network. The laws were quickly challenged in court. In the <i>Slaughterhouse Cases</i> , (1873), and <i>United States v. Cruikshank</i> (1876), the Supreme Court ruled that neither the Fourteenth nor Fifteenth Amendments were intended to increase the power of the federal government to directly enforce the civil and political rights of citizens. State courts were back in charge of civil rights claims, and a narrow interpretation of Reconstruction Amendments had resulted in a return to white rule in the South.

Answer: The Civil Rights Act of 1875 promoted equality. Federalism	30. 1875. The Civil Rights Act of 1875 granted equal rights to African Americans in public accommodations and jury service.
Answer: The manner in which the disputed election of 1876 was resolved demonstrated a retreat from (or at least a postponement of) pursuit of equality. Federalism	31. 1876. The disputed presidential election was resolved when an extra-constitutional special election commission awarded disputed votes in South Carolina, Louisiana, and Florida to Republican Rutherford B. Hayes.
Answer: The end of Reconstruction and withdrawal of federal troops from the South represented a further retreat from or postponement of pursuit of equality. Federalism	32. 1877. Reconstruction ended when Hayes withdrew federal troops from the South, ending federal protection of civil rights for blacks.
Answer: The Court's overruling of the Civil Rights Act of 1875, like its rejection of other civil rights acts, represents a retreat from pursuit of equality. Federalism; Checks and Balances	33. 1883. <i>Civil Rights Cases</i> : The Supreme Court ruled that the Civil Rights Act of 1875 was unconstitutional.

UNIT 4 ESSAY ACTIVITY

Handout A: Long Essay Rubric

College Board AP History Long Essay Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A. Thesis/Claim (0–1 pt.)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B. Contextualization (0–1 pt.)	1 pt. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
C. Evidence (0–2 pts.)	<p>1 pt. Provides specific examples of evidence relevant to the topic of the prompt.</p> <p>OR</p> <p>2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.</p>	<p>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</p> <p>To earn the second point, the response must use specific historical evidence to support an argument in response to the prompt.</p>
D. Analysis and Reasoning (0–2 pts.)	<p>1 pt. Uses historical reasoning (e.g., comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p> <p>OR</p> <p>2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to</p>	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</p> <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects

	corroborate, qualify, or modify an argument that addresses the question.	<ul style="list-style-type: none"> • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence. This understanding must be part of the argument, not merely a phrase or reference.
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