

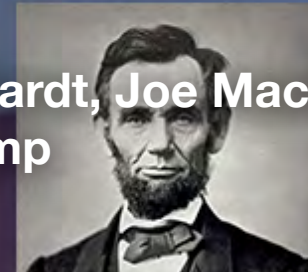
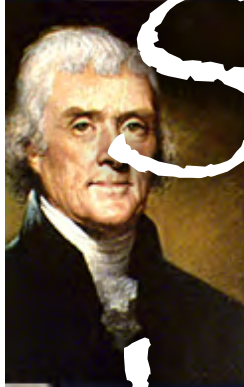
MI OPEN BOOK PROJECT

# United

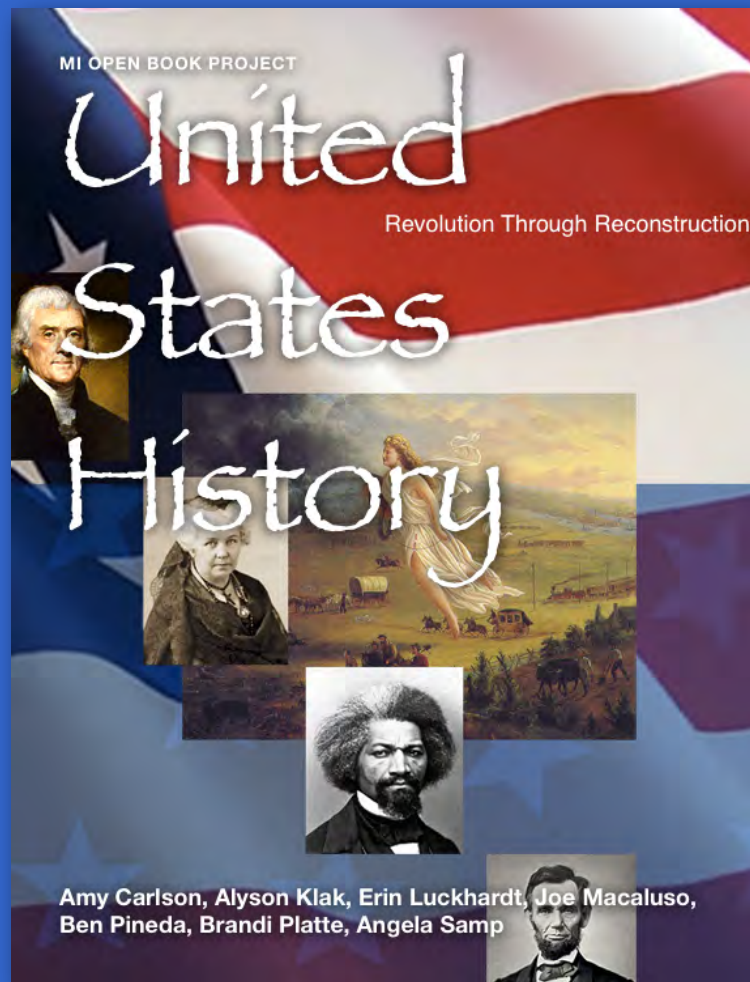
Revolution Through Reconstruction

# States

# History



Amy Carlson, Alyson Klak, Erin Luckhardt, Joe Macaluso,  
Ben Pineda, Brandi Platte, Angela Samp



This is version 1.0.9 of this resource, released in August 2018

Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



# MICHIGAN OPEN BOOK PROJECT

The text of this book is licensed under a Creative Commons NonCommercial-ShareAlike (CC-BY-NC-SA) license as part of Michigan's participation in the national #GoOpen movement.

## You are free to:

**Share** — copy and redistribute the material in any medium or format

**Adapt** — remix, transform, and build upon the material

The licensor cannot revoke these freedoms as long as you follow the license terms.

## Under the following terms:



**Attribution** — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.



**NonCommercial** — You may not use the material for commercial purposes.

**No additional restrictions** — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.



Attribution-NonCommercial-ShareAlike CC BY-NC-SA



## The Michigan Open Book Project

Project Manager: Dave Johnson,  
Wexford-Missaukee Intermediate School  
District

8th Grade Team Editor - Rebecca J.  
Bush, Ottawa Area Intermediate School  
District

### Authors

Amy Carlson - Alpena Public Schools

Allyson Klak - Shepherd Public Schools

Erin Luckhardt - Boyne City Public  
Schools

Ben Pineda - Haslett Public Schools

Brandi Platte - L'Anse Creuse Public  
Schools

Angela Samp - Alpena Public Schools



**MICHIGAN**  
**OPEN BOOK PROJECT**



**Allyson Klak**  
**Shepherd Middle School**  
*Shepherd Public Schools*  
Bio Forthcoming

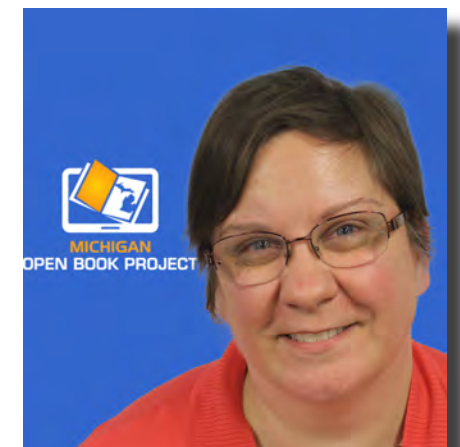


### **Amy Carlson**

**Thunder Bay Junior High**

*Alpena Public Schools*

Amy has taught in Alpena Public Schools for many years. When not teaching or working on interactive Social Studies resources like this one she enjoys reading, hunting and fishing with her husband Erich, and sons Evan and Brady.



### **Erin Luckhardt**

**Boyne City Middle School**

*Boyne City Public Schools*

Erin is an 8th grade social studies teacher at Boyne City Middle School in Boyne City, MI. She formerly served as the district's technology coach when they were integrating their 1:1 iPad initiative. Before teaching in Boyne City, she taught high school social studies in the Lansing area for 4 years. Erin has her master's in Educational Technology and Educational Leadership, both from GVSU, and has an interest in effective integration of technology into the classroom for teachers as well as students.



## **Joe Macaluso**

### **Elk Rapids Schools**

#### *Cherryland Middle School*

Joe earned his Bachelor of Arts from the University of Michigan in 2000 with a major in History concentrating on early United States History. He minored in Social Studies and earned his Certificate of Secondary Education. He graduated from Michigan State University in 2004 with a Masters in Curriculum and Teaching. During his career at Cherryland Middle School in Elk Rapids, MI, Joe has served as Social Studies department head, technology coach, student council advisor, student senate advisor, YMCA Michigan Youth in Government trip coordinator and volleyball coach. He is passionate about using technology in the classroom to engage and enrich student learning. Joe lives with his wife, Amanda, and his two daughters in Elk Rapids. As a family they love traveling and spending their sum-

## **Ben Pineda**

### **Haslett Middle School**

#### *Haslett Public Schools*

MSU graduate - Go Green! Life is busy and life is good! Ben is a... teacher of 28 years, lead mentor teacher for the TE Social Studies department at MSU, workshop/conference professional development speaker, organization-skills tutor, writer, storyteller, V-ball and Ultimate player, fisherman, camper, cyclist, and MOST importantly, blessed with a loving wife, Meghan, and four amazing children, Emily, Matt, Conner, and Catherine.



## **Brandi Platte**

### **Central Middle School**

#### *L'Anse Creuse Public Schools*

Brandi Platte teaches Social Studies and Language Arts at Middle School Central in Macomb, Michigan. She holds a Bachelor of Science degree in education from Oakland University, and a graduate degree in Curriculum and Instruction from Concordia University. She spends a great deal of time writing curriculum for the Macomb Intermediate School District and the National Parks Service. She is a sponsor for the National Junior Honor Society at her school, and in her free time she enjoys spending time outdoors with her family, especially her two sons, Ethan and Ryan.

The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Keith Erikson - The Church of Jesus Christ of Latter Day Saints

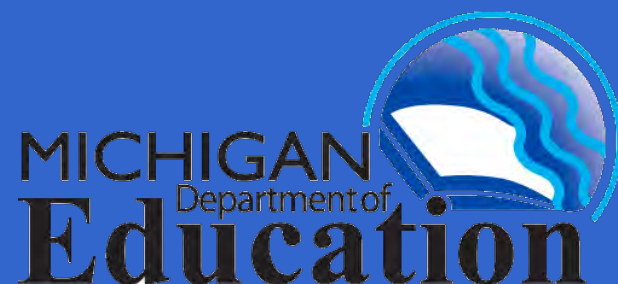
Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education



**MICHIGAN**  
**OPEN BOOK PROJECT**





### **Angie Samp**

#### **Thunder Bay Junior High**

*Alpena Public Schools*

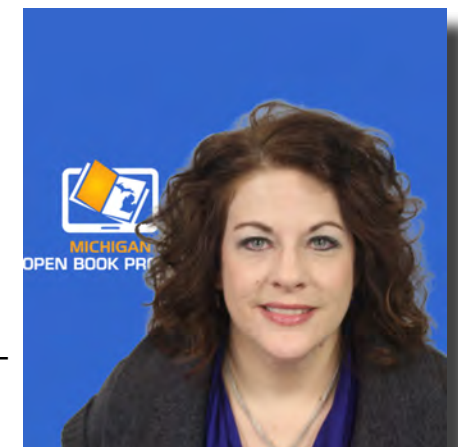
Angie has enjoyed teaching many grades in Alpena Public Schools over the last 13 years. Her passion lies in teaching history to 8th graders. Angie has a Bachelor of Arts in Group Social Studies from Grand Valley State University and a Masters in Education from Marygrove College. When she's not teaching, Angie enjoys many outdoor adventures including camping, traveling, and attending sporting events with her husband Gene, and sons Avery and Eli.

### **Rebecca Bush**

#### **Instructional Consultant**

*Ottawa Area Intermediate School District*

Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads the Michigan Social



### **David A. Johnson**

#### **Project Manager**

*Michigan Open Book Project*

Dave began his career teaching 8th grade United States History in Mesick, Michigan. After almost a decade in the classroom, he took a job at Wexford-Missaukee Intermediate School District (WMISD) as an Instructional Consultant for Social Studies. He is shared across 11 ISDs in Northern Michigan that form the Northern Michigan Learning Consortium. He completed his Masters in Educational Leadership through Central Michigan University in 2011 and is Co-Project Director of the Performance Assessments of Social Studies Thinking (PASST) Project in addition to his duties as the Project Manager for MI Open Book.





# Can a Nation Rebuild After Fighting Itself?

1. How did “executive Reconstruction” differ from “legislative Reconstruction”?
2. Did the Reconstruction plans of Congress or the Reconstruction plans of the President prevail?
3. How did the economic impact of Reconstruction efforts in the South influence social reform or the lack thereof?





# A Clash of Two Plans

## QUESTIONS TO GUIDE INQUIRY

1. How did “executive Reconstruction” differ from “legislative Reconstruction”?
2. Did the Reconstruction plans of Congress or the Reconstruction plans of the President prevail?
3. How did the economic impact of Reconstruction efforts in the South influence social reform or the lack thereof?

## TERMS, PLACES, PEOPLE

Reconstruction

## Reconstruction

After the Civil War ended in 1865, the challenge that lay ahead before the U.S. government was how to readmit the former Confederate states that had been devastated by the war. This period that lasted from 1865 to 1877 was known as **Reconstruction**. During this time, although the goal under President Lincoln was to reunite the nation as quickly and painlessly as possible, it wouldn't be as easy as a declaration of unification.

### Lincoln's Plan

Called the Ten Percent Plan, southerners were offered amnesty, or official pardon, for all illegal acts supporting the rebellion if two conditions were met. First, southerners had to swear an oath of loyalty to the U.S. Second, they had to agree that slavery was illegal. Once ten percent of the voters in a state made these pledges, a new government could be formed. Once a new government was formed, a state could then be readmitted to the Union. Louisiana was the first state to be readmitted to the Union; other states quickly followed.

### Wade-Davis Bill

While President Lincoln's Ten Percent Plan had been enacted, some members of Congress argued that it did not go far enough and that it was Congress that

should control the return of the southern states to the Union and not the President. Two Republican Congressmen, in particular, Senator Benjamin Wade and Representative Henry Davis developed alternative legislation to the Ten Percent Plan.

According to the Wade-Davis bill, a state had to ban slavery and a majority of adult males in the state had to take a loyalty oath before the state could rejoin the Union. Additionally, under the bill, only southerners who swore that they had never supported the Confederacy could vote or hold office. Because the provisions of the Wade-Davis Bill was stricter than Lincoln's Ten Percent Plan and made it more difficult for a state to rejoin the Union, President Lincoln refused to sign the bill into law. He was convinced that his plan would help restore order quicker than the bill proposed by the Republican members of Congress.

## Slavery Officially Ends

Regardless of whether the plan to readmit southern states would come from the legislative branch or the executive branch, one thing that Republicans all agreed on was the abolition of slavery.

The Emancipation Proclamation had freed slaves but only in areas that had not been occupied by Union forces. This meant that the border states were not impacted by the proclamation which caused many to fear that the federal courts might someday declare it unconstitutional. Therefore, on January 31st of 1865, Congress proposed the Thirteenth Amendment making slavery illegal throughout the United States. It was ratified and took

effect on December 18, 1865. While many abolitionists felt their efforts had finally been acknowledged, some felt their work would not be done until black men had been granted the right to vote.

Freedom brought important changes to newly freed slaves. Many couples were legally married, many searched for relatives who had been sold away from their families, many women began to work at home instead of in the fields, and perhaps most impactful was the ability of newly freed people to travel freely and farm their own land. But although the Thirteenth Amendment made slavery illegal, many would soon discover that it didn't necessarily guarantee social and economic freedoms.

## Freedmen's Bureau

In 1865 Congress established the Freedmen's Bureau. The purpose of the bureau was to provide relief for freedpeople and certain poor people in the South and it was busy as the need was high. Eventually it was decided that the best use of the bureau's limited funds was to distribute food and provide education and legal help for freedpeople. The bureau played an important role in establishing schools in the South. As most freedpeople had never learned to read or write, this was one of the most important needs.

### Interactive 11.1 The Freedmen's Bureau



An informative video can be found here: [https://www.youtube.com/watch?v=I\\_iKCXE8MaY](https://www.youtube.com/watch?v=I_iKCXE8MaY)





Sharecroppers pick cotton in the 1890s.

<http://www.americanhistoryusa.com/static/images/cotton-oklahoma-1890s.jpg>

The picture above exemplifies a common practice of farming, **sharecropping** (system of farming where a farmer works land for an owner who provides equipment, seeds, and a share of the crops). Though taken twenty five years after the Civil War has similar features to what slavery must have looked like.

# Political Disagreements Over Reconstruction

## QUESTIONS TO GUIDE INQUIRY

1. How did “executive Reconstruction” differ from “legislative Reconstruction”?
2. Did the Reconstruction plans of Congress or the Reconstruction plans of the President prevail?
3. How did the economic impact of Reconstruction efforts in the South influence social reform or the lack thereof?

## TERMS, PLACES, PEOPLE

Assassination

Black Codes

impeachment

## Lincoln is Assassinated

On the evening of April 14, 1865, just five days after Lee’s surrender at Appomattox Courthouse, President and Mrs. Lincoln attended the play, *My American Cousin* at Ford’s Theater. During the play, John Wilkes Booth, sneaked into the theater box where the President was seated and shot him. Although the President was rushed to a boardinghouse across the street and received medical



<https://almostchosenpeople.files.wordpress.com/2015/05/mourning-lincoln.jpg>



assistance, he died the next morning. The Vice President, Andrew Johnson was quickly sworn into office while the nation tried to deal with the shock of a monumental loss.

Interactive 11.2 The Assassination of Lincoln



A short but thorough description of John Wilkes Booth's motivations for the assassination of President Lincoln can be found at:

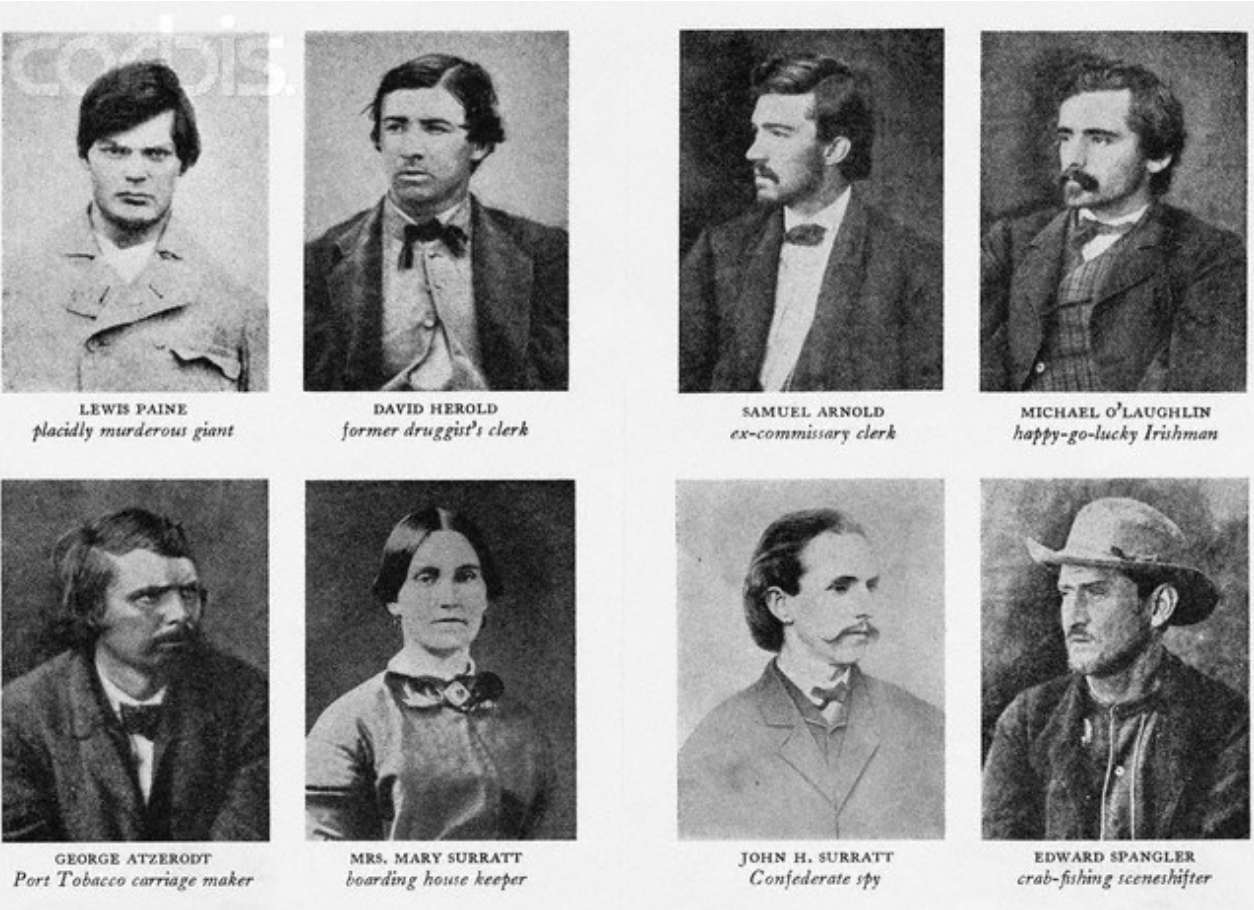
<https://www.youtube.com/watch?v=6qAeFjCscRY>

President Lincoln was not the only target. In a last ditch effort to bring the Confederacy back, other government figures, such as Vice President Andrew Johnson and Secretary of State William Seward, were also picked for **assassination**. Seward himself was nearly killed by a knife attack. Several individuals were named as conspirators to this elaborate plan, and four were hung for their involvement. John Wilkes Booth, Lincoln's assassin, was tracked down twelve days later and killed by soldiers after he refused to surrender.

The four individuals on the left were executed for their part in the assassination plot.



[http://etc.usf.edu/clippix/pix/lincoln-assassination-newspaper-headline\\_medium.jpg](http://etc.usf.edu/clippix/pix/lincoln-assassination-newspaper-headline_medium.jpg)

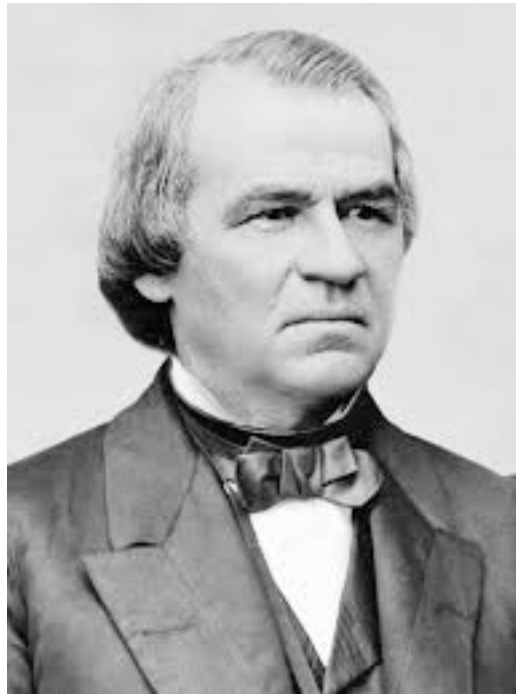


## President Johnson's Plan for Reconstruction

President Johnson's plan for Reconstruction was similar to that of Lincoln's, but the new president decided that wealthy southerners and former Confederate officials would have to have a presidential pardon in order to receive amnesty.

Much to the shock of Radical Republicans, by 1866 President Johnson had pardoned more than 7,000 people.

From the state of Tennessee, Johnson had remained loyal to the Union during the war, even though he was greatly in favor of states' rights. Although President Johnson was a Democrat, and President Lincoln had been a Republican, it was his belief that state governments should have as much control as possible over political matters, that inspired him to offer up a mild program for establishing new southern state governments. By the end of 1865, all of the southern states with the exception of Texas had created new governments and had been readmitted to the Union. But when newly elected officials came to Washington from each reconstructed southern state, Congress refused to readmit them.



[https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQCAsT-5V\\_Qn-filLoeNVuHaFIdMcviOSN1O3k-NCv6r7itDqEhK](https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQCAsT-5V_Qn-filLoeNVuHaFIdMcviOSN1O3k-NCv6r7itDqEhK)

President Johnson's work toward reuniting a nation was just beginning.

## Opposition to President Johnson

By 1866, as debates in Congress continued over rules for the restoration of the Union, legislatures that had been approved by President Johnson had already begun passing laws that would deny African Americans' civil rights. Every southern state had passed its own version of **Black Codes**--laws that greatly limited the freedoms of African Americans. Because many southerners feared that if large plantations didn't continue to make huge profits off of cheap or previously free labor, the South's entire economy would collapse, the primary purpose of establishing black codes was to restrict labor and activity.

## Radical Republicans

Many republicans were angered by the black codes because to them they felt the South was returning to its old ways. However, that's where unity ended. Moderate Republicans wanted the South to have loyal state governments and believed African Americans should have rights as citizens. Radical Republicans, on the other hand, took a harsher stance. They wanted the federal government to force changes to happen in the South.

Led by Thaddeus Stevens of Pennsylvania and Charles Sumner of Massachusetts, the Radical Republicans gained the support of



the Moderate Republicans when President Johnson ignored the criticisms of the Black Codes.

### **The Power Struggle Continues**

Spurred on by the Radical Republicans in 1866, Congress proposed a new bill that would extend the powers of the Freedmen's Bureau to bring charges against people accused of violating the rights of African Americans. President Johnson surprised many by vetoing the Freedmen's Bureau Bill, insisting that no new laws could be passed by Congress until southern states were represented. Republicans responded with the Civil Rights Act of 1866, providing African Americans the same legal rights as whites. Once again President Johnson vetoed the bill arguing that it gave the federal government too much power.

Additionally Johnson rejected the principle of equal rights for African Americans. Congress fought back and overrode Johnson's veto.

Republicans, fearing that the Civil Rights Act might be overturned, proposed the Fourteenth Amendment. It had three major provisions:

- The Citizenship Clause granted citizenship to All persons born or naturalized in the United States.
- The Due Process Clause declared that states may not deny any person "life, liberty or property, without due process of law."

- The Equal Protection Clause said that a state may not deny to any person within its jurisdiction the equal protection of the laws.

The amendment also included provisions for determining a state's representatives to the federal government, and it contained a number of provisions that applied to officials of the former Confederacy.

The 14th Amendment marked a significant shift in the way the Constitution was applied in America. Prior to its enactment, the individual protections offered by the Bill of Rights were enforceable only against the federal government. The 14th Amendment applied these rights to the states. To this day, the 14th Amendment is cited in more court cases than any other, often in matters seeking to end discrimination against individuals based on race, religion, gender, sexual orientation, and other statuses.

### **The Elections of 1866**

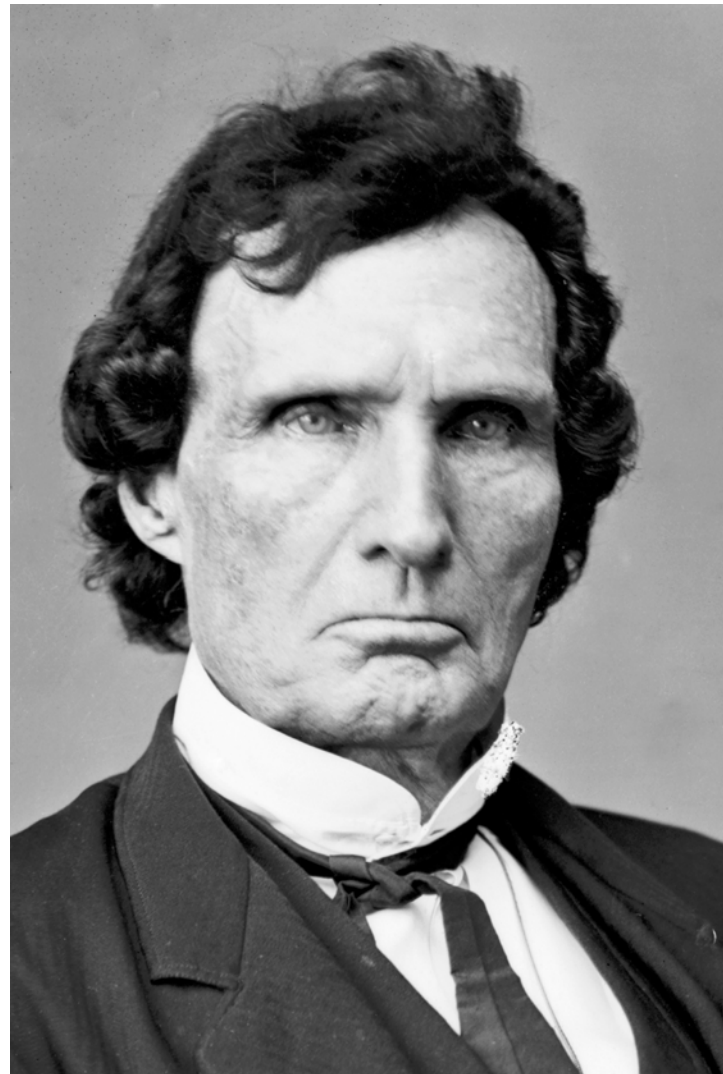
President Johnson and most Democrats opposed the 14th Amendment. As a result, issues of civil rights became key issues in the congressional elections of 1866. Despite President Johnson's efforts to embark on a speaking tour and defend the stance of the Democratic Party, the 1866 elections gave the Republican Party a two-thirds majority in both houses of Congress.

## Reconstruction Acts

Now that the Moderate and Radical Republicans had joined forces and held a majority of power in both houses of Congress, in 1867, Congress passed the first of several Reconstruction Acts. The purpose of the acts was to protect the rights of African Americans and ensure that state governments would have rewritten constitutions supporting the 14th Amendments.

As Thaddeus Stevens defended the acts, the Senator said,

“Have not loyal blacks quite as good a right to choose rulers and make laws as rebel whites? Every man, no matter what his race or color...has an equal right to justice, honesty, and fair play with every other man: and the law should secure him those rights.”



[https://upload.wikimedia.org/wikipedia/commons/f/f8/Thaddeus\\_Stevens\\_-\\_Brady-Handy-crop.jpg](https://upload.wikimedia.org/wikipedia/commons/f/f8/Thaddeus_Stevens_-_Brady-Handy-crop.jpg)

President Johnson disagreed greatly with Stevens and argued strongly that African Americans didn't deserve the same treatment as whites. Johnson further claimed that the Reconstruction Acts went beyond powers that the federal government possessed in the Constitution. The response by the Republicans in Congress was to pass a law limiting Johnson's power to remove cabinet officials without Senate approval. The Tenure of Office Act stated that the president could not remove government officials without approval from the Senate. Johnson took this “dare” when he fired Secretary of War Edwin Stanton from his duties. As War Secretary, Stanton was in charge of the military's role in the Reconstruction Acts of 1867, as well as a supporter of Radical Reconstruction.

## Johnson is Impeached

Congress responded to President Johnson's latest act by voting to impeach him. While **impeachment** is the process used by a legislative body to bring charges of wrongdoing against a public official (in this case the President of the U.S.), it would take an additional vote of “guilty” by the Senate to actually remove the President from office. Although President Johnson was hugely unpopular with Republicans, some believed he was being judged unfairly. Others were distrustful of Benjamin Wade who was the president pro tempore of the Senate and next in line to become President if Johnson was found guilty. Three and a half months after voting to impeach the president, Republicans in the Senate



failed to convict the president by a single vote. Johnson's power as the Chief Executive was greatly weakened throughout the remainder of his presidency. Additionally, it was no surprise that Johnson did not run for re-election in 1868 or that the Republican candidate, Ulysses S. Grant won the election.

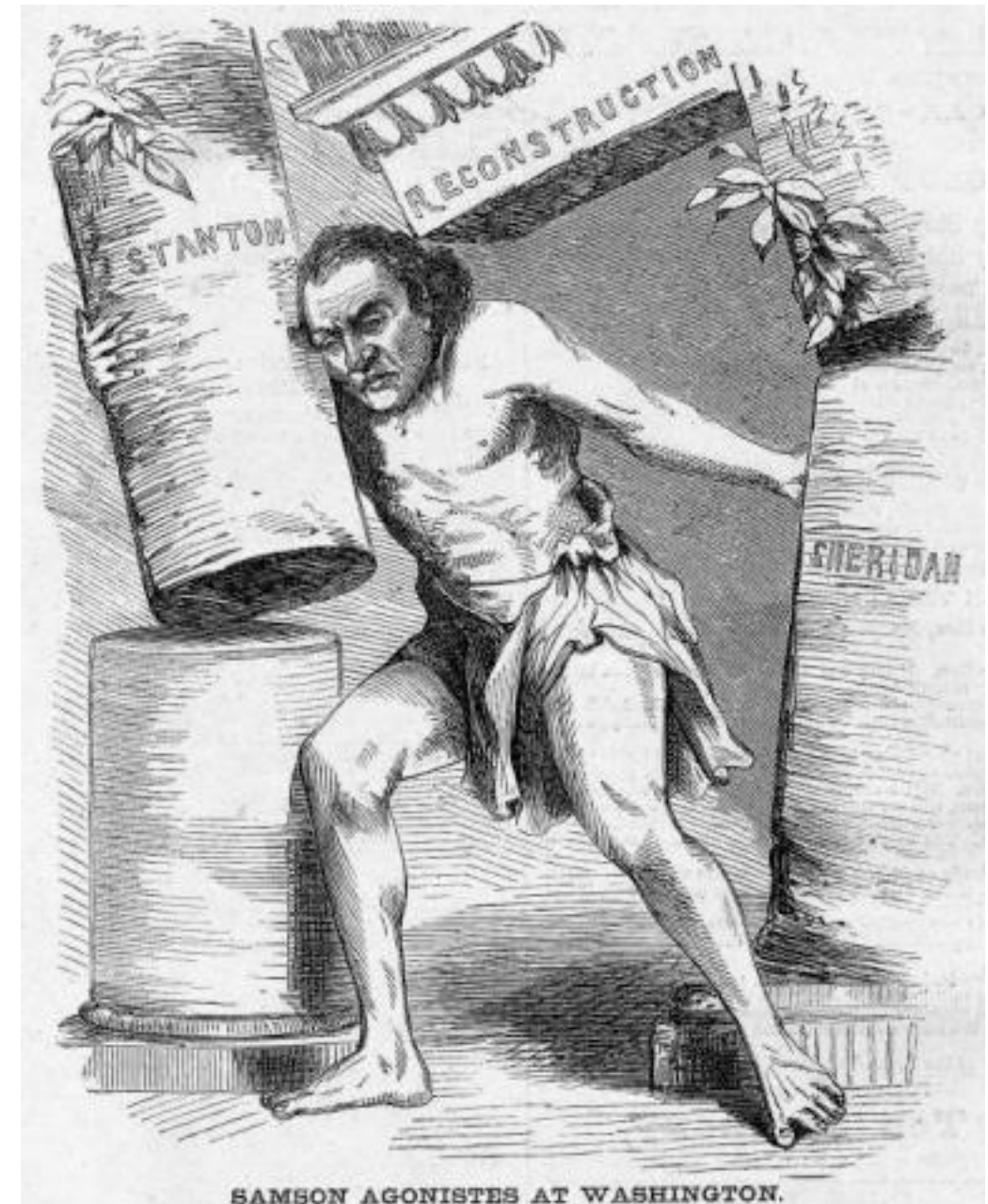
## The 15th Amendment

Even though Grant had won the Presidency in the 1868 election, Republicans wanted to protect their hard-fought plans for Reconstruction. So in 1869, Congress proposed the 15th Amendment which gave African American men the right to vote. The 15th Amendment went into effect in 1870 as one of the last Reconstruction laws passed at the federal level.

### Interactive 11.3 Cause/Effect



*Match the causes and effects in this interactive widget.*



<http://law2.umkc.edu/faculty/projects/ftrials/impeach/Cartoon-Samson.jpg>



# Economic and Social Impacts of Reconstruction

## QUESTIONS TO GUIDE INQUIRY

1. How did “executive Reconstruction” differ from “legislative Reconstruction”?
2. Did the Reconstruction plans of Congress or the Reconstruction plans of the President prevail?
3. How did the economic impact of Reconstruction efforts in the South influence social reform or the lack thereof?

## TERMS, PLACES, PEOPLE

Carpetbaggers

Scalawags

Poll taxes

Redeemers

Segregation

Jim Crow Laws

Sharecropping

## Reconstruction Governments

After Grant became President, the Republican Party appeared to be stronger than ever as they controlled most governments in the South thanks to the support of African American voters.

Republicans in government positions in the South were quite unpopular with white southerners.



<http://www.old-picture.com/mathew-brady-studio/pictures/President-Grant-002.jpg>



## Carpetbaggers and Scalawags

Some Republican office holders in the South were known as **carpetbaggers**. Supposedly they had rushed into the South from the North after the war had ended with all of their possessions in bags made from carpet. They were often resented because many southerners accused them of trying to profit from Reconstruction.

In addition to carpetbaggers, many southerners also despised **scalawags**, or rascals. This was the name given to Southern white Republicans who the Democrats felt had betrayed the South by voting for the Republican Party. Many of the southern Republicans were small farmers but African Americans made up the largest group of Republican voters. Because of those voting efforts over 600 African Americans were elected to state legislatures, 16 of which were elected to Congress. One of the most widely known African American politicians during the era of Reconstruction was Hiram Revels. Born free in North Carolina, Revels went to college in Illinois and became a Methodist minister, later serving as a chaplain in the Union army. In 1870 Revels became the first African American in the U.S. Senate, taking over the seat previously held by the Confederate president Jefferson Davis.



[http://a1.files.biography.com/image/upload/c\\_fit,cs\\_srgb,dpr\\_1.0,h\\_1200,q\\_80,w\\_1200/MTE5NDg0MDU1MTEyMDI1NjE1.jpg](http://a1.files.biography.com/image/upload/c_fit,cs_srgb,dpr_1.0,h_1200,q_80,w_1200/MTE5NDg0MDU1MTEyMDI1NjE1.jpg)

## State Governments Change Direction

By 1870 many Reconstruction governments established many new programs and organizations in the South. State-funded public school systems, hospitals, orphanages, railroads, bridges, and public buildings were built. Because these improvements were intended to help the southern economy recover from the war, quite a bit of money was spent. To get money for these new projects, Reconstruction governments raised taxes and issued bonds.

## Ku Klux Klan

As politics was driving economic change in the South, social change was occurring as well. As increasing resistance grew from Democrats, in 1866, a group of white southerners in Pulaski, Tennessee created the Ku Klux Klan. This secret society originally opposed civil rights for African Americans but later in the early 20th century during a resurgence of the organization, the KKK denounced immigrants, Jews, blacks, and organized labor.

Klan members wore robes and disguises to hide their identities. They attacked at night and in some cases even murdered African Americans, white Republican voters, and public officials. Local governments did very little to stop the violence due to the fear the Klan evoked. In 1870 and 1871 the federal government took action passing laws that put the Klan's activities in check making it a federal crime to deny citizens equal protection under the law. While within a few years the Klan was no longer an organized

threat, groups of whites still continued to assault African Americans throughout Reconstruction.

## The Beginning of the End of Reconstruction

The violence of the KKK was not the only challenge to Reconstruction. The Republican Party eventually lost its political power in the South, particularly when the Republicans were blamed for the economic turn that happened in 1873. When the Northern Pacific Railroad failed, panic rippled through the stock market thus causing many investors to sell off shares. Stock prices plunged and ultimately over 18,000 businesses failed thus leaving the nation in an economic crisis.

In response to the economic downturn, Republicans lost control of the House of Representatives in the 1874 election. And in the 1876 Presidential Election, although Rutherford B. Hayes ended up winning the election as the Republican candidate, his belief in ending federal support of Reconstruction programs hastened the removal of federal troops from the South.

Gradually Democrats were able to regain control of state governments in the South and moved quickly to eliminate Reconstruction reforms. State budgets were lowered, most social programs were eliminated, property taxes were cut, and civil rights for African Americans were limited. Additionally **poll taxes** were instituted in an attempt to deny African American men the right to vote. In some states literacy tests were also



instituted. **Redeemers** (Democrats who brought their party back into power in the South) also introduced legal **segregation**--the forced separation of whites and African Americans in public places. **Jim Crow laws** (laws that enforced segregation) became quite common in most southern states during the 1880s.

"The slave went free; stood a brief moment in the sun; then moved back again toward slavery." W.E.B. DuBois

Du  
Bois

felt that during Reconstruction, African Americans rose out of slavery, briefly enjoyed the fruits of freedom, only to be pulled back down by society's racism.



[http://americanhistory.unomaha.edu/module\\_files/End%20of%20Reconstruction%20Cartoon.jpg](http://americanhistory.unomaha.edu/module_files/End%20of%20Reconstruction%20Cartoon.jpg)

## The Supreme Court gets involved

In 1896, the Supreme Court revisited the issue of segregation when they took up the Plessy v. Ferguson case. Homer Plessy, an African American, refused to leave a whites only Louisiana train car and was arrested for breaking a state law that required separate train cars for blacks and whites. Although his lawyers argued that the Louisiana law violated his right to equal treatment under the 14th Amendment, the Court ruled that segregation was legal because "separate-but-equal" facilities existed. After this ruling by the highest court, segregation became widespread across the country.

## Setbacks for Agriculture in the South

Because many African Americans had little to no money, buying or renting their own land or even moving West was not a possibility. Therefore, many remained on plantations while others tried to make a living in the cities. Those on plantations often became part of the sharecropping system. In sharecropping, land owners provided the land, tools, and supplies while sharecroppers provided the labor. At harvest time the sharecropper usually had to give the majority of the crop to the landowner and usually only ended up keeping a very small amount. While the ultimate goal of the sharecropper was to save enough money to one day be able to purchase their own land and start a farm, very few were actually able to achieve this dream.

Instead, most sharecroppers repeated the cycle of debt year after year.

### Attempts to Rebuild Southern Industry

While the economy in the South suffered through cycles of good and bad years based on the cotton industry, some business leaders hoped that a more varied industrial base (mills, newspapers, manufacturing, etc.) would help strengthen the southern economy and ultimately create a New South. The growth of factories and other infrastructure (basic physical structures and facilities), such as railroads, helped bring the South more opportunities for economic growth.

As the Reconstruction Era came to an end, a new chapter in United States history was just beginning. The Gilded Age dominated the landscape from the 1870's to around 1900. It was a time of continued industrial growth in manufacturing, railroads, mining, and finance.

Immigrants poured in seeking the opportunities offered by another industrial revolution. However, the Gilded Age came as a bitter-sweet pill.

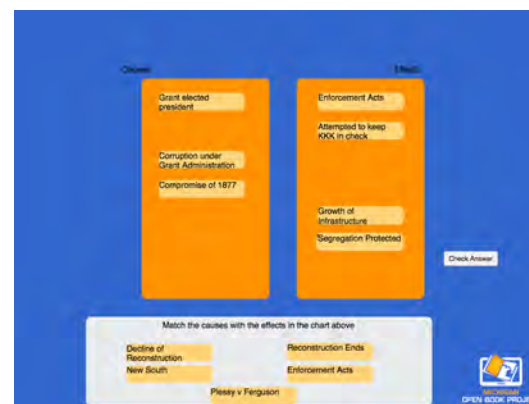
Growth also brought challenges to a nation still fresh from civil war. These challenges would put political, social, and economic systems to the test once again. All of this will be covered in your high school United States History resource.



Can a Nation Rebuild after Fighting Itself?

Create an argument with evidence from the chapter to support your claim

### Interactive 11.4 Cause and Effect Chart #2



Match the causes and effects in this interactive.