

## Chapter 15: Reconstruction: High Hopes and Shattered Dreams, 1865–1877

1. The first African-American to serve in the US House of Representative was
  - a. Thaddeus Rainey.
  - b. Pierpont Johnson.
  - c. Joseph Rainey.
  - d. Frederick Douglass.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* p. 369

2. What did the end of slavery force southerners of both races to do?
  - a. Accept each other as equals
  - b. Swear a loyalty oath to the Union
  - c. Develop new social, economic, and political patterns
  - d. Enlist in the Union Army to help rebuild the South

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* p. 370

3. Radical Republicans
  - a. opposed slavery not on moral grounds, but because they believed that free labor was more productive.
  - b. feared that wage labor could be in conflict with the principles of democracy.
  - c. believed that slaves worked to please their masters, whereas free workers worked for social progress.
  - d. believed that free labor was central to the dynamism of Northern society and economy.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* p. 372

4. Radical Republicans believed that creating an economy based on free labor in the South would
  - a. relieve some of the overcrowding in northern cities.
  - b. further democracy in the region.
  - c. pull poor whites away from their political ties to the planter class.
  - d. prevent the region from threatening national stability again.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* p. 372

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5. Lincoln's "Ten-Percent Plan" promised
- a full pardon and restoration of rights to those who swore loyalty to the Union.
  - the outlawing of secession.
  - that the Union war debt would be paid in full.
  - that full citizenship rights would be granted to black people.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* p. 372

6. The Thirteenth Amendment
- granted full rights of citizenship to black people.
  - cancelled all Confederate war debts.
  - gave black males the right to vote.
  - abolished slavery.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* p. 373

7. Andrew Johnson
- had a degree from Harvard University.
  - came from a respected planter family in Tennessee.
  - had an African American mother.
  - was the only southern senator who rejected the Confederacy.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* p. 374

8. How did most white southerners view Johnson and his plan for Reconstruction?
- They mistrusted him because he had opposed the Confederacy.
  - They were frightened by his plan and began leaving the South in large numbers.
  - They viewed him as their protector.
  - They believed that Johnson and his plan would punish them.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* p. 374

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9. A common way for the freed people to express their freedom was to
- quit their jobs.
  - move around.
  - register to vote.
  - demand to be admitted to the whites' churches.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* p. 376

10. The very first institutions that African Americans fully controlled were
- churches.
  - schools.
  - local governments.
  - state governments.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* p. 376

11. The organization designed to assist slaves in their transition to freedom by providing protection, education, and life skills was
- The Former-Slave Benevolent Society.
  - The Freedmen's Bureau.
  - The US Sanitation Commission.
  - The Red Cross.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* p. 376

12. Of all the new opportunities available to former slaves, the one they most sought to improve their lives was
- religion.
  - education.
  - moving from place to place.
  - land.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* p. 376

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13. All of the following were common expressions of freedom for African Americans in the South, EXCEPT:
- The emigration to Africa.
  - The acquisition of guns.
  - The choice of a new name.
  - Travel.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* p. 376

14. General Sherman's Special Field Order No. 15
- required that black troops be paid at the same rate as white troops.
  - ordered a "march to the sea" that destroyed large portions of Georgia.
  - gave black families 40 acres of farmland and an army mule.
  - ordered the arrest of Confederate officials.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* p. 377

15. What stopped the Freedman's Bureau from distributing land to former slaves?
- President Johnson ordered confiscated land returned to its former owners.
  - There simply wasn't enough good farmland in the South.
  - Bureau officials were corrupt and sold most of it to northern speculators.
  - The freed people were too ignorant to know how to use it effectively.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* p. 377

16. Which statement *best* describes the origins of sharecropping?
- The federal government was unwilling to help the freed people in any way, so they had no alternative but to go into sharecropping.
  - Most former slaves preferred wage labor, but terrorist groups like the Ku Klux Klan forced them to accept sharecropping.
  - The freed people recognized that under sharecropping they could earn more money than through wage labor, if they worked harder.
  - The South was short of capital, and landowners found it easier to pay workers in kind, rather than in cash.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* p. 378

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17. The Black Codes passed by southern legislatures in late 1865 and 1866
- gave former male slaves the right to vote.
  - distributed abandoned plantation land.
  - declared that slaves who served in the Union Army were rebels.
  - restricted African Americans' economic opportunities.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* p. 379

18. All of the following statements about Ku Klux Klan are accurate, EXCEPT:
- It was led by a former Confederate General.
  - Their practice of terror suggests that Klan members themselves felt extremely powerful in local politics.
  - the Klan included small-scale farmers and workers, but prominent community leaders as well.
  - Klan members acted locally without following a central control.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* p. 380

19. Congress refused to seat delegates from southern states in 1865 because
- the states had not ratified the Thirteenth Amendment.
  - all were former Confederate officials.
  - northerners refused to allow representation to the South until Union troops were no longer needed in the region.
  - Republicans did not believe the new southern state governments were committed to protecting the freed people.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* p. 380-381

20. What happened with the bill to extend the life of the Freedman's Bureau?
- It was narrowly passed by Congress, and President Johnson reluctantly signed it.
  - Congress passed it, but President Johnson vetoed it.
  - Congress passed it, President Johnson vetoed it, and Congress overrode the veto.
  - Congress passed it, President Johnson signed it, but the Supreme Court declared it unconstitutional.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* p. 381

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21. President Andrew Johnson vetoed the Civil Rights Act of 1866 on the grounds that
- it violated the Bill of Rights.
  - it failed to address the plight of southern blacks.
  - it violated states' rights.
  - it was unenforceable.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* p. 381

22. The Fourteenth Amendment
- guarantees that the Confederate war debt will be paid in full.
  - grants to states the right to determine who is and is not a citizen.
  - gives black males the right to vote.
  - requires that states uphold the principle of equality before the law.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* p. 381

23. Why did Susan B. Anthony and Elizabeth Cady Stanton object to the Fourteenth Amendment?
- It did not give women the right to vote.
  - It prohibited states from assuming any of the Confederate debt.
  - The word "male" was in the Constitution in connection with voting rights.
  - It denied black females the right to vote.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* p. 381

24. Which of the following is not an important aspect of the Fourteenth Amendment?
- It gave African Americans the right to vote.
  - The Amendment protected individual civil rights against the interference of states.
  - The Amendment prohibits the deprivation of life, liberty, or property without due process of law.
  - The Amendment defined American citizenship.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* p. 381

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25. What pushed Congress to create the Military Reconstruction Act?
- Johnson's continued insistence on the 10 percent plan
  - The fear that the Fourteenth Amendment might be defeated
  - The inability of the former Confederate states to form new governments
  - Johnson's veto of the bill to reauthorize the Freedman's Bureau

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* p. 382

26. What specific act did the House of Representatives cite in its attempt to impeach Andrew Johnson?
- He pardoned Jefferson Davis in violation of the Fourteenth Amendment.
  - He removed Edwin Stanton in violation of the Tenure of Office Act.
  - An independent investigator revealed that Johnson had taken bribes.
  - Johnson issued an executive order that raised his own pay.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* p. 383

27. The effort to impeach and remove President Andrew Johnson
- failed when the Supreme Court ruled that he had done nothing to deserve it.
  - forced his resignation from the presidency.
  - established the principle that Congress can remove an unpopular president.
  - failed by one vote.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* p. 383

28. How many southern states had met the requirements of congressional Reconstruction by the election of 1868?
- 0
  - 1
  - 7
  - all

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* p. 383

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29. One major effect of the Civil War was that it resolved any question that the US federal government
- could stand up to foreign intervention.
  - was a state-centered government.
  - determined who could or could not vote in elections.
  - was indivisible, with full authority over the states.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* p. 384

30. Which statement regarding the Fifteenth Amendment is *most* accurate?
- It had the active support of women's suffragists like Susan B. Anthony.
  - It prohibits states from using race as a qualification for voting.
  - It greatly broadened American notions of citizenship, guaranteeing the vote to African Americans, immigrants, and propertyless males.
  - It put the federal government in charge of registering people to vote.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* p. 384

31. An unintended effect of the Fifteenth Amendment that protected black suffrage was that it
- applied to men and women of all races.
  - did not apply to women, many of whom were part of the abolition movement.
  - included black women, but not white women.
  - limited former confederates from voting.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* p. 384

32. The Civil Rights Act of 1875 prohibited discrimination in
- public accommodations.
  - education.
  - polling places.
  - hiring.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* p. 385



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### 33. Black Republicans

- a. often braved considerable personal danger by participating in Southern politics.
- b. formed a sizable minority in the Southern wing of the Republican party.
- c. typically had many years of experience as community organizers.
- d. often had been active in the Democratic party prior to secession.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* p. 386

### 34. The typical Republican voter in the South during Reconstruction was a

- a. Yankee businessman.
- b. small farmer from the mountains.
- c. former slave.
- d. former slaveholder.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* p. 386

### 35. What was a carpetbagger?

- a. A northern-born white Republican living in the South
- b. A southern-born poor white
- c. A follower of the Ku Klux Klan
- d. A southern-born industrialist

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* p. 387

### 36. Many scalawags joined the Republicans because

- a. they had strong business ties to the North.
- b. they supported the party's stand on civil rights.
- c. they felt the Republicans could rebuild the South more quickly.
- d. they wanted to wrest power from the planter elites.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* p. 387

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37. When it came to public education, many African Americans
- did not trust southern states with the responsibility of education.
  - avored segregation to protect their children from white supremacist rhetoric.
  - avored racially integrated schools.
  - hoped that churches would assume the role of institutions of public education.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* p. 387

38. The boom in railroad building during the 1870s led to
- the amazing economic recovery of the South.
  - widespread political corruption.
  - the creation of a new national bank.
  - more stringent financing laws.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* p. 388

39. Political corruption during Reconstruction
- produced the most dishonest governments in southern history.
  - was part of a national pattern.
  - was most notorious among uneducated black officials.
  - was virtually nonexistent.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* p. 388

40. After 1869, several leading southern Democrats changed tactics and
- accepted black suffrage.
  - joined the Republican Party.
  - began to use violence to stop Reconstruction measures.
  - boycotted elections they knew they could not win.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* p. 388

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41. Why did President Grant refuse to use federal troops to combat the violence of the Mississippi Plan?
- The government could not afford to pay for another conflict.
  - The Democrats in the House of Representatives blocked his efforts.
  - He needed southern votes in the next presidential election.
  - He feared intervention in the South would hurt Republican candidates in the North.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* p. 390

42. The Mississippi Plan of 1875
- was a railroad scheme that went bankrupt.
  - saw black voters voting Democratic in return for guarantees of civil rights.
  - failed to win the state for the Democratic Party.
  - drove Republicans from power by violence.

*ANSWER:* d

*POINTS:* 1

*REFERENCES:* p. 390

43. In the presidential election of 1876
- a reform-oriented third party nearly won.
  - Democrats and Republicans claimed victory.
  - Democrats won by a narrow margin.
  - Republicans swept the nation.

*ANSWER:* b

*POINTS:* 1

*REFERENCES:* p. 390

44. The Compromise of 1877
- ended disagreements among Republicans.
  - was when Democrats formally accepted that black people had the right to vote.
  - ended northern attempts to protect Republican governments in the South.
  - brought tens of thousands of southern whites into the Republican Party.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* p. 391

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45. With regard to Reconstruction, northern Democrats
- had always opposed it.
  - feared that its failure would mean a mass black exodus northward.
  - had accepted the principle of black equality.
  - had always urged President Grant to use military force to protect black rights.

*ANSWER:* a

*POINTS:* 1

*REFERENCES:* p. 391

46. Historians today recognize all of the following as reasons for the collapse of Reconstruction, EXCEPT:
- Internal flaws in Reconstruction governments.
  - Divisions within the Republican party.
  - A lack of commitment to the cause among freed blacks.
  - Political terrorism in the South.

*ANSWER:* c

*POINTS:* 1

*REFERENCES:* p. 392

**Instructions:** Identify the following terms:

47. Joseph Rainey

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 369

48. Freed people

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 370

49. Radical Republicans

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 371

50. Thaddeus Stevens

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 371

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### 51. Racial integration

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 372

### 52. Proclamation of Amnesty and Reconstruction

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 372

### 53. Thirteenth Amendment

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 373

### 54. Andrew Johnson

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 373

### 55. Freedmen's Bureau

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 376

### 56. Sherman land

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 377

### 57. Sharecropping

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 378

### 58. Crop lien

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 378

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### 59. Black codes

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 379

### 60. Civil Rights Acts

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 381

### 61. Fourteenth Amendment

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 381

### 62. Elizabeth Cady Stanton

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 381

### 63. Military Reconstruction Acts

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 382

### 64. Impeachment

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 383

### 65. Fifteenth Amendment

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 384

### 66. Carpetbaggers

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 387

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### 67. Scalawags

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 387

### 68. Compromise of 1877

*ANSWER:* Answer not provided.

*POINTS:* 1

*REFERENCES:* p. 390

### 69. To what extent is it valid to claim that Abraham Lincoln was "the Great Emancipator"?

*ANSWER:* *Most students will recognize the limitations of Lincoln's position. In fact, many may be shocked to learn about them. Strong students will recognize that Lincoln's primary goal was to save the Union. Lincoln's Ten-Percent Plan was an attempt to accomplish that. Stronger students will grasp the complexity of Lincoln's position but should see its fundamental conservatism.*

*POINTS:* 1

*REFERENCES:* p. 371-373

### 70. Explain why Johnson and the Radical Republicans fought so fiercely over Reconstruction.

*ANSWER:* *Students may point out that Johnson largely followed Lincoln's plan for Reconstruction, but it is also important to note Johnson's larger view. The president viewed Reconstruction as an opportunity to improve the status of the white middle class in the South. He also was a southerner, and a staunch supporter of state's rights. To that end, he was opposed to increases in the power of the federal government. Radical Republicans, on the other hand, viewed Reconstruction as an opportunity to fundamentally alter the social and economic conditions of the South. While Johnson disliked risking peaceful relations over the issue of civil rights, Radical Republicans believed that protecting the freed people was of primary importance. Also, the Radicals envisioned a complete transformation of the southern economy, moving from agriculture to manufacturing, which would do little to improve the agrarian middle class that Johnson supported. Finally, good essays will point out that the conflicts ultimately became clashes of personalities and of political superiority as much as honest disputes over policy.*

*POINTS:* 1

*REFERENCES:* p. 373-375; 380-382

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71. To what extent is it valid to claim that Reconstruction was a failure? To what extent was it a success?

**ANSWER:** *The answers students come up with will depend largely on how they define success and failure. If Reconstruction's success is defined in terms of fundamentally remaking the South, then it was a failure. By 1877 there were no Republican governments; those who had been in power before the Civil War were, by and large, still in power. Although legally enfranchised, blacks were either not voting or were being defrauded out of their votes. Nevertheless, Reconstruction did enable long-term changes to occur. The passage of the Fourteenth and (to a lesser extent) Fifteenth amendments made the civil rights movement possible.*

**POINTS:** 1

**REFERENCES:** p. 370-393

72. How did the freed people try to take control of their fate during Reconstruction?

**ANSWER:** *Students should understand that blacks in South were very much on their own following the Civil War. Better students will also note that the financial burden of the war made it difficult for the federal government to provide much support to the freed people. Of course, students should consider the Freedman's Bureau and its efforts to assist former slaves, but they should also be mindful of the limitations on the bureau. Better students should make a close examination of the efforts within the black communities to improve their conditions, including churches and schools. Some students may also wish to address the political gains of African Americans during Black Reconstruction. But a good essay will also note that all of these successes were only possible as long as federal troops protected their civil rights.*

**POINTS:** 1

**REFERENCES:** p. 375-378

73. Describe the economic fate of freed people during and immediately following Reconstruction.

**ANSWER:** *Students should recognize that while freedom meant autonomy, it eventually would translate into poverty. Because the federal government failed to distribute land to the freed people, blacks compromised with landowners. Rather than being subjected to oversight in a wage-labor arrangement, which for many freed people bore a resemblance to slavery, freed people opted for sharecropping, which provided them with autonomy. Good students will connect this concept to the freed people's desire to come and go and to form black institutions (like churches) as indicative of this desire for self-control. Finally, students will point out that sharecropping relegated African Americans to a system that trapped them in a vicious cycle of debt and resulting poverty.*

**POINTS:** 1

**REFERENCES:** p. 377-378



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74. By 1877, there were no Republican governments left in the South. How do you account for that?

*ANSWER: Students should look for both internal and external causes. Internal causes would be the violence that was perpetrated against the radical governments. Strong students will analyze the inability of these governments to defend themselves and may focus on the scalawags as a weak link, willing to follow White Supremacy campaigns. Students should also see the external causes of the failure of northerners to continue to support these governments. Better students will point to the racism that was endemic in the North and the serious problems within the Grant administration.*

*POINTS: 1*

*REFERENCES: p. 388-393*