

## Fraser: Chapter 15

Complete the following exercises in order *as you read* the chapter.

### INTRODUCTION

Introductions provide a valuable guide to the material you are about to read, telling you what topics will be covered and how they fit together. If you keep the "big picture" provided by the introduction in mind as you read the chapter, you'll find it much easier to organize your notes, identify important information, and avoid getting lost in the details. With this in mind, re-read the introduction to Chapter 15. As you read, make a list of the key topics you expect to learn about.

### Key Topics

### Key Terms

When you finish reading the chapter, identify and explain the importance of the following terms. Use this list to review your understanding of the chapter.

## Federal Reconstruction Strategy

### Graphic Note Taking: Compare and Contrast

With the war over, attention soon turned to the terms under which southern states would be readmitted to the Union. President Johnson shaped and implemented the first efforts in this context, but Republican anger with Johnson's limited vision of Reconstruction led to impeachment proceedings and congressional control of the process. As you read this section, use a table like the one included below to take notes the differences between Congressional and Presidential Reconstruction. You'll use your table to answer a question when you finish this section.

	Policies	Goals
Presidential Reconstruction		
Congressional Reconstruction		

### Reviewing the Facts

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

1. What were the key elements of Johnson's plans for Reconstruction?

2. Why was Johnson so determined to fight against equal rights for blacks?

3. What were the key provisions of the Reconstruction Act of 1867?

### Making Connections

Take another look at the illustration of the Freedmen's Bureau in action on page 443 of your text book. What role did the Freedmen's Bureau play in the post-war South?

## Graphic Note Taking: Follow Up

Use your notes to help answer the following question. How did Jackson's actions and policies broaden congressional support for "Radical Reconstruction"?

## The Impact of Reconstruction

### Graphic Note Taking: Identifying Key Developments

While debate raged in Washington about the status of newly freed slaves, the former slaves themselves were clear about what they wanted and how they expected to be treated. As you read this section, use a table like the one included below to take notes on the priorities and expectations of the freedmen.

You'll use your table to answer a question when you finish this section.

Political and Civil Rights	Education	Land and Economic Opportunity

### Reviewing the Facts

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

1. What were the most significant accomplishments of Reconstruction state governments?

2. How did the Reconstruction Act of 1867 shape late nineteenth-century education in the South?

3. Why did so many former slaves reject the idea of working for whites for wages? What kind of economic opportunity did they want instead?

### **Making Connections**

Take another look at the drawing of a school operated by the Freedmen's Bureau on page 456 of your text book. Who are the teachers? Where did they likely come from?

### **Graphic Note Taking: Follow Up**

Use your notes to answer the following question. How did former slaves define freedom, and what did they think was required to turn the promise of freedom into a reality?

## **Terror, Apathy, and the Creation of the Segregated South**

### **Graphic Note Taking: Timeline**

By the end of the 1860s, southern whites were engaged in an all-out war against Reconstruction, determined to return to the pre-war political and racial status quo by any means necessary. As you read the section, create a timeline tracing the escalation of political violence in the South, as well as the response of northern officials to that violence. You'll use your timeline to help you answer a question when you have finished with this section.

### **Reviewing the Facts**

Provide a short answer (3-4 sentences) for each of the questions below. It's OK if you need to go back and re-read parts of the section in order to find the answers. The purpose of these questions is not to test you, but to help you discover how much you know and what you might need to review.

1. What were the key goals and characteristics of the post-war Democratic Party in the South?

2. What steps did the federal government take to defend Reconstruction from Democratic "redeemers"?

3. What forms of segregation emerged in the South after 1877? How was segregation enforced?

### **Making Connections**

Take another look at the illustration of two Klan members on page 463 of your text book. What were the Klan's goals?

### **Graphic Note Taking: Follow Up**

Use your notes to answer the following question. In your opinion, is it fair to describe the political violence that accompanied Redemption as "terrorism"? Why or why not?