

The South During Reconstruction

Essential Question

In what ways did government in the Southern states change during Reconstruction?

Reading Guide

Content Vocabulary

scalawag

(p. 529)

carpetbagger

(p. 530)

corruption (p. 530)

integrate

(p. 531)

sharecropping

(p. 531)

Academic Vocabulary

credit (p. 530)

academy (p. 531)

Key People and Events

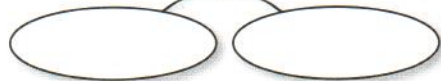
Hiram Revels (p. 529)

Blanche K. Bruce (p. 529)

Reading Strategy

Taking Notes As you read, use a diagram like the one below to describe improvements in the South in the field of education.

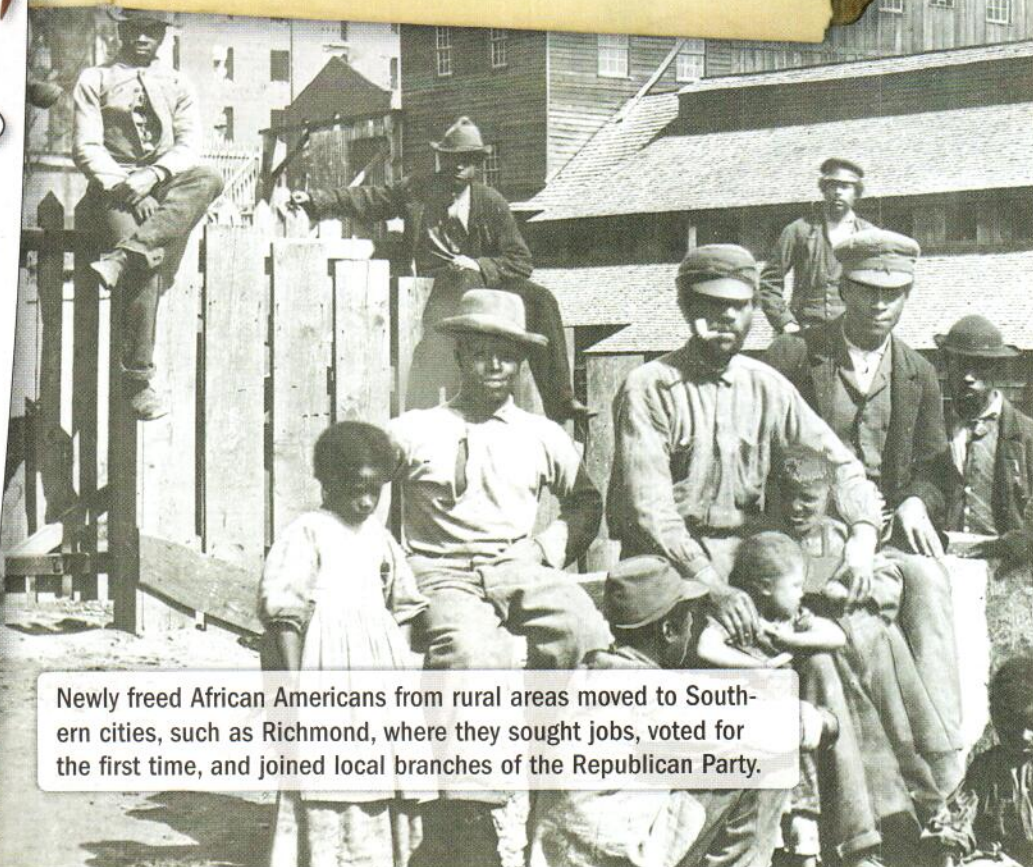
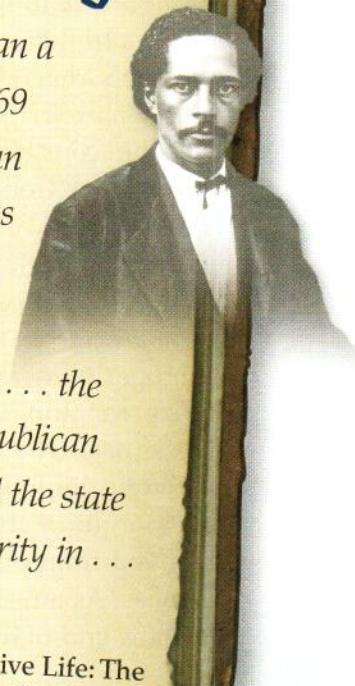
Improvements
in Education



American Diary

John Roy Lynch, once enslaved, ran a business in Mississippi. In the 1869 election—the first in which African Americans could vote—Lynch was elected to the Mississippi state legislature. Lynch later recalled that “the campaign was aggressive . . . the election resulted in a sweeping Republican victory. That party not only elected the state ticket . . . but also had a large majority in . . . the state legislature.”

—from *Reminiscences of an Active Life: The Autobiography of John Roy Lynch*



Newly freed African Americans from rural areas moved to Southern cities, such as Richmond, where they sought jobs, voted for the first time, and joined local branches of the Republican Party.

Reconstruction Politics

Main Idea As African Americans began to take part in civic life in the South, they faced resistance, including violence, from whites.

History and You Do some people today use mean names to refer to someone they don't like? Read to learn what former Confederates called Republican supporters in the South.

During Reconstruction, Republicans dominated Southern politics. Support for the Republican Party came from African Americans, white Southerners who supported Republican policies, and white settlers from the North. These groups were in charge of the state governments.

African Americans in Government

African Americans played an important role in Reconstruction politics, both as voters and as elected officials. In some states they contributed heavily to Republican victories. African Americans did not control any state government, although they briefly held a majority in the lower house of the South Carolina legislature. In other Southern states,

they held important positions, but never in proportion to their numbers.

At the national level, 16 African Americans served in the House of Representatives and 2 in the Senate between 1869 and 1880. **Hiram Revels**, one of the African American senators, was an ordained minister who had recruited African Americans for the Union army. He also started a school for freed African Americans in Missouri and served as chaplain of an African American regiment in Mississippi. Revels remained in Mississippi after the war and was elected to the U.S. Senate in 1870.

Blanche K. Bruce, the other African American senator, also came from Mississippi. A former escaped slave, Bruce taught in a school for African Americans in Missouri when the war began. In 1869 he went to Mississippi, entered politics, and was elected to the U.S. Senate in 1874.

Scalwags and Carpetbaggers

Some Southern whites—such as pro-Union business leaders and non-slaveholding farmers—backed the Republicans. Former Confederates called them **scalwags**, a term meaning “scoundrel” or “worthless rascal.”

Primary Source The African American Church

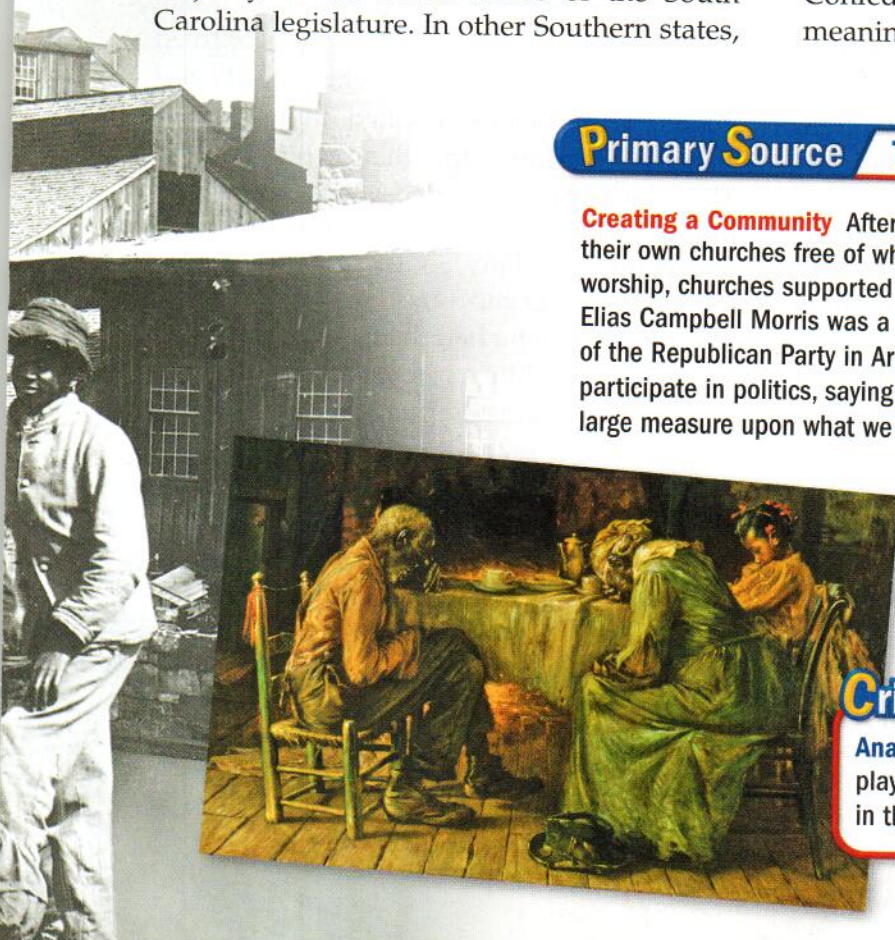
Creating a Community After the Civil War, many African Americans formed their own churches free of white control. In addition to providing a place of worship, churches supported schools, social events, and political meetings. Elias Campbell Morris was a popular African American preacher and a leader of the Republican Party in Arkansas. He encouraged African Americans to participate in politics, saying that improvements in society “will depend in a large measure upon what we prove able to do for ourselves.”

—from *This Far by Faith: Stories from the African American Religious Experience*

◀ In many African American homes, the social, political, and economic life of the family centered around religion.

Critical Thinking

Analyzing Information Why do you think churches played such an important political and social role in the African American community?



People IN HISTORY

Blanche K. Bruce

African American senator from Mississippi

In Mississippi, the election of 1876 was controversial. Many people thought that African Americans were pressured to vote for white Democrats. Bruce stated: *“The conduct of the late election in Mississippi . . . put in question and jeopardy the sacred rights of the citizen.”*



Hiram Revels

First African American senator

Revels wanted to find common ground between African Americans and white Southerners. He felt that in most places in Mississippi, “white people . . . accept as a fact that all men are born free and equal, and . . . are ready to guarantee to my people every right and privilege guaranteed to an American citizen.”



CRITICAL Thinking

1. **Analyzing** How do Revels and Bruce differ in their views of Mississippi politics?
2. **Evaluating** Which view of Mississippi politics do you think is more accurate? Explain your answer.

Many Northern whites who moved to the South after the war also supported the Republicans. Critics called these Northerners **carpetbaggers** because they arrived with all their belongings in cheap suitcases made of carpet fabric. Although some carpetbaggers were dishonest, most were not. Many were reformers who wanted to help the South.

Many Southerners accused Reconstruction governments of **corruption**—or dishonest or illegal actions. Although some officials made money illegally, probably less corruption occurred in the South than in the North.

Resistance to Reconstruction

Most Southern whites opposed efforts to expand African Americans’ rights. Life soon became difficult for African Americans. Most white landowners refused to rent land to freed people. Store owners refused them **credit**—extra time to pay for goods—and employers would not hire them.

Secret societies, such as the Ku Klux Klan, used fear and violence to deny rights to freed men and women. Wearing white sheets and hoods, Klan members killed thousands of African Americans and their white friends. They beat and wounded many more and burned African American homes, schools, and churches. Many Southerners, especially planters and Democrats, backed the Klan. These people, who had the most to gain from the return of white supremacy, saw violence as a defense against Republican rule.

In 1870 and 1871, Congress passed several laws to try to stop the growing violence of the Klan. These laws met with limited success. Most white Southerners refused to testify against those who attacked African Americans and their white supporters.

✓ Reading Check **Explaining** Who were the scalawags and carpetbaggers? Why did many Southerners resent them?

Education and Farming

Main Idea Education improved for both races in the South, but the sharecropping system limited economic opportunities for African Americans.

History and You If you could not attend school, how would the course of your life change? Read about advances in education in the South.

During Reconstruction, African Americans created their own schools. The Freedmen's Bureau also helped spread education. Northern women and African Americans came south to teach in schools. In the 1870s, Reconstruction governments created public schools for both races. Within a few years, about 50 percent of white children and 40 percent of African American children in the South were enrolled. Northern missionary societies set up **academies**—schools for special training. These academies grew into a network of African American colleges and universities, including Fisk University in Tennessee and Morehouse College in Georgia.

Generally, African American and white students attended different schools. Only a very few states required that schools be **integrated**—include both whites and African Americans—but the laws were not enforced.

Along with education, most freed people wanted land. Some African Americans purchased land with the help of the Freedmen's Bank, but most failed to get their own land. The most common form of farmwork for freed people was **sharecropping**. In this system, a landowner rented a plot of land to a sharecropper, or farmer, along with a crude shack, some seeds and tools, and perhaps a mule. In return, sharecroppers shared a percentage of their crops with the landowners.

After paying the landowners, sharecroppers often had little left to sell. Sometimes there was barely enough to feed their families. For many, sharecropping was little better than slavery.

Reading Check **Describing** What was the relationship between sharecroppers and landowners?

Section 3 Review

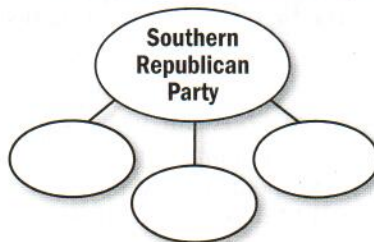
History ONLINE
Study Central™ To review this section, go to glencoe.com.

Vocabulary

1. Use each of these terms in a sentence that will help explain its meaning: **scalawag**, **carpetbagger**, **corruption**, **credit**, **academy**, **integrate**, **sharecropping**.

Main Ideas

2. **Specifying** What kinds of resistance did African Americans face as they tried to exercise their rights as citizens in the South?
3. **Describing** How did Reconstruction governments reform education in the South?
4. **Organizing** Use a diagram like the one below to identify the three main groups that made up the Southern Republican Party.



5. **Analyzing** How did the sharecropping system work to keep African Americans from improving their lives?

6. **Expository Writing** Imagine that you are a journalist in 1869. You are preparing to interview an African American senator from Mississippi, a carpetbagger, and a white Southern planter. Write three questions you would ask each about Reconstruction. Suggest how each person would respond.

7. Answer the Essential Question

In what ways did government in the Southern states change during Reconstruction?

What were people's lives like in the past?

These two pages will give you some clues to everyday life in the United States as you step back in time with TIME Notebook.



PHOTO RESEARCHERS

New Railway Crosses the Country

GETTING THERE

By now, you have probably heard that the tracks of the Union Pacific and Central Pacific railways met up in Utah on May 10, 1869—completing the first transcontinental railroad in the United States. A pioneer named **ALEXANDER TOPONCE** wrote about the events that day:

“When they came to drive the last spike, Governor Stanford, president of the Central Pacific, took the sledge, and the first time he struck he missed the spike and hit the rail.

“What a howl went up! Irish, Chinese, Mexicans, and everybody yelled with delight. ‘He missed it. Yee.’ The engineers blew the whistles and rang their bells. Then Stanford tried it again and tapped the spike and the telegraph operators had fixed their instruments so that the tap was reported in all the offices east and west, and set bells to tapping in hundreds of towns and cities. . . . Then Vice President T. C. Durant of the Union Pacific took up the sledge and he missed the spike the first time. Then everybody slapped everybody else again and yelled, ‘He missed it too, yow!’

“It was a great occasion, everyone carried off souvenirs and there are enough splinters of the last tie in museums to make a good bonfire.”

VERBATIM

WHAT PEOPLE ARE SAYING

“ I will never pay a dollar of your unjust fine. ”

SUSAN B. ANTHONY,
after being arrested and fined \$100
for voting in the 1872 election

“ Mr. Watson, come here. I want you! ”

ALEXANDER GRAHAM BELL,
in 1876, making the first
phone call to his assistant

“ The shouts, groans, curses, smashing of seats, screams of women, shuffling of feet, and cries of terror created a pandemonium that will stand out in my memory as the hell of hells. ”

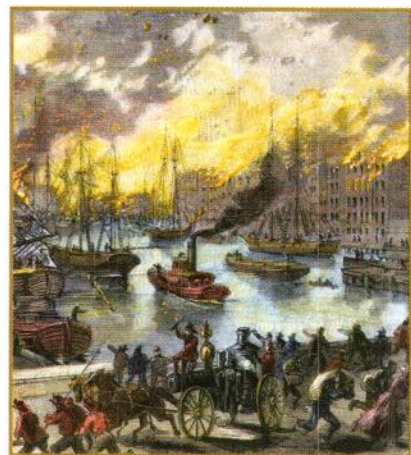
HELEN TRUMAN,
an audience member
at Ford's Theater the night
Lincoln was shot in 1865

“ It seemed like it took a long time for freedom to come. Everything just kept on like it was. ”

MILLIE FREEMAN,
former enslaved African American,
about life after the Civil War

“ Forty miles away we still saw the brilliant flames looming above the doomed city. ”

JOHN CHAPIN,
a witness to the Great Chicago Fire
in 1871, which killed 250 people
and destroyed 18,000 buildings

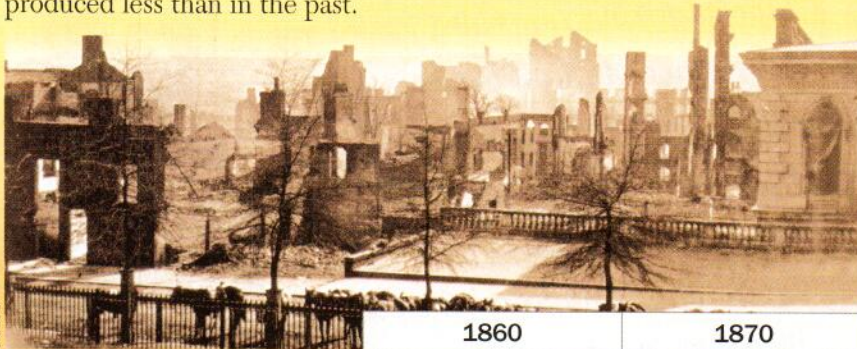


NORTH WIND PICTURE ARCHIVES / ALAMY

VIRGINIA STATS

State of the Union

Richmond had been the capital of the Confederacy—and Virginia paid the price after the Civil War. One of the states most ravaged by battles, Virginia's farm values sank from fifth in the country to tenth. The state tried to get new business by lowering taxes. That led to more factories, but they produced less than in the past.



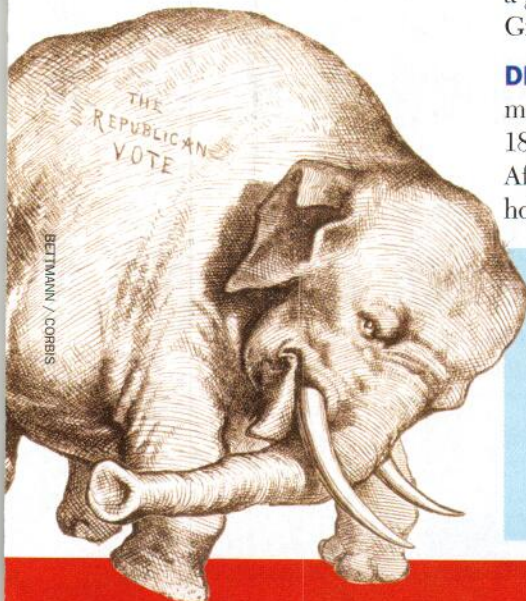
CORBIS

	1860	1870
Number of Farms	86,468	73,849
Value of Farm Land	\$371.8 million	\$213 million
Number of Factories	5,385	5,933
Value of Manufactured Products	\$50.7 million	\$38.4 million

MILESTONES

EVENTS AND PEOPLE OF THE TIME

DRAWN. An elephant to represent jittery Republican voters by Thomas Nast before the presidential election in 1874. Looks like his symbol for Republicans might stick—after all, Nast is the artist who drew a mule to represent Democrats.



STRETCHED. Baseball fans in 1882 in what is becoming known as the “seventh inning stretch.” The athletic director of New York’s Manhattan College baseball team felt sorry for fidgety students in the crowd and told them to stand up and stretch during a game. Word has it that New York Giants fans will copy the practice.

DRIVEN OUT. African American members of the Georgia legislature in 1868, after white members claimed that African Americans might vote but not hold office.

NUMBERS

UNITED STATES AT THE TIME

2 cents About the price per acre the United States paid for Alaska in 1867—the total price is \$7.2 million

600,000 Approximate number of African Americans in the South who had enrolled in school by 1877

\$125 Price of a typewriter, invented by Christopher Sholes in 1868

120,000,000,000 Number of locusts in a swarm that reached a mile high, 100 miles wide (161 km), and up to 300 miles long (483 km), wiping out crops in the West in 1874



MARY EVANS PICTURE LIBRARY / ALAMY

10,000 Number of people who went to the first Kentucky Derby horse race in 1875

CRITICAL THINKING

Speculating Based on Susan B. Anthony’s reaction to her voting fine, what personal and philosophical qualities do you think she had?

Assessing How might the values of Virginia’s farm and manufacturing economies have affected the lives of its citizens after the Civil War? Use the table to help explain your answer.