



The End of War

The Civil War ended in 1865 when of the Confederacy
 to the Union at Appomattox.

Cost of the war:

- Over ; thousands injured
- Over
- Southern farmland and infrastructure

Post-Civil War Challenges

Much of the Southern and were
ravaged by war.

About enslaved persons were now freed.

The Union needed to be .



Questions for Reconstruction

How should the Southern economy and society be ?

What should be done to former enslaved people?

How should states be ?

What should the be for Confederate leaders?



Lesson Objectives

By the end of this lesson, you should be able to:

- Describe the plans for Reconstruction.
- Examine the by to presidential plans for Reconstruction.
- Compare and contrast the presidential and congressional for , and analyze their effects.

**Words to Know**

Write the letter of the definition next to the matching word as you work through the lesson. You may use the glossary to help you.

- | | |
|---------------------|---|
| ___ disenfranchised | A. law used by a military government occupying an area |
| ___ martial law | B. the power of one branch of government to reject a proposal from another branch of government |
| ___ repudiate | C. the act of being denied the right to vote |
| ___ vagrancy | D. the act of refusing to be associated with a specific action, event, or responsibility |
| ___ veto | E. the laws that were passed regarding specific actions, such as loitering |

?

Lesson
Question

Slide

2

Lincoln's Plan for Reconstruction

Lincoln's plan for Reconstruction was called the .

- Readmitted any state in which of the swore a loyalty to the Union
- Required states to
- Confederates who swore loyalty to the Union

A moderate plan was designed to reunite the nation quickly.

“With malice toward none, with charity for all . . . let us strive on to

we are in, to bind up the

”

– Abraham Lincoln,
Second Inaugural Address, 1865

Slide

2

Wade-Davis Bill (1864)

- Proposed by Benjamin Wade and
Henry Winter Davis
- Required of each state's white males to swear loyalty to Union
- Passed by Congress, , or rejected, by President Lincoln

1. No person who has held . . . any office, civil or military . . . shall

be a member of

2. Involuntary servitude is forever

3. No debt . . . shall be recognized or paid by the

– *Wade-Davis Bill, 1864*

Slide

4

Republican Divide

The Republican Party over how to approach Reconstruction in the South.

<p><input type="text"/> Republicans sided with Lincoln.</p> <ul style="list-style-type: none"> • Hoped for immediate <input type="text"/> • Believed that too much change would create conflict 	<p><input type="text"/> Republicans believed the South should be <input type="text"/>.</p> <ul style="list-style-type: none"> • Concerned <input type="text"/> would encourage slavery to continue • Threatened to deny congressional representation for Southern states
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Lincoln's Assassination

On April 14, 1865, President Lincoln was at Ford's Theatre in Washington, DC.

- was the assassin.
- Lincoln died the next morning.
- Vice President was sworn into office as president.
- Booth and his co-conspirators were tracked down and .

Slide

4

Andrew Johnson (1808–1875)

- Was born into poverty in North Carolina; eventually moved to Tennessee and opened a tailor shop
- Entered into politics and became a from Tennessee
- Remained in Senate when Southern states
- Became in 1864 and in 1865

Johnson's Plan for Reconstruction

Johnson's plan kept most of Lincoln's Ten Percent Plan.

The plan (denied the right to vote) military officers and those who owned worth over .

- Could petition for – Johnson eventually pardoned people
- Immediately pardoned those who owned
- Called for state to establish new governments

Slide

4

Circle the Confederate states.

**The United States
after the Civil War**



Readmission of the States

To qualify for readmittance, states had to:

- the Amendment, which slavery.
- **repudiate**, or refuse to be associated with, .
- acts of .

On December 6, 1865, Johnson announced that the Union was .

Slide

4

Circle US territories.

The United States December 1865



7

Government in the New South

were held to reestablish government in the South.

- Many who were elected to state legislature came from the

.

Power had been returned to the .

Johnson did not call for new elections.

Slide

7

Black Codes

Black Codes were established by new legislatures of readmitted states.

These codes rights and of African

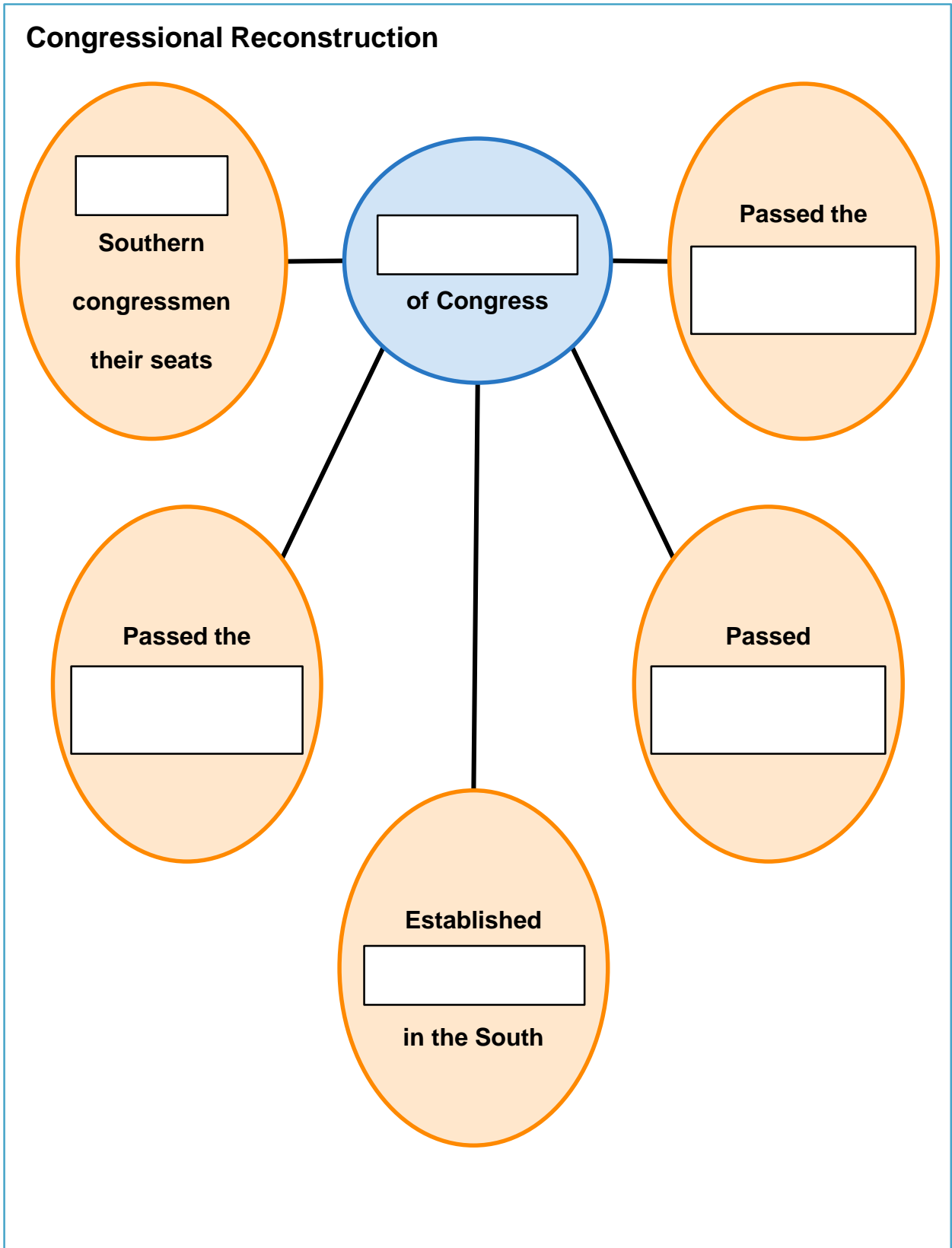
Americans.

- Limited the African Americans could own
- Limited the type of African Americans could engage in
- Established strict which were passed regarding specific actions, such as loitering
- Required and
- Set for failing to follow laws

They were typically enforced by the and police.

Slide

9



Slide

9

The Civil Rights Act of 1866

- Granted to all persons born in the United States
- Outlined the rights that were granted to citizens of the United States – including former enslaved people
- by President Johnson
- Overturned when the act both houses of Congress with a two-thirds vote

Reconstruction Act of 1867

The 1867 Reconstruction Act into five different military districts and established .

It granted Southern states readmission to the Union upon compliance.

- Initially did not comply

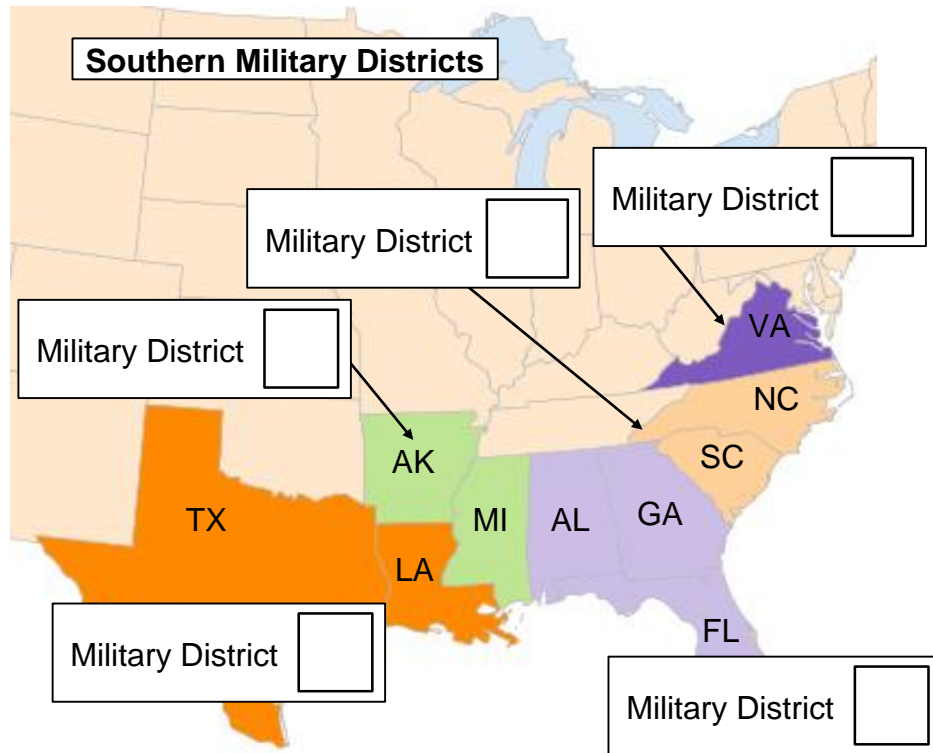
Congress passed additional acts that allowed military personnel to

and .

Slide

9

Label the five military districts.



Johnson vs. the Radicals

The Radical Republicans were pushing for to be granted to former enslaved persons.

Johnson extending rights any further.

- He vetoed Reconstruction bills.
- Several vetoes were with a two-thirds majority vote.

The that built over Johnson's term as president would lead to his

.

Slide

11

Tenure of Office Act

The act was passed to President Johnson's powers.

It prohibited him from removing presidential appointees without

.

Johnson suspended (and then later fired) Secretary of War

.

- Stanton Johnson's Reconstruction policies

Johnson's Impeachment

In 1868, Congress attempted to Johnson from office.

Official reasons for impeachment:

- Act
- Congress
- presidential powers

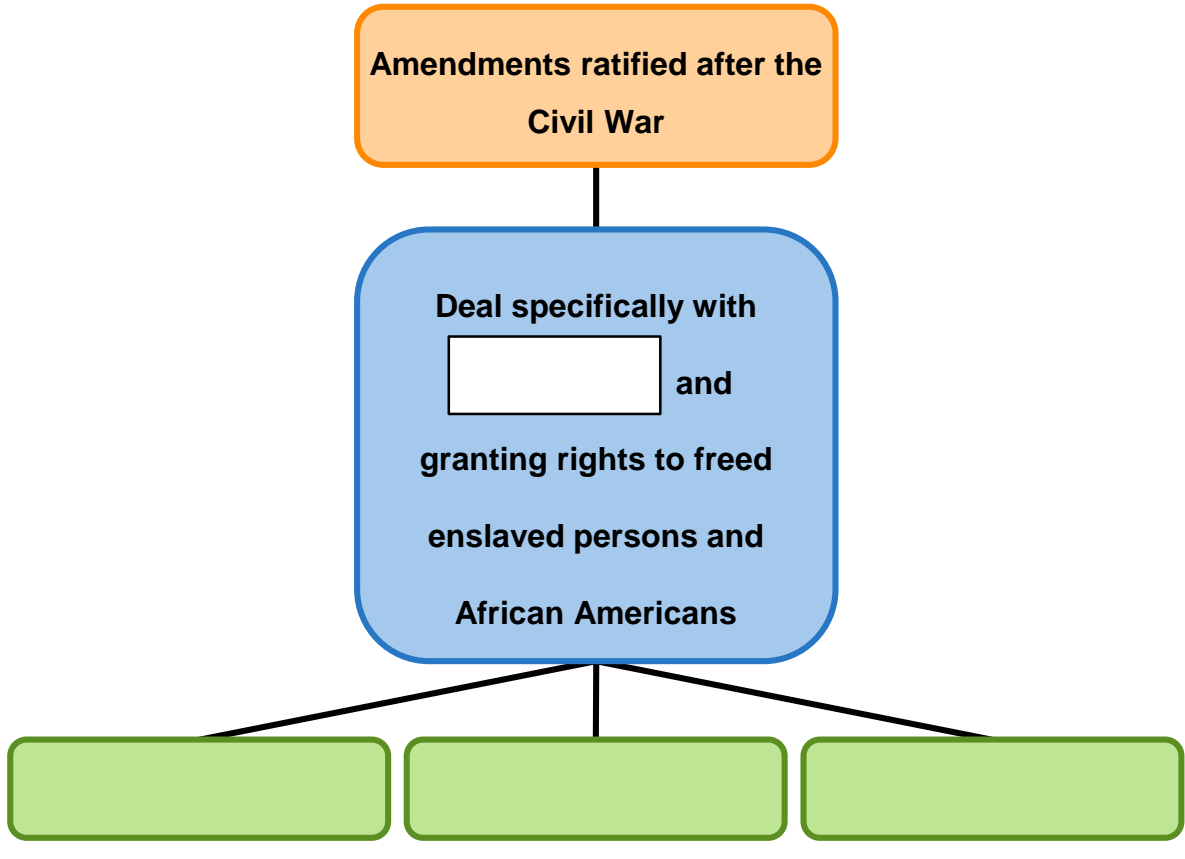
In a final vote of 35 to 19, Johnson kept his position.

- One vote short of a majority

Slide

15

The Reconstruction Amendments



The Thirteenth Amendment

The Thirteenth Amendment declared that [] would [] within the United States or anywhere within its jurisdiction.

- [] could still exist as [] for a crime.

It was ratified on December 6, [].

Slide

15

Debate Over the Thirteenth Amendment

<ul style="list-style-type: none"> • Wanted a complete end to the institution of slavery • Wished to include discrimination clauses that would <input type="text"/> discrimination against <input type="text"/> 	<ul style="list-style-type: none"> • Pushed for the reinstatement of <input type="text"/> • Would allow states to choose to continue the institution of slavery

17

The Fourteenth Amendment

- Defined as anyone born in the United States
- Prohibited states from inherent rights to life, , and property without due process of the law
- Could not deny individuals of the law
- Ratified on July 9, 1868

Slide

17

The Fifteenth Amendment

- Guaranteed for all male citizens in the United States

- Ratified on February 3,

Southern states found ways to the amendment.

- and

Not fully enacted until 1965 when these practices were

- of 1965

Summary

Presidential and Radical Reconstruction

**Lesson
Question**

How did Presidential Reconstruction and Radical Reconstruction differ?

**Answer**

Slide

2

Review: Presidential Reconstruction: Lincoln

Sought swift of the Union

Lincoln's Ten Percent Plan required that:

- of the voters in the 1860 election swear an oath of to the Union.
- slavery be in all states.

His assassination left the plans for Reconstruction up for .

Slide

2

Review: Presidential Reconstruction: Johnson

Johnson built upon Lincoln's plan by adding that:

- officers and those who owned worth over \$20,000 could not .

He angered Congress by over

.

Review: Johnson and Reconstruction

During Presidential Reconstruction, were passed in order

to the rights of African Americans.

Congress responded by passing Radical Reconstruction measures.

- Southern congressmen their seats
- Passed the
- Established

Slide

2

Review: Johnson's Impeachment

- Johnson tried to block Congress's actions by legislation.
- Many of his vetoes were .
- Johnson angered Congress by attempting to fire Secretary of War .
- Congress tried to remove him from office; they by one vote.

Review: Reconstruction Amendments

Dealt specifically with slavery and to former enslaved persons and African Americans

13th Amendment –

14th Amendment – defined and established

under law for citizens

15th Amendment – extended rights to citizens



Summary

Presidential and Radical Reconstruction

Use this space to write any questions or thoughts about this lesson.



Emancipation

When the Civil War ended, more than enslaved persons were .

- Sought to their families
- Established their own and
- Found new opportunities
- Demanded civil and political rights

Southern Reaction

White Southerners felt a variety of emotions, including and .

- They had property and loved ones.
- Land and property were .
- The they knew was gone.
- Some the South.
- Some reacted with violent .



Lesson Objectives

By the end of this lesson, you should be able to:

- Describe the made by African Americans during Reconstruction.
- Analyze the reasons for the resurgence of leadership in the South.
- Describe the disputed of 1876 and its effect on the end of Reconstruction.



Words to Know

Write the letter of the definition next to the matching word as you work through the lesson. You may use the glossary to help you.

- | | |
|----------------------|--|
| _____ carpetbaggers | A. a law that protects against illegal imprisonment by requiring that an individual be presented before a judge or court when accused of a crime |
| _____ electoral vote | B. individuals from the North who went to the South after the Civil War seeking personal financial gain |
| _____ habeas corpus | C. individuals, specifically white Southerners, who supported the policies of radical reconstruction |
| _____ nostalgia | D. votes cast by representatives of each state during presidential elections through the electoral college |
| _____ scalawags | E. a desire to return to a condition of the past or sentimentally remembering a place during its former glory |



Lesson Question

Slide

2

Progress for African Americans



Freedman's Bureau

The was created to help newly freed African Americans adjust to .

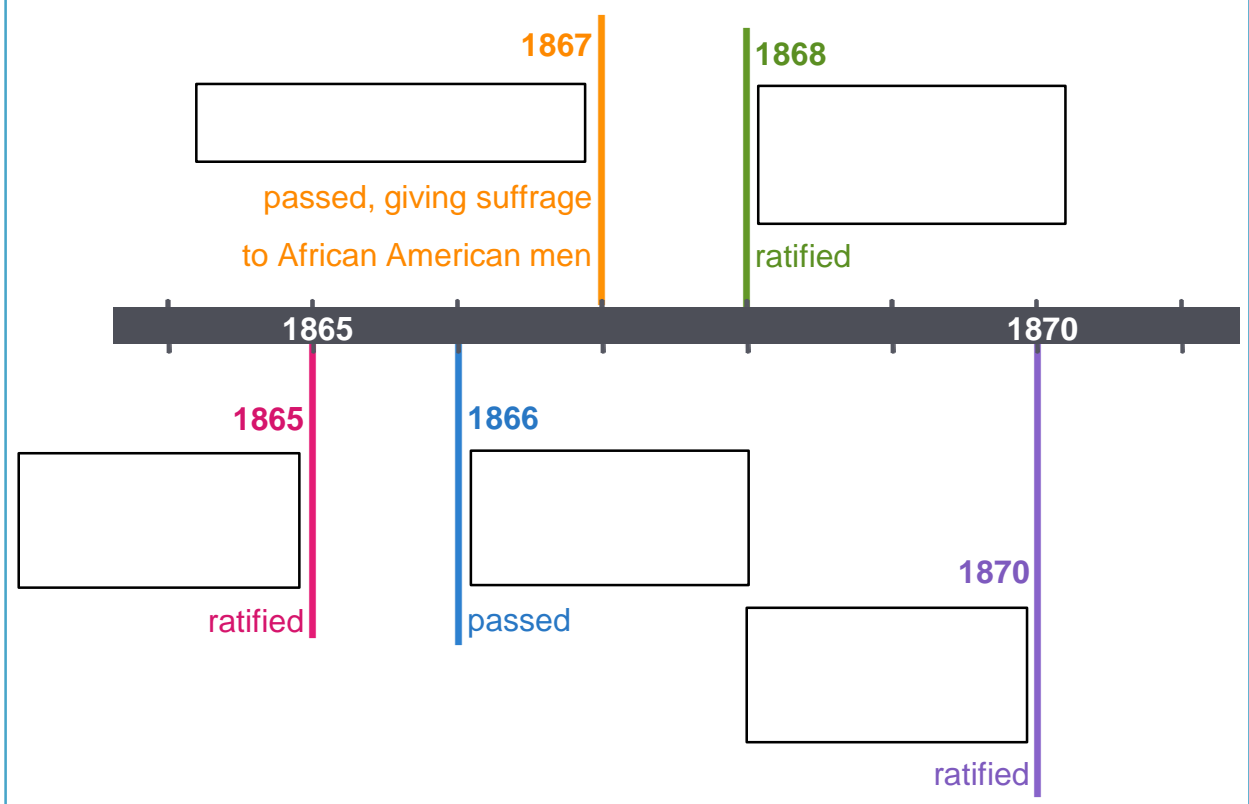
- Registered
- Negotiated
- Built more than 3,000
- Trained

Other private and charitable organizations also worked to bring to the South.

Slide

2

Civil Rights for African Americans



Slide

2

Reconstruction Amendments

During Reconstruction, to the Constitution
extended to African Americans.

**Thirteenth
Amendment**



slavery and involuntary servitude

**Fourteenth
Amendment**



Established that all persons born in the US are

**Fifteenth
Amendment**



Prohibited states from
based on race or previous condition of servitude

Slide

2

Constitutional Delegates

governments chose delegates to draft new .

The delegates were made up of three groups.

- – Northerners who sought personal gains in the South during Reconstruction
- – White Southerners who supported Radical Reconstruction
- – 265 men, both former enslaved and free, served as delegates

4

African Americans and Government

African Americans extensively in Reconstruction governments.

- They were elected to , state, and positions in government.
- Almost African Americans served in Southern state legislatures.
- Sixteen African Americans served as from the South.

Slide

4

Hiram Revels (1822–1901)

- Was African American to serve in
- Was born in North Carolina; attended in Illinois
- Served as to an all-African American regiment during the war
- Was chosen by the Mississippi legislature to serve in the in 1870

Blanche Bruce (1841–1898)

- Was born into as the son of an enslaved mother and a wealthy Virginia planter father
- Was by his father in 1850 and moved to Kansas, where he established first for black children
- Became a wealthy in Mississippi
- Was to the by the state legislature in 1874

6

Violence against Freedmen

Violence against newly freed African American persons began almost immediately.

- Those who tried to leave were often or killed.
- Those who refused to to whites were .

Slide

6

Violence against Freedmen

White sometimes attacked African Americans.

A mob in in 1866 targeted African American churches and schools.

- 46 were ; 70
- mostly killed
- Mob aided by
- Hundreds of buildings

The Ku Klux Klan

The Ku Klux Klan was formed by former to

deprive African Americans of their .

- Was established in 1866 in
- to hide their identities
- Used , fear, and intimidation

The movement soon across the South.

Slide

8

The Power of the Vote

In the , African American voters made their voices heard with the vote.

Republican Ulysses S. Grant Democrat Horatio Seymour.

- Easily won the , or the votes cast by representatives of each state during presidential elections through the electoral college
- Narrowly won popular vote – made the difference

Ulysses S. Grant (1822–1885)

- Was a famed credited with winning the Civil War
- Was elected to the presidency in and served
- Led the Republicans in a campaign for continuing

Slide

8

Progress Under Grant

During Grant's first term, [] worked to [] the freedoms of African Americans.

- Passed [], which guaranteed suffrage for all male citizens
- Passed the [] of 1871 (the Ku Klux Klan Act), which gave Grant the right to [] **habeas corpus** (the law that protects against [] by requiring that an individual be presented before a judge or court when accused of a crime) and [] the KKK.

Grant was [] to second term.

11

Republican Breakdown

Support for [] weakened during Grant's second term.

- Members of Grant's staff were accused of taking [].
- Many believed the South should [] its own problems.
- The Republican Party split, and a new [] was formed.

Slide

11

Economic Breakdown

- Began when several banks

- Caused the stock market to

This led to an economic

- 18,000 businesses

in just two years

- By 1876 unemployment was at

13

The Election of 1876

candidate Rutherford B. Hayes, governor of

candidate Samuel J. Tilden, governor of

Results of the Election of 1876

- Tilden won the popular vote.
- He was one vote short of a majority in the electoral vote.
- Votes in four states – South Carolina, Oregon, Florida, and Louisiana – were disputed.

Slide

13

Compromise of 1877

The ended the controversy.

- Republican would assume the .
- Hayes would to his cabinet.
- Federal troops would be from the South.

would come to an .

Election of 2000**REAL-WORLD CONNECTION**

Democrat won the popular vote.

Republican won the electoral vote.

- The vote in was disputed.
- The gave those votes, and the election, to

.

Summary

Impact of Reconstruction



Lesson Question

How did opposing politics affect the course of Reconstruction?



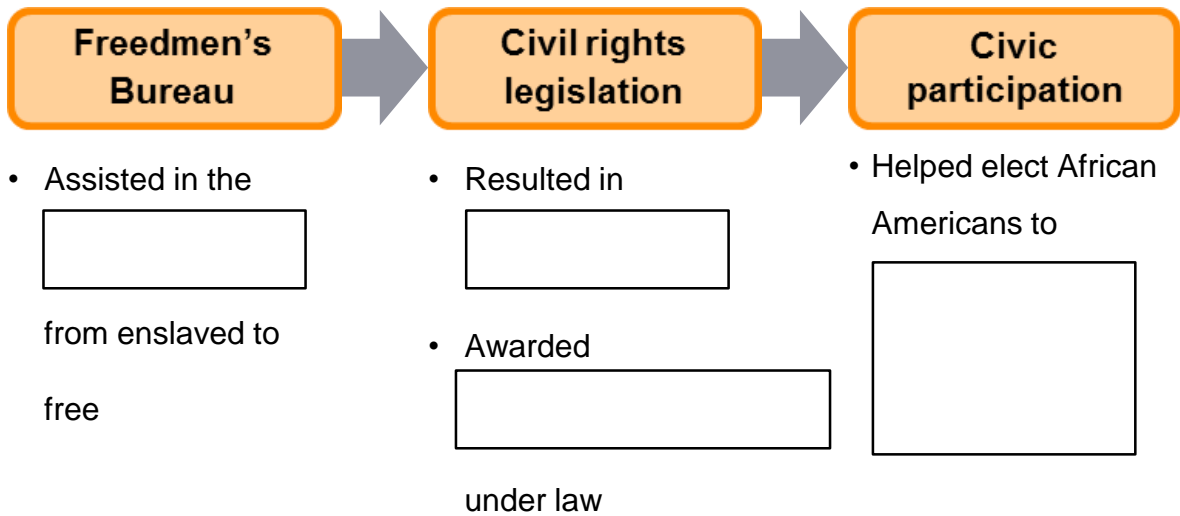
Answer

Slide

2

Review: Progress Under a Republican Government

During the early days of Reconstruction, made social and political .



Slide

2

Review: Opposition to Reconstruction

African Americans faced

and

- A mob in

in 1866 targeted African American

and schools.

Review: Rise of the Democrats

Support for the Democratic Party

Panic of 1873

Republican scandal

Election of 1876

Compromise of 1877

- Economic depression created

over government

strength.

- Reports of

created a cloud

over the

Republican

Party.

-

won the popular

vote, but not the

electoral vote.

- Republican Rutherford B. Hayes is made

- Reconstruction



Summary

Impact of Reconstruction

Use this space to write any questions or thoughts about this lesson.

Warm-Up | Failures of Reconstruction



The South under Reconstruction

The Civil War ended in 1865, but the nation, particularly the , had to rebuild.

Reconstruction (1865–1877) was a period of in the South.

- Economic, social, and political

Goals of Reconstruction

Reincorporate the South into the

Assist African Americans in transition from slavery to

Establish under for African Americans

Warm-Up | Failures of Reconstruction



Reconstruction Amendments

13th Amendment	Abolished <input type="text"/>
14th Amendment	Defined <input type="text"/> , granted equal <input type="text"/> to citizens, and protected inherent rights.
15th Amendment	Granted <input type="text"/> to all <input type="text"/> regardless of "race, color, or previous condition of servitude"

Resistance to Reconstruction

White southerner conservatives resisted and rolled back the promises of Reconstruction.

- In 1865, state legislatures throughout the south enacted so-called that the rights of African Americans.
- Groups like the terrorized African Americans during Reconstruction.

Warm-Up | Failures of Reconstruction



Lesson Objectives

By the end of this lesson, you should be able to:

- Examine the reasons for the development of and tenant in the South during Reconstruction.
- Investigate the origins of legal segregation, including the passage of laws.
- Describe how the against Reconstruction resulted in growing against African Americans.
- Summarize the of the nation to fulfill the promises of Reconstruction.



Words to Know

Fill in this table as you work through the lesson. You may also use the glossary to help you.

<input type="text"/>	a system of agriculture in which a landowner provides a farmer with seed and supplies, and pays the farmer in a share of the crop
<input type="text"/>	a term taken from a popular minstrel show character. Used to refer to laws that restricted the rights of African Americans and segregated the races
<input type="text"/>	death at the hands of a mob, typically by hanging

**Lesson
Question**

Slide

2

War and the Southern Economy

After the Civil War, the Southern economy was severely .

- Crops
- left untended
- Infrastructure

Emancipation meant that the would have to change its system and culture.

The Desire for Land

Land was to Southern society.

- It demonstrated and status.
- Freed African Americans regarded land in the way as whites.

Many formerly enslaved people in the South established on abandoned land.

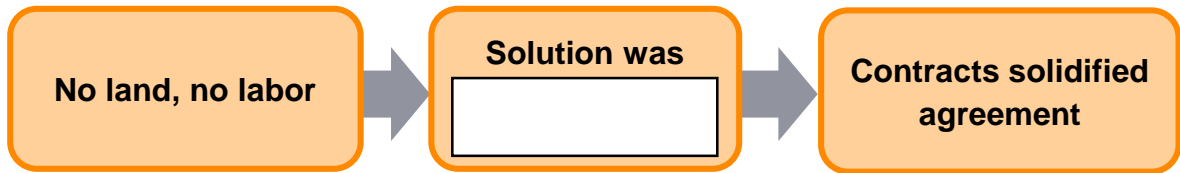
- President returned this land to former .

Instruction | Failures of Reconstruction

Slide

2

The Rise of Sharecropping



- Formerly people had no land, and had no laborers.
- This is a system of farming in which a portion of the is given as rent to the landlord.
- Contracts were signed between landowner and laborer.
- Contracts favored the .

4

Life under Sharecropping

With Emancipation, African Americans enjoyed new freedoms. They could legally and choose where and how to .

However, sharecropping trapped many African American and white farmers in a cycle of .

- Laws gave power over the sale of sharecroppers' portions.
- loans and inflated pricing of supplies hurt sharecroppers.
- Overproduction of cotton led to a in its price.
- New laws sharecroppers' freedom to leave the farm.

Slide

7

Civil Rights Act (1875)

Passed by the Congress as Reconstruction came to an end

Designed to ensure access to facilities regardless of race, color, or previous condition of servitude

- Made it illegal to deny access
- Was enforced

The Supreme Court Decision

In 1883, several cases on civil rights came before the .

- Some sued after being denied better theater seats, access to a hotel dining room, and seats on a train.

The Supreme Court declared the Civil Rights Act of 1875 .

- It determined that the government did not have the authority to regulate facilities based on the Fourteenth Amendment.

Instruction | Failures of Reconstruction

Slide

9

Impact of the Decision

According to the ruling, the Amendment applied only to and not to private businesses.

- Opened the door for legal racial in the South
- Led to the rise of laws.

Jim Crow

Jim Crow was the name commonly used to refer to laws that the rights of African Americans.

- Named after a character in a show
- African Americans and whites; limited
- the rights of African Americans

Slide

9

Plessy v. Ferguson, 1896

In 1896, an important challenge to Jim Crow came before the Supreme Court.

- In *Plessy v. Ferguson*, the plaintiff argued that Louisiana's Separate Railcars Act violated his 13th and Amendment rights.
 - The Court upheld segregation, claiming that "
- facilities for African Americans were constitutional.

Impact of Jim Crow Laws

Jim Crow laws extended into areas of society.

- Limited the of African Americans
- Established segregation

The laws nullified many of the of Reconstruction.

Slide

11

Voting Laws

New laws were enacted by states to effectively African Americans the right to vote.

<input type="text"/>	required citizens to pay a tax to vote
<input type="text"/>	required citizens to pass a reading test
<input type="text"/>	exempted those who were voters before 1867 and their descendants from poll taxes and literacy tests

These laws ensured that only could vote.

The Civil Rights Movement**LOOK AHEAD**

The struggle for civil rights continued into the century.

The gave rise to the civil rights movement.

- In 1964, Congress passed the Civil Rights Act, banning in the US.
- In 1965, Congress Passed the Voting Rights Act, prohibiting racial in voting.

Instruction | Failures of Reconstruction

Slide

13

The Threat to White Society in the South

Emancipation and Reconstruction threatened Southern .

- Overthrew the economic system based on
- Challenged established social and system

Many whites were by these changes.

15

White Supremacy Groups

White supremacy groups grew in response to Reconstruction.

- Believed that whites were to, or better than, other races
- Promoted supremacy over African Americans
- Included groups such as the White Brotherhood and the (KKK)

Instruction | Failures of Reconstruction

Slide

15

Unprotected in the South

The pulled out of the South in 1877, signaling the official of Reconstruction.

- This left African Americans and white Republicans from threats of .

At the same time, Jim Crow laws had become more common.

- and white supremacist groups took it upon themselves to these laws.

With the end of Reconstruction, protections for African Americans and sympathetic whites .

A Reign of Terror

White supremacy groups used violence and to intimidate and African Americans and white Republicans.

- Beatings, robberies, destruction of , and , often by lynching, were common.
- are large groups of people who intend to a person by lynching, typically hanging.

Instruction | Failures of Reconstruction

Slide

15

The Impact of Violence

Violence against African Americans by supremacist groups and lynch continued well into the 1960s.

Violence and Jim Crow laws further the races and promoted .



Summary

Failures of Reconstruction



**Lesson
Question**

How did backlash against Reconstruction affect the status of African Americans in the South?



Answer

Empty answer box for the lesson question.

Summary | Failures of Reconstruction

Slide

2

Review: Sharecropping

After the Civil War, many formerly enslaved persons returned to work on plantations as .

Contracts often favored the .

Sharecroppers were trapped in a cycle of and tied to the farm.

African Americans had chance to make real economic gains.

Review: Jim Crow Laws

Enacted to the freedoms and rights of African Americans

in prevalence after the Supreme Court declared the Civil

Rights Act of 1875

Included laws and segregation laws

Limited the social and political of African Americans

Summary | Failures of Reconstruction

Slide

2

Review: Violence

Violence in response to Reconstruction and changes to .

White supremacist groups African Americans and white Republicans.

were responsible for much of the violence.

The 1877 withdrawal of left African Americans unprotected.

Summary

Failures of Reconstruction

Use this space to write any questions or thoughts about this lesson.



Freedmen's Bureau

The was created to help formerly enslaved people .

- Provided and
- Settled land disputes and other

The Bureau faced opposition from some .

Southern Resistance

Most Southern whites did not support Reconstruction.

- They felt Northerners were at their expense.
- They refused to share power with .
- They used and to keep their power and privileges.

Racial Violence

Some white Southerners believed in the idea of .

- Thought were than others simply because of their skin color
- Formed violent groups such as the



Lesson Objectives

By the end of this lesson, you should be able to:

- Analyze the factors that contributed to the growth of during .
- Describe the impact of on Southern culture and African American society.
- Examine the to white supremacy groups and race-related violence during Reconstruction.



Words to Know

Fill in this table as you work through the lesson. You may also use the glossary to help you.

	a Northerner who sought personal or political gain in the South during Reconstruction
	a death at the hands of a mob, typically by hanging



Lesson Question

Slide

2

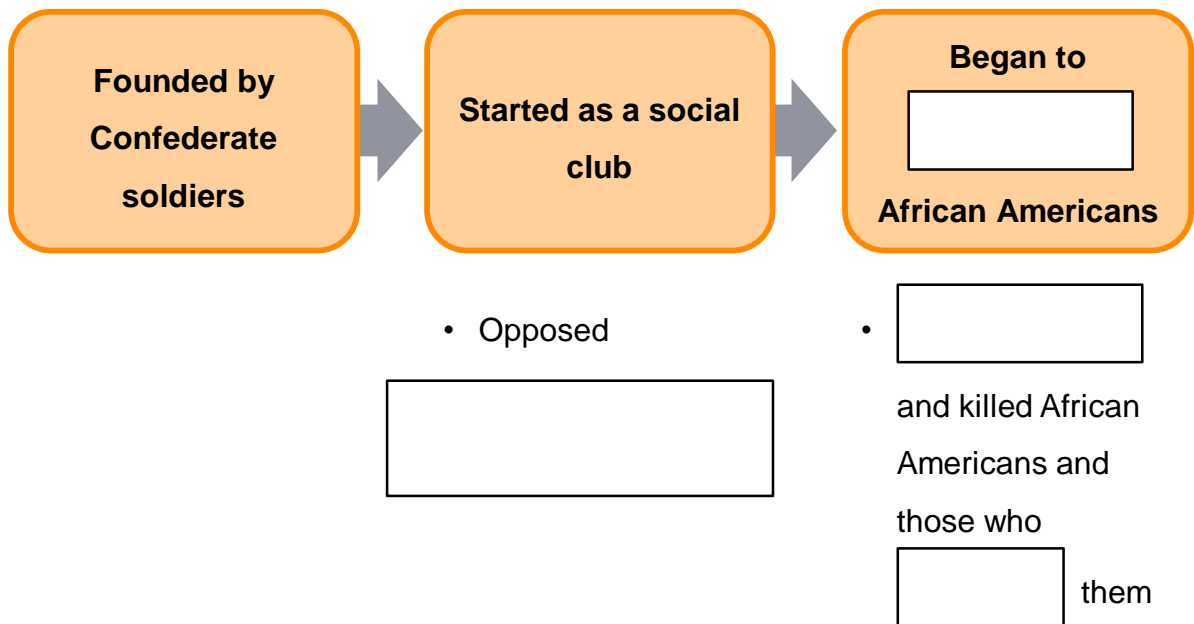
White Supremacy Groups

Some white Southerners formed many different groups.

- Knights of the White Camellia
- The White League
- The Red Shirts
- The

The Ku Klux Klan

The Ku Klux Klan was the largest and white supremacy group.



Slide

2

Nathan Bedford Forrest (1821–1877)

- Was the of the Ku Klux Klan
- Served as a Confederate general
- Improved the fighting tactics of the Confederacy's cavalry during the war
- Massacred Union soldiers at Fort Pillow, Tennessee

The Secrecy of the Klan

Klansmen wore and over their horses.

They disguised themselves because they:

- committed .
- could have been punished by the if identified.

4

The Klan Grows Powerful

The KKK attracted angry Southern whites who blamed for:

- Southern farms and cities in the Civil War.
- ending .
- “” in Southern governments.

Slide

7

Freedmen's Bureau Schools

The Klan targeted .

- Believed African Americans should not be
- schools
- and white teachers and black students

Carpenters

The Klan also targeted .

- who went to the South seeking
- or gain
- Wanted to help people
- Supported equality for African Americans by as or

Slide

7

Scalawags

The Klan also attacked .

- accused of working with the
- Southerners who secession and the Civil War
- who wanted more power

9

Acts of Terrorism

The Klan used violent acts of .

-
-
- Murder, usually by , which were executions by hanging.
- carried out by the Ku Klux Klan to terrorize its enemies.

12

Radical Republican Reaction

Klan violence proved to some that the South had not learned its lesson.

in Congress were determined to stop the violence.

- Believed should be passed
- Wanted more and for African Americans

Slide

12

New Laws and Amendments

Because of Northern anger about the Klan, Radical Republicans were able to pass new laws.

Established military control of the South

Gave citizenship to African Americans

Gave the right to vote to African American men

14

The Enforcement Acts

Between 1870 and 1875, Congress passed the Enforcement Acts.



- Allowed the US government to use to protect African Americans' rights

- Declared in areas where Klan violence was at its worst

- Sent hundreds of Klan members to jail
- Led to thousands more paying fines or fleeing

Slide

16

The Waning of the KKK

By the 1880s, the Klan had mostly .

This happened because:

- the had been partly successful.
- had retaken control.
- with Democrats in power, there was for the Klan.

The Future of the Klan

LOOK AHEAD

The Ku Klux Klan has gone through different phases throughout American history.

It nearly disappeared after Reconstruction .

It in an even more popular form in the .

Summary

Supremacy Movements

?

**Lesson
Question**

How did white supremacy groups affect the South during Reconstruction?

✓

Answer

Slide

2

Review: Formation of White Supremacy Groups

Some white Southerners joined after the Civil War.

The was the largest and most powerful of these groups.

- The Klan became popular because many Southerners blamed

for their problems.

Slide

2

Review: Terrorism

The Klan used to intimidate people.

- Attacked , ,
, and
- Used acts of such as whippings, nighttime raids,
and murder

Review: US Government Response

reacted with strong measures to fight the Klan.

Congress proposed and passed the

.

The Klan when the took
back control from the Republicans.



Summary

Supremacy Movements

Use this space to write any questions or thoughts about this lesson.



Getting to the West

People were drawn to the West to seek new opportunities.

- Plentiful, rich
- New
- The discovery of in California

Traveling West

People had three ways to travel west in the early 1800s:

- Overland by
- By sea in ships around the tip of
- By sea to , followed by a land crossing and another sea voyage

Draw lines to show three routes used to travel west in the early 1800s.





Taking Wagons West

It was a long journey of:

- 2,000 miles.
- up to of travel.

There were many dangers, such as:

- hostile American Indian .
- long stretches without .
- .
- .



Lesson Objectives

By the end of this lesson, you should be able to:

- Identify the motivations behind the building of the .
- Explain the roles of key railroad and in building the railroad.
- Compare and contrast the obstacles facing construction teams on the and lines.
- Assess the impact of the transcontinental railroad on , settlement, and the .



Lesson Question

Slide

2

The Idea of a Transcontinental Railroad

The dream of a transcontinental railroad began in the 1840s.

, a New York business leader, created a proposal in 1845.

- Requested a to build a transcontinental railroad
- Requested to build on

Taking the Dream to Congress

Whitney and other leaders proposed their ideas to .

Congress could not agree to a despite many discussions.

- There was disagreement on where the railroad should in the .
- Politicians for their states and couldn't come to a decision.

Slide

4

Theodore Judah (1826–1863)

Civil engineer, railroader, and surveyor who:

- to support building a railroad across the country.
- helped to look for for the railroad.
- died before his dream could be realized.

Pacific Railroad Act of 1862

Provided official government support for the railroad by:

- Establishing the built from the
- Establishing the , built from the
- Providing per mile of track laid—this later doubled
- Providing per mile of track laid

Instruction

The Transcontinental Railroad

Slide

4

Route of First



7

The Central Pacific

The Central Pacific Railroad headed from the .

- Began in
- Headed east through the

No eastern had been chosen.

Instruction

The Transcontinental Railroad

Slide

7

Draw an arrow to show the direction in which the Central Pacific Railroad was built.



Leland Stanford (1824–1893)

The of the Central Pacific Railroad who:

- had an unwavering mission to build a railroad and to make .
- served as of California.
- was a skilled politician and .

Instruction

The Transcontinental Railroad

Slide

7

The Union Pacific

The Union Pacific Railroad headed from the .

- Began in
- Headed west across the and then through the

No western had been chosen.

Draw an arrow to show the direction in which the Union Pacific Railroad was built.



Slide

7

Thomas Durant (1820–1885)

The of the Union Pacific Railroad who:

- was educated as a .
- manipulated for profit.

9

Workers in the Sierra Nevada

Who were the workers that built the ?

- played a role.
- were later recruited, and they played an even bigger role.

Thousands of Chinese immigrants helped complete the Central Pacific.

Workers on the Plains

Who were the workers that built the Union Pacific Railroad?

- After the , many were eager to find work.
- When new workers were needed, more and more signed on.

Slide

9

Challenges in the West

Workers on the Central Pacific faced dangerous challenges in the Sierra Nevada.

- Worked through and
- Blasted and hand-drilled tunnels through

Challenges in the East

Workers on the Union Pacific also faced challenges.

- Built the railway across with for hundreds of miles
- Brought wood for railroad ties and trestles by
- Faced conflict with

12

The Golden Spike Ceremony

The railroad was completed at Promontory, Utah, on .

To celebrate, Stanford and Durant shared the task of driving in a

.

Slide

14

The Coasts Connected

The railroad radically changed transportation across America.

- Shortened ; trips from San Francisco to New York City now took just a
- Eliminated most of the of traveling across the country
- across the United States and with Asia

New Communities and New Settlements

Both railroad companies received of land along the route.

- Built their own during construction
- to ranchers, farmers, and business owners
- Recruited settlers to form along the route

The of the country grew.

Slide

14

Impact on American Indians

Railroad builders and new settlers encroached on

- Fought with tribes while crossing lands during construction
- to build towns and ranches, cutting off
- Hunted and destroyed

Summary

The Transcontinental Railroad

**Lesson
Question**

How did Americans rise to the challenge of building a transcontinental railroad?

**Answer**

Slide

2

Review: Main Events

Important events in the building of the transcontinental railroad included:

- The in 1862
- The groundbreaking for the and railroads in
- The in 1869

Summary

The Transcontinental Railroad

Slide

2

Review: The Importance of the Railroad's Leadership

The railroad would have never been built without the leadership of key figures:

-
-
-
-
-

Review: Obstacles for Both Railroads' Workers

immigrants, immigrants, and helped build the railroad.

The workers of the Central Pacific faced:

- and deep snow.
- difficult .

The workers of the Union Pacific faced:

- conflicts with .
- a desolate landscape where were hard to access.

Summary

The Transcontinental Railroad

Slide

2

Review: How the Railroad Changed America

- Travel and shipping times between the coasts was

- Travel became .

- The railroad brought settlers and to the

- The lives of were permanently changed.

Use this space to write any questions or thoughts about this lesson.



Life on the Great Plains

This fall they are going to build so
 they can live live [sic] this winter a
 temporary here is a poor thing
 . . . the wind and dust goes right through and they are
.

–Mattie Oblinger
 Nebraska
 June 16, 1873



Lesson Objectives

By the end of this lesson, you should be able to:

- Describe the reasons for the passage of the during the Civil War.
- Identify the that were used to grant to homesteaders.
- Explain the that homesteaders faced and the ways they these challenges.

W
2K**Words to Know**

Fill in this table as you work through the lesson. You may also use the glossary to help you.

homesteader	a <input data-bbox="545 554 737 638" type="text"/> who acquired land under the terms of the <input data-bbox="521 648 891 732" type="text"/> of 1862
-------------	--

?

Lesson
Question

Slide

2

The Homestead Act

Passed in , the Homestead Act:

- granted 160 acres of public land to for a small filing fee.
- required settlers to meet strict to keep their land.

were settlers who gained land under the terms of the act.

Reasons for the Homestead Act

Congress passed the Homestead Act to:

- provide new for thousands of farmers.
- encourage further American of the West.
- create opportunities to access .

Slide

2

Criteria of the Homestead Act

To receive a parcel of land, a homesteader had to:

- be years old or the of a family.
- be a US or have filed for citizenship.
- live on the land for at least years.
- the land.

4

The American System for Distributing Public Land

In 1785, created a system for dividing public lands, called the:

- Public Land (PLSS).

Land, such as the , was divided into large blocks.

Organizing Public Land

Land was broken into organized pieces.

- – a six square-mile block of land
- – a one square-mile block of land

The Homestead Act gave each settler a section, or acres.

Slide

4

Land across America Today**REAL-WORLD CONNECTION**

- This is an aerial photo of today, where you can still see the effects of the Homestead Act.
- You can still see that land is broken up in that kind of pattern.
- You see circles on top of that with green grass. These are the areas where we see growing here today.
- The distribution of the land from the Homestead Act is still in the United States today.

8

Challenges Settlers Faced

Settlers faced a harsh climate when they came to the Great Plains.

- High
-
-

conditions were challenging.

- rain
- that was difficult to plow
- Scarce and equipment

Slide

8

Overcoming Challenges

Settlers worked to overcome their challenges.

They built houses, which:

- provided shelter on the plains.
- required lumber.

To make the land more productive, farmers used new , such as:

- plows.
- machines.

American Indians**LOOK AHEAD**

Relationships between Plains Indians and settlers were because:

- settlers built homes on land.
- for resources.
- increasing between tribes and settlers.

These challenges grew as settlement increased.

Slide

11

Opportunities for Settlers

Many Americans took advantage of the Homestead Act.

- More than claims were made on the land.
- Hundreds of thousands of settlers met the of the act.
- More than acres were claimed.
- of US land was given away.

The land rush contributed to the of the frontier.

Opportunities for Profit

took advantage of the law with phony claims.

- They found ways to the homesteading requirements.
- They gained extra land to sell.

companies also obtained and sold public lands.

- They the land to settlers.
- They made huge .

Instruction | Homesteaders

Slide

11

Impact on American Indians

The Homestead Act affected American Indians already living on the lands.

- arose between settlers and American Indians.
- Settlers killed millions of on the plains.
- American Indians were eventually to reservations.

13

The Closing of the Frontier

Up to and including 1880, the country had a frontier of

but at present the unsettled area

has been so by isolated bodies

of settlement that there can be said to

be a frontier line.

—*Superintendent of the Census*
1890

Summary

Homesteaders

**Lesson
Question**

How did the Homestead Act change the American frontier?

**Answer**

Slide

2**Review: Reasons for Passing the Homestead Act**

Congress passed the Homestead Act to:

- open to independent farmers.
- encourage the westward of the United States.
- create opportunities to access .

Slide

2

Review: Criteria of the Homestead Act

To obtain land under the Homestead Act, a settler had to:

- be years old or the head of a family.
- be a US or have filed for US citizenship.
- live on and improve the land for at least years.

Review: Homesteaders' Challenges

The climate was , bringing:

- .
- blizzards.
- .

Challenging farming conditions included:

- unpredictable .
- that was difficult to plow.
- scarce resources and .

Slide

2

Review: The Impact of Homesteading

- of acres of land were .
- of America's lands were given away.
- Speculators and railroad companies made from selling land to settlers.
- American Indian were affected by increased .

Use this space to write any questions or thoughts about this lesson.



The Long History of American Indian Removal

- **1600s:** [] battled tribes in [] .
- **1800s:** US military [] American Indians to [] .
- **1830:** Congress passed the [] .
- **1838:** Thousands of [] died on the [] .

These measures only temporarily resolved conflicts.



Lesson Objectives

By the end of this lesson, you should be able to:

- Explain how the expansion in the [] and the construction of the [] affected [] populations in the region.
- Describe at least two changes to [] that occurred as a result of [] western settlement.
- Identify two [] fought between American Indians and the [] and explain the results of those conflicts.

**Words to Know**

Fill in this table as you work through the lesson. You may also use the glossary to help you.

	the giving up of one's own culture to blend in with the culture of another group
	the land set aside for specific American Indian groups

?

Lesson
Question

Slide

2

Westward Expansion

Between 1830 and 1880, vast numbers of settlers moved west.

- Early settlers traveled by .
- The transcontinental railroad and the Homestead Act
the speed of after the Civil War.

This dramatically American Indians and their .

4

Indian Appropriations Act

As white settlement increased, began to move
 out of the way.

- Passed the first Indian Appropriations Act in
- Created **reservations**, or land for specific American
Indian groups
- Required tribes to themselves to lands with defined

Slide

4

Problems with the Reservation Policy

Government officials often American Indian

.

This made many reservation agreements weaker because:

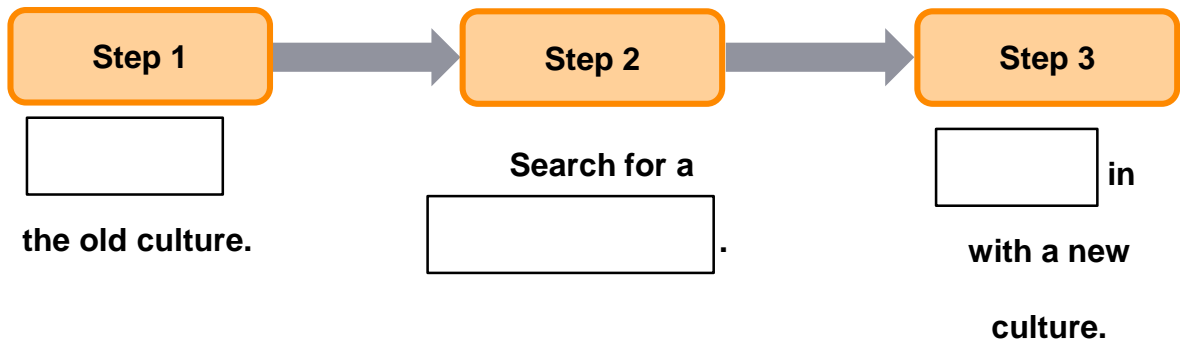
- Tribes did with their leaders' or representatives' choices.
- The of "chiefs" who signed treaties was not always .
- Many tribes were living in a defined area with strict borders.

6

A New Goal: Assimilation

Assimilation is giving up of one's to blend in with the culture

of .



Slide

6

1871: A New Government Policy

Congress began to pursue **assimilation** with a new Indian Appropriations Act.

According to this law:

- tribes were no longer considered .
- all American Indians would be treated as .
- American Indians were designated as of the federal government.
- the United States would no longer sign with tribes.

Suppressing American Indian Culture

The key steps of assimilation were to:

- Educate American Indian children in .
- Stop American Indians from participating in .
- Teach and new religious practices.
- Promote .

Slide

8

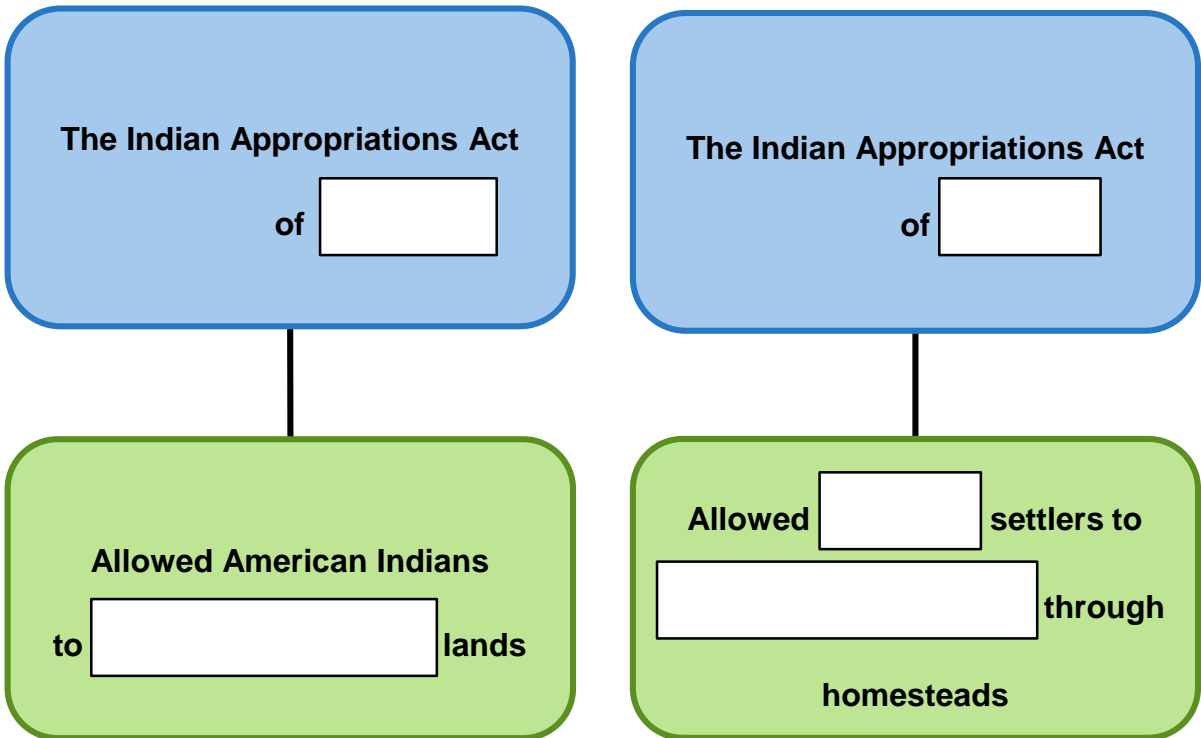
The Dawes Act and the Allotment Policy

In , Congress passed the Dawes Act, which:

- continued the policy.
- up American Indian lands into small family farms called .

Supporters claimed that the Dawes Act would help American Indians become and farmers.

Later American Indian Appropriations Acts



Slide

11

The First Dakota War

The US government to provide money, supplies, and protection to the Dakota Sioux.

Instead, the government:

- the payments.
- food supplies.

Because of this, the Dakota Sioux felt by the government.

- They faced .

In , Dakota leaders started an .

Crushing the Rebellion

Dakota attacks killed more than .

In response, the US moved in to stop the uprising.

- Dakota warriors in battle
- and 38 tribe members

The conflicts continued for two years.

Slide

13

Red Cloud's War

In the 1860s, the government built a through in Wyoming.

Red Cloud, a Sioux leader, protested the trail but .

Sioux and Cheyenne warriors guarding the trail.

- Indians 80 federal in 1866.
- continued along the trail.

Treaty of Fort Laramie

The government signed the Treaty of Fort Laramie with in 1868.

The tribes were given :

- Recognition of American Indians' to
- of future protection

Those promises were soon .

Slide

13

Black Hills Gold Rush

In 1874, was discovered in the of South Dakota, starting another land rush.

- Thousands of and arrived.
- The government attempted to buy the Black Hills, but Sioux leaders the offer.

This led to a series of conflicts known as the .

Battle of the Little Bighorn

In 1876, Lt. Col. George led a unit into the Territory.

This led to the Battle of .

- Led 200 men toward an American Indian camp
- by 2,000 warriors led by and

Custer and all 200 of his men were killed.

Slide

15

“I will fight no more forever.”

American Indian groups across the West to the military in the late 1800s.

- tribes were defeated in the Red River War in 1874–75.
- The surrendered in 1877.
- surrendered in 1881.
- surrendered in 1886.

Ghost Dance Movement

The was a movement started by Plains tribes in the late 1800s.

Followers believed that meditation and ritual dances would:

- bring the dead .
- make from tribal lands.

The Ghost Dance became popular and spread .

Slide

17

Wounded Knee

The Ghost Dance led to the at Wounded Knee.

- Big Foot sought for his people at Pine Ridge.
- Army officers tried to disarm Big Foot's group at a camp.
- Soldiers opened fire, killing people.

Wounded Knee signaled the of the Ghost Dance .

Wounded Knee**REAL-WORLD CONNECTION**

In , American Indians staged a at Wounded Knee.

- Took Wounded Knee by
- Wanted US government to change tribal leaders,
 and treatment of American Indians
- surrounded protest.
- Negotiations lasted .

Summary

American Indians on a Closing Frontier

?

**Lesson
Question**

How did US American Indian policy change with westward expansion?

✓

Answer

2

Review: Westward Expansion

- During the late 1800s, large numbers of moved into the .
- Increased settlement resulted in with .
- As a result, the began to change its toward American Indians.

Summary

American Indians on a Closing Frontier

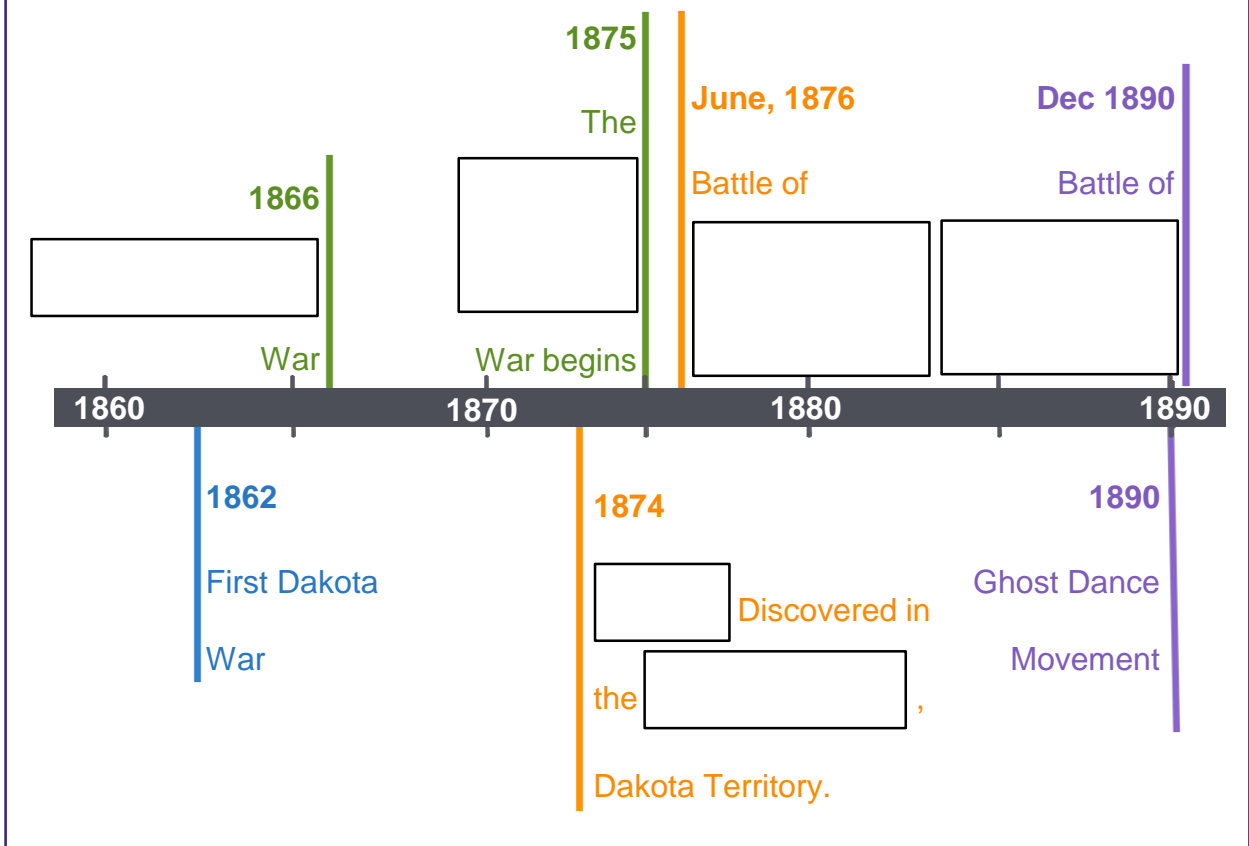
Slide

2

Review: Changing Policy

- The of 1851 moved more American Indians to .
- The US government shifted to a policy of .
- The created .
- Later took more .

Review: Growing Conflict





Summary

American Indians on a Closing Frontier

Use this space to write any questions or thoughts about this lesson.



Farming after the Civil War

The Civil War had a powerful impact on America's farmers because:

- men had , including many farmers and workers.
- millions of formerly enslaved people were no longer on Southern farms.
- many farms had been .

A Changing Nation

As America changed, agriculture faced big adjustments.

- of acres in the became available as settlement increased.
- Agriculture became influential in government.
- Expanding railroads and farmers.



An Economic Trap

Farmers were getting into an economic trap:

- were going to pay for new machinery.
- was going as prices fell.

As a result, many farmers had making enough money to survive.



Lesson Objectives

By the end of this lesson, you should be able to:

- Describe the economic challenges facing America's farmers in the .
- Explain how farmers used , such as the Grange, to cut costs and advocate for change.
- Evaluate the effectiveness of the Farmers' in addressing farmers' issues and creating change.

W
2K**Words to Know**

Fill in this table as you work through the lesson. You may also use the glossary to help you.

crop-lien system	<p>a system in which farmers and landowners</p> <p><input type="text"/> to pay creditors in the future out of the</p> <p><input type="text"/> from a future crop</p>
sharecropping	<p>a system in which a farmer <input type="text"/> from a</p> <p>landowner in return for a <input type="text"/> of the farmer's</p> <p>crop</p>
cooperatives	<p>the organizations that bought goods and supplies</p> <p><input type="text"/> and then sold them to their</p> <p><input type="text"/> at prices lower than the stores</p> <p>charged</p>

?

Lesson
Question

Slide

2

Challenges Facing Farmers

Farmers faced higher costs in the late 1800s as it became more

to:

- own .
- plant .
- crops using railroads.

Slide

2

Sharecropping and the Crop-Lien System

Complete the graphic organizer.

Problems:

Freed needed
work.
needed labor.

Solution:

Farmers land from
landowners in return for a
share of the crop.

Problem:

Landowners and farmers
lacked .

Solution: the
system

Farmers and landowners
promised to pay for goods with future
 from crops.

Slide

2

Problems with Sharecropping and Crop-Lien

Complete the graphic organizer.

Solution:

Farmers rented land from landowners in return for a share of the crop.

Problem:

Sharecroppers fell into .

Solution: the

system

Farmers and landowners promised to pay for goods with future earnings from crops.

 :

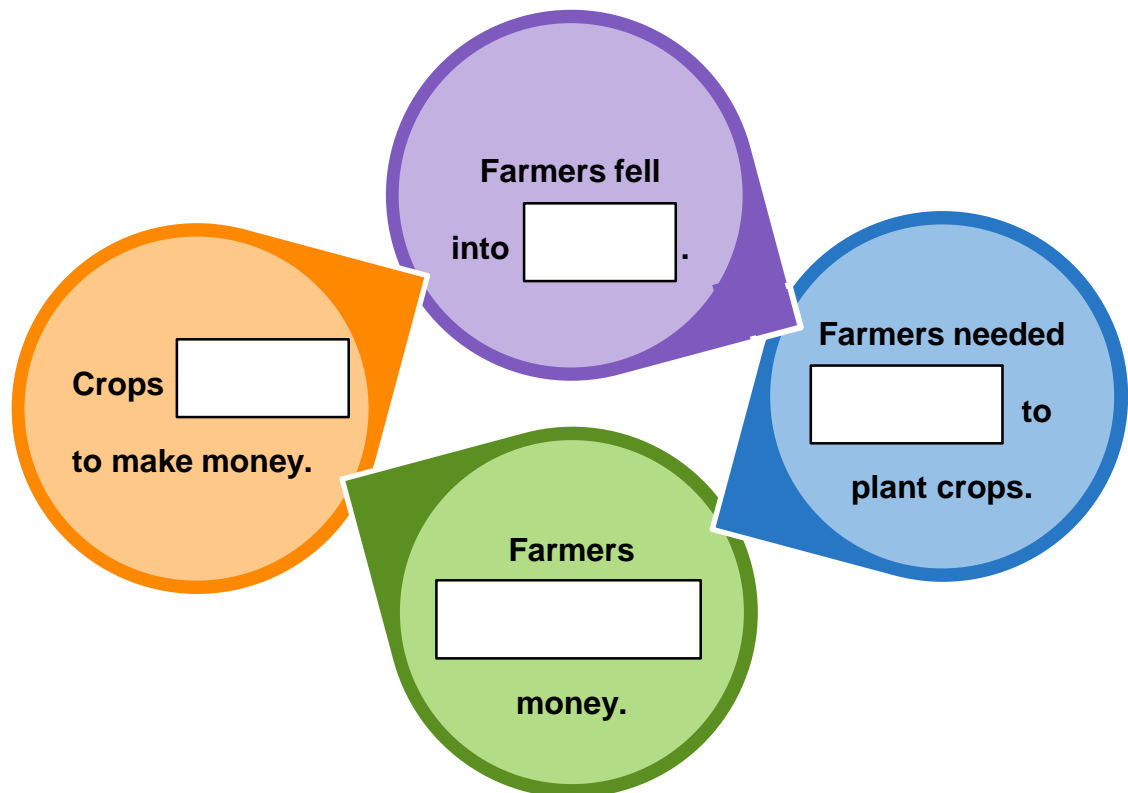
Landowners and farmers fell into debt.

Instruction

Farmers on a Closing Frontier

Slide

2

The Cycle of Debt*Complete the graphic organizer.*

4

Farmers Relied on Railroads

Farmers in the West relied on America's new railroads.

Railroads farmers by:

- enabling them to crops.
- creating larger .
- opening new .

Slide

4

How Railroads Hurt Farmers

Railroads farmers because:

- business kept prices high.
- high prices for shipping and storing crops into farm .
- small farms were charged rates than larger farms.

6

Oliver H. Kelley (1826–1913)

- Led the effort to organize and in the late 1800s
- Worked in the US Department of Agriculture
- Toured the South in 1866 and saw that farmers needed
- Founded the in 1867 to help farm families

Slide

6

The Grange and Farmers' Lives

- Kelley's organization was nicknamed "the Grange."
 - Farmers joined Granges to meet other families.
 - The Grange educated farmers about farming .
 - Farmers their .
- The Grange had members at its peak.

Economic Support for Farmers

The Grange allowed farmers to to share costs.

Grange programs included:

- stores.
- grain facilities.
- insurance programs.

However, many of these programs struggled to .

Slide

6

The Grange and Politics

Grangers turned to to create change.

They asked state governments to regulate .

This led to the 1877 Supreme Court case *Munn v. Illinois*, which:

- allowed to certain businesses, including railroads, within their borders.
- was by several other states.

10

From the Grange to the Alliances

As the Grange , it was by new groups called Farmers' Alliances.

Farmers' Alliances:

- included former Grangers.
- provided support through cooperatives.
- formed large organizations.

Slide

10

Farmers' Alliances and Politics

The Farmers' Alliances increasingly focused on action by:

- forming a set of of the .
- attacking .

They hoped to be more effective than the .

Slide

10

Comparing the Grange and Alliances

The Grange	Alliances
<ul style="list-style-type: none"> • was formed to create ways for farm families to <input type="text"/> each other. • focused on <input type="text"/> and <input type="text"/> issues. • organized <input type="text"/> businesses. • had <input type="text"/> members at its peak. • became focused on <input type="text"/> and called for the regulation of industry. 	<ul style="list-style-type: none"> • were formed by farmers who wanted more <input type="text"/> action. • focused on creating large <input type="text"/>. • also organized cooperatives. • had more than <input type="text"/> members. • also favored industry <input type="text"/>.

Slide

12

Mary E. Lease (1850–1933)

- Was an early leader in Kansas
- Was a persuasive speaker
- Rallied farmers to rise up against and
- Led farmers in an 1890 revolt against high and

The Populist Party Was Born**LOOK AHEAD**

The Farmers' Alliances to influence national policy.

Farmers created a new .

- In 1891, alliance leaders formed the , or People's Party.
- In 1892, a Populist Party candidate ran in the presidential election.

Summary

Farmers on a Closing Frontier

**Lesson
Question**

How did American farmers respond to the economic problems they faced after the Civil War?

**Answer**

Slide

2**Farmers Faced Difficulties**

After the Civil War, farmers faced economic challenges, including:

- a lack of farmers because so many had died in the .
- the end of agriculture in the South.
- difficult debt arrangements, such as and the system.
- costs and falling incomes.
- high railroad prices.

Summary

Farmers on a Closing Frontier

Slide

2

Farmers Banded Together

The was an early example of farmers banding together.

- Started by Oliver Kelley in 1867 to bring farmers together
- Formed communities and to lower the prices of supplies
- Began exerting influence on the
- Began to fade after businesses

Alliances Took Up the Farmers' Cause

The alliance movement:

- included cooperation, like the Granges.
- sought change.
- featured leaders, such as Mary Lease.
- failed to influence national politics, leading to the formation of the

.



Summary

Farmers on a Closing Frontier

Use this space to write any questions or thoughts about this lesson.



Farmers in the South and West

Farmers in the were struggling economically from:

- lower .
- higher .
- higher fees.
- rising .

Farmers were unable to their families.

Struggling Farmers Took Action

Farmers organized into .

These groups focused on business and political issues that were important to farmers, such as:

- opposing and .
- favoring .
- , including whether money should be based on gold or silver.

Warm-Up | The Populist Party



Lesson Objectives

By the end of this lesson, you should be able to:

- Describe the factors leading to the rise of in the West, and explain the effects of the movement in America.
- Describe reforms or changes desired by members of the .
- Identify , and explain his impact on American politics.



Words to Know

Fill in this table as you work through the lesson. You may also use the glossary to help you.

bimetallism	a system of <input type="text"/> based on two <input type="text"/> , usually gold and silver
gold standard	a system by which money has a <input type="text"/> and can always be traded in for a specified amount of <input type="text"/> from the treasury
populism	a <input type="text"/> claiming to represent the <input type="text"/>



Lesson Question

Slide

2

What is Populism?

is any political movement claiming to represent the
 “.”

Common concerns of Populism included:

-
- the by elites.
- the of political power for the weak.

The Roots of Populism

Populism was rooted in farmer discontent.

Farmers' Alliances:	What was needed?
<ul style="list-style-type: none"> • <input type="text"/> farmers in the South and West • Organized <input type="text"/>, sometimes regionally • Weren't able to organize on a <input type="text"/> 	<ul style="list-style-type: none"> • A voice in state and national <input type="text"/> • A clear, defined <input type="text"/>

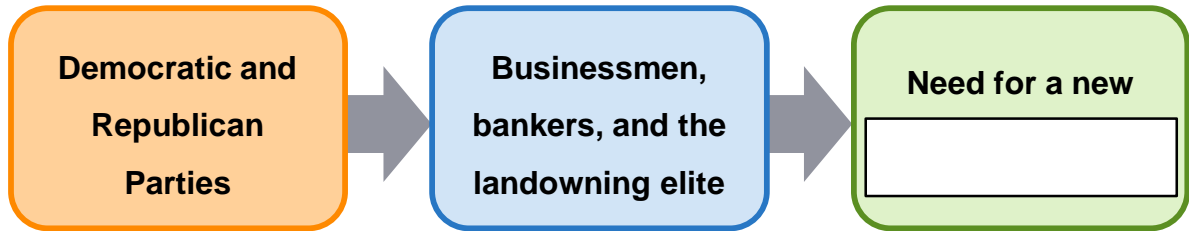
Instruction | The Populist Party

Slide

2

Challenges to Change

Farmers knew that they needed more influence in government at the state and local levels.



- Controlled all

and the

- Controlled both

- Did not support

4

The Populist Party, or the People's Party

In , the was formed.

- It was also known as the ".

Factors leading to its formation included:

- , or the dropping of across an entire economy
- The support of
- People's distrust of the political parties

Slide

7

The Convention of 1892 and the Omaha Platform

Issues	Solutions
Fighting <input type="text"/> (falling prices)	More <input type="text"/> in circulation
Breaking up railroad <input type="text"/>	<input type="text"/> railroads and banks
Giving tax <input type="text"/>	A <input type="text"/> income tax
Giving more <input type="text"/> to the people	The <input type="text"/> of senators
Improving <input type="text"/>	An <input type="text"/> workday

These goals and reforms were known as the .

Slide

9

Money: Gold, Silver, or Both?

Populists wanted to fight by putting more money into

A system that gives money a

and allows it to be traded in for a specified

amount of gold from the treasury

“”

A system in which the government mints an

of silver coins

A system of currency based on

, usually gold and silver

Instruction | The Populist Party

Slide

9

Populists' Opposition to the Gold Standard

favored the gold standard because it:

- kept wages and other costs .

opposed the gold standard because:

- were falling.
- costs for other goods and services, especially , did not fall.
- they believed that would lead to and cause crop prices to rise.

Increasing currency would increase their , making it easier for farmers to repay their .

Slide

12

Populists Running for National Office

In 1892, the first candidates ran in a national election.

- lost the presidential run to Democratic candidate .
- Weaver won four states and received more than one million votes.

By 1896, the Populists realized that they had to with candidates from the major parties.

- They chose Democrat as their candidate.

William Jennings Bryan (1860–1925)

- Charismatic and fiery from Nebraska
- Supporter of and
- Member of Congress at age thirty
- in 1896, 1900, and 1908
- during World War I
- Lawyer and speaker active in public life

Slide

12

“Upon a Cross of Gold”

Bryan delivered the at the 1896

, in which he:

- blamed the wealthy for supporting the at the expense of ordinary workers.
- used historical and .

This was one of the most political speeches in American history.

14

The Decline of the People’s Party

The Populists and William Jennings Bryan lost the election of .

candidate William McKinley’s campaign outspent Bryan’s five to one.

The two major parties adopted much of the .

- This led to the .

Summary

The Populist Party



Lesson Question

How did the Populist Party influence American politics?



Answer

Slide

2

Review: The Rise of Populism in the West

Populism is any that represents the needs of the .

The Populist Party was founded by who were .

Populists wanted a political system for , not just for the .

Slide

2

Review: Reforms of the Populist Movement

The People's Party outlined its ideology in the [] .

These ideals included:

- [] .
- government-owned [] .
- a graduated [] .
- the [] of senators.
- an [] .

Review: William Jennings Bryan and the Cross of Gold

Bryan was a Democrat who ran for [] in 1896 with the support of

the [] .

- He gave his "[]" speech in favor of [] at the Democratic National Convention.
- This speech is considered one of the most [] American speeches.



Summary

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Use this space to write any questions or thoughts about this lesson.