

Students, if you are reading this, then it is time for snow day packets 11-16.

Snow Day 11

Open your textbook to page 447. Read the excerpt and then read Lincoln's inaugural address below and answer the questions.

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

**Abraham Lincoln
November 19, 1863**

1. What were his principle arguments that were made in his speech?
2. What values did he invoke?
3. What did he think was at stake in the Civil War?

Snow Day 12

Read “Varying Viewpoints” and answer the questions that follow in complete sentences

EXPANDING THE “VARYING VIEWPOINTS”

- T. Harry Williams, *Lincoln and His Generals* (1952).

A view of Northern victory focused on military leadership:

“Fundamentally Grant was superior to Lee because in a modern total war he had a modern mind, and Lee did not. Lee looked to the past in war as the Confederacy did in spirit... What was realism to Grant was barbarism to Lee. Lee thought of war in the old way as a conflict between armies and refused to view it for what it had become—a struggle between societies. To him, economic war was needless cruelty to civilians. Lee was the last of the great old-fashioned generals, Grant the first of the great moderns.”

- Allan Nevins, *The War for the Union* (1971).

A view of Northern victory focused on political leadership:

“One cardinal deficiency of the Confederacy...lay in the lack of a chief national executive possessing some of the energy, foresight, and firm decision exhibited by those other leaders of a newborn republic at war, Washington, Cromwell, or Masaryk. It is impossible for a student of the great rebellion to avoid comparing the character, talents, and sagacity of Lincoln with the parallel gifts of Jefferson Davis, greatly to the disadvantage of the latter. This broad subject...must always be kept in mind as an essential element of the war.”

- Thomas C. Cochran, “Did the Civil War Retard Industrialization?”
Mississippi Valley Historical Review (1961).

A view of the Civil War actually slowed capitalist economic transformation:

“Collectively these statistical estimates support a conclusion that the Civil War retarded American industrial growth.... Economically the effects of war and emancipation over the period 1840 to 1880 were negative.... If factory industry and mechanized transportation be taken as the chief indexes of early industrialism,

its spread in the United States was continuous and rapid during the entire nineteenth century.... Few economists would see a major stimulation to economic growth in the events of the Civil War.”

· James McPherson, *Battle Cry of Freedom* (1988).

A view of the Civil War as expanding national power and Northern economic dominance:

“The old federal republic in which the national government had rarely touched the average citizen except through the post-office gave way to a more centralized polity that taxed the people directly and created an internal revenue bureau to collect these taxes, drafted men into the army, expanded the jurisdiction of the federal courts, created a national currency and a national banking system, and established the first national agency for social welfare—the Freedmen’s Bureau.... These changes in the federal balance paralleled a radical shift of political power from South to North.... The accession to power of the Republican party, with its ideology of competitive, egalitarian, free-labor capitalism, was a signal to the South that the northern majority had turned irrevocably toward this frightening, revolutionary future. Union victory in the war destroyed the southern vision of America and ensured that the northern vision would become the American vision.”

QUESTIONS ABOUT THE “VARYING VIEWPOINTS”

1. How does Williams alter the usual judgment concerning Lee’s superior military leadership? Does his definition of military leadership differ from the common one?
2. Are the political failings that Nevins sees in Davis similar to the military failings that Williams sees in Lee?
3. How might each of these historians interpret such turning points of the war as the Emancipation Proclamation, Vicksburg, and Gettysburg?

Snow Day 13

Turn to pages 464A and 464B in your textbook and answer the questions 1-16. You do not need to write the questions, just write the letter.

Snow Day 14

Today you should begin reading chapter 22. Go through the power point that I sent via Live Grades and have attached to this assignment in Teams, read the themes and the chapter summary, and then start the focus questions below.

CHAPTER 22

The Ordeal of Reconstruction, 1865–1877

FOCUS QUESTIONS

1. How did blacks respond to freedom, and what black organizations flourished?
2. How had Lincoln hoped to accomplish Reconstruction, and what modifications did Johnson make to Lincoln's original plan?
3. In what ways was Congressional Reconstruction different that Presidential Reconstruction?
4. After gaining suffrage, how successful were blacks politically?
5. What circumstances led to the impeachment and trial of President Johnson and what was the outcome?

CHAPTER THEMES

Theme: Johnson's political blunders and Southern white recalcitrance led to the imposition of congressional military Reconstruction on the South. Reconstruction did address difficult issues of reform and racial justice in the South and achieved some successes, but was ultimately abandoned, leaving a deep legacy of racial and sectional bitterness.

Theme: During Reconstruction, the Constitution was strengthened with the Fourteenth (citizenship and equal protection of the laws) and Fifteenth (black voting rights) Amendments, but it was also tested with the conflicts between the president and Congress that culminated in an impeachment process.

Theme: Southern resistance to Reconstruction began immediately with the sending of ex-rebels to be seated in Congress and continued with the creation of violently oppressive groups like the Ku Klux Klan. Although forced to make some concessions, Southern Redeemers successfully outlasted the congressional Reconstruction efforts.

CHAPTER SUMMARY

With the Civil War over, the nation faced the difficult problems of rebuilding the South, assisting the freed slaves, reintegrating the Southern states into the Union, and deciding who would direct the Reconstruction process.

The South was economically devastated and socially revolutionized by emancipation. As slave-owners reluctantly confronted the end of slave labor, blacks took their first steps in freedom. Black churches and freedmen's schools helped the former slaves begin to shape their own destiny.

The new President Andrew Johnson was politically inept and personally contentious. His attempt to implement a moderate plan of Reconstruction, along the lines originally suggested by Lincoln, fell victim to Southern whites' severe treatment of blacks and his own political blunders.

Republicans imposed harsh military Reconstruction on the South after their gains in the 1866 congressional elections. The Southern states reentered the Union with new radical governments, which rested partly on the newly enfranchised blacks, but also had support from some sectors of southern society. These regimes were sometimes corrupt but also implemented important reforms. The divisions between moderate and radical Republicans meant that Reconstruction's aims were often limited and confused, despite the important Fourteenth and Fifteenth Amendments.

Embittered whites hated the radical governments and mobilized reactionary terrorist organizations, such as the Ku Klux Klan, to restore white supremacy. Congress impeached Johnson but failed narrowly to convict him. In the end, the poorly conceived Reconstruction policy failed disastrously.

Snow Day 15

Using the political cartoon, “Is This a Republican Form of Government? By Thomas Nast, *Harper’s Weekly*, 1876” in the *American Pageant* on page 482, answer parts a, b, and c.

- a) Briefly explain the point of view expressed by the political cartoonist about ONE of the following:

Constitutional Changes of the Reconstruction Period

The Rights of African Americans

Southern Resistance to Reconstruction

- b) Briefly explain ONE development from 1865 to 1877 that may have led to the point of view expressed by the political cartoonist.

- c) Briefly explain ONE way in which developments from 1865 to 1877 challenged the point of view expressed by the political cartoonist.

Snow Day 16

The ideas and excerpts below come from “Varying Viewpoints: How Radical Was Reconstruction?” (*American Pageant*, p. 483–484) Please read pages 483–484 to get context on the two quotes and answer parts a, b, and c of the prompt below

- William A. Dunning, *Reconstruction: Political and Economic* (1907).

“Few episodes of recorded history more urgently invited thorough analysis than the struggle through which the southern whites, subjugated by adversaries of their own race, thwarted the scheme which threatened permanent subjection to another

race. . . . The most rasping feature of the new situation to the old white element of the South was the large predominance of northerners and negroes in positions of political power. . . . The most cunning and malignant enemy of the United States could not have timed differently this period of national ill-repute; for it came with the centennial of American independence. . . . ”

- Kenneth Stampp, *The Era of Reconstruction* (1965).

“Finally, we come to the idealistic aim of the radicals to make southern society more democratic, especially to make the emancipation of Negroes something more than an empty gesture. In the short run this was their greatest failure. . . . Still, no one could quite forget that the Fourteenth and Fifteenth Amendments were now part of the federal Constitution. . . . Thus Negroes were no longer denied equality by the plain language of law, as they had been before radical reconstruction, but only by coercion, by subterfuge, by deceit, and by spurious legalisms. . . . The blunders of that era, tragic though they were, dwindle into insignificance. For if it was worth four years of civil war to save the Union, it was worth a few years of radical reconstruction to give the American Negro the ultimate promise of equal civil and political rights.”

Using the excerpts, answer parts a, b, and c.

- Briefly explain ONE major difference between Dunning and Stamp’s historical interpretation of Reconstruction.
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- Briefly explain how ONE development from the period 1865 to 1877 not directly mentioned in the excerpts supports Dunning’s argument.
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- Briefly explain how ONE development from the period 1865 to 1877 not directly mentioned in the excerpts supports Stampp’s argument.