



AMERICAN HISTORY 102

CIVIL WAR RECONSTRUCTION TO PRESENT

A 48 LESSON COURSE

- **Sequel to American History 101, Pre-Colonial to Civil War**
- **A Comprehensive 48 Lesson Course**
- **Includes Lesson Quizzes & Final Exam**
- **Special Alternative Perspectives on Key Turning Points**
- **Designed for High School, Homeschool, and Adult Education**

Clyde J. Cleveland
Eric B. Randall

Copyright © 2026 Liberty Tree University,
Clyde J. Cleveland and Eric B. Randall.
All Rights Reserved.

Dedication

The American History 101 and 102 textbooks are dedicated to Keith Broaders, the founder of Liberty Tree University. A true Patriot, Keith Broaders has devoted countless hours putting together courses, interactive quizzes, and links to videos and other information, all in the name of educating students and citizens about our country's founding fathers and our country's foundational documents such as the Declaration of Independence and the Constitution of the United States.

You can view his classes, quizzes, videos, and other resources by going to: <https://www.quia.com/profiles/libertytreeuniversity>

Table of Contents

Foreword to American History 102.....	i
Note to Teachers and Homeschool Parents.....	v
UNIT I — RECONSTRUCTION AND THE REMAKING OF THE CONSTITUTION.....	1
Lesson 49 — America After Appomattox: A Nation Saved, But Not Yet Reunited.....	3
Lesson 50 — Lincoln's Assassination and the Shock to Reconstruction.....	9
Lesson 51 — Andrew Johnson and the Battle Over Presidential Reconstruction.....	15
Lesson 52 — Congress Takes Control: Radical Reconstruction Begins.....	21
Lesson 53 — The 13th Amendment: Ending Slavery in America.....	27
Lesson 54 — The 14th Amendment: Citizenship, Equal Protection, and Due Process.....	33
Lesson 55 — The 15th Amendment: Voting Rights and the Promise of Political Equality.....	43
Lesson 56 — Freedmen, Schools, Churches, and the Struggle to Build New Lives.....	49
Lesson 57 — Resistance to Reconstruction: Black Codes, Violence, and the Rise of the Ku Klux Klan.....	55
Lesson 58 — Impeachment of Andrew Johnson: A Constitutional Crisis.....	61
Lesson 59 — Ulysses S. Grant and the Enforcement of Reconstruction.....	67
Lesson 60 — The End of Reconstruction and the Compromise of 1877.....	73
UNIT II — THE CONSTITUTION IN PRACTICE AFTER THE CIVIL WAR.....	79
Lesson 61 — Why the Constitution Changed After the Civil War.....	81
Lesson 62 — Federal Power vs. States' Rights After Reconstruction.....	87
Lesson 63 — The Supreme Court and the Narrowing of Reconstruction Rights.....	93
Lesson 64 — The Bill of Rights Applied to the States: Incorporation and the 14th Amendment.....	99
Lesson 65 — Civil Rights Cases, Plessy v. Ferguson, and the Rise of "Separate but Equal".....	105
Lesson 66 — Voting Rights Under Attack: Poll Taxes, Literacy Tests, and Grandfather Clauses.....	111
Lesson 67 — The Constitution and the Meaning of Equal Protection.....	117
Lesson 68 — The Amendment Process: How Americans Change Their Constitution.....	123
UNIT III — INDUSTRIAL AMERICA AND THE GILDED AGE.....	129
Lesson 69 — Railroads, Steel, Oil, and the Rise of Big Business.....	131
Lesson 70 — Immigration, Urban Growth, and the New American City.....	137
Lesson 71 — Workers, Unions, Strikes, and the Question of Economic Liberty.....	143
Lesson 72 — Farmers, Populists, and the Demand for Reform.....	149
Lesson 73 — The Gilded Age Presidents and the Limits of Federal Government.....	155
Lesson 74 — The American West: Homesteaders, Railroads, and Native Nations.....	161
Lesson 75 — The Closing of the Frontier and the Changing Idea of America.....	167
UNIT IV — PROGRESSIVISM, REFORM, AND NEW AMENDMENTS.....	173
Lesson 76 — The Progressive Era: Reforming Government and Society.....	175
Lesson 77 — Federal Reserve and Jekyll Island.....	181
Lesson 78 — The 16th Amendment: The Income Tax and the Expanding Federal Government.....	189
Lesson 79 — The 17th Amendment: Direct Election of Senators.....	197
Lesson 80 — The 18th Amendment: Prohibition and the Limits of Moral Reform.....	203
Lesson 81 — The 19th Amendment: Women's Suffrage and the Long Fight for the Vote.....	211
Lesson 82 — Theodore Roosevelt, Woodrow Wilson, and the Modern Presidency.....	217

UNIT V - AMERICA BECOMES A WORLD POWER.....	223
Lesson 83 — The Spanish-American War and America's Overseas Expansion.....	225
Lesson 84 — World War I: America Enters the Great War.....	233
Lesson 85 — Wilson's Fourteen Points, the League of Nations, and the Treaty Fight.....	239
Lesson 86 — The 1920s: Prosperity, Culture, Conflict, and Constitutional Tensions.....	247
Lesson 87 — The Great Depression and the Crisis of American Confidence.....	253
Lesson 88 — Franklin Roosevelt, the New Deal, and the Growth of Federal Power.....	261
UNIT VI — WAR, COLD WAR, AND CIVIL RIGHTS.....	269
Lesson 89 — World War II: Democracy, Mobilization, and Total War.....	271
Lesson 90 — The Constitution in Wartime: Japanese Internment and Civil Liberties.....	277
Lesson 91 — The Cold War Begins: Containment, Communism, and National Security.....	285
Lesson 92 — Brown v. Board of Education and the Fall of Legal Segregation.....	293
Lesson 93 — The Civil Rights Movement and the Second Reconstruction.....	299
Lesson 94 — The 24th Amendment and the Voting Rights Act: Protecting the Ballot.....	305
UNIT VII — MODERN AMERICA AND THE CONSTITUTION TODAY.....	311
Lesson 95 — The Warren Court, Individual Rights, and the Constitution in Modern Life.....	313
Lesson 96 — America Since 1968: Rights, Responsibilities, Division, and the Future of the Republic.....	319
Closing Thoughts, Important Considerations, and Reading List.....	325
AMERICAN HISTORY 102 — FINAL EXAM.....	331

Foreword to American History 102

We hope you enjoyed the journey through American History 101 — from the first peoples of North America through the founding, the early republic, and the devastating tragedy of the Civil War. That war killed over 600,000 young Americans and tore the country apart in ways that are still difficult to fully comprehend. The grief it brought to families on both sides — North and South — is beyond description. Our second course begins where that tragedy ended: with a nation that had to figure out how to put itself back together.

What This Course Is About

American History 102 follows the story of the United States from Reconstruction to the present day — from the aftermath of the Civil War through the Gilded Age, the Progressive Era, two World Wars, the Cold War, the Civil Rights Movement, and the constitutional and political debates that continue to shape our lives today.

Americans have always been a resourceful and hardworking people. Once the war was over, the nation slowly began to recover and address the enormous challenges it faced — economic, social, constitutional, and moral. This course tells that story honestly, including the parts that are difficult, the parts that are often left out, and the parts where reasonable people disagree about what actually happened and what it means.

What Makes This Course Different

Like American History 101, this course offers something you won't find in most standard textbooks: multiple perspectives on the events and decisions that shaped the country — including perspectives that challenge the official or conventional narrative.

The decades following the Civil War produced some of the most consequential constitutional changes in American history. The 13th, 14th, and 15th Amendments — ratified between 1865 and 1870 — permanently abolished slavery, established national citizenship and equal protection of the laws, and guaranteed voting rights regardless of race. These amendments genuinely transformed the relationship between individual Americans and their government. Understanding exactly what they did — and what they left unresolved — is essential to understanding American constitutional law from that moment to the present day.

The Progressive Era brought further constitutional change: the 16th Amendment authorizing a federal income tax, the 17th establishing direct election of senators, the 18th creating Prohibition, and the 19th granting women the right to vote. Each of these represented a significant expansion of federal power and a contested vision of what democratic government should do. There were serious, principled people on both sides of every one of these debates — and their arguments deserve to be heard and examined, not simply dismissed because one side eventually prevailed.

The Income Tax and the Limits of Federal Power

One of the most important and least examined of those debates concerns the income tax and the original constitutional limits on federal taxing power.

The original Constitution placed a clear restriction on Congress in Article I, Section 9: “No capitation, or other direct tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken.” This provision was written deliberately — the Founders wanted to prevent the federal government from taxing individuals directly without apportioning the burden among the states by population. It was one of the structural guarantees of limited federal power built into the original design.

In *Pollock v. Farmers’ Loan & Trust Co.* (1895), the Supreme Court enforced exactly this limit. The Court struck down a federal income tax, holding that it was a “direct tax” that violated the apportionment requirement of Article I, Section 9. The Founders’ protection against direct federal taxation was, for a moment, upheld.

The 16th Amendment (1913) was written specifically to override the *Pollock* ruling. Its text states: “The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States.” Proponents argued this was a necessary modernization; critics argued it fundamentally violated the Founders’ design of a government with limited, enumerated taxing powers.

The constitutional mechanism for overriding an Article I restriction is a constitutional amendment — which is what the 16th Amendment was, ratified by 42 of the 48 states then in the Union. Under established constitutional law, a properly ratified amendment becomes part of the Constitution and supersedes prior text. The Supreme Court has consistently upheld the income tax on this basis.

But the deeper question — whether it was wise, or faithful to the founding vision, to remove this structural protection against direct federal taxation — is worth examining seriously. That is not a legal question courts will reopen. It is a constitutional and civic question that every generation of Americans should think through for themselves.

The original Constitution restricted Congress’s power to levy direct taxes except in proportion to population — a provision the Founders included specifically to limit federal taxing power over individual citizens. In Pollock v. Farmers’ Loan & Trust (1895), the Supreme Court enforced exactly this limit, striking down a federal income tax. The 16th Amendment (1913) was written to override that ruling. Whether the amendment represented a legitimate constitutional development or a fundamental departure from the Founders’ design of limited federal taxing power is a question worth examining carefully — and one that serious constitutional scholars have debated ever since.

The Federal Reserve

In 1913, the Federal Reserve was created — in circumstances that remain controversial to this day. The standard account presents the Federal Reserve as a necessary reform that stabilized a chaotic banking system. A more skeptical account — documented in G. Edward Griffin’s *The Creature from Jekyll Island* and other works — raises important questions about who designed the system, in whose interests it operates, and what

its long-term consequences have been for ordinary Americans. We present both accounts and ask you to weigh the evidence.

On Alternative Perspectives

Throughout this course, where we present an alternative perspective, we try to be clear about what is established historical fact and what is contested interpretation. We believe students are capable of distinguishing between the two — and that learning to make that distinction is itself one of the most valuable things a history course can teach.

We do not ask you to accept our perspective uncritically. We ask you to read carefully, weigh the evidence, think for yourself, and be willing to ask hard questions — even about things you’ve been taught to take for granted. That is what George Mason, Patrick Henry, and Samuel Adams asked of their fellow citizens. It is what every generation of self-governing Americans owes to those who come after them.

Recommended Reading

At the end of this course, we have compiled a list of books we believe every serious student of American history should encounter. They represent a range of perspectives — some mainstream, some unconventional — and all of them, in our view, reward careful reading. We encourage you to approach them with the same critical eye you bring to these lessons: evaluating arguments on their merits, checking claims against evidence, and forming your own considered judgment.

Our country remains a work in progress. We hope this course gives you the historical grounding to participate in that work — as an informed, engaged, questioning citizen.

Clyde J. Cleveland
Liberty Tree University

Note to Teachers and Homeschool Parents

This course was designed to be completed in 16 weeks with three lessons per week, with each lesson taking 45-60 minutes to complete. Each lesson includes a five question quiz that is a combination of multiple choice and short written answers. After the final lesson, lesson 96, there is a 48 multiple choice question Final Exam that includes one question per lesson.

A Teacher's Handbook, with answers to all of the quiz questions and the Final Exam questions for both American History 101 and 102, is available on Amazon: *Teacher's Handbook – American History 101 & 102*. The Teacher's Handbook includes gradebooks for American History 101 and 102 as well as grading options. Having the Teacher's Handbook will make it easy to grade quizzes and final exams and determine student grades.

UNIT I — RECONSTRUCTION AND THE REMAKING OF THE CONSTITUTION

(Lessons 49-60)

Unit I opens in the wreckage of the Civil War, asking the hardest question the war left unanswered: what would freedom actually mean for four million formerly enslaved Americans? Students will follow the full arc of Reconstruction — from Lincoln's assassination and the constitutional crisis of Andrew Johnson's presidency, through Congress's ambitious attempt to reshape the South under Radical Reconstruction, to the passage of the 13th, 14th, and 15th Amendments, which transformed the Constitution more profoundly than any other amendments before or since. The unit traces both the remarkable achievements of the Reconstruction era — Black political leadership, new schools and churches, the first federal guarantees of citizenship and equal protection — and the violent resistance that ultimately defeated it. It closes with the Compromise of 1877 and the withdrawal of federal troops, asking students to reckon with what was won, what was lost, and why it matters.

Lesson 49 — America After Appomattox: A Nation Saved, But Not Yet Reunited

THEME

The Civil War ended slavery and preserved the Union — but it left behind a nation deeply divided over what freedom would really mean for four million formerly enslaved people, and how the rebellious Southern states would return to the Union.

Summary

When Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant at Appomattox Court House on April 9, 1865, the bloodiest war in American history was nearing its end. More than 620,000 soldiers had died, and some modern estimates are higher. Entire cities lay in ruins. And four million enslaved people were suddenly, legally free — though what that freedom would look like in practice was still completely unsettled.

The period that followed, known as Reconstruction (1865–1877), was one of the most important — and most contested — eras in American history. The nation had to answer hard questions: How would the former Confederate states be restored to full participation in the Union? What rights would formerly enslaved people receive? Who had the power to decide — the President or Congress? This lesson introduces the landscape of post-Civil War America and sets up the struggles that would define the next twelve years.

Learning Objectives

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

- Describe the physical, economic, and human costs of the Civil War.
- Explain the central questions facing the nation after Lee's surrender.
- Identify the key groups with a stake in Reconstruction — and what each wanted.
- Define Reconstruction and explain why historians consider it a pivotal era.
- Explain the difference between restoring the Union and remaking it.

Visual Context



McLean House, Appomattox Court House, Va., April 1865
Photo by Timothy O'Sullivan — Library of Congress



Richmond, Virginia in Ruins, April 1865
Library of Congress



Abraham Lincoln, February 5, 1865
Photo by Alexander Gardner — Library of Congress

Key Vocabulary

TERM	DEFINITION
Reconstruction	The period from 1865 to 1877 during which the federal government worked to restore the Southern states to the Union and define the rights of formerly enslaved people.
Appomattox Court House	The Virginia village where Confederate General Robert E. Lee surrendered the Army of Northern Virginia to Union General Ulysses S. Grant on April 9, 1865, effectively ending the war in the eastern theater and signaling the collapse of the Confederacy.
Emancipation	The act of freeing enslaved people from bondage. The Emancipation Proclamation (1863) began the process; the 13th Amendment completed it.
Freedmen	The term used during and after the Civil War to describe formerly enslaved African Americans who had been freed.
Secession	The act by which eleven Southern states withdrew from the United States between 1860 and 1861, forming the Confederate States of America and triggering the Civil War.
Confederate States of America	The government formed by eleven Southern states that seceded from the Union. It was dissolved after the Civil War ended in 1865.

Story and Historical Narrative

A. The Scene at Appomattox

On the morning of April 9, 1865, Robert E. Lee put on his finest dress uniform — sword at his side — and rode to meet Ulysses S. Grant at the home of Wilmer McLean in the small Virginia village of Appomattox Court House. Lee knew what the meeting meant. His army was surrounded, exhausted, and out of food. There was nothing left to fight for.

Grant, by contrast, arrived in a mud-spattered field uniform. He was almost embarrassed by the situation. The two men chatted briefly about the Mexican-American War, in which both had served twenty years earlier. Then they got to the terms. Grant's conditions were generous: Confederate soldiers would lay down their arms and go home. Officers could keep their sidearms. Men who owned their horses could take them — Grant said they would need them for spring planting. There would be no immediate imprisonment for the surrendered soldiers so long as they obeyed their paroles; the goal was surrender, not humiliation.

When Lee rode back through his lines, his soldiers crowded around, many of them weeping. 'General, are we surrendered?' some asked. Lee urged his men to accept the result, go home, and become good citizens. For the Army of Northern Virginia, it was over.

B. The Cost of the War

The numbers are almost impossible to take in. More than 620,000 soldiers died, and many historians now place the toll higher — more Americans than in any other war in history. Hundreds of thousands more were wounded, many of them permanently disabled. Entire communities had lost a generation of young men.

The South was devastated. Sherman's March through Georgia and the Carolinas had destroyed railroads, bridges, crops, and war-related infrastructure, along with civilian property. Richmond, the Confederate capital, was in ruins. The Southern economy, built on enslaved labor, had collapsed. Cotton fields lay unplanted. Banks had failed. Confederate money was worthless.

And then there were the four million people who had been enslaved. They were legally free — but they had no land, no money, no legal documents, and in many cases no last names. Many did not know where their families were, since enslaved families had routinely been split up and sold apart. Freedom was real — but it was also terrifyingly uncertain.

C. The Central Questions of Reconstruction

With the war over, the nation faced a set of problems it had never dealt with before. Three questions stood above all others. First, how would the Southern states return to the Union? They had seceded, started a war, and lost. Did they need to go through a formal process to re-enter? Or were they still legally part of the Union, since secession had always been illegal? This question turned out to have huge political consequences. Second, what rights would formerly enslaved people have? Freedom from bondage was only the beginning. Would freedmen have the right to vote? To own land? To testify in court? To sign contracts? To send their

children to school? These were not simple questions, and different Americans had very different answers. Third, who would control Reconstruction — the President or Congress? The Constitution gave both branches certain roles. But the two would end up in fierce conflict over who got to decide the terms of reunion.

D. The Stakeholders: Who Wanted What?

Different groups approached the end of the war with very different hopes and fears.

Formerly enslaved people wanted full freedom — not just legal emancipation, but land, education, civil rights, and a real chance to build independent lives. Many had risked everything to support the Union during the war, and they expected something in return.

Southern white landowners wanted to restore as much of the old order as possible. They accepted that slavery was over, but they wanted to control the labor of Black workers, maintain white supremacy in law and practice, and return to political power quickly.

Northern Republicans in Congress wanted to make sure the South could not simply undo the results of the war. Many wanted to punish the Confederate leadership, protect the rights of freed people, and ensure that the Republican Party could compete in Southern elections.

President Abraham Lincoln wanted a quick, healing reunion — with generous terms for the South and basic protections for freed people. But Lincoln would be dead within a week of Appomattox.

E. Restoration vs. Reconstruction

A key distinction — one that will run through every lesson in this unit — is the difference between restoring the Union and remaking it.

Restoration meant bringing the Southern states back quickly, with minimal conditions, and returning as much as possible to the prewar status quo — minus slavery. This was closest to Andrew Johnson's position. Lincoln also favored a rapid reunion, but his final intentions for protecting freedpeople remain debated because he was assassinated before Reconstruction policy was settled.

Reconstruction meant something more ambitious: using the power of the federal government to fundamentally change the South — to protect Black civil rights, reorganize Southern society, and ensure that the lessons of the war were built into law and into the Constitution itself. This was the position of Radical Republicans in Congress.

The conflict between these two visions would define American politics for the next twelve years — and its echoes can still be heard today.

WHY IT

Reconstruction was the first time America tried to answer the question of what

**MATTERS
TODAY**

equality under the law actually means. The rights gained — and then taken away — during this era directly shaped the Civil Rights Movement nearly a century later, and debates about equality, voting rights, and the role of federal power that began in 1865 are still very much alive.

Key Takeaways

- Lee's surrender at Appomattox on April 9, 1865 signaled the Confederacy's collapse, at a staggering cost — more than 620,000 dead, with some estimates higher, and a devastated South.
- Four million formerly enslaved people were legally free but faced enormous uncertainty about what freedom would mean in practice.
- Reconstruction raised three central questions: How would Southern states return? What rights would freedmen have? Who — Congress or the President — would be in charge?
- Different groups — freedmen, Southern whites, Northern Republicans, and the President — had very different visions for what should happen next.
- The core conflict of Reconstruction was between restoration (a quick return to the old order) and reconstruction (a genuine transformation of Southern society).

Quiz

1. Where did General Lee surrender, and to whom? (Short answer)
2. True or False: Grant's surrender terms required surrendered Confederate soldiers and officers to be immediately imprisoned or humiliated.
3. Name two things that formerly enslaved people lacked, even after emancipation, that made their freedom uncertain.
4. What were the three central questions facing the nation at the end of the Civil War? (Short answer)
5. Multiple choice — The term 'Reconstruction' refers to: (A) Rebuilding destroyed Southern cities; (B) The period when the federal government worked to restore the South and define the rights of freed people; (C) The process of replacing Confederate generals; (D) Lincoln's plan to pardon Confederate soldiers.

Short Writing Assignment

Imagine you are a formerly enslaved person in Virginia on April 10, 1865 — the day after Lee's surrender. In one or two paragraphs, describe what you feel and what you hope for. What does freedom mean to you right now? What are you afraid of? What do you need to make your freedom real?

Extended Learning (Optional)

Expanded Writing Assignment

The Civil War ended, but many historians argue that the deeper question — what kind of country America would be — was just beginning to be answered. In 3–5 paragraphs, write a short essay responding to this question: Was the end of the Civil War a triumph for American democracy, a beginning, or both? Use specific evidence from this lesson to support your argument.

Discussion Question

Grant offered generous terms at Appomattox — parole, no immediate imprisonment for surrendered soldiers, and permission for men to return home. Some historians say this was wise, helping end the fighting without unnecessary humiliation. Others argue that the broader postwar leniency toward Confederate leaders made true Reconstruction harder. Which view do you find more convincing? Why?

Primary Source Spotlight

"I asked him if he would have any difficulty in complying with the terms I had made. He said he had none whatever, and he was very thankful for the terms..."

— Ulysses S. Grant, *Personal Memoirs*, describing the Appomattox surrender, 1885

Grant's account is notably calm and dignified — he recorded almost no sense of triumph. What does his tone tell you about how he understood the meaning of the Union's victory?

Explore Further

Read the Evidence

- Ulysses S. Grant, *Personal Memoirs* — read Grant's account of the Appomattox surrender terms.

Learn More

- Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863–1877*.

Explore

- National Park Service, Appomattox Court House National Historical Park.

Lesson 50 — Lincoln's Assassination and the Shock to Reconstruction

THEME

Abraham Lincoln's murder on April 14, 1865 removed the leader with the greatest political skill and moral authority to guide Reconstruction — and handed power to a man who had a very different vision for what reunion should look like.

Summary

Five days after Lee's surrender at Appomattox, the nation was plunged into shock. President Abraham Lincoln was shot by actor and Confederate sympathizer John Wilkes Booth at Ford's Theatre in Washington, D.C., on the evening of April 14, 1865. He died the next morning. It was the first assassination of an American president.

Lincoln's death was not just a personal tragedy — it was a political earthquake. Lincoln had begun shaping a Reconstruction policy that was firm on the results of the war but generous in its terms. He wanted to bring the South back quickly and forge a lasting peace. With Lincoln gone, that unfinished policy passed into very different hands. Andrew Johnson, his Vice President and a former slaveholder from Tennessee, took over — and Reconstruction would never be quite what Lincoln might have imagined.

Learning Objectives

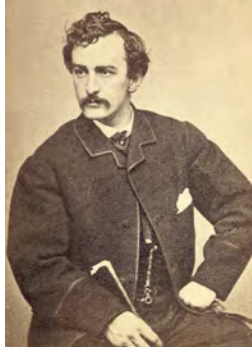
By the end of this lesson, you should be able to:

- Describe the circumstances of Lincoln's assassination and identify the key people involved.
- Explain Lincoln's plan for Reconstruction — the 'Ten Percent Plan' — and its key features.
- Describe Andrew Johnson's background and explain why his views differed from Lincoln's.
- Explain why Lincoln's death was a major turning point for Reconstruction.
- Identify the Wade-Davis Bill and explain what it tells us about the conflict between Congress and the President over Reconstruction.

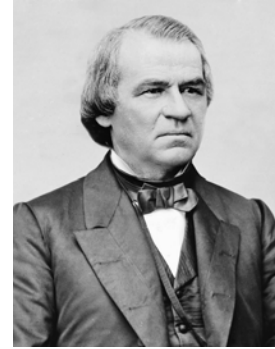
Visual Context



The Assassination of President Lincoln, Ford's Theatre, April 14, 1865
Currier & Ives illustration — Library of Congress



John Wilkes Booth, 1865
Library of Congress



Andrew Johnson, 17th President of the United States
Library of Congress

Key Vocabulary

TERM	DEFINITION
Ten Percent Plan	Lincoln's Reconstruction plan, which allowed a Southern state to re-enter the Union once 10% of its 1860 voters swore an oath of loyalty to the United States and the state abolished slavery.
Wade-Davis Bill	An 1864 Congressional plan for Reconstruction that was stricter than Lincoln's — requiring a majority of voters (not just 10%) to swear loyalty and excluding former Confederate leaders from voting. Lincoln pocket-vetoed it.
Pocket veto	When a president kills a bill by refusing to sign it within ten days of Congress adjourning, without formally vetoing it. Lincoln used this against the Wade-Davis Bill.
Assassination	The murder of a politically important person, usually for political reasons. Lincoln's assassination on April 14, 1865 was the first killing of a sitting U.S. president.
John Wilkes Booth	A famous actor and Confederate sympathizer who shot President Lincoln at Ford's Theatre on April 14, 1865. Booth was killed by Union soldiers twelve days later.
Andrew Johnson	Lincoln's Vice President, who became the 17th President of the United States after Lincoln's death. A Democrat from Tennessee and former slaveholder, Johnson's Reconstruction policies clashed sharply with Congress.

Story and Historical Narrative

A. A Night at Ford's Theatre

Friday, April 14, 1865 was a night of celebration in Washington. The war was effectively over. Flags flew everywhere. People flooded the streets. President Lincoln, exhausted by four years of war, agreed to attend a comedy called 'Our American Cousin' at Ford's Theatre — partly because the newspapers had already announced he would be there.

John Wilkes Booth knew Lincoln would be there too. Booth was a famous and handsome actor who moved easily through Washington society. He was also a passionate Confederate sympathizer who believed the South had been wronged and that Lincoln was a tyrant. Booth had originally planned to kidnap Lincoln and hold him for ransom. That plan had fallen apart. Now he turned to something final.

At around 10:15 p.m., Booth slipped into the presidential box above the stage. Lincoln's bodyguard had stepped away. Booth pressed a small pistol to the back of Lincoln's head and fired. In the chaos that followed, Booth leaped from the box to the stage — catching his spur on a flag and breaking his leg — and shouted something to the audience. He escaped on horseback into the Maryland night.

Lincoln never regained consciousness. He was carried to a boarding house across the street, where doctors worked through the night. At 7:22 a.m. on April 15, Abraham Lincoln died. Secretary of War Edwin Stanton reportedly said: 'Now he belongs to the ages.'

B. The Conspiracy

Booth did not act alone. He had recruited a small group of conspirators. On the same night as Lincoln's shooting, another member of the group stabbed Secretary of State William Seward in his bed, badly wounding him. A third conspirator lost his nerve and failed to carry out his assigned target: Vice President Andrew Johnson.

Booth was tracked down and killed by Union soldiers at a Virginia farm on April 26, twelve days after the shooting. Four of his co-conspirators were tried by a military tribunal and hanged. Several others received prison sentences.

C. Lincoln's Vision for Reconstruction

To understand why Lincoln's death mattered so much, we have to understand what he planned for Reconstruction. Lincoln's approach was shaped by a simple belief: the fastest way to lasting peace was to make it easy for the South to come back, not hard.

His Ten Percent Plan, announced in December 1863, offered this deal to any Confederate state: if 10% of the voters who had participated in the 1860 election swore an oath of loyalty to the United States, and if the state abolished slavery, that state could form a new government and return to the Union. There would be no

long waiting period and no sweeping punishment of ordinary Confederate soldiers, though Lincoln's amnesty proclamation excluded certain high-ranking Confederate civil and military officials unless they received special pardons.

Lincoln knew this was generous. He thought it needed to be. He wanted Southern moderates to have a reason to cooperate. He wanted the war to end — not just militarily, but emotionally — for Americans, North and South, to feel that they were one nation again.

D. Congress Pushes Back: The Wade-Davis Bill

Not everyone agreed with Lincoln. Many Republicans in Congress thought his Ten Percent Plan was far too lenient. If the South came back on easy terms, what was to stop former Confederate leaders from retaking power and undoing everything the war had achieved?

In 1864, Congressmen Benjamin Wade and Henry Winter Davis pushed through a much stricter plan. The Wade-Davis Bill required a majority (50%) of voters — not just 10% — to swear loyalty before a state could return. It also barred many former Confederate officials and those who had voluntarily borne arms against the United States from voting for new state conventions, which would exclude much of the former Confederate political and military leadership.

Lincoln pocket-vetoed the bill — he let Congress adjourn without signing it, killing it without an official veto. Wade and Davis were furious. They issued a sharp public statement accusing Lincoln of executive overreach. The fight had begun — and it was a fight about who controlled Reconstruction: the President or Congress.

E. Andrew Johnson Takes Over

Andrew Johnson was, in many ways, poorly suited to inherit Lincoln's impossible job.

Johnson was a Democrat from Tennessee — the only Southern senator who had refused to leave when his state seceded, which is why Lincoln had chosen him as a national-unity running mate in 1864. But Johnson's loyalty to the Union did not mean he believed in racial equality. He was a slaveholder who openly believed that Black people were inferior to white people and had no business participating in politics.

Johnson also had a prickly, combative personality that made compromise nearly impossible. Where Lincoln could cajole, joke, and maneuver, Johnson lectured, threatened, and refused to budge. He lacked Lincoln's genius for reading political situations and his deep understanding of what the war had actually meant.

Historians have long argued that Lincoln's death was the hinge on which Reconstruction turned. We will never know exactly what Lincoln would have done — his plans might have run into the same resistance from Congress. But the man who replaced him deepened the conflicts of Reconstruction and made compromise with Congress far more difficult.

WHY IT MATTERS TODAY

The assassination of Abraham Lincoln is one of the great 'what ifs' of American history. Students of history often debate whether a better Reconstruction — one that fully protected the rights of Black Americans — was possible if Lincoln had lived. These debates remind us how much individuals matter in history, and how a single event can change the direction of a nation.

Key Takeaways

- Abraham Lincoln was assassinated at Ford's Theatre on April 14, 1865, and died the next morning — five days after Lee's surrender.
- John Wilkes Booth, a Confederate sympathizer, was part of a larger conspiracy that also targeted the Vice President and Secretary of State.
- Lincoln's Ten Percent Plan offered generous terms to the South: loyalty oaths from 10% of voters and abolition of slavery were enough to return to the Union.
- Congress disagreed, passing the stricter Wade-Davis Bill in 1864 — which Lincoln pocket-vetoed, revealing a deep conflict over who controlled Reconstruction.
- Andrew Johnson, Lincoln's successor, was far less committed to Black civil rights and far less skilled politically — setting the stage for the battles of Reconstruction.

Quiz

1. Where and when was Lincoln shot? (Short answer)
2. True or False: Booth acted entirely alone in the plot against Lincoln.
3. What were the two main requirements of Lincoln's Ten Percent Plan? (Short answer)
4. Multiple choice — The Wade-Davis Bill differed from Lincoln's Ten Percent Plan mainly by: (A) Requiring a majority of voters to swear loyalty, not just 10%; (B) Giving formerly enslaved people the right to vote; (C) Abolishing the Confederate Army; (D) Creating the Freedmen's Bureau.
5. Why did Lincoln's death change the course of Reconstruction? (Short answer)

Short Writing Assignment

Compare Lincoln's Ten Percent Plan to the Wade-Davis Bill. In one to two paragraphs, explain which approach you think would have been better for the country — and why. Consider the perspectives of both formerly enslaved people and white Southerners in your answer.

Extended Learning (Optional)

Expanded Writing Assignment

Historians often argue about the role of individuals versus larger forces in shaping history. Was Reconstruction likely to face severe difficulty because of deep divisions in American society — or did the assassination of Lincoln and the rise of Andrew Johnson make a crucial difference? In 3–5 paragraphs, make and defend an argument. Use specific evidence from this lesson.

Discussion Question

Lincoln's Ten Percent Plan was very generous to the South. The Wade-Davis Bill was much stricter. If you had been in Congress in 1864, which approach would you have supported, and why? What were the risks of each? Is it possible that both approaches had serious flaws?

Primary Source Spotlight

"We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature."

— Abraham Lincoln, First Inaugural Address, March 4, 1861

Lincoln spoke these words four years before his death, appealing to the South not to break apart the country. Knowing what you now know about how the war ended and what happened to Lincoln, how do these words hit you differently? What do they tell you about what Lincoln valued and what he hoped for?

Explore Further

Read the Evidence

- Abraham Lincoln, Proclamation of Amnesty and Reconstruction (1863), often called the Ten Percent Plan.

Learn More

- James M. McPherson, *Tried by War: Abraham Lincoln as Commander in Chief*.

Explore

- Ford's Theatre and the National Park Service resources on Lincoln's assassination.

Lesson 51 — Andrew Johnson and the Battle Over Presidential Reconstruction

THEME

Andrew Johnson believed Reconstruction was primarily the President's job — and that the Southern states should return quickly, with minimal conditions and few federal guarantees for Black Americans. Congress disagreed, setting off one of the most explosive political conflicts in American history.

Summary

When Andrew Johnson took office after Lincoln's assassination, he moved quickly to implement his own vision of Reconstruction — one that was generous to the South and indifferent to the rights of formerly enslaved people. Johnson offered pardons to most Confederates, allowed Southern states to hold elections almost immediately, and looked the other way as newly formed Southern governments passed the Black Codes — laws designed to keep Black Americans in a condition as close to slavery as possible.

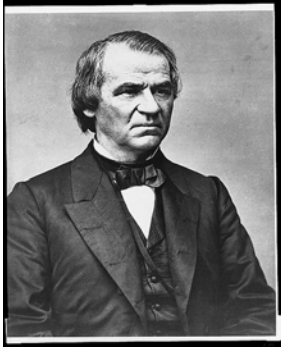
Congress, controlled by Republicans who had just fought a brutal war to preserve the Union, was furious. The conflict between Johnson and Congress over who controlled Reconstruction — and what it should actually accomplish — would eventually lead to Johnson's impeachment and reshape the balance of power between the branches of government.

Learning Objectives

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

- Describe Andrew Johnson's background and political beliefs.
- Explain the key features of Johnson's Presidential Reconstruction plan.
- Define the Black Codes and explain what they reveal about Southern intentions during Reconstruction.
- Explain why Congressional Republicans rejected Johnson's approach to Reconstruction.
- Identify the key conflict between Presidential and Congressional Reconstruction.

Visual Context



Andrew Johnson, 17th President of the United States
Library of Congress



Black Codes of 1865 — Forced Labor to Pay Fines
Harper's Weekly / Library of Congress



'Andrew Johnson's Reconstruction and How It Works,' 1866
Thomas Nast, Harper's Weekly — Library of Congress

Key Vocabulary

TERM	DEFINITION
Presidential Reconstruction	The phase of Reconstruction (1865–1867) in which President Johnson — not Congress — set the terms for how Southern states would return to the Union, with lenient conditions and no civil rights protections for Black Americans.
Black Codes	Laws passed by Southern state governments in 1865–1866 designed to restrict the freedom of formerly enslaved people, force them into labor contracts, and maintain white supremacy through legal means rather than outright slavery.
Pardon	Official forgiveness for a crime or offense. Johnson granted pardons to most former Confederates, allowing them to vote and hold office again quickly.
Radical Republicans	A faction of the Republican Party that believed Reconstruction must fundamentally transform Southern society, protect Black civil rights, and punish Confederate leaders. They clashed repeatedly with Johnson.
Veto	The President's power to reject legislation passed by Congress. Johnson used the veto frequently to block Reconstruction laws — and, after the 1866 elections strengthened Republicans, Congress frequently overrode him.
Override	When Congress votes by a two-thirds majority in both chambers to pass a bill despite the President's veto. Congress overrode many of Johnson's vetoes during Reconstruction.

Story and Historical Narrative

A. Who Was Andrew Johnson?

Andrew Johnson was, in many ways, a self-made man — and proud of it. Born into poverty in North Carolina, he never attended school and taught himself to read as a teenager. He became a tailor, then a politician, rising through Tennessee politics on the strength of his fiery speeches defending the rights of poor white farmers against the planter class.

But Johnson's sympathy for poor whites did not extend to Black Americans. He was a lifelong Democrat and a former slaveholder who believed openly that the United States was a white man's country. He accepted that the war had ended slavery — that outcome was unavoidable — but he was bitterly opposed to Black political rights, Black suffrage, and a strong federal role in protecting the freedoms of formerly enslaved people.

B. Johnson's Reconstruction Plan

Johnson wasted no time. In May 1865, while Congress was in recess, he announced his Reconstruction plan. Former Confederate states could return to the Union by ratifying the 13th Amendment, formally nullifying their secession ordinances, and repudiating their Confederate war debts. Beyond that, Johnson offered broad pardons to most Confederates.

By the end of 1865, the former Confederate states had moved quickly to meet Johnson's basic conditions. Former Confederate officers and officials won elections across the South. Georgia sent Alexander Stephens — the former Vice President of the Confederacy — to the United States Senate. Congress refused to seat him, but the signal was clear: much of the white South intended to return to political power as if the war had changed as little as possible.

C. The Black Codes

As new Southern state governments took shape, they passed the Black Codes — laws designed to keep Black Americans in a condition as close to slavery as the law would allow. Under these codes, Black people in many states faced severe restrictions on land ownership, movement, labor contracts, and court testimony. They could be arrested for 'vagrancy' and have their labor sold off to pay fines. In Mississippi, Black people faced severe restrictions on land rental and labor contracts. In South Carolina, Black workers could be punished for offenses such as 'impudence.' In Louisiana and other states, labor contracts had to be signed annually, and workers who left early could be forced to forfeit their wages.

The message was unmistakable: many Southern lawmakers accepted emancipation only in the narrowest legal sense and intended to preserve white control over Black labor and public life. Congressional Republicans were outraged — and so were many Northerners who had just spent four years fighting to preserve the Union.

D. Congress Pushes Back

When Congress returned from recess in December 1865, Republicans refused to seat the newly elected Southern representatives. They passed the Civil Rights Act of 1866, declaring all persons born in the United States to be citizens with equal rights under law. Johnson vetoed it — Congress overrode him, the first time in American history that a major piece of legislation had been passed over a presidential veto. The battle lines were now drawn.

WHY IT MATTERS TODAY

The Black Codes were defeated by Congressional action in the 1860s — but the system of racial control they represented didn't disappear. Later Jim Crow laws accomplished many of the same goals and remained in place until the Civil Rights Movement of the 1950s and 1960s. Understanding the Black Codes helps explain why Reconstruction's failure had consequences that lasted for nearly a century.

Key Takeaways

- Andrew Johnson was a former slaveholder who believed in white supremacy and states' rights — and had little interest in protecting Black civil rights.
- Johnson's Reconstruction plan was lenient: pardons for most Confederates, quick readmission for Southern states, and no civil rights protections.
- Southern states responded to Johnson's plan by passing the Black Codes — laws designed to keep Black Americans in near-slavery conditions.
- Congressional Republicans rejected Johnson's approach and passed the Civil Rights Act of 1866 over Johnson's veto.
- The clash between Johnson and Congress set the stage for Radical Reconstruction — a far more ambitious federal effort to reshape the South.

Quiz

1. What were the three conditions Johnson required of Southern states to return to the Union? (Short answer)
2. True or False: The Black Codes fully protected the civil rights of formerly enslaved people.
3. What was the Civil Rights Act of 1866, and what happened when Johnson vetoed it? (Short answer)
4. Multiple choice — Which best describes Andrew Johnson's view of Reconstruction? (A) The federal government should protect Black civil rights; (B) Reconstruction was the President's job and the South should return quickly with few conditions; (C) Congress should lead Reconstruction and punish the South; (D) Black Americans should receive land and the right to vote immediately.
5. Why were Congressional Republicans so angry at Johnson's Reconstruction plan? (Short answer)

Short Writing Assignment

You are a formerly enslaved person in Mississippi in 1866. The war is over, but your state has just passed Black Codes. In one to two paragraphs, describe what your daily life looks like under these laws. What freedoms do you have? What freedoms have been taken from you? What do you think the government in Washington should do?

Extended Learning (Optional)

Expanded Writing Assignment

Andrew Johnson believed he was protecting the Constitution by resisting Congressional Reconstruction. In 3–5 paragraphs, evaluate Johnson's constitutional argument. Was he right that Reconstruction was a presidential power? What does the Constitution say about how the branches share power? What were the real-world consequences of his position?

Discussion Question

The Black Codes showed that many Southern whites intended to re-create the conditions of slavery through law rather than outright ownership. Some historians argue that without aggressive federal intervention, emancipation was meaningless. Others argue that federal intervention was itself a violation of states' rights. What do you think? Can emancipation be real without enforcement?

Primary Source Spotlight

"This is a country for white men, and by God, as long as I am President, it shall be a government for white men."

— Andrew Johnson, in a private letter to Missouri Governor Thomas Fletcher, 1866

Johnson made this statement privately, and it helps explain why he resisted federal civil rights protections. How does this quote help explain his vetoes of civil rights legislation? What does it tell you about the limits of Presidential Reconstruction for Black Americans?

Explore Further

Read the Evidence

- Civil Rights Act of 1866 and selected state Black Codes.

Learn More

- Eric Foner, *A Short History of Reconstruction*.

Explore

- Library of Congress collections on Andrew Johnson and Reconstruction political cartoons.

Closing Thoughts, Important Considerations, and Reading List

ALTERNATE PERSPECTIVES

This final section includes a closing message from your course historian, Clyde Cleveland. It presents his opinions, arguments, and concerns about issues every student and citizen should consider. As always, students are encouraged to weigh these arguments alongside the mainstream account, evaluate the evidence carefully, and draw their own reasoned conclusions.

A. A Note from Historian and Your Course Reviewer

This is the end of our course. We have thoroughly enjoyed creating this educational series, and we hope you have found it both instructive and thought-provoking. Our goal is to have you and your children continue this educational journey. It is actually vital — not too strong a word — to the existence of humanity on this planet that you do so.

We have to understand the tragedy of wars and the forces that make wars more likely if we hope to prevent them. We have touched on those forces throughout this course, including the role of fear, propaganda, national ambition, ideological conflict, and financial or industrial interests that profit from war. We hope to help create an educated citizenry that can recognize when public opinion is being manipulated toward unnecessary conflict.

B. The Only Way to Prevent Further Wars

It starts by recognizing that war-making often depends on narratives, emotional images, selective reporting, and official claims that citizens are pressured to accept quickly. Media institutions can challenge those narratives, but they can also amplify them. Students should learn to ask: Who is making this claim? What evidence is offered? Who benefits if the public accepts it?

The good news is that the Internet gives citizens access to a wider range of sources than previous generations possessed. That can be a great advantage, but it also requires discernment: not every alternative source is reliable simply because it dissents from the official account. It is imperative that students seek evidence, compare sources, check claims, and share information responsibly.

C. Wilson and Roosevelt: Tools — and Witnesses

As we have considered in previous lessons, critics of American foreign policy argue that presidents such as Woodrow Wilson and Franklin Roosevelt were shaped by powerful political, financial, and strategic interests that favored war or expanded federal power. That claim should be evaluated carefully: presidents make real

choices, but they also operate within networks of advisers, institutions, donors, public opinion, and international pressures that can narrow what they perceive as possible.

One of the most important things students can learn from Wilson's presidency is how difficult it can be for even intelligent leaders to see clearly the forces around them. Colonel Edward Mandell House was a powerful adviser, and Wilson's administration became associated with major expansions of federal and international power. Some quotations commonly attributed to Wilson are disputed, so they must be used carefully. Reliable Wilson statements can still serve as useful tools for discussing concentrated power, credit, liberty, and the limits of government.

Franklin Roosevelt inherited a world shaped in part by Wilson's choices and by the institutions created during the Progressive Era and World War I. Let us review carefully what Wilson did say, while distinguishing verified statements from disputed attributions. Wilson signed the Federal Reserve Act and led the United States into World War I; students may reasonably debate whether he was visionary, naive, pressured by events, or influenced by powerful interests. But the strongest historical argument is made by careful evidence, not by overstating what can be proven.

Conclusion: Woodrow Wilson's presidency raises serious questions about concentrated power, financial influence, wartime propaganda, and the vulnerability of democratic decision-making in moments of crisis. The quotations and ideas below should be read carefully, with attention to attribution and context:

"A great industrial nation is controlled by its system of credit. Our system of credit is concentrated. The growth of the nation, therefore, and all our activities are in the hands of a few men... We have come to be one of the worst ruled, one of the most completely controlled and dominated Governments in the civilized world."

— Woodrow Wilson, *The New Freedom* (1913)

"There is a power so organized, so subtle, so watchful, so interlocked, so complete, so pervasive, that they had better not speak above their breath when they speak in condemnation of it."

— Woodrow Wilson, *The New Freedom* (1913)

"Liberty has never come from the government. Liberty has always come from the subjects of it... The history of liberty is a history of resistance... The history of liberty is a history of the limitation of governmental power, not the increase of it."

— Woodrow Wilson, "The Old Order Changeth," speech, 1912

These statements are associated with the president who signed the Federal Reserve Act, governed during implementation of the new federal income tax, and led the United States into World War I. Read together, they raise serious questions about concentrated credit, concentrated political influence, and the

relationship between liberty and government power. Students should sit with these words and ask: how should citizens distinguish legitimate public authority from private influence operating through public institutions?

D. What We Were Made For

What all of us want for our children and grandchildren is world peace — and prosperity for the people of every country in the world — and the maximization of everyone's creativity. Because that is what we are: creators. We were told in Sunday school that we were made in the image of our Creator. He made creators. We were not made to kill each other, or degrade each other, or cheat each other. We were created to thrive and to love each other.

Every young person killed in a conflict that could have been avoided is a creator lost forever.

E. Recommended Reading List

We have prepared a reading list of books that we highly recommend. Some of these are accessible now as free PDFs. All are available on Amazon unless otherwise noted.

On War, Banking, and the War Machine

- *War Is a Racket* by Major General Smedley Butler. The most decorated officer in American history asks: who funds all wars? Short, powerful, essential.
- *The Creature from Jekyll Island* by G. Edward Griffin. A comprehensive history of the Federal Reserve and its impact on society. Amazon.
- *Hamilton's Curse* by Thomas DiLorenzo. A critical interpretation of Alexander Hamilton's economic program and the debate between Hamiltonian finance and Jeffersonian republicanism. Students should compare this perspective with mainstream scholarship on the First Bank of the United States.

On the Constitution and Liberty

- *The Nature of Man and His Government* by Robert LeFevre. A brilliant analysis of what government really is and a call for non-coercive alternatives. Available free at: <https://mises.org/mises-daily/nature-man-and-his-government>
- *The Law* by Frédéric Bastiat. A classic 19th-century argument for natural rights and limited government. Available free at: <http://bastiat.org/>
- *It's Good to Be King* by Michael Badnarik. An excellent analysis of the Constitution and Bill of Rights from the perspective of the 2004 Libertarian Presidential candidate. Available at: <https://badnarik.org/product/good-to-be-king-the-foundation-of-our-constitutional-freedom/>

- *The Revolution: A Manifesto* by Ron Paul. Explains how to achieve economic freedom, civil liberties, and personal responsibility, and the proper role of government. Amazon.
- *A Foreign Policy of Freedom: Peace, Commerce and Honest Friendship* by Ron Paul. Makes the case for a foreign policy of non-intervention, based on Ron Paul's 20-year career in Congress. Amazon.
- *Treason, Theft of a Nation, and The Constitution That Never Was* by Ralph Borysewsky. Start with *Treason*: https://clydecleveland.com/media/TREASON_RalphBorysewski.pdf
Then read *Theft of a Nation* — absolutely critical for every American to understand how our legal system has been undermined. Available on Amazon as Kindle e-books.
- *Fruits from a Poisonous Tree* by Melvin Stamper. Critical reading to understand the impact of the 14th Amendment after the Civil War. Available as a free PDF: <https://clydecleveland.com/Fruits-From-a-Poisonous-Tree.pdf>

On the Founders and Bottom-Up Government

- *American Insurgents, American Patriots* by T.H. Breen. Describes in depth how bottom-up self-government worked in the 1770s, including coverage of the First Continental Congress of 1774 and the law passed to ban the importation of enslaved people in 1774. It provides an example for us to follow as we transition from top-down structures to a better bottom-up model. Available at Amazon and most bookstores; some editions are available as free PDFs.
- Thomas Paine: *Common Sense, The American Crisis, Rights of Man*. The essential Founding-era arguments for independence, liberty, and self-government.
- *A Son of Thunder: Patrick Henry and the American Republic* by Henry Mayer. "My favorite book of all time — I have read it four times. More than a biography of one of our most prolific founders, this book delves deeply into the epic battle between the Federalists and the Anti-Federalists." — Clyde Cleveland. Available on Amazon.
- *The 5,000 Year Leap* by W. Cleon Skousen. Explains the fundamental principles of nature that guided the Founders. Amazon.
- *The Majesty of God's Law* by W. Cleon Skousen. An in-depth examination of the historical and philosophical sources that most influenced the Founders. Amazon.

On Economics and Freedom

- *Economics in One Lesson* by Henry Hazlitt. The foundation for understanding freedom-based economics. Amazon.
- All Richard Maybury books are highly recommended. Available at BlueStockingPress.com.

Authored by the Historian for this Course

- *Common Sense Revisited, Restoring the Heart of America, and Flourish* by Clyde Cleveland. More information and to purchase: <https://clydecleveland.com/books.html>

F. Recommended Viewing

The following video channels and presentations are recommended for students who want to continue their education on the themes covered in this course:

- Keith Broader's Liberty Tree University files on Quia.com. Many classes, quizzes, and great videos: <https://www.quia.com/profiles/libertytreeuniversity>
- Mel K — "Unmasking the Global Elitist Power Grab and How to Resist" Available on Rumble: rumble.com/v27kdvy-unmasking-the-global-elitist-power-grab-and-how-to-resist-1-27-23-mel-k-roc.html
- Promethean Action — Offers newsletters and video updates presenting an alternative geopolitical critique of the British/City of London establishment and war-making institutions. Students should evaluate its claims carefully and compare them with other sources. <https://prometheanaction.com>
- "Fall of the Cabal" — A controversial alternative-media documentary series. Include only as an example of a dissenting perspective to evaluate critically, not as a substitute for primary-source evidence.
- "The Fall of the Cabal – The Sequel" — A continuation of the above series; approach with the same critical-source standards.
- Burning Bright — A contemporary alternative-media commentator focused on anti-war and anti-establishment themes. Evaluate claims against evidence and independent sources. <https://truthsocial.com/@BurningBright>
- The Sovereign Soul — A Rumble-based source on liberty and constitutional governance. Students should approach it as an opinion source and evaluate arguments carefully. <https://rumble.com/search/all?q=The%20Sovereign%20Soul>

Approach every source — including these — with critical thinking. Ask what evidence is provided, what assumptions are made, and where the argument is strongest or weakest. The goal is to think clearly, evaluate evidence carefully, and form your own reasoned conclusions.

AMERICAN HISTORY 102 — FINAL EXAM

Liberty Tree University From Reconstruction to the Present Day — Lessons 49–96

INSTRUCTIONS

This final exam consists of 48 multiple-choice questions — one for each lesson in American History 102. For each question, circle or mark the letter of the single best answer.

The column labeled 'L' indicates which lesson each question draws from. Each question is worth equal value toward the final score.

Name:

Date:

UNIT I — Reconstruction and the Remaking of the Constitution

Questions 1–12

1

L49
Multiple
Choice

What was the central promise of Reconstruction for formerly enslaved people?

- A. Immediate deportation to colonies outside the United States
- B. Full citizenship, civil rights, and genuine economic and political freedom
- C. Permanent indentured servitude to their former enslavers
- D. Exclusive settlement in newly created western territories

2

L50
Multiple
Choice

Which of the following correctly matches a Reconstruction Amendment with what it accomplished?

- A. The 13th Amendment abolished slavery, the 14th established citizenship and equal protection, and the 15th prohibited denying the vote based on race
- B. The 13th Amendment granted women's suffrage, the 14th abolished slavery, and the 15th created the income tax
- C. All three amendments addressed only voting rights for men
- D. The 13th Amendment established birthright citizenship, the 14th abolished slavery, and the 15th created Reconstruction governments

3	L51 Multiple Choice	Why did Congressional Republicans reject Andrew Johnson's approach to Reconstruction? A. Johnson's lenient policies allowed Southern states to pass Black Codes that effectively restored conditions resembling slavery B. Johnson wanted to immediately grant full citizenship to all formerly enslaved people C. Johnson refused to allow any Southern states to rejoin the Union under any conditions D. Johnson supported permanent military occupation of the entire South
4	L52 Multiple Choice	What did the Reconstruction Acts of 1867 require of Southern states seeking readmission to the Union? A. That they pay reparations directly to formerly enslaved people B. That they draft new state constitutions guaranteeing Black male suffrage and ratify the 14th Amendment C. That they abolish their state governments permanently D. That they hold no elections for ten years
5	L53 Multiple Choice	How was the 13th Amendment's exception clause exploited through convict leasing? A. The clause banned all forms of involuntary labor with no exceptions B. The clause permitted involuntary servitude as criminal punishment, which Southern states exploited by arresting Black citizens on minor charges and leasing their labor C. The clause only applied to Northern states and had no effect in the South D. The clause was never enforced and had no practical impact
6	L54 Multiple Choice	Which amendment established birthright citizenship, and what does the equal protection clause within it guarantee? A. The 15th Amendment; it guarantees the right to vote regardless of citizenship status B. The 14th Amendment; it guarantees that states cannot deny any person equal protection of the laws C. The 13th Amendment; it guarantees freedom from involuntary servitude only D. The 19th Amendment; it guarantees women's right to citizenship