**1302 QUIZ ONE QUESTIONS—FONER**

CHAPTER 15

1. What was the meaning (understanding) of freedom by African Americans? p.565

Blacks and the Meaning of Freedom

African-Americans’ understanding of freedom was shaped by their experiences as slaves and their

 observation of the free society around them. To begin with, freedom meant escaping the

numerous injustices of slavery—punishment by the lash, the separation of families, denial of access to education, the sexual exploitation of black women by their owners—and sharing in the rights and opportunities of American citizens.

1. How did Black women see their role after having “withdrawn” from field labor and work as house servants (planters’ complaint)? p.566

Families in Freedom

Immediately after the Civil War, planters complained that freedwomen had "withdrawn" from field labor and work as house servants. Many black women preferred to devote more time to their families than had been possible under slavery, and men considered it a badge of honor to see their wives remain at home. Eventually, the dire poverty of the black community would compel a far higher proportion of black women than white women to go to work for wages.

1. How did the independent Black church play a part in the Black community? (hint: know the denominations and the functions the church served). Pp.566-567

Church and School

The rise of the independent black church, with Methodists and Baptists commanding the largest followings, redrew the religious map of the South. As the major institution independent of white control, the church played a central role in the black community. A place of worship, it also housed schools, social events, and political gatherings. Black ministers came to play a major role in politics. Some 250 held public office during Reconstruction.

1. What were the motivations driving the “thirst for learning” in the Black community? p.567 Church and School

The thirst for learning sprang from many sources – a desire to read the Bible, the need to prepare for the economic marketplace, and the opportunity, which arose in 1867, to take part in politics.

1. What were the goals/objectives of the Freedmen’s Bureau agents? p.571

The Freedmen’s Bureau

Bureau agents were supposed To establish schools, provide aid to the poor and aged, settle disputes between whites and blacks and among the freedpeople, and secure for former slaves and white Unionists equal treatment before the courts.

CHAPTER 16

1. How were wages and wealth described by advanced economics in the “Gilded Age?” Pp.614-615 Freedom, Inequality, and Democracy

Given the vast expansion of the nation’s productive capacity, many Americans viewed the

concentration of wealth as inevitable, natural, and justified by progress. By the turn of the

century, advanced economics taught that wages were determined by the iron law of supply

 and demand and that wealth rightly flowed not to those who worked the hardest but to men with business skills

 and access to money.

1. How does your textbook define “liberty of contract?” Glossary p.A-68

**A judicial concept of the late nineteenth and early twentieth centuries whereby the courts overturned laws regulating labor conditions as violations of the economic freedom of both employers and employees.**

1. What were the distinctive qualities of American culture as described in the

Frederick Jackson Turner lecture, “The Significance of the Frontier in American History?” p.628 The Transformation of the West

Individual freedom, political democracy, and economic mobility.

1. How was the Dawes Act used to affect Native American life (tribalism)? p.638

Remaking Indian Life

The crucial step in attacking “tribalism” came in 1887 with the passage of the Dawes Act,

 named for Senator Henry L. Dawes of Massachusetts, chair of the Senate’s Indian Affairs

 Committee. The Act broke up the land of nearly all tribes into small parcels to be

distributed to Indian families, with the remainder auctioned off to white purchasers. Indians who accepted the farms and “adopted the habits of civilized life” would become full-fledged American citizens. The policy proved to be a disaster, leading to the loss of much tribal land and the erosion of Indian cultural traditions. Whites, however, benefited

enormously.

1. How does your textbook describe the “Wild West?” p.641

Myth, Reality, and the Wild West

A lawless place ruled by cowboys and Indians (two groups by this time vastly outnumbered by other westerners) and marked by gunfights, cattle drives, and stagecoach robberies.

CHAPTER 17

1. What were the political concerns of the North and South represented by a political cartoon? p.652 The People’s Party

In an 1891 cartoon from a Texas Populist newspaper, northern and southern Civil War veterans clasp hands across the “bloody chasm” (a phrase first used by the New York editor Horace Greeley during his campaign for president in 1872). Beneath each figure is an explanation of why voting alignments have previously been

based on sectionalism—the North fears “rebel” rule, the white South “Negro supremacy.”

1. Define “New South” as proposed by Atlanta Constitution editor,

Henry W. Grady. Glossary p.A-73

**New South** *Atlanta Constitution* editor Henry W. Grady’s 1886 term for the prosperous post–Civil War South he envisioned: democratic, industrial, urban, and free of nostalgia for the defeated

plantation South.

1. What was the message in the speech delivered by Booker T. Washington at the Atlanta Cotton Exposition known as the “Atlanta Compromise?” Who influenced him to think this way? Pp.661-662

The Emergence of Booker T. Washington

He urged blacks to adjust to segregation and abandon agitation for civil and

 political rights. Born a slave in 1856, Washington had studied as a young man at Hampton Institute, Virginia. He adopted the outlook of Hampton’s founder, General Samuel Armstrong, who emphasized that obtaining farms or skilled jobs was far more important to African Americans emerging from slavery than the rights of citizenship.

1. Who was the last ruler of Hawaii? Picture p.679

Queen Liliuokalani, the last ruler of Hawaii before it was annexed by the United States.

1. How did the North and the South reconcile their differences going into the 20th century? p.687 “Republic or Empire?”

The political system had stabilized. The white North and South had achieved reconciliation, while rigid lines of racial exclusion -the segregation of blacks, Chinese exclusion, Indian reservations- limited the boundaries of freedom and citizenship.