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Lesson Two: Freedmen’s Bureau

Excerpts from CHAP. XC. An Act to Establish a Bureau for the Relief of Freedmen and Refugees

Be it enacted by the Senate and the House of Representatives of the United States of America in Congress Assembled, That there is hereby established in the War Department, to continue during the present war of rebellion, and for one year thereafter, a bureau of refugees, freedmen, and abandoned land…

The said bureau shall be under the management and control of a commissioner to be appointed by the President by and with the advice and consent of the Senate, whose compensation shall be three thousand dollars per annum…

Sec. 2. and be it further enacted, That the Secretary of War may direct such issues of provisions, clothing, and fuel, as he may deem needful for the immediate and temporary shelter and supply of destitute and suffering refugees and freemen and their wives and children, under such rules and regulations as he may direct.

http://www.history.umd.edu/Freedmen/fbact.htm
SUMMARY:

How's first report as Bureau Superintendent in Staunton sheds light on the early post-war situation of freed blacks. He writes that their new freedom seems tenuous as their former masters threaten to reestablish slavery once Union troops have left. How also notes that he has had trouble hiring military personnel to staff the office, and so has hired civilians.

Bureau R. F. & A. Lands
Hd. Qrs. Sixth District Va

Col O. Brown, Assist Commissioner Va
Richmond, Va Staunton Va

Aug 8th 1865
Colonel

....Thus their former masters are not favorable to the education of the freedmen, and are not willing that they should settle on their lands at any rate...

The presence of military authority is, and for months will be indispensable for the maintenance of the rights of the freedmen in this section of our country.

am Colonel
Very Respectfully Your Obedient Servant

W. Storer How, Capt. & Aqm
Supt Sixth Dist Va
Nelson Irwin writes a very poignant and wrenching letter to General Schofield, the head of the Potomac Military District, pleading for justice and protection for blacks. He refers to an upcoming trial in Staunton and claims that blacks live under a "reign of terror". Irwin asks Schofield to use military power to intervene on the side of the law, writing, "We gave to the rich white man our best years, our strength, our youth, our sweat, and now that we are free, we get in return meanness, tyranny and injustice." Judging from the paper trail, this letter was passed all the way to Orlando Brown.

Staunton

Oct. 8th 1866
General

Living within your military department, I am forced to appeal to you in my own behalf... There is a deep laid organization here that governs and controls every thing by might in defiance of truth and justice. On any, even the least pretense a black man is taken up and imprisoned. His color is his condemnation, and every lawless act committed he is accused of. At present my brethren are living in a reign of terror and many of them are locked up in Staunton Gaol.

An act of theft has been committed here by one or two black men and lo! four are taken up and all of us are accused. Some of us had to fly, who were and are as innocent of the crime as you are. The Freedmen's bureau is ineffective, laughed at and despised.

I am General
Your very humble Srvt

Nelson Irwin

The Commanding Gen'l, Richmond Va

_____________________________________________________________________

SUMMARY:

Waldo asks for a teacher to be sent to Laurel Hill, a community east of Staunton. He specifically asks for a black teacher, so that he or she will be able to board with a black family, citing white opposition to black schools.

Bureau R.F. and A.L.
Capt. J. A. McDonnell  
Sub Asst Comr Staunton

Nov. 20/68

The colored people of Laurel Hill [ Augusta Co.] are in need of a teacher for a school [which] they are ready to open. They have a comfortable log school house, for the Erection of which this Bureau appropriated $40.00.

On account of the poverty of the colored people in that vicinity they could pay the board only of a teacher.

On account of hostility of the white population toward colored schools, the people would prefer a colored teacher, as he or she could then board in a colored family.

Can the Bureau or Am. Missionary Association send a teacher to this school? There will be about 25 or 30 scholars...

Very Respectfully

Roswell Waldo A.S.A.C.

http://valley.vcdh.virginia.edu/personalpapers/browse/
Lesson 3: Sharecropping

Sharecropper Contract, 1882

To every one applying to rent land upon shares, the following conditions must be read, and agreed to.

To every 30 and 35 acres, I agree to furnish the team, plow, and farming implements. The croppers are to have half of the cotton, corn, and fodder (and peas and pumpkins and potatoes if any are planted) if the following conditions are complied with, but if not—they are to have only two-fifths (2/5). All must work under my direction.

...No cropper is to work off the plantation when there is any work to be done on the land he has rented, or when his work is needed by me or other croppers.

...Every cropper must feed or have fed, the team he works, Saturday nights, Sundays, and every morning before going to work, beginning to feed his team (morning, noon, and night every day in the week) on the day he rents and feeding it to including the 31st day of December. ...for every time he so fails he must pay me five cents.

The sale of every cropper's part of the cotton to be made by me when and where I choose to sell, and after deducting all they owe me and all sums that I may be responsible for on their accounts, to pay them their half of the net proceeds. Work of every description, particularly the work on fences and ditches, to be done to my satisfaction, and must be done over until I am satisfied that it is done as it should be.

**Name______________________**

<table>
<thead>
<tr>
<th>Landowner</th>
<th>What he gets:</th>
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<table>
<thead>
<tr>
<th>Sharecropper</th>
<th>What he gets:</th>
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**Summarize** Why did the South use sharecropping as an agricultural system after the Civil War? Do you think that sharecropping contracts were fair or unfair? Defend your opinion.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

7
Lesson 3: Mapping Plantations and Sharecropping

Name _____________________________________

Draw your own map of a plantation and sharecropping. Give each map a title with the year. Include the main house, cabins, land for crops, and other important buildings on the land.

Which map shows agriculture in the South before the Civil War? After the Civil War?
_______________________________________________________
_______________________________________________________

Why did the landowners give sharecroppers land that was spread out?
_______________________________________________________
_______________________________________________________
_______________________________________________________
Lesson 4: Photo Analysis Guide

Name _______________________________________

Date ________________________________________

What Do You See: Photo Analysis Guide

<table>
<thead>
<tr>
<th>Observation</th>
<th></th>
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<tbody>
<tr>
<td>Describe exactly what you see in the photo.</td>
<td></td>
</tr>
<tr>
<td>What people and objects are shown?</td>
<td></td>
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<tr>
<td>What other details do you see?</td>
<td></td>
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</tbody>
</table>

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<tr>
<th>Knowledge</th>
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<tbody>
<tr>
<td>What do you already know about the situation and time period?</td>
<td></td>
</tr>
<tr>
<td>What do you know about the people?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpretation</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>What can you conclude from what you see?</td>
<td></td>
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</tbody>
</table>
Freedmen School Request

Lesson 4: Primary Source: Freedmen’s Bureau Request

Q: Why does Sergeant Sweeny think his regiment needs a school?

Q: What is the author’s purpose?

Q: Based on this primary source, what can you conclude?
Primary Source: Southern Plantation Owner Letter

To cultivate is to grow

Manure and compost are used to add nutrients to the soil. Manure is animal waste and compost is usually food or crop waste.

Joseph Daniel Pope – a Southern plantation owner
Charleston, South Carolina
June 29, 1865

“On one or two plantations known to be the very best for Sea Island Cotton and capable of producing with ease 150 lbs to the acre of clean cotton I saw crops now growing that would not make 25 lbs to the acre. I saw that the cultivation was very bad – no manure – no cattle – no compost from marsh and mud was lying all around – no work animals – in short no system whatsoever. The ditches were were choked up & overgrown with weeds and grass were every where seen in fields that were always cultivated like gardens”

Q: Mr. Pope is complaining about the conditions on his plantation. What does he see that shows him that his crops are not growing well?

1.
2.
3.

Q: What is Mr. Pope’s attitude about freedmen?

Q: Based on this primary source, what can you conclude?
Q: Captain Soule is describing sharecropping contracts. What does a sharecropper do in exchange for these goods?

Q: Captain Soule made this speech to freedmen. How do you think they felt about his speech?

If I were a sharecropper, I would feel ________________ because

I would also feel ________________ because

Q. What is the author’s purpose?
Primary Source: Regarding Sharecropping Contracts

Captain Charles Soule – United States Army Captain
Orangeburg, South Carolina
June 12, 1865

“In the two weeks which have passed since the [army] was appointed, several hundred contracts have been approved . . . It is usual to promise food, and as far as possible, clothing, to all the people on the plantations, both workers and dependents; and in addition, either a certain share of the crop . . . or so many bushels of corn to every hand. “

Q: Captain Soule is describing sharecropping contracts. What does a sharecropper do in exchange for these goods?

Q: What goods will sharecroppers earn, according to the contract?
1.
2.
3.

Q: What is the author’s purpose?

Q: Based on this primary source, what can you conclude?
Lesson 5: Letter Prompt

Name ____________________________________________

Pretend that you are living in Virginia in 1869. Write to a friend and tell him or her what changes are occurring in your state. Be sure to tell your friend about the political changes and who is trying to help your state rebuild.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Lesson Five: Carpetbaggers

Lesson 5: Writing Rubric

Rubric: Writing about Reconstruction in Virginia
(30) Letter Components
date, greeting, indented, closing, signature

(30) Political Changes
new constitution, outlawing slavery, electing African Americans to Congress

(30) Efforts to Rebuild
carpetbaggers, U.S. Army

(10) Mechanics and Grammar
capitalization, punctuation, subject/verb agreement, good spelling, complete sentences

(100) Final Grade

Rubric: Writing about Reconstruction in Virginia

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new constitution, outlawing slavery, electing African Americans to Congress

(30) Efforts to Rebuild
carpetbaggers, U.S. Army

(10) Mechanics and Grammar
capitalization, punctuation, subject/verb agreement, good spelling, complete sentences

(100) Final Grade
Lesson 5: Virginia Rebuilds after the Civil War

Name ___________________________________

The 15th Amendment gave black men the right to vote.

Suffrage is ________________________________________________

After the Civil War, Virginia needed to write a new constitution before the state was allowed to rejoin the United States. The federal government said that they new constitution needed to:

1. ________________________________________________

2. __________________________________________________________________________

In 1869, Virginians voted to approve their new constitution.

• __________________________________________________________________________

• __________________________________________________________________________

Who were Radical Republicans?

______________________________________________________________________________

______________________________________________________________________________

Who helped the South rebuild after the Civil War?

1. __________________________________________________________________________

______________________________________________________________________________

2. __________________________________________________________________________

______________________________________________________________________________

In January of 1870, the first African Americans from Virginia were elected to the United States Congress. Read about some of these Congressmen in your textbook.
Name Answer Key

Virginia Rebuilds after the Civil War

The 15th Amendment gave black men the right to vote.

Suffrage is the right to vote.

After the Civil War, Virginia needed to write a new Constitution before the state was allowed to rejoin the United States. The federal government said that they new Constitution needed to:

1. outlaw slavery

3. prevent former Confederate soldiers and officials from holding office in Virginia again

In 1869, Virginians voted to approve their new Constitution.

• It allowed black men to vote and outlawed slavery.

• Former Confederate soldiers were allowed to hold office.

Who were Radical Republicans?

Radical Republicans were people with strong views. Many of them lived in the North. They believed that the South should be punished for allowing slavery and for the Civil War.

Who helped the South rebuild after the Civil War?

1. Carpetbaggers were northerners who came to the South. Many of them were greedy and took advantage of the South to make money.

2. The United States Army stayed in the South to promote order and to make sure that the Confederates did not try to start another war. They also helped the Freedmen’s Bureau.
The Rise and Fall of Reconstruction in Virginia Test

Directions: Read each question carefully. Choose the best answer for each question and circle the letter. (2 pts. each)

1) Why was the land in Virginia in ruins following the Civil War?
   a) People moved to the cities.
   b) Animals got loose and trampled the crops.
   c) There were many large fires following a big storm.
   d) Many battles in Virginia destroyed crops, buildings and bridges.

2) Which of these is a service NOT provided by the Freedman’s Bureau?
   a) Ex-slaves received land to grow their own food.
   b) Medical care
   c) Schools
   d) Help finding housing

3) In order to rejoin the Union, Virginia was required to
   a) Allow women to vote.
   b) Close schools opened by the Freedmen’s Bureau.
   c) Write a new state constitution.
   d) Build factories.

4) Laws designed to discriminate against African Americans were called
   a) Suffrage.
   b) Jim Crow Laws.
   c) Sharecropping.
   d) Articles of Confederation.

5) Who was the President during Reconstruction?
   a) Robert E. Lee
   b) Douglas Wilder
   c) Andrew Johnson
   d) Abraham Lincoln

6) Sharecropping was a system designed to
   a) Help Carpetbaggers.
   b) Provide African Americans with 40 acres and a mule
   c) Restore the old plantation system with enslaved workers
   d) Use land to grow crops on plantations and provide poor white farmers and African Americans with work.

7) Which of the following was a right granted to African Americans in the new Constitution?
   a) Suffrage
   b) Free housing
c) A job  
d) Marriage licenses

8) African Americans couldn’t join whites in which of the following places
   
a) Libraries  
b) Colleges  
c) Hospitals  
d) All of the above

9) What was given to sharecroppers who agreed to work a share of the former plantation?
   
a) Seed  
b) House  
c) Clothing  
d) Fair wages

10) Why did the RADICAL Republicans from the North want to punish southerners?
    
a) Southern states seceded from the Union.  
b) They weren’t paying their taxes.  
c) They were loyalists.  
d) They were carpetbaggers.
Essay Questions: Answer the following questions in paragraph format. (5pts. each)

1. What were three solutions the government of the United States tried in an attempt to reunite the North and South after the Civil War?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Draw a picture of Richmond or a plantation after the Civil War. (5 pts.)

1) Include as many details as possible.
2) Include a caption describing your illustration.
3) Give your picture a title.
Lesson Seven

Answers and Rubrics for Test

Multiple Choice Test:

1. d, 2. a, 3. c, 4. b, 5. c, 6. d, 7. a, 8. d, 9. a, 10 a

Question:

1. What were three solutions the government of the United States tried in an attempt to reunite the North and South after the Civil War? (5 points)

Rubric

1 point: Introductory and concluding sentences

3 points: Solutions the government attempted (stationing federal troops, requiring a new Constitution that outlawed slavery and gave African Americans voting rights and the opportunity to hold public office, establishing the Freedmen’s Bureau, 13th, 14th and 15th Amendments, etc.).

1 point: Mechanics and grammar

Question

2. Draw a picture of Richmond or a plantation after the Civil War. (5 pts.)

1) Include as many details as possible.
2) Include a caption describing your illustration.
3) Give your picture a title.

Rubric

Picture of Richmond

1. (2 points) Students’ pictures detail the devastation in Richmond (destroyed buildings, railroads, businesses, bridges, homeless people, etc.)
2. (2 points) Students write a caption that captures the message from the picture.
3. (1 point) Students write a title that describes the picture.

or

Picture of Plantation

1. (2 points) Students draw a detailed picture of a destroyed plantation that includes neglected crops in the fields, destroyed equipment, destroyed or damaged home of the plantation owner, and empty slave quarters.
2. (2 points) Students write a caption that captures the main point of the picture.
3. (1 point) Students write a title that describes the picture.
“The Rise and Fall of Reconstruction”
Time Line Rubric

Name____________________
Date Due________________

Directions: As we move through this unit of study, you will be required to complete a
time line project that will be due at the end of the unit. The time line will consist of one
illustration and one paragraph for each lesson for a total of seven events. Each
illustration and paragraph will be a summary of the main points of the lesson. The time
line will be worth a total of 60 points and will be graded as follows:

illustration lesson #1_______2pts.
paragraph lesson #1_______5pts.

illustration lesson #2_______2pts.
paragraph lesson #2_______5pts.

illustration lesson #3_______2pts.
paragraph lesson #3_______5pts.

illustration lesson #4_______2pts.
paragraph lesson #4_______5pts.

illustration lesson #5_______2pts.
paragraph lesson #5_______5pts.

illustration lesson #6_______2pts.
paragraph lesson #6_______5pts.
illustration lesson #7 2pts.

paragraph lesson #7 5pts.

Assignment has been edited for spelling, grammar and punctuation 6pts.
Assignment is neat and colorful 5pts.

A/54-60pts  B/48-54  C/42-47  D/36-47