Unit Title: The Rise and Fall of Reconstruction in Virginia

Author: Jane Fett, Laura Spangler and Karen Walker Grade Level: 4
School: ACPS
Time Estimated   7 to 10 days (50 minute classes)

Overview:
In this unit, a heterogeneous group of 4th grade students will examine the efforts made in Virginia to restore order following the Civil War, in the period known as Reconstruction. Previously, students have studied the Civil War and the surrender at Appomattox Court House. In this unit, they will examine the effectiveness of those efforts at Reconstruction, and how people in Virginia reacted to the dramatic changes unfolding at the time. Lessons will include primary documents to help expand student’s knowledge base and build vocabulary associated with the events.

Historical Background:
After the Civil War, the South had to rebuild its land, economy, and social structure. To help in the Reconstruction, Congress established the Freedmen's Bureau on March 3, 1865 placing it under the jurisdiction of the War Department. The Bureau was designed to provide aid to 4,000,000 newly freed African Americans in their transition from slavery to freedom. This included helping them find new homes and employment, improving educational opportunities, and providing health facilities. It could be considered the first federal welfare agency. One of the primary functions of the Bureau was to address the day-to-day problems of the freedmen and destitute whites. Numerous requests were received for aid in finding clothing, food, jobs, homes, and care for orphans and the aged. The Bureau had notable success in the education and health areas creating over 4,000 schools and 100 hospitals, but it was unable to establish lasting civil rights for African Americans.

Andrew Johnson became President after Lincoln’s assassination. As a politician with racist views and a proponent of states rights, he supported a lenient amnesty for ex-Confederates and though he supported abolition, he did not believe blacks should have the right to vote. Johnson’s stubborn refusal to compromise placed him constantly at odds with Congress who believed that ex-Confederates should be punished, ex-slaves should have civil rights, and provided with services to ease the transition from slavery to freedmen. When Civil Rights legislation was passed, Johnson vetoed it. A bitter power struggle ensued over the direction of Reconstruction and ultimately resulted in the impeachment of Johnson.

While these two parties were feuding, the South was struggling to recover. After the war, Union troops (including some African Americans) patrolled most southern cities. The white citizenry resented their occupation and conflicts ensued. As ex-slaves took action to maintain freedom, the former ruling class developed methods to slow the process. Black codes known as Jim Crow Laws were instituted, the KKK terrorized blacks and their sympathizers, and unfair sharecropping practices continued to keep ex-slaves and
poor whites at an economic disadvantage. Additionally, entrepreneurs, known as carpetbaggers, inundated the area taking advantage of the war-torn South.

Reconstruction was unsuccessful for several reasons. Andrew Johnson missed an historic opportunity to effect dramatic reform in the South. Johnson not only supported racist views prevalent in the South, he ignored the violence and discrimination that prevailed. Succeeding Republican administrations failed to sustain the Congressional plan for Reconstruction which officially ended in 1876 when troops were withdrawn from the South. Additionally, white Southerners never adjusted their attitudes toward the changed status of the freedmen, and they were never held accountable for continued inhumane behaviors.

**Major Understanding:**
Abraham Lincoln designed a compassionate plan for Reconstruction in an attempt to restore order and stability in the South and unite the country as soon as possible. The plan ultimately failed because of the confrontational approach of Andrew Johnson, the waning commitment of succeeding Republican administrations to guarantee civil rights for freedmen, and concern about the expansion of federal powers.

**Objectives:** Students will:
1. Recognize the degree of destruction in the cities, farms, plantations, railroads, bridges, and banks in Virginia following the Civil War.
2. Understand how the Freedmen’s Bureau was organized in an attempt to help find jobs, homes, and schools for freed blacks and poor whites in Virginia.
3. Explain how sharecropping worked by putting together a puzzle of what was once a large plantation.
4. Understand that a new Constitution was written in Virginia following the Civil War.
5. Draw conclusions from primary source documents that state different views about how to rebuild the South after the Civil War.
6. Assess the effectiveness of Reconstruction and why it failed.
7. Recognize Jim Crow laws and segregation as an outcome of the failure of Reconstruction.

**Standards of Learning:**

*Knowledge:*
VS.8 The student will demonstrate knowledge of the Reconstruction of Virginia following the Civil War by:
a) identifying the effects of Reconstruction on life in Virginia
b) identifying the effects of segregation and Jim Crow on life in Virginia

*Skills:*
VS.1 The student will develop skills for historical and geographical analysis including the ability to
a. identify and interpret artifacts and primary and secondary source documents to understand events in history;
b. determine cause and effect relationships;
d. student will draw conclusions and make generalizations.
e. make connections between past and present.
f. sequence events in Virginia history.
g. interpret ideas and events from different historical perspectives.

Culminating Assessments:
1) Students will complete a timeline of major events as a long-term homework assignment to be completed throughout the duration of the unit. Each student is required to design a timeline consisting of a colored illustration and paragraph summarizing each lesson. Each paragraph will include an introductory sentence, three to five detailed sentences explaining the important events, and a concluding sentence. Each timeline should include at least one picture and a sentence or two summarizing each lesson (link to instructions and rubric).

2) Alternative/additional assessment: Pretend you are visiting a relative in Virginia during the period of Reconstruction. Write and illustrate at least three post cards to someone at home. Include portraits, scenes of people involved in daily activities, old bombed out buildings, newly constructed buildings and factories, working plantations and farms. In the written portion of the postcard, describe the picture using vocabulary from the unit (link to rubric).

3) Students will complete a paper and pencil assessment (link to test and rubric) including multiple choice items and essay questions.
Bibliography

Websites

African American Odyssey.  Library of Congress.  December 1, 2005  
[http://memory.loc.gov/ammem/aaohome/exhibit/aointro.html].
The Library of Congress contains a wealth of databases and collections for primary sources.  The African American Odyssey includes a timeline and description of African American History from slavery through the Civil Rights Era.

Ayers, Edward L.  The Valley of the Shadow.  The Valley Project. 
January, 17, 2005  [http://valley.vcdh.virginia.edu/].
A source for primary documents, letters, and diaries from people living during and after the Civil War.  Contains many letters regarding the Freedmen’s Bureau that were useful for this lesson.  Most documents are from communities in the South.

Center for the Teaching of American History.  January 27, 2005  
[http://ctah.binghamton.edu/student/burrell/burrell1.html].
The Center for the Teacher of American History is an excellent resource for lesson and unit plans made available by Binghamton University.  The lessons are geared for upper grades and include links, resources, and primary source documents.  Especially useful for this lesson plan is the map comparing plantation and sharecropping at 
[http://www.uwec.edu/geography/Ivogeler/w188/planta3.htm].

[http://memory.loc.gov/ammem/ndlpedu/educators/workshop/discover/read.html].
This is an excellent guide for using primary source documents in the classroom.  It is a step-by-step questioning and analysis guide for use at any level.

[http://www.nps.gov/arho/tour/history/arlintoninbetween3.html].
A Freedmen’s Bureau was created in Arlington following the Civil War.  This fantastic site gives information, maps and details about the buildings that were used by Freedmen in a self-sufficient village.

The Encyclopedia Britannica is a thorough source for almost any subject.  They have a section devoted to black history containing a number of popular and helpful images that are easy to search.

Henderson, Denise.  General O. O. Howard's Fight For Education of the Freedmen. 
Denise Henderson has made her essays on the Freedmen’s Bureau and education available online.  Links are included to essays by W.E.B. DuBois and other historians.
An excellent resource for Jim Crow laws and segregation following the Civil War.

The Library of Virginia includes images and information about historical events in Virginia. A number of popular images about the Civil War are available through this site.

Miller, Steven F. Freedmen and Southern Society Project.  
<http://www.history.umd.edu/Freedmen/fssphome.htm>.  
Excellent accounts of first person experiences of freedmen in the South. African Americans share their experiences after they won freedom and as they faced discrimination and segregation in their lives.

An excellent collection of clear pictures from throughout history. Pictures and images are also for sale through this site.

http://www.pbs.org/wgbh/amex/reconstruction/  
PBS companion guide for its television series about reconstruction. Also includes downloadable video clips of historians discussing Reconstruction institutions such as sharecropping.

Selected Civil War Photographs. Library of Congress. March 13, 2005  
The Library of Congress has a collection of Civil War photographs sorted by year and clearly labeled. This collection includes a number of images from the Fall of Richmond and clear examples of the city’s destruction are easy to find.

United Streaming. January 25, 2005  
Alexandria City Public Schools employees have access to United Streaming resources and videos. Video clips are searchable by topic and SOL.
Books


Day-to-Day Lessons

Lesson 1: Post Civil War: Virginia in Ruins
Lesson 2: The Freedmen's Bureau
Lesson 3: Sharecropping in Virginia
Lesson 4: Reconstruction: What did the people have to say?
Lesson 5: Virginia Rejoins the Union
Lesson 6: Why Reconstruction Failed
Lesson 7: Jim Crow Laws and Segregation
Lesson 1 (1 day)

Title: Post Civil War: Virginia in Ruins

Objective: The student will
Understand the need for Reconstruction following the Civil War by viewing photographs of cities, farms, plantations, railroads, and bridges after the Civil War.

Materials
Excerpts from April 1865: The Month that Saved America, describing the fall of Richmond.
A textbook selection which describes the fall of Richmond. This unit uses Virginia by Dr. Candy Dawson Boyd et al., published by Scott Foresman, 2003 (pp. 320-327 include vivid accounts of the destruction of the city and the reactions of Richmond residents).
Visit the Library of Congress for images of Civil War destruction in Richmond:
http://memory.loc.gov/ammem/cwphtml/cwphome.html
- Image: Ruined buildings in Richmond’s burned district
http://memory.loc.gov/pnp/cwp/4a39000/4a39800/4a39839r.jpg
Image: Ruins of paper mill and machinery
http://memory.loc.gov/service/pnp/cwpb/00400/00408v.jpg
Image: Ruins of flour mill
http://memory.loc.gov/service/pnp/cwpb/00400/00420r.jpg

Strategies
1. Read aloud The Fall of Richmond (pages 106 – 120), from April 1865: The Month That Saved America. While reading the students will be drawing what they visualize based on the author’s description. Share drawings and comments.
2. Share pictures of ruins with the whole group. These may be photocopied, or displayed on the television or SMART BOARD depending on available technology.
3. Brainstorm a list of problems people living in Richmond faced at this time (e.g. where to find food, shelter, medical help, money, how to travel, coping with looting and hard feelings on both sides).
4. In teams, students must choose a problem from the list and brainstorm ideas about how to solve it. Questions to consider:
   • Who needed help after the Civil War?
   • Who was available to help?
   • How could needs be communicated to those who could help?
5. Share ideas with the whole group.

Differentiation
- Teams will be grouped heterogeneously.
Lesson 2 (1 to 2 days)

Title: The Freedmen's Bureau

Objectives: Students will:
1. Learn that the Freedmen's Bureau was a government agency that provided food, schools, and medical care for freed slaves and others in Virginia and the rest of the South.
2. Understand the scope of devastation in Richmond, Virginia and the desperation of people in various counties in Virginia.
3. View and discuss primary documents in the form of letters reporting on conditions in the districts under the jurisdiction of the Freedmen’s Bureau.
4. View and discuss primary documents which are written requests for assistance.
5. Role play how the Bureau identified problems and assessed what was needed in order to meet the needs of the freedmen.
6. Design a Freedmen's Village.

Materials
Overhead projector
Primary documents from Valley of the Shadow website:
http://valley.vcdh.virginia.edu/HIUS403/freedmen/fb-socialservices.html (see specific web sites located next to the requests listed below).
CHAP.XC-An Act to establish a Bureau for the Relief of Freedmen and Refugees
www.history.umd.edu/Freedmen/fbact.htm
Summary of Freedmen’s Bureau of accomplishments
http://search.eb.com/Blackhistory/article.do?nKeyValue=35296
- Maps of Freedmen’s Village in Arlington, VA
  http://chnm.gmu.edu/courses/petrik/s2002/cw2/students/jones/history/historyimages/FVMap.jpg and
  http://chnm.gmu.edu/courses/petrik/s2002/cw2/students/jones/history/historyimages/HarpersWeekly.jpg

Strategies
1. Ask students to recall yesterday’s lesson summarizing problems faced by Virginians and the solutions they suggested. Continue the discussion focusing on their possible solutions.
2. Tell students to understand what steps the government took to help the South solve some of these problems, they will be reading some primary sources from that period in history. Review with students the nature of primary sources (diaries, laws, letters, etc). Remind them that their textbook is a secondary source that explains the Freedmen’s Bureau. They will be acting as historians who use a variety of sources to learn how people lived at that time in history and to make conclusions. Tell students that today they will be reading a section of the law that created the Freedmen’s Bureau, and some letters people wrote back then requesting assistance.
of excerpts from the law (link) and read through with students. Ask students to pair up and make a chart listing the purpose, goals, and positions created by the law.
3. Conduct a whole group discussion summarizing the structure and intent of the Bureau.
4. Pair students again and display the web sites listed below from Valley of the Shadow that display primary sources requesting assistance. With the class, read from letters from ex-slaves requesting assistance from the Bureau.

**Written Requests will include:**

- Transportation for an adult female and five children to a local hospital ([http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=B1223](http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=B1223))
- A school for colored children ([http://valley.vcdh.virginia.edu/HiUs403/freedmen/fb-socialservices.html](http://valley.vcdh.virginia.edu/HiUs403/freedmen/fb-socialservices.html))
- Use of a white church for religious services without disruption from whites ([http://valley.vcdh.virginia.edu/HiUs403/freedmen/fb-socialservices.html](http://valley.vcdh.virginia.edu/HiUs403/freedmen/fb-socialservices.html))
- Trouser and shirts ([http://valley.vcdh.virginia.edu/HiUs403/freedmen/fb-socialservices.html](http://valley.vcdh.virginia.edu/HiUs403/freedmen/fb-socialservices.html))
- Information requested by a woman whose children were taken by a slave trader and sold ([http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=B0419](http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=B0419))
- Money for transportation of an ex-slave and 2 children who are penniless ([http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=B1234](http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=B1234))
- Return of a horse that was stolen ([http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=B0030](http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=B0030))

5. Ask students in pairs to play the role of a Superintendent and decide how to respond to the requests. Have students report their decisions and conduct a whole group discussion on the requests.
6. Distribute excerpts from letters of officials from the Freedmen’s Bureau reporting conditions in their districts (link). Read over with students and as a class, list and discuss some of the barriers to achieving the goals of the Bureau.
7. In a whole group discussion, complete a class poster board that summarizes the role of the Bureau and its accomplishments. For a brief summary of its accomplishments see. [http://search.eb.com/Blackhistory/article.do?nKeyValue=35296](http://search.eb.com/Blackhistory/article.do?nKeyValue=35296)
8. Be sure to include in the discussion the following important teaching points:
   - The scope of the destruction in the South
   - The establishment of the Freedmen’s Bureau in the War Department.
   - The management of the Bureau will be operated by a commissioner.
   - Counties will be managed by Superintendents in their respective states.
   - Provisions will be made for clothing and shelter for freedmen, and freedmen’s wives and children.
   - Barriers to successfully completing the goals of the Bureau
Assessment
Informal: Circulate the classroom and observe student participation in pairs, and check their work, e.g., charts that list the Bureau’s purpose, goals, etc. Participation in this activity should allow students to demonstrate their knowledge of what is needed to rebuild a society and some of the obstacles faced by the Freedmen’s Bureau.

Extension Activity/Additional Assessment on Freedmen’s Village

Strategies
Students will be given a blank map of the Freedmen's Village that was located in Arlington, VA in 1863. Students will label the buildings according to what they determine are the needs of the freedmen. (you can work with or copy the images at [http://chnm.gmu.edu/courses/petrik/s2002/cw2/students/jones/history/historyimages/FVMap.jpg](http://chnm.gmu.edu/courses/petrik/s2002/cw2/students/jones/history/historyimages/FVMap.jpg) and [http://chnm.gmu.edu/courses/petrik/s2002/cw2/students/jones/history/historyimages/HarpersWeekly.jpg](http://chnm.gmu.edu/courses/petrik/s2002/cw2/students/jones/history/historyimages/HarpersWeekly.jpg))

Grading Rubric

3 points - includes only residences
4 points - includes residences and a school
5 points - includes residences, a hospital, an eating facility, school, laundry, church,

Differentiation
Heterogeneous groupings to assist in reading.
Teacher will circulate the groups, helping individuals as needed

Lesson 3 (1 day)

Title: Sharecropping in Virginia

Objectives: The student will:
1. Compare and contrast plantations with sharecropping by analyzing and drawing maps.
2. Define sharecropping and explain the relationship between landowners and sharecroppers.
3. Read a sharecropping contract and discuss the terms of agreement and fairness of the contract.

Materials
Map: A Plantation (1660) and Sharecropping Land (1881) in the South [http://www.uwec.edu/geography/Ivogeler/w188/planta3.htm](http://www.uwec.edu/geography/Ivogeler/w188/planta3.htm)
Overhead: Sharecropper Contract, 1882 (link)
Student questions for maps and contract (link)

Vocabulary
**Strategies**

1. List vocabulary words on the board (sharecropper, landowner, and contract).
2. Assign students to read a textbook account about sharecropping and agriculture in Virginia and the South after the Civil War.
3. **Map Strategies**
   - Again focus students on the destruction after the war, emphasizing one of the critical problems the South faced after the Civil War, rebuilding their economy. Agriculture was an important part of the South’s economy. Former plantation owners still owned a lot of land but had lost their labor supply. They decided to make contracts with former slaves creating a system called sharecropping.
4. Essential Knowledge: Students should come to an understanding of sharecropping as a system common in Virginia after the Civil War in which freedmen and poor white farmers rented land from a landowner by promising to pay the owner with a share of the crop.
5. Display and discuss: A Plantation (1660) and Sharecropping Land (1881) in the South. [http://www.uwec.edu/geography/Ivogeler/w188/planta3.htm](http://www.uwec.edu/geography/Ivogeler/w188/planta3.htm). Point out the years noted on the map, the plantation house, slave quarters, and sharecroppers’ homes. Explain that each sharecropper and his family were responsible for farming his portion of the land (usually 30 - 40 acres).
6. 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. Ask students to display and share their maps. As a class develop a poster that lists the similarities and differences in the plantation and sharecropping systems. Students should understand that, under a plantation system, slaves lived close together in slave quarters. Under a sharecropping system, sharecroppers were spread out across the land. Changes in the agricultural system affected how and where African American agricultural laborers lived.
7. Respond to questions as a group, in small groups, or pairs.
8. Introduce Sharecropper Contracts. Explain to students that before freedmen could work on the land, they had to make an agreement with the landowner. This agreement had to be signed by both parties and included details about who would do what work and what supplies the sharecropper would be supplied.
10. Ask students to draw a landowner and his home; draw a sharecropper and his home. Explain what each party in the sharecropping contract gives and gets from the agreement.

**Differentiation**

Provide small maps for students to use instead of drawing the plantations.
Provide small pictures for students to match the Sharecropping Contract.
Have students draw large maps on construction paper, including a key for building and land use.

**Assessment**
Daily: Students will summarize the lesson by explaining sharecropping in the South and the use of sharecropping contracts.

**Culminating Assessment for Unit**

Assign a timeline of major events as a long-term homework assignment (link).

**Lesson Four (1 day)**

**Title:** What did People Have to Say?

**Objectives: Students will:**
1. Analyze written sources to determine the problems, solutions, and attitudes following the Civil War.
2. Make conclusions based on their understanding of Reconstruction and primary source documents.
3. Determine the author’s purpose by reading a passage and making inferences.
4. Define vocabulary words using previous understandings, context clues, or resource materials.

**Materials**
- Reconstruction Primary Source documents (link)
- Overhead
- Freedmen’s Bureau Request (link)
- Primary Source: Southern Plantation Owner Letter (link)
- Primary Source: Speech to Sharecroppers (link)
- Primary Source: Sharecropping Contracts (link)

**Strategies**
1. Explain to students that in this lesson they will read some letters that people wrote back in the 19th century. A few days ago, you viewed pictures of that time period showing the destruction in the South after the Civil War. You also read part of a law that created the Freedmen’s Bureau and some letters that people had written requesting assistance. To learn more about this period in history, today, you are going to be an historian again. As you know historians use a variety of sources to learn about history and to make conclusions. They read diaries, newspapers, letters, and other documents to learn about how people lived. Today we are going to read a letter that a black Freedman wrote. Then you are going to practice being historians in small groups.
2. Place an original document on overhead (Dr. Sweeny’s letter). Discuss the handwriting, legibility, title, and other student observations. Explain to students that to make reading original documents easier, many historians read them very carefully and then type them. To make our reading easier today, I typed parts of the sources we will be reading.
3. Place the guided practice document on the overhead (link). Point out the vocabulary terms, the box with the document and the questions to answer. Ask students if anyone
knows the meaning of the vocabulary words already? Discuss student responses. Record information as it is given.
4. Read the author information and ask the following questions:
   • Was Tennessee part of the Confederacy or the Union?
   • When did Sergeant John Sweeny write this letter?
   • Was this before or after the Civil War ended?
5. Read the letter in full. Reread the letter with students. Note and explain the spelling and capitalization. Identify and define vocabulary terms. Add vocabulary definitions to the box as discussed.
6. Discuss the recipient of the letter and its message and pose the following questions:
   • Why does Sergeant Sweeny think his regiment needs a school? (Sergeant Sweeny thinks his regiment needs an education to operate businesses. The men in his regiment are former slaves and have never been to school. He wants them to learn to read so they can be better people.)
   • What is the author’s purpose? (Sergeant Sweeny is writing to the Freedmen’s Bureau to persuade them to open a school for his regiment.)
   • Based on this primary source, what can you conclude? (Many Freedmen couldn’t read. Many of them wanted to learn because they know that reading and writing are important skills. Sergeant Sweeny tried to be as polite as possible when he asked for a school.)
7. Students will work in 4 groups of 4 or 5 students. Each group will read one document (links). Explain to students that now it is their turn to practice being historians. I have two sources for you to read in groups. They are both written by one person, Captain Charles Soule. Captain Charles Soule was a white United States Army Captain serving in South Carolina. While Soule believed that slaves should be freed, he understood that the South needed to continue to produce staple crops for the Northern market. He thought freedmen should continue to work like slaves to grow cash crops.
8. Wrap Up (10 minutes) Ask students about their reactions to the primary sources. Review their feelings about Sergeant Sweeney and Captain Soule. Place each source on the overhead. Quickly read each passage. Emphasize the author’s purpose for each source. Ask students the following questions?
   • What did you learn today?
   • What did you think of Sergeant Sweeny’s letter to the Freedmen’s Bureau
   • What did you think of Captain Soule?

Assessment
Informal: teacher questioning, group response sheet

Differentiation
Small group passages are provided at different reading levels.
Students will work in teacher-formed groups based on reading level and/or Social Studies understanding.
Students will be prompted with vocabulary words and/or vocabulary word definitions.

Lesson 5 (1 day)
Title: Virginia Rejoins the Union

Objectives: Students will:
1. Understand the views and attitudes of the South after the Civil War ended
2. Explain the steps that Virginia had to take to rejoin the Union, including writing a new constitution
3. Define carpetbagger and explain why carpetbaggers came to Virginia
4. Discuss voting rights as provided by the 14th amendment and Virginia’s new state Constitution

Materials
- Political cartoon of carpetbagger (link).
- Heroes of the Colored Race [link]
- Worksheet for vocabulary and political changes (link) [link]

Strategies
1. Read in a social studies textbook about the Radical Republicans and the new Virginia Constitution to build student understanding of vocabulary terms (Radical Republican, carpetbagger, constitution, suffrage).
2. Complete the worksheet of key vocabulary terms and political changes in Virginia (link).
3. Using primary sources, have students work in small groups or as a whole class, share images of a carpetbagger and black heroes. Use the primary source guides available through the National Archives for instructional support. Visit [link]
4. Ask students to write about Reconstruction in Virginia by using information from the day’s lesson, to create a postcard or letter to tell a friend about Virginia’s efforts to rebuild in the South. Write the following prompt on the board or overhead (link for prompt and rubric):
   Pretend that you are living in Virginia in 1869. Write to a friend and tell him/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.
5. Conduct a prewriting discussion:
   • What point of view do you have?
   • How do you think white southerners would react to having the U.S. Army occupy the South to maintain order?
   • How would African Americans react?
   • Do you think that the new constitution is fair? Why or why not?
   • Are you excited and hopeful about the newly elected African Americans from your state?

Assessment
Daily: Students will summarize the lesson by explaining why Virginia needed to write a new constitution and who helped the South rebuild during Reconstruction.

**Differentiation**
Use small groups or whole group instruction for evaluating political cartoons and images.
For students with below grade level vocabulary, use flashcards to reinforce vocabulary terms or provide cut-and-paste answer for note taking.

**Lesson 6 (1 day)**

**Title:** Why Reconstruction Failed

**Objectives:** Students will:
1. Learn why Reconstruction was not successful and eventually ended.
2. Outline information by identifying main ideas and details.

**Materials**

http://www.pbs.org/wgbh/amex/reconstruction/states/sf_timeline.html
-Social studies textbook describing the major events that occurred during Reconstruction (An excellent source to use is United Streaming Video which provides educational videos of the Reconstruction period. Alexandria City Public Schools subscribes to this service that provided employees with access to United Streaming resources and videos. Video clips are searchable by topic and SOL.)
Overhead Projector

**Strategies**
1. Students will pair up and read a textbook version of the major events during Reconstruction (If access is available, view the United Streaming video entitled "American Civil War, Reconstruction (United Streaming. January 25, 2005 <http://www.unitedstreaming.com/>). This video includes highlights of the events that occurred during Reconstruction which contributed to its demise.)
2. Ask students to develop a timeline of Reconstruction events- Students will review the text/and or video by completing a teacher directed outline. For a reference for teachers see http://www.pbs.org/wgbh/amex/reconstruction/states/sf_timeline.html
3. Students will be given a blank outline worksheet entitled, Why Reconstruction Failed. They will copy the outline from the overhead as it is completed. Discuss with students three main ideas why Reconstruction failed.
   - President Andrew Johnson and Congress
   - Southern Attitudes
   - Northern Interference

Ask students for facts supporting each main idea.

**Differentiation:**
One of the following software programs will assist less able students:

1. PicWriter - Matches pictures with words for non readers and writers. This outline allows the student to still be able to review the outline.
2. Kurzweil 3000 - outline can be scanned and then listened to by student

Lesson 7 (1 day)

Title: Jim Crow Laws and Segregation

Objectives: Students will:
1. Be introduced to the terms segregation and Jim Crow Laws
2. Experience discrimination by participating in a simulation
3. Explore the effects of discrimination on individuals by writing about their experience.

Materials
Social studies textbook account of Jim Crow and Segregation
Materials for writing
Colored index cards
Pencil and Paper Assessments (link)
Multiple Choice Answers and rubrics for essay question (link)
Timeline Instructions and rubric (link)

Strategies

1. Simulation. As students enter the classroom the day of the lesson, each one will be asked to pick a card randomly from a box. In the box will be cards of two colors, one color representing about 25%, the other about 75% of the class population. The teacher will have gone to bathrooms and drinking fountains in the building and marked one stall/fountain/sink with the colored card that represents the minority of the class. Students who chose that colored card will be asked to only use the facilities marked with the appropriately colored card. They will be assigned to sit in the back of the room, and at a separate table for lunch. They will be asked to line up at the end of the line when the class travels, and all children should only play and work with students who have chosen the same colored card.
2. Discuss student reactions to the simulation. Their experiences tend to provide them with an awareness of how individuals felt who were exposed to Jim Crow laws and segregation. Some students in both groups follow the directions as given. Some students in both groups ignore them, then are turned in to the teacher. Some students of both groups become angry and refuse to follow the directions. Some students can (and the teacher must be careful to remind students that this is a simulation to avoid this) have hurt feelings.
3. Discuss how student reactions to the simulation mirror those of individuals who experienced segregation.
- Share photographs from African American Odyssey
  http://lcweb2.loc.gov/ammem/aaohtml/
4. Read textbook account about Jim Crow Laws and segregation for background knowledge.
5. Ask students to respond in writing to the following questions:
   - What feelings did you experience from the simulation?
   - What do you think people felt who were subjected to Jim Crow Laws?
6. **Wrap-up.** Share and discuss writing.

**Differentiation**
For the written portion of the lesson, students will have the opportunity to type, or handwritten their responses. Students whose IEP requires a scribe will be offered that accommodation, for the written assignment.

**Unit Assessments**

1. Multiple Choice Assessment To be graded on a percentage basis, two points per multiple choice question (20 points), and five points for the essay question.
2. Timeline Assessment, to be completed as a homework assignment due at the completion of the unit. Each student will design a timeline consisting of a colored illustration and paragraph summarizing each lesson. Each paragraph will include an introductory sentence, three to five detail sentences explaining the pertinent events and a concluding sentence (link).
Appendix Contents

Lesson Two: The Freedmen’s Bureau

1. Excerpts from the law that created the Freedmen’s Bureau
2. Excerpts from letters to the Freedmen’s Bureau that describe conditions in some southern districts.

Lesson Three: Sharecropping in Virginia

1. Sharecropper Contract, 1882
2. Student questions for maps and contract
3. Mapping Plantations and Sharecropping

Lesson Four: What did the people say?

1. Freedmen School.doc
2. Photo Analysis Guide.doc
3. Plantation Owner.doc
4. Sharecropper Speech.doc
5. Sharecropping Contracts.doc
8. Sharecropper Contract e#13C
9. Sharecropper Contract 0#1C5

Lesson Five- Virginia Rejoins the Union

1. Letter Prompt.doc
2. Letter Rubric.doc
3. Worksheet Key-1.doc
4. Worksheet Key.doc
5. Primary Source Guide
6. Carpetbagger
7. First Vote
8. Heroes of the Colored Race

Lesson Seven: Jim Crow Laws and Segregation

1. Multiple Choice assessment and answer sheet
2. Two questions and rubrics
3. Timeline rubric
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.

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 brethern are living in a reign of terror and many of them are locked up in Stauton 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What he gives:</td>
</tr>
<tr>
<td>Sharecropper</td>
<td>What he gets:</td>
</tr>
<tr>
<td></td>
<td>What he gives:</td>
</tr>
</tbody>
</table>

**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.

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

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

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

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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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date, greeting, indented, closing, signature

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carpetbaggers, U.S. Army

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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 the 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.
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 their new Constitution needed to:

1. outlaw slavery
2. 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