



## Teaching Guide

### SEGMENT 1, WEBISODE 7

Please note: Each segment in this Webisode has its own Teaching Guide

During Reconstruction, the twelve-year period of readjustment following the Civil War, the nation faced problems of rebuilding the South, reuniting the states, and ensuring the rights and protection of the newly freed African Americans.

The war left the South in ruins both economically and ideologically. Newly freed slaves struggled to come to terms with their liberation. White Southern citizens were forced to face the reality of their plundered land. If Lincoln had lived to carry out his plan for a charitable and healing reconstruction, the failures of Reconstruction, with its regional hatreds and the rise of Jim Crow laws may not have happened.



Segment  
Overview



Let's Discuss

### Teacher Directions

1. Divide the small learning teams in half. Ask one half to imagine they are Southern citizens after the war. The other half imagines that they are Northern citizens. Students brainstorm lists of the problems that they face after the war with one student in each team recording the team's ideas. Allow five minutes for this activity.
2. Teams share and discuss with the class their lists of problems faced by citizens of the South and North.
3. Make sure students understand the following points in their discussion.

The war left Southern citizens with their homes, farms, railroads, and towns destroyed. Many people lost all their money in the war. Food, clothing, and other necessities, when available, were very expensive. Plantations that depended on enslaved labor could no longer function. Many men of the South had died or become disabled. The newly freed African American population had no place to go, no way of earning their livings, and no education. White Southern citizens felt hatred for the North and fear of the African Americans over whom they no longer held control.

The North had also lost many men and had many disabled veterans. Some Northerners wanted revenge against the South for starting the war. Others

Let's Discuss, Cont.



History Sleuth

just wanted to return to being one nation, putting regional hatreds behind them. The North was in shock over the death of President Lincoln. Without his leadership, political rivalries hindered the Reconstruction process. The North had to devise plans to help the newly freed African Americans and the Southern refugees, and to help rebuild the war-ravaged South.

### Teacher Directions

1. Distribute the Student Sheet: *"Good Ol' Rebel Soldier"* and introduce the song by explaining that some former Confederates had a difficult time forgiving and forgetting. While the victor extended a welcoming hand, the defeated often harbored bitter feelings.
2. Read the lyrics to the students. Play the song if a recording is available.
3. Students, in small teams, discuss the following questions.
  - What does this song tell you about some Southern reactions to Reconstruction?
  - Why might Reconstruction be a turbulent time in the South?
  - What do you predict will be the ultimate fate of Reconstruction?
4. Students discuss their answers with the class. Be sure that the students understand that in this song the old rebel still clings to his Confederate ideas and won't be reconstructed.

### Teacher Directions

1. Share the following information with students.

During the war, the Confederate government printed over two billion dollars in Confederate currency. At first, the Confederate Blue Backs were worth 95 cents on the dollar in gold. By 1863, the value dropped to 33 cents. By April 9, 1865, the day General Lee surrendered at Appomattox, the Confederate dollar was worth 1.6 cents

Most Southerners felt such strong patriotism and loyalty to their cause that they continued to accept Confederate money in trade even though they knew it was worthless. A private soldier in the Confederate army collected a pay of \$8. In 1864, boots cost \$500.

2. Ask the students.
  - Why do you think the people of the South believed so strongly in their cause?
  - Why were they willing to sacrifice so much to help the Confederacy succeed?



What do you Think?

What Do You Think,  
Continued.



- With whom did they compare themselves in America's past? (The American patriots fought Britain for the right to be an independent nation in the Revolutionary War. Like the British army, which intruded on American soil, the Union Army was considered an invader on Southern soil.)
- What cause if any would inspire such loyalty in you?

### Teacher Directions

1. Distribute the Student Sheets: *Where Should We Go? What Should We Do?*
2. Students, working in their teams, read the information and follow the directions on page one of the Student Sheets. In class discussion, students describe conditions for newly freed African Americans in the South, and compare them to conditions in the West. What might make them want to move west?

### Answer Key to Student Sheets:

#### ***Where Should We Go? What Should We Do?***

- S — Free land
  - S — No home available except sometimes old slave quarters
  - S — Familiar way of life where you have always lived
  - W — Opportunity to work for yourself as an independent farmer
  - S — Fear of Ku Klux Klan and other white hate groups
  - W — Land not yet cleared and plowed
  - S — Ruined towns, farms, and railroads
  - S — Opportunity to work for a former slaveholder as a sharecropper
  - W — New settlements open for African Americans
  - W — Unknown life in wild land
  - W — Fear of Indian raids
  - W — Need to grow and hunt your own food
  - S — No food or very expensive food available
  - S — Land all taken by white owners
  - S — Flood of Yankees come to make a fortune
  - W — Very few towns, farms, and railroads
  - S — Yankees come to improve your living conditions and education
  - W — White settlers with the same goals and problems as yours
  - W — Need to build your own home
3. Students read page two of the Student Sheet and discuss the information with the class.
  4. Ask the students.
    - To what does the name "Exoduster" refer? (the Exodus in the Bible in which the freed Hebrews left Egypt)
    - How did Benjamin Singleton move the country toward freedom?

Moving Toward Freedom,  
Continued.



### Connections

- What might one of his posters have shown to encourage people to leave the South and move west?
5. Students design their own versions of Benjamin Singleton posters to persuade African Americans to move to Kansas. Information from page one of the Student Sheets provides some ideas. Remind students to use few words on their posters, because many who had been enslaved could not read.

### Teacher Directions

Use the following activities with your students.

**Science** — During the Civil War, many men lost arms or legs. In 1865, Mississippi spent a fifth of its state income on artificial arms and legs for veterans. Students research modern advances in bio-mechanics and how artificial limbs are made and attached.

**Library** — Students read biographies or research the lives of prominent persons during the Reconstruction era. To share this information with others, the students perform short first-person vignettes.

**Music** — Besides “Good Ol Rebel Soldier,” what songs came out of the Reconstruction era? Students find and sing these songs. Students can visit Poetry and Music of the War Between the States @ <http://users.erols.com/kfraser> to help them search.



# Good Ol' Rebel Soldier

by Major Innes Randolph, C.S.A.

Oh, I'm a good old Rebel soldier, now that's just  
what I am;  
For this "Fair Land of Freedom" I do not give a  
damn!  
I'm glad I fit against it, I only wish we'd won,  
And I don't want no pardon for anything I done.

I hates the Constitution, this "Great Republic," too!  
I hates the Freedman's Bureau and uniforms of blue!  
I hates the nasty eagle with all its brags and fuss,  
And the lying, thieving Yankees, I hates 'em wuss and wuss!

I hates the Yankee nation and everything they do,  
I hates the Declaration of Independence, too!  
I hates the "Glorious Union" -- 'tis dripping with our blood,  
And I hates their striped banner, and I fit it all I could.

I followed old Marse Robert for four years, near about,  
Got wounded in three places, and starved at Point Lookout.  
I cotched the "roomatism" a'campin' in the snow,  
But I killed a chance o' Yankees, and I'd like to kill some mo'!

Three hundred thousand Yankees is stiff in Southern dust!  
We got three hundred thousand before they conquered us.  
They died of Southern fever and Southern steel and shot,  
But I wish we'd got three million instead of what we got.

I can't take up my musket and fight 'em now no more,  
But I ain't a'gonna love 'em, now that's for sartain sure!  
I do not want no pardon for what I was and am,  
And I won't be reconstructed, and I do not care a damn!

## Where Should We Go? What Should We Do?

After the Civil War ended, African Americans faced many new problems. The war had brought them freedom, but it had also ended their old way of life. Many had to ask “Where should we go? What should we do?” One possibility was moving west.

Read the following list of conditions that existed after the Civil War. Some of them existed in the South. Put an S in the blank before these. Some of them existed in the West. Put a W in the blank before these.

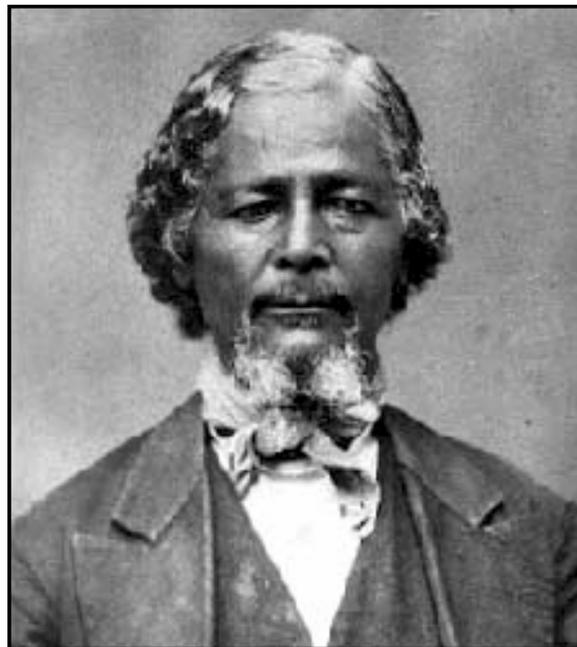
- \_\_\_\_ Free land
- \_\_\_\_ No home available except sometimes old slave quarters
- \_\_\_\_ Familiar way of life where you have always lived
- \_\_\_\_ Opportunity to work for yourself as an independent farmer
- \_\_\_\_ Fear of Ku Klux Klan and other white hate groups
- \_\_\_\_ Land not yet cleared and plowed
- \_\_\_\_ Ruined towns, farms, and railroads
- \_\_\_\_ Opportunity to work for a former slaveholder as a sharecropper
- \_\_\_\_ New settlements open for African Americans
- \_\_\_\_ Unknown life in wild land
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- \_\_\_\_ Need to grow and hunt your own food
- \_\_\_\_ No food or very expensive food available
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- \_\_\_\_ Flood of Yankees come to make a fortune
- \_\_\_\_ Very few towns, farms, and railroads
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- \_\_\_\_ White settlers with the same goals and problems as yours
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## Benjamin Singleton: Father of the Exodus

Benjamin Singleton was born in 1809 in Nashville, Tennessee. Several times he was sold as a slave, but every time he escaped. He finally reached Canada, but he did not stay. He moved to Detroit, Michigan, where he hid runaway slaves in his boarding house. After the Civil War, Singleton wanted to help the freed slaves to begin new lives.

He returned to Tennessee and tried to buy farmland for African Americans. White landowners refused to sell the land at fair prices. He next tried to establish settlements for free blacks in Kansas. This effort failed several times until in 1877 he formed a company that helped hundreds of black citizens move from Tennessee to Kansas.

Singleton advertised his settlements through posters that he distributed all across the South. The African Americans who saw the posters and decided to move west became known as "Exodusters."



*Library of Congress*