

## Teaching Guide

### SEGMENT 2, WEBISODE 7

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



#### Segment Overview



#### Let's Discuss

During the first two years of Reconstruction, the work of the Freedmen's Bureau and the passage of the Thirteenth and Fourteenth Amendments led many to hope that rebuilding the South would ensure African Americans their full and equal rights. However, with the sudden death of Abraham Lincoln, Andrew Johnson, a Southern Democrat and former slaveholder, became president. Johnson had demonstrated his loyalty by staying with the Union. He was an exceptionally brave man who stubbornly held to what he thought to be right. And he thought that allowing the South to return to its old ways was right. Congress, dominated by Radical Republicans, strongly disagreed. The struggles between President Johnson and the Congress provided only a pale political reflection of the struggles that would take place as the North and South tried to become one nation again.

#### Teacher Directions

1. Students, working in their small teams, brainstorm answers to the following question.
  - What were the results of the Civil War?
2. Direct students to think of as many answers as they can without discussing whether they are right or wrong. They may list good or bad things. One student in each team records the answers.
3. Compile a class list on the chalkboard with each team contributing. List the good results separately from the bad results. Make sure the class list covers at least the following points.

**Good** – End of slavery; Union saved; new opportunities for African Americans to gain education; some African Americans elected to government offices; Freedmen's Bureau helped both black and white Southerners; Constitutional amendments gave African American men full citizenship

**Bad** – Southern farms, towns and railroads in ruins; Southern economy ruined; newly freed African Americans had nowhere to go and nothing to do; many men in the South were dead or disabled; war did not change the attitude of many people toward African Americans; regional hatred grew; the South chose the same leaders as they had before and during the war.

4. Ask the students to study the two lists to answer the following questions.

Let's Discuss, Cont.



History Sleuth

- Did the Civil War accomplish more good things than bad things?
- What problems did the Civil War solve?
- What problems did the Civil War fail to solve?

4. Tell students that as they study the Reconstruction period, they will discover problems that would not have quick solutions; some problems continue today.

### Teacher Directions

1. Distribute the Student Sheet: *Understanding Two Important Amendments*. Tell students that Congress passed the Thirteenth and Fourteenth amendments to the Constitution at the end of the Civil War. Read the amendments with the students, helping them to understand the language and interpret them.
2. Students restate the central idea of each amendment in one sentence in their own words. Write suggested sentences on the chalkboard and encourage the class to edit, combine and refine them into two accurate restatements.
3. Students predict.
  - How will these amendments affect the North and South after the Civil War?
  - How will they affect white citizens?
  - How will they affect African American?

### Teacher Directions

1. Assign one Reconstruction era identity to each team. Possibilities include the following.
  - A Southern plantation owner whose slaves the war has freed.
  - A newly freed African American
  - An African American who fought in the Union army
  - A Northern abolitionist
  - A Southern citizen who served in the Confederate army
  - A woman from the North who went south to establish a school for former slaves
  - A Southern congressman
  - A Northern congressman
  - An African American woman living in the North
  - A white woman living in the South
  - A settler in the Nebraska territory



What do you  
Think?

What Do You Think,  
Continued.



2. Students, working in their small teams, research and discuss their identity. Students develop a monologue in which that person expresses his or her point of view to others. The monologue should comment on the person's situation in life, whether they favor the Thirteenth and Fourteenth Amendments and how the amendments will affect them. (Refer the students to the History Sleuth activity to review the amendments.)
3. Teams share their monologues with the class.

### Teacher Directions

1. Distribute the Student Sheet: *Help is on the Way! The Freedmen's Bureau*.
2. Students, working in their small teams, read the information on the Student Sheet and discuss how the Freedmen's Bureau moved the country toward freedom.
3. If students have access to the Internet, direct them to the web sites for the universities that the Freedmen's Bureau established. How big are these universities today? What educational opportunities do they offer? Students create a poster for one of the universities that advertises what the institution offers and encourages students to attend.

### Teacher Directions

Use the following activities with your students.

**Technology/Library** — Students use websites (such as the Library of Congress, National Archives or the Freedmen's Bureau) to locate photographs of the South and freed African Americans. Students organize and display the photographs as a photo essay.

**Writing/Library** — Students research conditions in the South immediately after the Civil War. Students imagine they are traveling through the South at that time, and based on their research, write a diary or a series of postcards home describing their journey.

**Geography** — Students locate the universities founded by the Freedman's Bureau on a map of the United States. In what region are most located?



# Understanding Two Important Amendments

## Thirteenth Amendment

Neither slavery nor involuntary servitude<sup>1</sup>, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction<sup>3</sup>.

1. Not by choice
2. Labor, bondage
3. Rule, control

## Fourteenth Amendment

All persons born or naturalized<sup>1</sup> in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside<sup>2</sup>. No State shall make or enforce any law which shall abridge<sup>3</sup> the privileges<sup>4</sup> or immunities<sup>5</sup> of citizens of the United States; nor shall any State deprive<sup>6</sup> any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

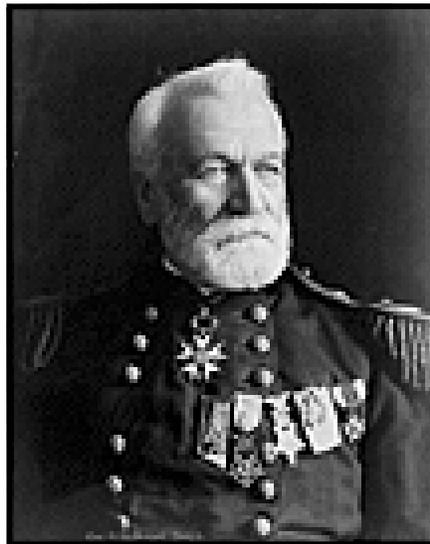
1. Made a citizen
2. Live
3. Cut
4. Rights
5. Protection
6. Take away

## Help is on the Way! The Freedmen's Bureau

The United States Congress created the Freedmen's Bureau to help the newly freed African Americans. The bureau operated from 1865 to 1872. Commissioner General Oliver O. Howard directed the bureau.

### The Freedmen's Bureau

- ◆ provided millions of meals for poor blacks and whites in the South
- ◆ set up more than 100 hospitals
- ◆ supervised the distribution of abandoned lands to former slaves
- ◆ resettled over 30,000 people displaced by the war
- ◆ founded more than 4,300 schools, including Clark Atlanta University, Hampton Institute, Fisk University, and Howard University. (For whom was this university named?)



Library of Congress

General Oliver O. Howard