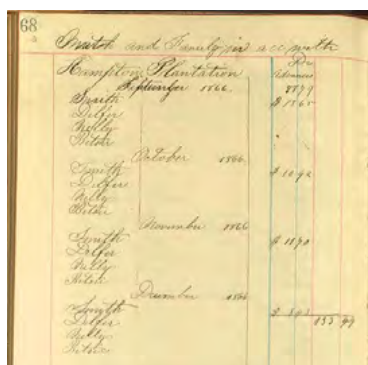
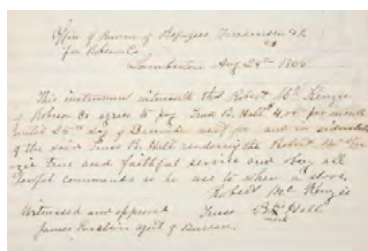


- 2 Consult** one to two additional sources to learn about employment opportunities for former enslaved people following the Civil War. Examples include work in Black churches (e.g., the network of African Methodist Episcopal or AME churches), farming (including sharecropping), industrial work (e.g., factories and railroads), domestic work (e.g., maids and dishwashers), and government service (e.g., holding elected office).
- 3 Create** a physical or digital poster representing some of the key ideas, people, places and/or events related to your topic. Your poster should show the opportunities and challenges for Black Americans during Reconstruction.



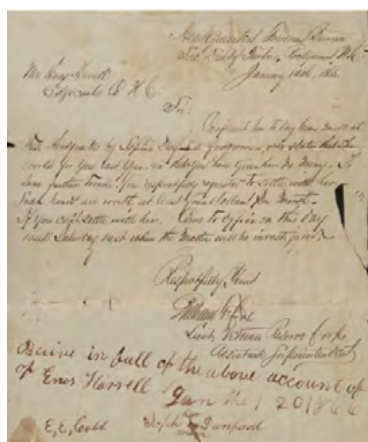
## Hampton Plantation Account Book, 1866-1868, South Carolina

Former enslaved people sometimes worked for their former enslavers as wage laborers on plantations. This account book documents the wages of Black workers on a South Carolina plantation.



### A Freedman's Work Contract, 1865, North Carolina

The Freedmen's Bureau witnessed and documented work contracts for newly freed Black people to ensure they would collect their wages.



## Letter to Claim Wages, 1866, North Carolina

The Freedmen's Bureau helped Black people recover unpaid wages. This letter is to an employer who failed to pay one of his workers.



# The Promise of Reconstruction: Education

- 1 **View** at least two of the primary documents below online.
- 2 **Consult** one to two additional sources to learn about education opportunities for former enslaved people following the Civil War. Examples include the Penn Center (one of the first schools for formerly enslaved people); Freedmen's schools (thousands were built by the U.S. government); and the establishment of historically Black colleges and universities (HBCUs).
- 3 **Create** a physical or digital poster representing some of the key ideas, people, places and/or events related to your topic. Your poster should show the opportunities and challenges for Black Americans during Reconstruction.



## Education Among the Freedmen, 1866–1870, South Carolina

<https://www.loc.gov/exhibits/african-american-odyssey/images/05/0502001r.jpg>

The Pennsylvania Freedmen's Relief Association published this newsletter featuring "Sea-island School, No 1—St. Helena Island, Established April 1862." Donations from various organizations aided 1,400 teachers in providing literacy and vocational education for 150,000 freedmen.



## The Freedmen's Union Industrial School, 1866, Virginia

<https://www.loc.gov/pictures/resource/cph.3a38219/>

Northern teachers, mostly white women, traveled to the South to provide education for formerly enslaved women from primary to college levels. They taught literacy, arts, theology and vocational skills, such as sewing (as seen in this image).



## School in Liberty County, Georgia, about 1890

<https://dp.la/primary-source-sets/the-freedmen-s-bureau/sources/110>

The Freedmen's Bureau established schools throughout the South, such as this one created by the Freedmen's Bureau in Georgia between 1865 and 1870.



## Howard University Medical School, Washington, D.C., 1868

[https://commons.wikimedia.org/wiki/File:Medical\\_faculty\\_\(IA\\_101487174\\_nlm.nih.gov\).pdf](https://commons.wikimedia.org/wiki/File:Medical_faculty_(IA_101487174_nlm.nih.gov).pdf)

Howard University was among the first historically Black colleges and universities (HBCUs) established in the South following the Civil War. This flier announces their first medical session in 1868, just three years after emancipation.



# The Promise of Reconstruction: Voting and Elected Office

- 1 **View** at least two of the primary documents below online.
- 2 **Consult** one to two additional sources to learn about opportunities to vote and hold office for former enslaved people following the Civil War. Examples include the ratification of the 15<sup>th</sup> Amendment to the U.S. Constitution, people like Tunis G. Campbell (the Georgia clergyman and politician who organized for voting rights), organizations like the Union League of America (a patriotic club that lobbied for Black political rights), and the achievements of the 2,000 Black men who won office in the South between 1869 and 1877.
- 3 **Create** a physical or digital poster representing some of the key ideas, people, places and/or events related to your topic. Your poster should show the opportunities and challenges for Black Americans during Reconstruction.



## The First Vote, 1867

<http://objectofhistory.org/objects/extendedtour/votingmachine/?order=2>

The 15<sup>th</sup> Amendment to the U. S. Constitution, ratified March 30, 1870, provided the right to vote to all male citizens. This illustration from Harper's Weekly in November 1867 imagines the first voting experience for Black men.



## The First Colored Senator and Representatives, 1872

<https://digital.librarycompany.org/islandora/object/digitool%3A129464>

Once Black men were able to vote, they worked to elect members of their own communities to public office. From 1869-1899, more than 20 Black men—mostly former enslaved people—were elected to the United States Congress. This Currier & Ives lithograph depicts the first seven Black members of Congress.



## Reply of the Colored Delegation to the President, 1866

<https://rbscp.lib.rochester.edu/4391>

A delegation of Black leaders, including Frederick Douglass, met with President Andrew Johnson in the White House in 1866 to persuade him to change his approach to freedom and reconciliation. Among other issues, they argued for the right to vote for Black people and a new political party bringing together freedmen and poor whites. Johnson could not be persuaded, and Douglass wrote this open letter for publication in newspapers.



# The Promise of Reconstruction: Voting and Elected Office

- 1 **View** at least two of the primary documents below online.
- 2 **Consult** one to two additional sources to learn about opportunities for land ownership for former enslaved people following the Civil War. Examples include General William T. Sherman's order leading to "40 acres and a mule," the Homestead Acts (granting public lands to individual families), and the many towns founded by former enslaved people after the Civil War (such as Shankleville and Kendleton in Texas).
- 3 **Create** a physical or digital poster representing some of the key ideas, people, places and/or events related to your topic. Your poster should show the opportunities and challenges for Black Americans during Reconstruction.



## "Negroes of Savannah," 1865

<http://www.freedmen.umd.edu/savmtg.htm>

This newspaper account, from February 13, 1865, describes a meeting between Black religious leaders and Union military authorities to discuss matters relating to former enslaved people in Georgia. When asked about caring for themselves, leaders replied, "The way we can best take care of ourselves is to have land, and turn it and till it by our own labor."



## Special Field Order No. 15, 1865

<http://www.freedmen.umd.edu/sfo15.htm>

In 1865, Union General William T. Sherman issued a set of military orders resulting in the confiscation of 400,000 acres of land that once belonged to Southern plantation owners, and the redistribution of this land to freed Black people in parcels of up to 40 acres ("40 acres and a mule"). The plan—which would have settled 18,000 formerly enslaved families along the Atlantic coast of South Carolina, Georgia and Florida—was later revoked by President Andrew Johnson.



## Rev. Ulysses L. Houston, 1865

<https://www.loc.gov/item/2008675489>

<https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/the-truth-behind-40-acres-and-a-mule>

Baptist minister Ulysses L. Houston, one of the pastors who met with Union General William T. Sherman, led 1,000 Black people to Skidaway Island, Georgia, where they established a self-governing Black community with Houston as the governor.