

LESSON PLAN for 8th Grade U.S. History by Corbin Smith

Lesson: Rebuilding the South Length 50 min. Age or Grade Intended: 8th Grade

Academic Standard(s): 8.1.22: Explain and evaluate the policies, practices, and consequences of Reconstruction, including the 13th, 14th, and 15th Amendments to the Constitution.

Performance Objectives:

1. The eighth graders will list 5 positives and negatives associated with the abolition of slavery in a comparison chart for participation points.

Assessment: Students will be evaluated when creating a compare/contrast chart over the abolition of slavery, which will be turned in for participation points.

Advanced Preparation by Teacher: “Not Free Yet” primary source, Abolition Compare/Contrast Chart, “Rebuilding the South” Power Point

Lesson Plan:

- Attention Getter: Students will answer three bell questions that will be posted on the board that are related to Chapter 17, Section 1, which they were to read the previous day in preparation for class.
 - What was the purpose of the Ten Percent Plan initiated by President Lincoln near the end of the Civil War?
 - What advantages did freed slaves gain after the ratification of the 13th amendment?
 - How did the Freedman’s Bureau help freed slaves transition from being a slave to a free American?
- Activity 1: The teacher will discuss the answers to the bell questions with the class. Students should have 5 minutes to answer the questions after the bell rings and going over the answers should take 5 minutes.
- Activity 2: The teacher will give a 15 minute lecture as an overview of Chapter 17 Section 1 about “Rebuilding the South” to enhance understanding of the topics presented. Students should be taking notes during this portion of class to help them with the activities following the lecture.
- Activity 3: Students will pair up and read “Not Free Yet,” which was read as a testimony by former slave Henry Adams fifteen years after the Emancipation Proclamation. Adams describes the brutality of white planters, the unfair labor practices, and intimidating atmosphere created when slaves were granted their freedom in the South.
- Activity 4: After reading Adams personal account, each pair of students will work on a chart that compares the positives of abolition and the negatives of abolition. Following the chart, the class will have a discussion over their findings and how they relate to the Reconstruction period.
- Closure: While Reconstruction provided “freedom” for former slaves, the nation still found itself divided on many issues. Immediately following the ending of the Civil War, the South underwent drastic governmental changes. But soon, those who used to run the South slowly began to regain power, and black codes were implemented to legally limit the freedoms of former slaves. Groups such as the KKK began to develop and promote violence against freed slaves, and the country found itself again in a climate of turmoil. Tomorrow, we will discuss how Southern government was supposed to be reformed and how it ultimately returned to its former state.

Adaptations for Students with ADHD: Allow this student to help pass out primary sources and comparison charts to allow he/she to be active in the classroom. This lesson was broken into smaller segments to help students maintain focus on various tasks without watering down the content. If the student doesn’t handle group work well, the comparison chart could be done individually if that adaptation needs to be made.

Not Free Yet

Freed by the Emancipation Proclamation in 1865, former slave Henry Adams testified before the U.S. Senate fifteen years later about the early days of his freedom, describing white planters' unfair labor practices and the violent, intimidating atmosphere in which ex-slaves felt compelled to work for their former masters.

The white men read a paper to all of us colored people telling us that we were free and could go where we pleased and work for who we pleased. The man I belonged to told me it was best to stay with him. He said, "The bad white men was mad with the Negroes because they were free and they would kill you all for fun." He said, stay where we are living and we could get protection from our old masters.

I told him I thought that every man, when he was free, could have his rights and protect themselves. He said, "The colored people could never protect themselves among the white people. So you had all better stay with the white people who raised you and make contracts with them to work by the year for one-fifth of all you make. And next year you can get one-third, and the next you maybe work for one-half you make. We have contracts for you all to sign, to work for one-twentieth you make from now until the crop is ended, and then next year you all can make another crop and get more of it."

I told him I would not sign anything. I said, "I might sign to be killed. I believe the white people is trying to fool us." But he said again, "Sign this contract so I can take it to the Yankees and have it recorded." All our colored people signed it but myself and a boy named Samuel Jefferson. All who lived on the place was about sixty, young and old.

On the day after all had signed the contracts, we went to cutting oats. I asked the boss, "Could we get any of the oats?" He said, "No; the oats were made before you were free." After that he told us to get timber to build a sugar-mill to make molasses. We did so. On the 13th day of July 1865 we started to pull fodder. I asked the boss would he make a bargain to give us half of all the fodder we would pull. He said we may pull two or three stacks and then we could have all the other. I told him we wanted half, so if we only pulled two or three stacks we would get half of that. He said, "All right." We got that and part of the corn we made. We made five bales of cotton but we did not get a pound of that. We made two or three hundred gallons of molasses and only got what we could eat. We made about eight-hundred bushel of potatoes; we got a few to eat. We split rails three or four weeks and got not a cent for that.

In September I asked the boss to let me go to Shreveport. He said, "All right, when will you come back?" I told him "next week." He said, "You had better carry a pass." I said, "I will see whether I am free by going without a pass."

I met four white men about six miles south of Keachie, De Soto Parish. One of them asked me who I belonged to. I told him no one. So him and two others struck me with a stick and told me they were going to kill me and every other Negro who told them that they did not belong to anyone. One of them who knew me told the others, "Let Henry alone for he is a hard-working

nigger and a good nigger." They left me and I then went on to Shreveport. I seen over twelve colored men and women, beat, shot and hung between there and Shreveport.

Sunday I went back home. The boss was not at home. I asked the madame, "where was the boss?" She says, "Now, the boss; now, the boss! You should say 'master' and 'mistress' -- and shall or leave. We will not have no nigger here on our place who cannot say 'mistress' and 'master.' You all are not free yet and will not be until Congress sits, and you shall call every white lady 'missus' and every white man 'master.'"

During the same week the madame takin' a stick and beat one of the young colored girls, who was about fifteen years of age and who is my sister, and split her back. The boss came next day and take this same girl (my sister) and whipped her nearly to death, but in the contracts he was to hit no one any more. After the whipping a large number of young colored people taken a notion to leave. On the 18th of September I and eleven men and boys left that place and started for Shreveport. I had my horse along. My brother was riding him, and all of our things was packed on him. Out come about forty armed men (white) and shot at us and takin' my horse. Said they were going to kill ever' nigger they found leaving their masters; and taking all of our clothes and bed-clothing and money. I had to work away to get a white man to get my horse.

Then I got a wagon and went to peddling, and had to get a pass, according to the laws of the parishes, to do so. In October I was searched for pistols and robbed of \$250 by a large crowd of white men and the law would do nothing about it. The same crowd of white men broke up five churches (colored). When any of us would leave the white people, they would take everything we had, all the money that we made on their places. They killed many hundreds of my race when they were running away to get freedom.

After they told us we were free -- even then they would not let us live as man and wife together. And when we would run away to be free, the white people would not let us come on their places to see our mothers, wives, sisters, or fathers. We was made to leave or go back and live as slaves. To my own knowledge there was over two thousand colored people killed trying to get away after the white people told us we were free in 1865. This was between Shreveport and Logansport.

Comparing/Contrasting Abolition of Slavery after the Civil War

Based on Chapter 17 Section 1 from the textbook and the “Not Free Yet” primary source, list at least 5 positives and 5 negatives presented by the abolition of slavery instituted in the 13th Amendment.

Positives	Negatives

The 13th Amendment made slavery illegal in the United States, but do you believe that it brought true “freedom” to former slaves? Consider the time period, the life that slaves endured before emancipation, and the changes implemented following Union victory in the Civil War to form your response.