Directions for life in the South after Emancipation

YOU CAN WORK IN GROUPS OF 2 TO 3 PEOPLE

Steps:

1. Each member of group should read over the primary sources and answer the questions at the bottom of the page.

2. In your group, each person will share information about their primary sources. Explain what your primary source is and tell your group the answers to the questions or any themes you've noticed.

3. Before you start writing your textbook articles, you must  have me check your research. If you don’t check with me FIRST, you will automatically lose points in your final grade.

4. As a group, write a textbook passage about “Life in the South after the Emancipation." Make sure to**include information gathered from at least 8 of the primary sources.**

​Consider the following questions.

• What did Americans (Northern and Southern, black and white) think of the government during Reconstruction, civil rights laws, and the president’s plans?

• How did the views of white and black Southerners differ concerning the future of African Americans?

• For African Americans in the South after the Civil War, what help did they receive? What challenges did they face?

**YOU will get 1 point for having your RESEARCH checked by me before you begin to write your textbook article!!!!!!!**

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| --- | --- | --- | --- | --- |
|  | 5 | 4 - 3 | 2 - 1 | 0 |
| Visuals | use 3 primary sources which are visual and explain them. | Include 2 primary sources which are visual and explain them. | Include 1 primary source which is visual and provide details about the source. | Anything that doesn’t have details or a lack of visual primary sources. |
| Information | Included information from 8 primary sources. | Included information from 6 primary sources. | Included information from 5 primary sources. | Anything less than 5 primary sources gets a zero. |
| Accuracy | All information is accurate and backed up through primary sources. | Almost all of the information is accurate and backed up through primary sources. | Some of the information is inaccurate or needs to be backed up with primary sources. | Didn’t reference primary source documents or have too much wrong information. |

Section 1

Reconstruction: Life in the South

Problems after emancipation

(Frederick Douglass on Emancipation)

Talk about how after the war they were left with nothing. Use Frederick Douglass words as proof.

Sharecropping

(Picture of sharecroppers in Alabama)

(Barrow Plantation map)

Since they had nothing, many had no choice but to take these awful sharecropping deals. You could talk about how black codes made African Americans have to sign these types of contracts or be considered criminals.

Voting

(14th amendment)

(Afro-American Council meeting)

Black people wanted a way to support themselves as well as a say in the future of America. Southerners tried to keep them from voting by not acknowledging them as citizens. So congress  passed the 14th amendment.

KKK

(Petition to the United States congress)

(kkk picture)

Even though the 14th Amendment led to voting rights, you still had the kkk keeping them from from the ballot. Talk about what they did and how they dressed.

Segregation

(Plessy v Ferguson picture)

 (Public Fountain in North Carolina picture)

Finally even though blacks were free, they were expected to stay amongst their own and not partake in the rest of white society.

You have documents on churches, schools, protests, meetings, and education. You can focus on other aspects of life after the civil war. But make sure you are connecting the themes and using proof.