**Take Home Essay**

**Background**

The Emancipation Proclamation in 1863 freed African Americans in rebel states, and after the Civil War, the Thirteenth Amendment emancipated all U.S. slaves wherever they were. As a result, the mass of Southern blacks now faced the difficulty Northern blacks had confronted—that of a free people surrounded by many hostile whites. One freedman, Houston Hartsfield Holloway, wrote, “For we colored people did not know how to be free and the white people did not know how to have a free colored person about them. Even after the Emancipation Proclamation, two more years of war, service by African American troops, and the defeat of the Confederacy, the nation was still unprepared to deal with the question of full citizenship for its newly freed black population. The Reconstruction implemented by Congress, which lasted from 1866 to 1877, was aimed at reorganizing the Southern states after the Civil War, providing the means for readmitting them into the Union, and defining the means by which whites and blacks could live together in a non-slave society. The South, however, saw Reconstruction as a humiliating, even vengeful imposition and did not welcome it.

During the years after the war, black and white teachers from the North and South, missionary organizations, churches and schools worked tirelessly to give the emancipated population the opportunity to learn. Former slaves of every age took advantage of the opportunity to become literate. Grandfathers and their grandchildren sat together in classrooms seeking to obtain the tools of freedom. After the Civil War, with the protection of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and the Civil Rights Act of 1866, African Americans enjoyed a period when they were allowed to vote, actively participate in the political process, acquire the land of former owners, seek their own employment, and use public accommodations. Opponents of this progress, however, soon rallied against the former slaves' freedom and began to find means for eroding the gains for which many had shed their blood.

**Question-Pick one of the following challenges that African Americans face today and write a 1-2 page paper explaining how this challenge may be reminiscent of the challenges of the Reconstruction Era?**

You must have to get full credit:

**Complete Brainstorming Worksheet and staple it to final draft. ( /8 points)**

**Introduction- Paragraph #1- Discuss the following:**

* Discuss a how social norms inhibited equality during reconstruction by picking one Amendment to focus on (13th, 14th, or 15th Amendment).
* Then explain what they did to inhibit the equality chosen during reconstruction (such as convict leasing, Jim Crow Laws, Black Codes, etc..)
* Thesis Statement: Connect the inhibited equality chosen to a current issue today. Make a statement that argues how (your chosen) challenge face by African Americans today is a reminiscent of the challenges of Reconstruction Era of thereafter. (You must have 1 point in your thesis you are proving)

**Total: / 10 points**

**Second & Third Paragraph- Back up your thesis!**

* Start of with a topic sentence.
* Cite specific factual evidence and explain how this evidence proves your argument.

When citing, use For instance Weatherford (2013) states, “….”. or According to the New York Times (2016), “……”. Or you may paraphrase and at the end of the sentence (Weatherford, 2013).

If it is not your words give the author credit.

**Total: / 10 points**

**Last Paragraph- Conclusion- Restate the thesis in a different way and summarize final points.**

**Total: / 2points Overall: /30 points**

Brainstorming Page

Issue:

Issue Today:

Amendment Connection:

Thesis Statement:

Paragraph 2:

|  |  |
| --- | --- |
| Evidence #1-Source? |  |
| Evidence #2- Source? |  |
| Evidence #3-Source? |  |

Conclusion: Relate back to the thesis statement

**Topic to choose from:**

**Voter ID Laws:**

https://www.nytimes.com/2016/07/30/opinion/north-carolinas-voting-restrictions-struck-down-as-racist.html

<https://www.washingtonpost.com/posteverything/wp/2016/08/03/courts-are-finally-pointing-out-the-racism-behind-voter-id-laws/>

<https://www.theguardian.com/commentisfree/2018/jun/07/black-voter-suppression-rights-america-trump>

<https://www.vox.com/policy-and-politics/2018/10/16/17980820/trump-obama-2016-race-racism-class-economy-2018-midterm>

**Mental Health website:**

<https://www.mhanational.org/issues/black-african-american-communities-and-mental-health>

<https://theconversation.com/how-the-legacy-of-slavery-affects-the-mental-health-of-black-americans-today-44642>

<https://www.sciencedaily.com/releases/2018/07/180726160807.htm>

<https://www.naacp.org/history-of-lynchings/>

​<http://thedailycougar.com/2018/04/04/police-brutality-modern-lynching/>

**Race in America 2019 website:**

<https://www.pewsocialtrends.org/2019/04/09/race-in-america-2019/>

<https://www.splcenter.org/news/2019/07/19/weekend-read-racism-killing-black-americans>

**Systematic System of Debt:**

**http://theconversation.com/exploiting-black-labor-after-the-abolition-of-slavery-72482**

<https://www.americanprogress.org/issues/race/reports/2018/02/21/447051/systematic-inequality/>

<https://www.cnbc.com/2019/07/27/how-the-student-debt-crisis-has-hit-black-students-especially-hard.html>

https://www.freep.com/in-depth/money/personal-finance/susan-tompor/2019/10/10/student-debt-crisis-us-black-women/2233035001/ <https://www.forbes.com/sites/christopherrim/2019/05/20/the-black-student-loan-crisis-that-led-robert-smith-to-pay-off-hbcu-morehouse-grads-debt/#3240db4456ca>

**Black Admittance into Ivy League Colleges:**

<https://www.thenation.com/article/for-students-of-color-ivy-league-schools-have-a-long-way-to-go/>

**Incarcerations:**

<https://www.huffpost.com/entry/the-evolution-slavery-to-mass-incarceration_b_57f66820e4b087a29a54880f?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLmNvbS8&guce_referrer_sig=AQAAAI-yr3M04CdC9FcchxdX_fU54c4MuPrlzK-Mb7gRvQKCKpyBQwNs9X6VrL2kPC1rPPvBTKsmDxMP6eUHzMBf3DmqTkbtsUhOfwQq3IZxnUCiO37_8cBG1NEho4HvGotREPYahzygVlEw8aBw1chZw4OE5LSMbL8ZtHYj0KLGGF-q>

<https://racism.org/index.php?option=com_content&view=article&id=1470:institutionalized-slavery&catid=137&Itemid=155&showall=1&limitstart>

<https://www.usnews.com/news/national-news/articles/2017-02-07/exploiting-black-labor-after-the-abolition-of-slavery>

<https://www.thoughtco.com/the-black-codes-4125744>

<https://www.pbs.org/tpt/slavery-by-another-name/themes/black-codes/>

**Defacto Segregation Today (School segregation):**

<https://www.epi.org/publication/modern-segregation/>

<https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/2014_vol_40/vol_40_no_3_poverty/racial_isolation_or_segregation/>

<https://www.kappanonline.org/myth-de-facto-segregation-rothstein-school-districts/>

<https://www.washingtonpost.com/graphics/2018/national/segregation-us-cities/>

<https://www.jacobinmag.com/2019/07/desegregation-color-of-law-public-housing>

Police Brutality:

<https://www.pbs.org/wgbh/americanexperience/features/reconstruction-southern-violence-during-reconstruction/>

<https://newrepublic.com/article/153103/videos-police-brutality-traumatize-african-americans-undermine-search-justice>