

Curriculum Unit Introduction

Title of unit: The Journey of Freedmen

Vital theme of the unit: The creation and legacy of the Freedmen's Bureau

Author and contact information: Jessica Thomas
Sweetwater High School
Monroe County, Tennessee

Grade level: Eighth grade or eleventh grade review of Era Five

Number of lessons in the unit: Two **Time needed to complete unit:** Four/five days

Curriculum standards addressed:

- 8.2.spi.9. analyze in economic terms, (i.e., climate, triangle trade, infrastructure, topography), why slavery flourished in the South as opposed to the North.
- 8.4.spi.4. recognize the rights and responsibilities of individuals throughout the development of the United States.
- 8.4.spi.5. identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions and nations.
- 8.4.spi.9. analyze the contributions of Tennessee political leaders on the national scene (e.g. Andrew Jackson, Andrew Johnson, James K Polk, Sequoyah, Sam Houston).
- 8.5.spi.8. determine the social, political, and economic factors that contribute to the institution of slavery in America.
- 8.5.spi.11. identify conclusions about historical events using primary and secondary sources.
- 8.6.spi.1. identify the impact of individual and group decisions on historical events.

Technology used:

This unit incorporates a variety of technology including video, internet, and music. Each component is explained in more detail in the following lesson plans.

- Video:
“Reconstruction: The Second Civil War.” PBS Home Video, 2004.
This video may be used in its entirety as a culminating activity or in part as an alternative activity in one of the following lessons.

- Internet:
 - http://www.pbs.org/wnet/jimcrow/stories_events_freed.html
History of Freedmen's Bureau
 - <http://freedmensbureau.com/>
Various Freedmen's Bureau records
 - <http://members.aol.com/awill84810/rebel.htm>
Reconstruction song lyrics
 - <http://loc.harpweek.com/LCPoliticalCartoons/DisplayCartoonMedium.asp?MaxID=35&UniqueID=6&Year=1866&YearMark=1866>
Political cartoon/Freedmen's Bureau poster
- Music:
 - A Song of Reconstruction: The Unrepentant Rebel (I'm a Good Old Rebel)*

Unit introduction and overview of instructional plan:

Upon completion of this unit students will come to see how Reconstruction affected life in the South for white Southerners as well as former slaves. Students will explore this era by focusing on the role of the Freedmen's Bureau. Students will evaluate the politics of Reconstruction as well as the economic implications of labor reform. At the core of this discussion, students will analyze the very notion of *freedom* itself. What were former slaves free to do? What does emancipation really mean to a devastated region dependent upon the institution of slavery for survival? Would the government mandate change? Could a compromise be reached? On what terms would the South be admitted back into the Union? Each question guides relevant discussions and policies following the Civil War. Ultimately, these issues speak to the eventual failure of Reconstruction itself. This unit incorporates each of these themes as it draws upon preexisting interpretations of slavery, freedom, and compromise. Students will be encouraged to draw on prior learning as they revisit the issues that divided the nation prior to the war.

Students will have the opportunity to role play, dialogue, and write about the experiences of both former slaves and plantation owners. The experience of freedmen will take on new meaning as students explore detailed records maintained by the Freedmen's Bureau. Labor contracts, acts of violence, as well as government documentation of initiated reform will be utilized. Group interaction will afford students with the opportunity to collaborate with peers and work through the more difficult primary texts. Students will engage in critical thinking exercises as they explore song lyrics and political posters from this era. Students will also synthesize information as they negotiate labor contracts in lesson one and prepare their own historical narrative in lesson two.

Opportunities to discover President Andrew Johnson’s plan for Reconstruction has also been incorporated. Students will explore the ramifications of altering the institution of slavery while exploring challenges to social progress. Students will develop historical perspective as they analyze multiple primary sources which speak to education, labor, and social reform present in Tennessee following the Civil War. The second lesson in this unit focuses on the efforts to exhaust reform and establish a system of inequality. This unit will prepare students for future studies of white supremacy, Jim Crow Laws, civil rights, industrialization, and Gilded Age politics. Ultimately students should construct a framework of both the challenges and legacies of Reconstruction.

Cross-Curricular Connections:

- Government: Identify the constitutional issues regarding slavery.
Research voting rights and positions held by African Americans in local, state, and federal government following the Civil War.
- Literature: Explore the writings of W.E.B. DuBois. *The Souls of Black Folk*.
NY: Dover Publications, 1994.
- Economics: Analyze how sharecropping and tenant farming may lead to a cycle of poverty. Interview local farmers to discuss the intricate details of this profession today.
- Arts: Research the lyrics and origins of Reconstruction songs as seen in the example presented in this unit.

Timeline

Day One: Lesson One

- Part One: The Birth of the Bureau
- Part Two: Role Play

Day Two: Lesson One

- Part Three: Primary Sources
- Part Four: Supporting Assignment/Homework

Day Three: Lesson Two

- Part One: Song of Reconstruction
- Part Two: Political Cartoon
- Part Three: Setback for the Bureau

Day Four: Lesson Two

- Part Four: Outrage
- Part Five: Tennessee Newspaper

Day Five: Lesson Three (Optional)

- Show video:
“Reconstruction: The Second Civil War.” PBS Home Video, 2004.

Bureau Records: The Journey of Freedmen

Adjusting to freedom, although seemingly paradoxical, was a significant reality for freedmen after the Civil War. Freedom, as a qualified term, would be defined by those who gained economic and political power during this transition. Reconstruction would be a complex phenomenon, particularly when considering that any effort to empower former slaves would have national repercussions. Northern benevolence was sure to be interpreted as a threat to the way of life that had existed before the war. However, many organizations and societies held to the notion that oppression which had characterized the Antebellum South must be exhausted. Apprehension of the power structure that might evolve prompted the creation of the Bureau of Freedmen, Refugees, and Abandoned Lands (*U.S., Statutes at Large, 1866*).

Much like today, an impetus for change appeared to reside in the institutions of education, labor, and justice. These became target areas of reform for the Freedmen's Bureau. Simply stated, this transitional organization was to be committed to the welfare of former slaves. Regardless of the success or failure of this agency, the experience of freedmen may be better understood in light of the records kept by the Freedmen's Bureau. Official records relating to education, labor, and opposition are of profound historical value in evaluating the various interpretations of "freedom" that surmounted.

A desire for education was sure to be present among individuals (both freedmen and Northern reformers) who knew that the former power structure had in essence made learning illegal. An official from the Bureau in the Chattanooga area wrote of this desire among Tennessee freedmen, ". . . schools exert a great influence in keeping them here. They wish to educate their children, and think it impossible to accomplish this object if they go to the country" (McGehee, 1984, p. 380). Detailed reports from educational agents employed by the Freedmen's

Bureau in Tennessee note the obstacles facing former slaves in this arena of reform.

Superintendent C.E. Compton cited the following obstacles: lack of building structures to conduct schools, negative attitudes among whites who believed the focus should be white children, and a general sense of apathy regarding the impact of mass education, particularly among aged parents (Swint, 1942). Another report noted the resentment of whites toward freedmen. George L. White indicated, “The ignorant and vicious must prey upon something, and as the negroes are the most convenient and available they persecute them” (Swint, 1942, p.68). Undoubtedly, if the government was to assume a welfare role, whites, in both the North and the South, felt pressure to initiate their own educational agendas to preserve a system of inequalities.

Without question, some felt that aid extended to freedmen overshadowed the crisis of impoverished whites living in the South. A school established on Lookout Mountain in Chattanooga, Tennessee, by wealthy northerner C.R. Robert serves an example of Northern efforts to bring education to white children. The school particularly targeted those who had remained loyal to the Union. In writing of his school, C.R. Robert stated, “We have none of the “white trash” which I regret. I suppose it is owing to indifference and the lack of means” (Abbott, 1958, p. 71). In a later letter concerning recruitment in the Knoxville area, Roberts tells of gaining four students from a family who found it necessary to seek refuge from former rebels. This family had been pursued from their home in North Carolina for their Union loyalties during the war. Abandoning all to escape death, these parents and their children, including a newborn girl named Union America, were certain to find Robert’s school a promising haven. Interestingly, correspondence about this school involved General U.S. Grant who was encouraged to inform others of the experiment as well as to advocate the needs of the school (Abbott, 1958). In this letter O.O. Howard urged, “. . . but the flag of the country waves over the

building and therefore it necessarily draws from the loyally disposed” (Abbott, 1958, p. 73).

Undoubtedly, the letter suggests that many reformers in the North wished to support institutions of this sort in the South. Despite obstacles, education remained a primary focus and legacy of the Freedmen’s Bureau. However, many reformers realized that educational gains, without changes in labor, would be pursued in vain.

Racial reconstruction seemed to hinge on the plight of laborers. Could freedmen be given their own land? How might the Freedmen’s Bureau best provide legal support to freed persons? In the midst of destruction and poverty these questions were difficult to answer. With land being the greatest resource of the South, negotiating its use became of focal importance. The Freedmen’s Bureau began by assisting freedmen as they entered into contractual labor. This course of action seems to reflect the intent to gradually advance former slaves out of the labor class.

Hundreds of labor contracts, indentures, and apprenticeships are included in the collection of Freedmen’s Bureau records. Work contracts from Dyer County, Tennessee, suggest that agreements often included the name of consenting parties, itemized lists of responsibilities for each family member, dates of employment, provisions for medical care, negotiated wages and hours, as well as other allowances such as clothing or housing (Records of the Assistant Commissioner, “*Indenture of Apprenticeship. . .*”). Enforcing these contracts would prove to be a daunting task as the terminology often contained clauses that kept freedmen in a position of servitude. For example, a labor contract originating in Dyer County read, “the said laborer [Limber Smith] is to make a faithful hand and obey said Slaton in all things and if he fails in his contract he is to forfeit his wages” (Records of the Assistant Commissioner, “*Indenture of Apprenticeship. . .*”). Clauses such as these often proved detrimental to freedmen.

In many instances, labor contracts appear to focus less on full equality and more on mere survival. Minister Samuel Agnew of northeastern Mississippi records in his post war diary that the Bureau was regarded as a legitimate agency due to its power to intervene in various governmental structures, including the courts. However his writings seem to indicate that inequalities were often tolerated. He records that labor negotiations, which the Bureau advocated, turned into a rather cumbersome and undesirable task. He notes that former soldiers appointed to the Bureau did not have the passion to see the goals of the Bureau come into fruition (Ash, 2004). Thus, inequalities and oppression were tolerated at the expense of pursuing other tasks.

This may reflect the conclusions reached by historian James M. McPherson who points out that many Union soldiers were not fighting to end slavery and had no intention to see freedmen as equals. A Kentucky soldier conveyed this sentiment: "I am a strait out Union and Constitution man I am not for freeing the negroes" (McPherson, 1994, p.67). Goals of all parties involved would continue to collide at war's end. Samuel Agnew's experience certainly speaks to the unspoken assumptions and contrasting ideologies of labor which developed among both freedmen and plantation owners (Ash, 2004). Agnew recorded, "Pa wants his hirelings to do anything he wants . . . George wants to hire to make a crop only. Pa wants a crop not only made but the farm to be kept up, fences prepared and fire wood got &c" (Ash, 2004, p. 224). Working out negotiations among former slaves who equated freedom with economic autonomy and planters who sought to restore the old system on new terms was destined to lead to violence and opposition. Thus, the Freedmen's Bureau had yet another problematic task.

The Bureau was commissioned to look after the social welfare of freedmen. An informative document entitled "Freedmen's Bureau List of Outrages Perpetuated by the Whites

Upon the Freedmen in the State of Tennessee from April 1865 to March 1866” details incidents of violence upon freedmen. These “outrages” actually detail horrific murders, extortion, child abuse/ kidnapping, beatings, and arson. These records also indicate a general lack of regard for the Bureau among whites. One particular incident in which J. Irving returns from the Rebel Army to find Egbert (freedman) growing crops for which he is to have one third, results in Egbert being forced off the land when the crops are to be harvested. Allegedly Irvin stated that he “didn’t care a d—n for the bureau” (Records of the Assistant Commissioner, “*List of Outrages. . .*”). The animosity held toward the Freedmen’s Bureau was also expressed in song. “*The Unrepentant Rebel*” which was often sung at Confederate gatherings after the war contains these lyrics:

I hates the Constitution
This great Republic, too,
I hates the Freedmen’s Bureau
In uniforms of blue;
I hates the nasty eagle
With all his brag and fuss,
But the lyin’, thievin’ Yankees,
I hates ‘em wuss an’ wuss. (Williams, 1963, pg. 129)

Undoubtedly, opposition climaxed when it appeared that the Freedmen’s Bureau was turning into a welfare agency which simply doled rations to the poor and unemployed. Unprepared cities often became the destination of many freedmen. Thus, labor needed for agricultural recovery was heavily threatened and acts of racism became commonplace in urban areas. Unable to continue relief, the Bureau gradually withdrew from its multi-faceted duties. President Andrew Johnson’s pardon of former Confederates, the failure of the wage system, conflicting ideologies, and inadequate funds forced Congress to terminate the Bureau (Bergeron, 1989). However, progress made by the agency should not be minimized. The agency was a novel experiment created in the midst of incredible turmoil and overwhelming uncertainty.

When writing on the birth and significance of the Bureau, W.E.B., DuBois stated, “It was a tremendous undertaking. Here at the stroke of the pen was erected a government of millions of men,--and not ordinary men either, but black men emasculated by a peculiarly complete system of slavery, centuries old; and now, suddenly, violently, they come into a new birthright, at a time of war and passion, in the midst of the stricken and embittered population of their former masters” (DuBois, 1994, p. 14). Despite the handicaps of the Freedmen’s Bureau, the impetus for implementing change was authentic; the accomplishments were monumental; and the legacy of detailed historical documents is simply profound.

Primary Sources:

Abbott, Martin. ed. "A Mountain School in Tennessee: Some Reconstruction Letters," *Tennessee Historical Quarterly* 17 (1958): 70-73.

Bergeron, Paul H. ed. *The Papers of Andrew Johnson, Volume 8, May-August 1865*. Knoxville: The University Press of Tennessee, 1989.

Records of the Assistant Commissioner for the State of Tennessee. Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-1869. "List of Outrages Perpetuated by the Whites upon the Freedmen in the State of Tennessee from April, 1865, to March, 1866," National Archives Microfilm Publication M999, Roll 34.

Records of the Assistant Commissioner for the State of Tennessee. Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-1869. "Indenture of Apprenticeship Dec. 1865-Feb. 1868, Contracts: Jan. 1, 1865-Jan 1, 1868," National Archives Microfilm Publication M999, Roll 20.

Swint, Henry L. ed. "Reports from Educational Agents of the Freedmen's Bureau in Tennessee, 1865-1870," *Tennessee Historical Quarterly* 1 (1942): 51-80 and 152-70.

U.S., Statutes at Large, Treaties, and Proclamations of the United States of America, vol. 13. Boston, 1866.

Secondary Sources:

Ash, Stephen V. *A Year in the South 1865*. New York: Palgrave Macmillan, 2004.

Craver, Kathleen W. *Using Internet Primary Sources to Teach Critical Thinking Skills in History*. Westport, CT: Greenwood Press, 1999.

DuBois, W.E.B. *The Souls of Black Folk*. New York: Dover Publications, Inc. 1994.

McGehee, Stuart C. "E.O. Tade, Freedmen's Education, and the Failure of Reconstruction in Tennessee," *Tennessee Historical Quarterly* 43 (1984): 376-89.

McPherson, James M. *What They Fought For 1861-1865*. Baton Rouge: Louisiana State University Press, 1994.

Williams, Harry T. *The Life History of the United States: Volume 6 1861-1876, The Union Restored*. Canada: C.D. Jackson, 1963.

Lesson Plan One

Unit: The Journey of Freedmen

Lesson Title: Free to carry on with work: Negotiating labor contracts

Grade Level: Eighth grade or eleventh grade review of Era Five

Essential Questions related to Vital Theme: How did freedmen transition from a society based on slavery to one allowing freedom? How could agricultural rehabilitation become a reality in the South?

Lesson time: Two class periods

Curriculum Standards:

- 8.2.spi.9. analyze in economic terms, (i.e., climate, triangle trade, infrastructure, topography), why slavery flourished in the South as opposed to the North.
- 8.4.spi.4. recognize the rights and responsibilities of individuals throughout the development of the United States.
- 8.5.spi.8. determine the social, political, and economic factors that contribute to the institution of slavery in America.
- 8.5.spi.11. identify conclusions about historical events using primary and secondary sources.

Technology used and how:

- Internet: http://www.pbs.org/wnet/jimcrow/stories_events_freed.html This link contains an excellent video on the birth of the Freedmen's Bureau as well as its first leaders. The link also presents a brief and informative overview of the Bureau. An excellent primary source relating to the hiring of teachers for Bureau schools is also located here.
- Internet: <http://freedmensbureau.com/> This lesson will draw on labor contracts representing Tennessee freedmen. To customize the lesson to another region impacted by the Bureau simply query the records presented here by state. A wealth of primary sources, which include labor contracts from other states, are included. Simply substitute these for the ones attached to this lesson.

Materials:

- Download a copy of the video mentioned above (optional introduction to lesson)
- Copies of the Federal Act which established the Freedmen's Bureau for each student
- Copies of "Labor Contracts" for all student representing laborers and planters
- Copies of "Narrative Reports" for all students representing Bureau officials

- Copies of authentic labor contracts. The classroom teacher may choose one contract to analyze or distribute various contracts.
- Copies of “Primary Source Analysis” for all students.
- Copies of the Post-Assessment worksheet for each student.

Activity description and overview of instructional strategies:

This lesson incorporates the use of role play, discussion, and collaboration. It also draws from primary source documents in order to capture the lived experiences of freedmen in the Reconstruction Era. For introductory information see the second internet link noted above or classroom textbook.

- **Part One: The Birth of the Bureau**

The following activity can be used as an introduction to this lesson.

On March 3, 1865, Congress establishes the Bureau of Refugees, Freedmen, and Abandoned lands (Freedmen’s Bureau). Ask students why the government might create a bureau to aid former slaves. List reasons on board. Ask students to define freedom. Note definition on board.

Class should begin with a brief discussion of the Freedmen’s Bureau as well as its intentions/goals. Students should read the Congressional Act which documents the creation of the Bureau and discuss the following questions as a group.

1. Why was the Freedmen’s Bureau established?
2. When was the Freedmen’s Bureau created?
3. Under which national department was it created?
4. How long was the Freedmen’s Bureau to exist?
5. What was the title given to the person in charge of the Freedmen’s Bureau?
6. How might plantation owners respond to this agency?
7. What other information might we gain from this source?

Document:

U.S., Statutes at Large, Treaties, and Proclamations of the United States of America, vol. 13 (Boston, 1866), pp. 507-9.

- **Part Two: Role Play**

Discuss ways in which the Bureau assisted freedmen in drawing up contracts with their employers. Ask students:

Why do individuals sign contracts with employers today?

Why is a job description necessary?

Do you think Southern planters will honor these contracts?

Why might freedmen be uncomfortable with these contracts?

Divide the class into three groups. One group will represent planters (this should be the smallest group), one group will represent officials of the Freedmen's Bureau, and the remaining group will represent freedmen (largest group).

All students representing the Freedmen's Bureau should meet to discuss ways in which they believe they can be most effective in accomplishing their mission in the South. This should be a brainstorming effort without the structure of particular questions. During the collaborative process the teacher should monitor the group while looking for ways to discuss the historical accuracy of their ideas.

While this group is meeting, planters should meet with their assigned freedmen (three or four freedmen meet with each planter) to work on establishing a labor contract. They should negotiate terms while completing the attached form entitled "Labor Contract." Both freedmen and planters should push for their best interests. The teacher should randomly tell various planters and freedmen that they can not read and write. This means that they can not even look at the contract. The teacher might take other liberties in defining rules. For example, the teacher might allow the planter to change the contract without consent of the freedmen or allow freedmen who are being taken advantage of to visit another planter who appears to be fair minded.

Once negotiations have been reached planters and freedmen should meet with an assigned bureau official. At this meeting, officials will complete a narrative report (attached) to be sent to the Assistant Commissioner of the State of Tennessee. The bureau official should be instructed to advocate for freedmen and ensure that the contract has been negotiated with justice.

- **Part Three: Primary Sources**

Once all reports and contracts have been collected ask representatives from each group to speak of their experience. Students will then be given copies of authentic labor contracts (attached) relating to Tennessee freedmen. Each of these contracts were obtained from <http://freedmensbureau.com/>.

Students will be asked to read a contract and answer the attached questions labeled "Primary Source Analysis." Students could work individually or in groups of two or three. Be sure to discuss the scope of these questions with students prior to the assignment.

These questions were taken from:

Craver, Kathleen W. *Using Internet Primary Sources to Teach Critical Thinking Skills in History*. Westport, CT: Greenwood Press, 1999.

Part Four: Supporting Assignment/Homework

Assign the post assessment worksheet attached to this lesson as homework.

Assessment:

The introductory exercise to this lesson offers the teacher an opportunity to assess the students' understanding of post-war emancipation. The lesson is intended to challenge assumptions regarding the simplicity of change and the meaning of freedom. This intent may be evaluated by assessing the course of dialogue among students throughout the lesson. Written assignments should also reflect learning. The teacher may assess student performance during the role play by simply collecting contracts and narratives (group work). A student's ability to interpret primary sources may be determined by evaluating the "Primary Source Analysis." Post assessment includes written discussion questions.

Primary Source, To be used with Lesson One, Part One

CHAP. XC.—*An Act to establish a Bureau for the Relief of Freedmen and Refugees.*

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there is hereby established in the War Department, to continue during the present war of rebellion, and for one year thereafter, a bureau of refugees, freedmen, and abandoned lands, to which shall be committed, as hereinafter provided, the supervision and management of all abandoned lands, and the control of all subjects relating to refugees and freedmen from rebel states, or from any district of country within the territory embraced in the operations of the army, under such rules and regulations as may be prescribed by the head of the bureau and approved by the President. The said bureau shall be under the management and control of a commissioner to be appointed by the President, by and with the advice and consent of the Senate, whose compensation shall be three thousand dollars per annum, and such number of clerks as may be assigned to him by the Secretary of War, not exceeding one chief clerk, two of the fourth class, two of the third class, and five of the first class. And the commissioner and all persons appointed under this act, shall, before entering upon their duties, take the oath of office prescribed in an act entitled "An act to prescribe an oath of office, and for other purposes," approved July second, eighteen hundred and sixty-two, and the commissioner and the chief clerk shall, before entering upon their duties, give bonds to the treasurer of the United States, the former in the sum of fifty thousand dollars, and the latter in the sum of ten thousand dollars, conditioned for the faithful discharge of their duties respectively, with securities to be approved as sufficient by the Attorney-General, which bonds shall be filed in the office of the first comptroller of the treasury, to be by him put in suit for the benefit of any injured party upon any breach of the conditions thereof.

SEC. 2. *And be it further enacted,* That the Secretary of War may direct such issues of provisions, clothing, and fuel, as he may deem needful for the immediate and temporary shelter and supply of destitute and suffering refugees and freedmen and their wives and children, under such rules and regulations as he may direct.

SEC. 3. *And be it further enacted,* That the President may, by and with the advice and consent of the Senate, appoint an assistant commissioner for each of the states declared to be in insurrection, not exceeding ten in number, who shall, under the direction of the commissioner, aid in the execution of the provisions of this act; and he shall give a bond to the Treasurer of the United States, in the sum of twenty thousand dollars, in the form and manner prescribed in the first section of this act. Each of said commissioners shall receive an annual salary of two thousand five hundred dollars in full compensation for all his services. And any military officer may be detailed and assigned to duty under this act without increase of pay or allowances. The commissioner shall, before the commencement of each regular session of congress, make full report of his proceedings with exhibits of the state of his accounts to the President, who shall communicate the same to congress, and shall also make special reports whenever required to do so by the President or either house of congress; and the assistant commissioners shall make quarterly reports of their proceedings to the commissioner, and also such other special reports as from time to time may be required.

SEC. 4. *And be it further enacted*, That the commissioner, under the direction of the President, shall have authority to set apart, for the use of loyal refugees and freedmen, such tracts of land within the insurrectionary states as shall have been abandoned, or to which the United States shall have acquired title by confiscation or sale, or otherwise, and to every male citizen, whether refugee or freedman, as aforesaid, there shall be assigned not more than forty acres of such land, and the person to whom it was so assigned shall be protected in the use and enjoyment of the land for the term of three years at an annual rent not exceeding six per centum upon the value of such land, as it was appraised by the state authorities in the year eighteen hundred and sixty, for the purpose of taxation, and in case no such appraisal can be found, then the rental shall be based upon the estimated value of the land in said year, to be ascertained in such manner as the commissioner may by regulation prescribe. At the end of said term, or at any time during said term, the occupants of any parcels so assigned may purchase the land and receive such title thereto as the United States can convey, upon paying therefor the value of the land, as ascertained and fixed for the purpose of determining the annual rent aforesaid.

SEC. 5. *And be it further enacted*, That all acts and parts of acts inconsistent with the provisions of this act, are hereby repealed.

APPROVED, March 3, 1865.

U.S., *Statutes at Large, Treaties, and Proclamations of the United States of America*, vol. 13 (Boston, 1866), pp. 507-9.

Labor Contract, To be used with Lesson One, Part Two
Labor Contract

Planter's name:

Freedmen:

Itemize each of the remaining items for each freedmen involved, including women and children when appropriate.

Terms of employment: (include dates and primary responsibilities)

Pay:

Clothing allowance:

Medical care:

Work hours:

Days off:

Crops to be retained by freedmen:

Provision for subsistence crops:

Other benefits or arrangements:

Please submit form to a Freedmen's Bureau official when complete.

Narrative Report, To be used with Lesson One, Part Two

Narrative Report

To be completed by a Bureau official.

Name of employer:

Number of employees:

Summary of contract terms:

Signature of approval by officiating officer:

Narrative Report

To be completed by a Bureau official.

Name of employer:

Number of employees:

Summary of contract terms:

Signature of approval by officiating officer:

Sample Tennessee Labor Contracts, To be used with Lesson One, Part Three

This contract made and entered into this 29th day of December 1865 between **Joel A. Light & Gibson** & his wife **Leann** (freedmen) all of Dyer County State of Tennessee.

The said Light agrees to furnish the land tools & horses to cultivate the same and to furnish the said parities & their family their provisions & give them one third of the crop they may cultivate-the said freedmen furnish their own clothing & pay their own doctors bills. Leann to do cooking washing and all necessary house work & she is spin & work for herself when not employed in house work. The said Gibson is to attend to the stock & to do all necessary work in keeping up the farm. This contract to continue one year from this date.

Gibson aged
about 30 years
Leann about
28 years old

Witness
J. D. Whitson

Gibson (X) Light
Leann (X) Light

Witness
J. H. Fowlkes

Agreement made and entered into between **W. S. Byars** of the one part and **Louisa Byars** a freed woman of the other part; witnesseth that the said W. S. Byars agrees to pay to the said Louisa Byars on the 1st day of January 1867 the sum of two hundred dollars and to feed the said woman and her three children and to be at no other expense.

And the said Louisa Byars agrees on her part to be subject to the controls of the said W. S. Byars and to cause her children to be the same during the year eighteen hundred and sixty six.

To which we affix our hands and seals this December 29th 1865.

J. A. Byars
W. T. Byars

W. S. Byars
Louisa (X) Byars
W. B. Tipton Supt. Dyer County

Know all men by these presents, that I **A. Eanoch** of the County of Dyer, State of Tennessee am held and firmly bound to the United States of America in the sum of _____ Dollars for the payment of which I bind myself, Heirs & Executors & Administrators firmly by these presents in this Contract. That I am to furnish the persons whose names are subjoined (freed laborers) Quarters, Fuel, Substantial food Rations, all necessary medical attendance and supplies in case of sickness and the amount hereinafter mentioned during the continuation of this contract-the laborers to be paid in full before the final disposal of the crop which is to be raised by them on my plantation in the County of Dyer Sate of Tennessee.

Robert Wynne 35
Becca his wife 30
Nancy Ann his daughter 14
& three other small children
George Eanoch & 45
Mariah his wife 37
Samuel their son 16
Elizabeth their daughter
Henry Eanoch & 35
Hannah his wife 30
Sarah their daughter
& 2 small children

The conditions of the contract with the above named Freedmen & their families are such that the said A. Eanoch is to furnish land and teams and farming utensils. Also **Joseph W. Eanoch** is to be paid the sum of Two Hundred & Fifty Dollars (\$250) out of the crop. The said freedmen are then to receive for their labour one half of the corn, cotton & tobacco. The small grain and all other products of the farm to belong to said Eanoch alone.

The said Freedmen to furnish their own provisions & clothing & paying their own medical bill & all other expenses or if any part of the same be furnished by the said Eanoch the same shall be charged at the market price and the same deducted from their portion of the crop. The said freedmen are to work unconditionally under the direction of said Eanoch & perform all labour of what ever kind as directed by him.

This contract is to commence at this date & close with the year 1866.

Given in duplicate at office in Dyersburg this 30th Dec 1865.

W. B. Tipton Supt. of Dist.
Dyer County, Tenn

Know all men by these presents that I, **Allen Harris** of County of Dyer and State of Tennessee am held and firmly bound to the United States of America in the sum of Three Hundred Dollars, for the payment of which I bind myself, my Heirs, Executors and Administrators firmly by these presents in this Contract: That I am to furnish the persons whose names are subjoined (freed laborers) Quarters, Fuel, substantial and healthy Rations, all Medical Attendance and Supplies in case of sickness, ~~and the amount set opposite their respective names per month~~ during the continuation of this contract-the laborers to be paid in full before the final disposal of the crop which is to be raised by them on the plantation in the County of Dyer State of Tennessee.

Wallace Harris

his wife and 4 children

Nick Harris

his wife and 3 children

Harrison Walker

his wife and 3 children

Ben Harris

his wife and 5 children

Richard Harris

his wife and 6 children

Adeline Harris, 30

Bob Harris

Antony Harris

The conditions of the above contract are such that the above named Freedmen are to perform faithful and regular work for the said A. Harris during the year 1866 commencing the first January and work six days in the week and account for all lost time. They further agree to cook and do the necessary feeding of stock on Sunday. In consideration of which I am to give the said Freedmen one fourth part of all the cotton, tobacco and wheat made on my farm during the year 1866. I also furnish clothing and if they leave before the contract is filled they are to forfeit their labor.

Know all men by these presents that **J. W. Doyle** administrator of the estate of **James H. Doyle** deceased of the County of Dyer State of Tennessee am held and firmly bound unto the United States of America in the sum of Five Hundred Dollars for the payment of which he binds himself, his successors on assigned land and the Heirs of said estate firmly by these presents in this Contract. That he is to furnish the persons whose names are subjoined (freed laborers) Quarters, Substantial Rations, Medical Attendance and Supplies in case of sickness (but anything by him so expended to be repaid by said Freedmen) and the wages and share of the crop set down to each during the continuance of this contract to be paid in full before or at the final disposition of the crop which is to be raised by them on the plantation belonging to the estate of the said Jas. H. Doyle dec^d in the County of Dyer State of Tennessee.

The Conditions of this Contract are as follows-

Harry Doyle aged 32 and his son _____ aged about 11 years are to labor on said plantation under the direction of the said W. C. Doyle or his manager, faithfully, honestly, willingly until time to plant a crop next spring. Then Harry is to be furnished with land to cultivate, a mule or horse to work, farming tools and provision for the mule or horse; He with his son shall plant and cultivate a crop separately for themselves and gather & house the same. And are to have one half of everything they raise. Harry is to be responsible for anything lost, broken or destroyed by him or his son and for good treatment to said horse or mule; to cloth and pay medical bills for himself and son. They are to help cut, tie up, shuck and thrash the wheat crop now growing and to help sow wheat next fall but to have no part of either. Shall not use mule or horse only for farmwork without special permission; and to pay the said Doyle fifty dollars for their board. The crop to be liable to said W. A. Doyle for any and all just accounts, advancements, loans and the board-Am to be sold by said Doyle only.

Betty Doyle aged 35 and her daughter **Isabel** aged 16 years are to work in the house or on the farm as the said W. C. Doyle or his manager shall direct. To do good and faithful labor, to cloth themselves and pay their own medical bills. And at the end of the year the said W. C. Doyle shall pay them respectively (first deducting anything expended by him for medical attendance & supplies, advancements, and for anything by either of them lost or destroyed) the following sums, first: To Betty Doyle One Hundred Dollars for the year. To Isabel Fifty Dollars for the year.

This contract is to commence this date and close with the year 1866.

Given in duplicate at Dyersburg this 30th day of December 1865.

W. C. Doyle Admin of
Jas. H. Doyle dec^d

Witness

W. B. Tipton Supt. of Dist.
Dyer County, Tenn

Registered at Dyersburg 1865

Know all men by these Presents that **A. Stevens** and (illegible) of the County of Dyer State of Tennessee, held and firmly bound to the United States of America in the sum of One Hundred Dollars, for the payment of which I bind my Heirs, Executors and Administrators firmly, by these presents, in this CONTRACT: That I am to furnish the persons whose names are subjoined (freed laborers) Quarters, Fuel, Substantial and healthy Rations, all necessary Medical Attendance and Supplies in case of sickness, and the amount set opposite their respective names per month during the continuance of this contract-The laborers to be paid in full before the final disposal of the crop which is to be raised by them at mills and plantation, in the County of Dyer State of Tennessee.

Henry Tipton 30 20 10/12

David Reeder 28 20 10/12

This contract is such that **Henry Tipton** and **David Reeder** agrees to work with A. M. Stevens & Co. this year for Five Hundred & Fifty Dollars; to furnish themselves & family's with everything they wish but not to leave without aut. consent or they forfeit their wages and if they loose time it is to be deducted off of their wages.

This contract is to commence with this date and close with the year 1866. Given in duplicate, at Dyersburg this 27 day of Dec 1865.

Witness W. B. Tipton Supt. of Dist.
Dyer County, Tenn

Registered at office Dec 30 1865

Articles of agreement entered into between **John E. Spence** and **Haff** a colored boy.

I, John E. Spence agrees to give Haff eight acres of corn and one acre of cotton. I am to give him two months after crops are down to work for himself.

He is to commence the first day of January 1866 and to work until the twenty fourth day of December 1866 and be governed by my rules and regulations. Haff is to board himself, furnish his clothing and pay his doctors bills and medicines.

Dated at Dyersburg, Tenn J. E. Spence {seal}

This December 30th 1865

Attest J. W. Redding Acknowledged &

E. E. Spence fees paid

W. A. Slaton has hired **Limber Smith** for this year and is to give him One Hundred & Fifty Five Dollars & feeds & clothes & pay the medical bill. The medical bill and clothing is to be deducted out of his wages and said laborer is to make a faithful hand and obey said Slaton in all things and if he fails in his contract he is to forfeit his wages.

W. A. Slaton
W. B. Tipton Supt. of Dist.
for Dyer County, Tenn

I this day have hired **Anthony Perry** from the present date until Christmas 1866. I am to give him Seventy Five Dollars \$75.00 and find him his victuals & some every day clothes for his labour. He is to work on the farm and do anything about the farm that I order or place that I tell him to do; he pays his own doctors bill & if he looses time it is docted from his wages.

W. E. Copeland
W. B. Tipton Supt. of Dist.
for Dyer County, Tennessee

I, **J. F. Carruthers** has hired **Moses Thacker & Letty Carruthers** for this year and gives Moses One Hundred & Twenty Dollars & gives Letty Seventy Five Dollars and clothe her. The lost time to be taken out of their wages. Moses is to clothe himself. They are to work faithfully, be obedient & respectful to said J. F. Carruthers and jointly do all directed to do.

J. F. Carruthers

W. B. Tipton Supt. of Dist.
for Dyer County, Tenn

Articles of agreement entered into this day between **Rody Mays** and his four children of the one part & **William Nelson** of the other. The condition of this obligation is such that the said Rody Mays and children hath agreed to work at common labor twelve months from date of obligation. To make good and faithful hands. The said William Nelson on his part hath agreed to furnish the said Rody & children a sufficient quantity of food & clothing for this year and pay their doctors bill. The said William Nelson doth further agree to pay in addition to the above One Hundred Dollars to Henry (?) at the end of the year. Now if the said Rody & children should comply with the above obligation the obligation to remain in full force otherwise void.

Attest
J. H. Fry
I. Harry
J. F. Sinclair

Rody (X) Mays
W. M. Nelson
W. B. Tipton Supt. DC

Know all men by these Presents that **Jas. S. Herrod & Bro.** of the County of Dyer and State of Tennessee are held and firmly bound to the United States of America in the sum of Four Hundred Dollars for the payment of which we bind our Heirs, Executors and Administrators firmly by these presents in this contract. That we are to furnish the said **Lewis** and his wife and (3) children (freed laborers) Quarters, Fuel, Substantial and healthy Rations, all necessary medical Attendance and Supplies in case of sickness and Two Hundred Dollars for the year 1866, and a dress for his wife & their children and pair of shoes for his wife & children. The medical bill and supplies to be deducted from the said wage of the said Lewis & wife. We reserve the privilege of termination this contract at anytime upon ten days notice and pay for the time said freed laborers have worked. Time lost by sickness or otherwise to be deducted.

Jas. J. Herrod & Bros.
W. B. Tipton Supt. Dist.

Attest
M. J. Clay

Records of the Assistant Commissioner for the State of Tennessee
Bureau of Refugees, Freedmen, and Abandoned Lands, 1865 - 1869
National Archives Microfilm Publication M999, Roll 20

"Indentures of Apprenticeship Dec. 1865 - Feb. 1868, Contracts: Jan. 1, 1865 - Jan. 1, 1868"

Primary Source Analysis, To be used with Lesson One, Part Three

**Primary Source Analysis
Document Identification Form**

1. Identify this document. Who wrote it? What kind is it? When was it written?
2. Is it a primary or secondary source?
3. What is the point of view of the author(s) of the source?
4. Why or for what purpose was this document written? How reliable and trustworthy is it?
5. To what extent does the document reflect its historical context (the values and experiences of the time period)?
6. What is it about (subject matter)?
7. How is the document organized or structured?
8. What does it assume?
9. What does the document omit? What is missing? What are document's silences?
10. What tentative conclusions can you make based on the document?
11. What other documents support or augment this one?
12. What questions do you wish to ask based on this document?

Craver, Kathleen W. *Using Internet Primary Sources to Teach Critical Thinking Skills in History*. Westport, CT: Greenwood Press, 1999.

Post-Assessment, To be used with Lesson One, Part Four

Directions: Write a brief response to each of the following short answer questions.

1. How do you think planters viewed freedmen after the war?
2. What do you think former slaves wanted along with their freedom?
3. What were the goals of the Freedmen's Bureau? Was the Bureau successful in meeting these goals? Explain your answer.
4. What stood in the way of true freedom for former slaves? Why do you think labor contracts often failed? Why might a wage system fail?
5. What were former slaves free to do? What does emancipation really mean to a region dependent upon the institution of slavery for survival?

Lesson Plan Two

Unit: The Journey of Freedmen

Lesson Title: Opposition to freedmen: Outrage

Grade Level: Eighth grade or eleventh grade review of Era Five

Essential Question related to Vital Theme: What type of opposition did freedmen face in the Reconstruction era?

Lesson time: Two class periods

Curriculum Standards:

- 8.4.spi.5. identify how conditions, actions, and motivations contributed to conflict and cooperation between states, regions and nations.
- 8.4.spi.9. analyze the contributions of Tennessee political leaders on the national scene (e.g. Andrew Jackson, **Andrew Johnson**, James K Polk, Sequoyah, Sam Houston).
- 8.5.spi.8. determine the social, political, and economic factors that contribute to the institution of slavery in America.
- 8.5.spi.11. identify conclusions about historical events using primary and secondary sources.
- 8.6.spi.1. identify the impact of individual and group decisions on historical events.

Technology used and how:

- Internet: <http://members.aol.com/awill84810/rebel.htm> This link contains the lyrics of a song that will be used in the introduction of this lesson.
- Music: *A Song of Reconstruction: The Unrepentant Rebel* (I'm a Good Old Rebel) This particular song was widely sung at Confederate reunions. The words are attributed to poet Innes Randolph, and sometimes to artist Adalbert Volck. This song will be used in the introductory exercise. This song can be downloaded on an online music store for a small fee.
- Internet: <http://freedmensbureau.com/> This lesson will draw on acts of violence against Tennessee freedmen. The records found here will be used as foundational information in the culminating assignment in which students author narratives for a Tennessee newspaper article.
- Internet: <http://loc.harpweek.com/LCPoliticalCartoons/DisplayCartoonMedium.asp?MaxID=35&UniqueID=6&Year=1866&YearMark=1866> This link contains the political cartoon/poster that will be used in this lesson. It also contains an excellent explanation of the poster. This poster should be made into a transparency for this particular lesson.

Materials:

- Download of song: *A Song of Reconstruction: The Unrepentant Rebel* (I'm a Good Old Rebel)
- Copies of the song lyrics for each student
- Transparency of the attached political cartoon
- Copies of Andrew Johnson's Amnesty Proclamation for each student
- Copies of the writing assignment for each student
- Copies of the "Freedmen's Bureau List of Outrages"

Activity description and overview of instructional strategies:

This lesson incorporates the use of music, historical records, political cartoons, and personal reflection. The lesson will encourage discussion and critical thinking while promoting the development of historical perspective.

- **Part One: Song of Reconstruction/**

To introduce the strong sentiment of opposition that existed toward the Union following the Civil War have students listen to *A Song of Reconstruction: The Unrepentant Rebel*. Have students read the lyrics (attached) as they listen.

Discuss the following questions:

1. What is the message of this song?
2. What might you think of someone who would proudly sing these lyrics today?
3. How does the author of these lyrics view reconstruction efforts?
4. How do these sentiments ultimately impact freedmen?
5. How might white southerners try to hinder efforts to aid freedmen?

- **Part Two: Political Cartoon**

Display the political cartoon (attached) as a transparency and have a classroom dialogue regarding its message. The teacher might ask the following questions to stimulate discussion:

1. What does the caption read?
2. How are freedmen portrayed?
3. How is the white man portrayed?
4. What is in the background?
5. What does the "Statue of Freedom" imply?
6. What is the general message of this political cartoon?
7. What is your reaction to this poster?

Cartoon take from Harper Weekly's American Political Prints which are in a collection at the following web address:

<http://loc.harpweek.com/LCPoliticalCartoons/DisplayCartoonMedium.asp?MaxID=35&UniqueID=6&Year=1866&YearMark=1866>

- **Part Three: Setback for the Bureau**

The Bureau's goal of providing land for freedmen was stunted by President Andrew Johnson's Amnesty Proclamation of May 29, 1865. The teacher should discuss how this Tennessee leader viewed Reconstruction in a brief lecture. Students should then analyze the proclamation while completing the following questions. These questions incorporate review from the previous lesson. Teachers should copy these questions onto the board for groups of three to discuss.

1. What were the goals of ex-slaves following the war? What had they hoped to gain?
2. What were the goals of the Freedmen's Bureau? What had they hoped to accomplish for freedmen?
3. What was the purpose of the Amnesty Proclamation? How did this proclamation prove to be a setback for the of ex-slaves and the Bureau?

Document:

Bergeron, Paul H. ed. *The Papers of Andrew Johnson, Volume 8, May-August 1865*. Knoxville: The University Press of Tennessee, 1989.

- **Part Four: Outrage**

The Freedmen's Bureau maintained records of outrages perpetrated by whites upon the freedmen (attached). These records are also held at the Frank H. McClung Museum in Knoxville, Tennessee, on micro fiche in their original handwritten form. Students might enjoy having both the typed version as well as the handwritten manuscript at their disposal.

Students should be instructed to read this document while noting incidents of personal interest.

Contact Information:

Frank H. McClung Museum
1327 Circle Park Drive
Knoxville, Tennessee 37996-3200
Phone: 865-974-2144
Fax: 865-974-3827

- **Part Five: Tennessee Newspaper**

Students will then be instructed to complete the newspaper assignment (attached) based on an incident recorded in the list of outrages. Although this article will serve as a composite narrative, students should be encouraged to research other sources for additional factual information. Extra credit could be extended to students who find additional information on the individuals involved in their selected incidents.

Assessment:

Teachers have the opportunity to assess student learning at various points in this lesson. The opposition and failures of Reconstruction are an ongoing theme in this lesson. Part one will allow the teacher to assess foundational knowledge as the song draws on the familiar-- themes from the Civil War Era. The teacher might also use the post-assessment assignment in lesson one as an assessment tool. The first three exercises also contain discussion questions which will speak to the students' ability to interpret primary sources. The students' ability to discern main ideas and historical point of view should be evidenced in oral dialogue as well as the written assignments. Ultimately, students will have the opportunity to present a comprehensive understanding of their learning in written narrative as part of the last exercise.

Lyrics, To be used with Lesson Two, Part One

A Song of Reconstruction: The Unrepentant Rebel (I'm a Good Old Rebel)

Oh, I'm a good old Rebel, now that's just what I am,
For this "Fair Land of Freedom" I do not give a damn!
I'm glad I fit against it, I only wish we'd won,
And I don't want no pardon for anything I done.

I hates the Constitution, this Great Republic, too,
I hates the Freedman's Buro in uniforms of blue,
I hates the nasty eagle with all his brag and fuss,
The lying, thieving Yankees, I hates 'em wuss and wuss!

I hates the Yankee nation and everything they do,
I hates the Declaration of Independence, too,
I hates the "Glorious Union" , 'tis dripping with our blood,
I hates their striped banner, I fit it all I could.

I followed old Marse Robert for four years, near about,
Got wounded in three places, and starved at P'int Lookout;
I cotched the "roomatism" a'campin' in the snow,
But I killed a chance o' Yankees, and I'd like to kill some mo'.

Three hundred thousand Yankees is stiff in Southern dust!
We got three hundred thousand before they conquered us.
They died of Southern fever and Southern steel and shot,
I wish they was three million instead of what we got.

I can't take up my musket and fight 'em now no more,
But I ain't a'gonna love 'em, now that is sarten sure;
And I don't want no pardon for what I was and am,
I won't be reconstructed, and I do not care a damn!

I won't be reconstructed! I'm better now than them,
And for a carpetbagger, I do not give a damn.
So I'm off for the frontier, soon as I can go,
I'll prepare me a weapon and start for Mexico

Primary Source, To be used with Lesson Two, Part Three

Andrew Johnson, Amnesty Proclamation, 29 May 1865

Whereas the President of the United States, on the 8th day of December, A.D. eighteen hundred and sixty-three, and on the 26 day of March, A.D. eighteen hundred and sixty-four, did, with the object to suppress the existing rebellion, to induce all persons to return to their loyalty, and to restore the authority of the United States, issue proclamations offering amnesty and pardon to certain persons who had directly or by implication participated in the said rebellion; and whereas many persons who had so engaged in said rebellion have, since the issuance of said proclamations, failed or neglected to take the benefits offered thereby; and whereas many persons who have been justly deprived of all claim to amnesty and pardon thereunder, by reason of their participation directly or by implication in said rebellion, and continued hostility to the government of the United States since the date of said proclamation, now desire to apply for and obtain amnesty and pardon:

To the end, therefore, that the authority of the government of the United States may be restored, and that peace, order, and freedom may be established, I, ANDREW JOHNSON, President of the United States, do proclaim and declare that I hereby grant to all persons who have, directly or indirectly, participated in the existing rebellion, except as hereinafter excepted, amnesty and pardon, with restoration of all rights of property, except as to slaves, and except in cases where legal proceedings, under the laws of the United States providing for the confiscation of property of persons engaged in rebellion, have been instituted; but upon the condition, nevertheless, that every such person shall take and subscribe the following oath, (or affirmation,) and thenceforward keep and maintain said oath inviolate; and which oath shall be registered for permanent preservation, and shall be of the tenor and effect following, to wit:

I, _____, do solemnly swear, (or affirm,) in presence of Almighty God, that I will henceforth faithfully support, protect, and defend the Constitution of the United States, and the union of the States thereunder; and that I will, in like manner, abide by, and faithfully support all laws and proclamations which have been made during the existing rebellion with reference to the emancipation of slaves. So help me God.

The following classes of persons are excepted from the benefits of this proclamation: 1st, all who are or shall have been pretended civil or diplomatic officers or otherwise domestic or foreign agents of the pretended Confederate government; 2nd, all who left judicial stations under the United States to aid the rebellion; 3d, all who shall have been military or naval officers of said pretended Confederate government above the rank of colonel in the army or lieutenant in the navy; 4th, all who left seats in the Congress of the United States to aid the rebellion; 5th, all who resigned or tendered resignations of their commissions in the army or navy of the United States to evade duty in resisting the rebellion; 6th, all who have engaged in any way in treating otherwise than lawfully as prisoners of war persons found in the United States service, as officers, soldiers, seamen, or in other capacities; 7th, all persons who have been, or are absentees from the United States for the purpose of aiding the rebellion; 8th, all military and naval officers in the rebel service, who were educated by the government in the Military Academy at West Point or the United States Naval Academy; 9th, all persons who held the pretended offices of

governors of States in insurrection against the United States; 10th, all persons who left their homes within the jurisdiction and protection of the United States, and passed beyond the Federal military lines into the pretended Confederate States for the purpose of aiding the rebellion; 11th, all persons who have been engaged in the destruction of the commerce of the United States upon the high seas, and all persons who have made raids into the United States from Canada, or been engaged in destroying the commerce of the United States upon the lakes and rivers that separate the British Provinces from the United States; 12th, all persons who, at the time when they seek to obtain the benefits hereof by taking the oath herein prescribed, are in military, naval, or civil confinement, or custody, or under bonds of the civil, military, or naval authorities, or agents of the United States as prisoners of war, or persons detained for offenses of any kind, either before or after conviction; 13th, all persons who have voluntarily participated in said rebellion, and the estimated value of whose taxable property is over twenty thousand dollars; 14th, all persons who have taken the oath of amnesty as prescribed in the President's proclamation of December 8th, A.D. 1863, or an oath of allegiance to the government of the United States since the date of said proclamation, and who have not thenceforward kept and maintained the same inviolate.

Provided, That special application may be made to the President for pardon by any person belonging to the excepted classes; and such clemency will be liberally extended as may be consistent with the facts of the case and the peace and dignity of the United States.

The Secretary of State will establish rules and regulations for administering and recording the said amnesty oath, so as to insure its benefit to the people, and guard the government against fraud.

In testimony whereof, I have hereunto set my hand, and caused the seal of the United States to be affixed.

Done at the City of Washington, the twenty-ninth day of May, in the year of our Lord one thousand eight hundred and sixty-five, and of the Independence of the United States the eighty-ninth.

ANDREW JOHNSON

By the President:

WILLIAM H. SEWARD, Secretary of State

Paul H. Bergeron, editor, *The Papers of Andrew Johnson*, vol. 8, May-August 1865 (Knoxville: The University Press of Tennessee, 1989), pages 128-131.

Primary Source, To be used with Lesson Two, Part Four

Freedmen's Bureau List of Outrages Perpetrated by the Whites Upon The Freedmen in the State of Tennessee from April 1865 to March 1866

In April 1865 - While **Gilbert McGee** (colored) was plowing in the field, he was assaulted by two white men, named **Thomas Perry** and **James Morton**, taken from his work, tied to a tree, whipped, shot, and finally beheaded-this on the plantation of Rogan and Brannon, eight miles from Gallatin, on the Hartsville Pike.

About the 8th of Jany 1866 - **Samuel McMurray** shot twice, with intent to kill, **George Gammond** (colored) the ball taking effect in his person, said Gammond had to flee for his life-McMurray afterward returned with others and searched for him, so that he had to remain out, exposed to cold, and is now suffering from frosted feet. His life is still threatened by these men. This occurred on the farm and in the presence of **William Wilcox**-two miles from Dixon Springs, Smith County, Tenn.

Mr. **J. M. Ament**, *Columbia, Tenn.*, July 27, '65 states that an old colored woman, 80 years of age, was driven from home in want by her former owner whom she had served for years and who had sold all her children for money.

John Seage, Supt. R. F. & A. L. *Rutherford Co.* reports the following:

I. On the 29th of June 1865 **Beverly Randolph** beat the wife of "**Ben**" (colored) with his fists-caught her by the chin, threw back her head, drew his knife and swore he would cut her throat-was stopped by his brother-in-law, he then went to his house and got a pistol swearing he would kill some d-d nigger.

II. "**Egbert**" (colored) staid with the family of **J. Irvin** while he was absent in the Rebel Army. About the 1st of August 1865 Irvin returned from the Army and found that Egbert had a crop growing of which he was to have one third-when Egbert began to gather the crop he was driven off with his family, by Irvin, who said he didn't care a d-n for the bureau.

III. **Andrew B. Paine** hired **Sam Neal** (col'd) and family, ten in all to work for him for the season, after they had performed the labor Neal was ordered off with his family without pay or any share of the crop, he did not go and was threatened with death by Paine who afterward with the assistance of one **Miles Ferguson** beat him badly.

IV. About the 4th of August 1865 one **Bill Murray** beat the wife and daughters of "**Anthony**" (colored) very severely with a stick because they were singing a union song.

V. About August 30, '65 **Wm. Jones** tied up a colored boy and gave him five hundred lashes.

VI. **Isaac Rucker** hired **Bee Whitney** and wife (colored) to work the season for one third of the crop they raised. In June, Rucker attempted to drive them off without pay, and because they did not go, beat Whitney's wife on the head and side, badly, with a piece of board-knocking her down, and this only six days before the birth of her child.

VII. **Lina** (colored) lives with **Widow Brothers** on Fall Creek 13 miles from Murfreesboro-Lina says that "**Mr. May**" the overseer tied me up because I would not consent to him, tied my clothes around my neck and beat me very badly, then drove me off without pay or a morsel to eat."

Said "Lina" is 19 years old and was welted all over shamefully.

VIII. **Peter Goodwin** hired laborers who worked the year, he then called in the Due Bills he had given them, paid 20 per ct of their wages, promising to meet them at the office of the Bureau and pay the rest, but left the same day for Arkansas, defrauding them of the remainder of their pay.

IX. On the night of December 17th 1865 **T. Mahoney** went to the house of **Lewis Drennon** (colored) after all were in bed, broke in the door and presented a pistol to Drennon's head and demanded his arms. Drennon assured him that he had none, when Mahoney struck him with his pistol, cutting his head badly and stunning him, he then demanded their money. Drennon's wife got up and went to the chest & got their pocketbook containing only a few cents and give him- Mahoney then searched the premises & took everything of value & left. Drennon fearing they might return went to a neighbors for help-while gone Mahoney & his accomplice returned and beat an old man - father-in-law of Drennon, so that he died two days after.

X. On December 20th **Rolla Miller** in the presence of eleven witnesses, ten of them white, shot at a colored man, named **Bill Stover**, with intent to kill, wounding him twice in his right arm-because Stover took away his sister aged ten years formerly owned by Miller.

Jno. R. Henry, Special Agent at *Knoxville* reports as follows:

I. An old colored man named **Lewis Rose**, 60 years of age, was assaulted by five white men, and badly beaten with a hickory stick-his arm was fractured and his head lacerated and without any cause.

II. A colored man by the name of **Nathan Yarwood** of Monroe Co., Tenn. while working in his shop was shot with a pistol by a white man named **Saml. Wilson**, without provocation: the ball entering his right side and lodging in the left side near the heart, whence it was extracted by **Dr. Bogard** of Sweet Water.

III. **Wm. Ballard** (colored) was robbed of his gun powder lead & by six white men who forcibly entered his house.

W. G. Bond Supt. *Montgomery County* reports the following:

I. About Dec 15, 1865 one **Peter Farthing** beat **Chas. Trigg** (colored) severely with a club.

II. **Lew Johnson**, beat **Dinah Johnson** (col'd) with a club and swore he would kill her.

III. About Dec 9, 1865 Mr. Bond gave **Catherine Riley** (colored) an order to **James Riley**, Logan Co., Ky, for her child. She got the child and was returning when she was followed by said Riley, overtaken and beaten with a club until she was senseless on the ground. Riley carried the child off and, as he said, "put it out of the reach of the d-d Yankees."

IV. A Negro Soldier was shot not long before this by the same man "**Riley**." Similar cases occur daily.

V. **Jack Ranney**, about 4 miles from Clarksville, beat **Gus Laughlin** (col'd) with a club and threatened to kill him.

S. B. F. C. Barr, Agt. *Wilson Co., Tenn.*, Nov 23, '65 states that a man named **Clint Holt** living 15 miles from Louisville on the line of L & N RR stole a colored boy named **Dick** 8 years old and carried him to Kentucky.

Rev. John W. Jones, Supt. *Gibson Co.* on Jan 24, 1866 reports the following case: About the 1st of Jan **Donall Wood** a freed man aged sixty years of a quiet peaceable character, while staying with his wife 5 miles from Trenton was taken from his bed by some white men and carried some distance, was shot several times & severely wounded, and left by them as dead, has but partially recovered.

Also an old colored man most inoffensive and harmless was shot & mortally wounded, without any provocation-while driving his team quietly along the public road. He lived but 3 days.

Also some freedmen who had rented houses for the year had them burned.

Mr. **Geo. M. Stewart** of *Dover, Tenn.* 18th Jany 1866 reports a number of Freedmen at the *Rough and Ready Furnace* in Montgomery Co. were attacked & robbed of their arms and one of them of \$15.00 in money.

Thomas Hendricks (colored) worked for **William Cole**, Bedford Co. Tenn., five or six months in 1865. During the year Cole murdered a white man named **Simmons**. Hendricks then left him and rec'd but five dollars for his work.

At the beginning of the year he made a contract at the office of the Freedmens Bureau to work a year for **Mr. Whit Ransom**-Marshall Co., Tenn. The latter part of Feby, the said Cole came to the plantation where he (Hendricks) was at work, and took him forcibly away to his house six miles distantly & forced him to work four days, when he escaped and returned to his employer. Said Cole then returned with Mr. **Henry Pope**, entered the cookhouse on Ransom's farm, flourishing their pistols, and dragged him (Hendricks) out; after taking him some miles, they made him get down on his knees and then threatened to shoot him. He was taken to Cole's house and put under guard & his life threatened if he attempted to escape. He was rescued by a company of his fellows & taken back to Ransom's. Cole threatened repeatedly, to shoot Ransom and every nigger on his place. Said Hendricks and others have been driven from their homes, and flee to this city for protection. (See affidavit of Whitney, Ransom & others)

Capt. **Chas. A. Beckert**, 110th USCI, Sept 8, 1865 states that **Martha Hargrove**, the wife of a faithful soldier of his Co. was severely beaten and driven from home with her child-by **Abner L. Hargrove**, four miles from Elk River Bridge.

Capt. **James C. Babbitt**, Agent *Benton Co.*, reports that on the 19th of October, two col'd men named **Robert Johnson** and **Donaldson Whitesides** were attacked on the public highway by three or four horsemen armed with revolvers. Robert Johnson was shot by **Thomas Thornton** & mortally wounded, and beaten on the head with a revolver, so that he lived but a few moments.

Also reports that **Albert Allgee**-a freedman in Huntington, Carroll Co., was shot dead in a barroom by (illegible) **T. Freeman**, the Barkeeper.

Also that freedmen are daily driven from their homes without a cent after having been induced to work the year with a promise of a share of the crop. Husbands are not permitted to claim their wives or parents their children, women have been struck to the ground and choked.

Mr. **S. Stevens McMinnville, Tenn.** Dec 11, 1865 states that during divine service a colored woman entered the church. A Mr. **Pennibarker** asked the preacher to stop-and ordered all colored folks to leave-no one left-at close of the service said Mr. Pennibarker stopped the colored woman at the door and chastised her severely.

S. H. Melcher, Supt. *Lagrange, Tenn.* Dec 18, 1865 states as follows:

I. Complaints come in daily from the adjoining counties of Miss. of robbery, assaults &c, on the persons of Freedmen. Not less than one hundred & fifty have let Tippah and Marshall Co.'s, Miss. within the past week and came into Tenn. And all with their story.

A Freedmen living twelve miles south came in last night, covered with blood, with severe cuts on his head-his former master had beaten him with a heavy stick while his son-in-law stood by with a pistol, because the Freedman had said that he intended to go and hunt up his children, whom he had not seen in four years.

Also, Febry 3rd, 1866 reports that an attempt was made to force **Chas. Moore**, colored assistant in his office, into a fight with an ex-rebel soldier, some forty or fifty persons were present, principally rebel officers & soldiers. Mr. Melcher interfered and Moore was finally rescued. An ex-rebel Capt. Drew a knife on Mr. Melcher & threatened his life-

At the same time an old Freedman was attacked in his own yard & badly beaten by two of the same crowd.

Disloyal, lawless men from the border of Miss. commit many outrages & with impunity-as there is no protection.

II. Dec 11 - **Stephen Lane** was robbed of his gun & ammunition by Capt. **Bonner**, Marshall Co., Miss. Militia, about the same time there were similar cases.

III. **Edmund McNeil**, a freedman was arrested and put in jail in Bolivar, and hired to a man in Miss. because he went to Supt. at Bolivar to learn about his contract. He escaped.

IV. **India Wilson** (a freedwoman) was assaulted by two white men-**Steve & Jerry Ball** & cut with a knife.

V. Jany 6 - **Jane Simmons**, freedwoman, was assaulted by one **Pickney Stafford** and badly beaten on the hand.

VI. The outrage most frequently occurring is the refusal of the employer to settle with the Freedmen for their last years work, or taking advantage of them and securing a settlement before witnesses for a mere trifle.

VII. In many cases the children of colored persons which are able to work have been taken and bound out, leaving the younger and more helpless to be cared for by their parents.

J. N. Puckett, Supt. *Hickman Co.*, Jan 15th, '66 reports many outrages committed against Freedmen-up to June last they were kept in bondage through fear of death-if one escaped he was shot down, wherever found-many are kept from getting pay for work performed through fear of maltreatment. Knows of five or six freedmen who have been killed for above reasons.

A freedman had done work for a barkeeper in Dinon, said Co., and applied for a settlement. He was attacked by three of the desperadoes who still infest the county, who first abused him, he started to get away, when they attempted to shoot him, but the pistol missed fire, he was assaulted again with a knife & an axe-but escaped-again he was attacked-the 3rd time with bricks &c & severely bruised.

James M. Shoemake, Supt. *Smith Co., Tenn.* Jan 13th. 1866 reports a case where the former master refuses to give two children to their parents when claimed by them .

Mr. R. Caldwell, Supt. *Pulaski, Tenn.* reports Jan 19, that in several instances he has secured considerable amounts to colored laborers-which they would have lost but for his efforts.

Andrew Neeley, Supt *Carroll Co., Tenn.* Feby 13, 1866 says:

I. A freedwoman was taken from her house, cruelly beaten, and afterward shot.

II. About Christmas, two freedmen were killed in the Northern part of the county, by two white man named **Brant** and **Smith**.

III. Another some time previous was badly beaten & shot at but escaped.

Many other cases of minor importance have occurred.

Thomas C. Trimble, Supt. *Sumner County, Tenn.* Reports a band of lawless men in his Co. who have taken upon themselves the high prerogative of settling all questions in their locality regardless of civil or military authority.

From the best information, nine to fifteen freedmen have been shot and killed in that part of the County.

Their numbers are so formidable that they overawe the peaceable, quiet citizens, and they have things their own way.

Henry Bugg, an old colored man, honest, industrious and peaceable was shot and killed and robbed of his money by these outlaws.

Joel B. Smith, Supt. *Coffee Co.* reports a freedman by the name of **Pinkney Brannon**, who was driven from home, his life being threatened.

On the night of Dec. 11 the Freedmen's school house was burned by incendiaries. Numerous instances occur in which unprincipled white men have taken advantage of the ignorance & confidence of the freedmen & swindled them out of all their hard earned wages.

W. G. Bond, Supt. *Clarksville*, reports Jan'y 23, 1866 the following which occurred in Stewart Co., Tenn.: on the night of the 17th inst. The colored workers of Johnson & Co.'s Iron Works were attacked by six armed white men and robbed of all monies and valuables.

I. **Spencer Swathe** - Co. "M" 1st U. S. C. H. A., while on his way from Greenville, Tenn. where he had been left sick, to rejoin his Regt. At Chattanooga, went to see his wife who lives with **Mr. Bridges**, Union County, Tenn. and while there was attacked by two white men **Bill McFarlin** and **Preston Swathe**: who knocked him down with an axe, and robbed him of a U.S. Colts Revolver, a rifle, overcoat, boots and fifty dollars in money and robbed his wife of six dollars. On Oct 7th said soldier went with a detail of soldiers of the 12th O. V. C. to arrest the perpetrators of the deed-they were overpowered by friends of the white men, and the Negro soldier taken from them and shot. (See affidavit in possession of Jno. R. Henry, Knoxville)

II. A white man named **James Copeland** entered the house of **York Turner** (col'd) near McMillen's Station, Knox Co., Tenn. and made an assault upon his wife, also threatened his life with such indications of violence that said Turner dare not go home.

Also gave two instances where colored men were robbed of their arms by irresponsible parties. (See same affidavit)

Writing Assignment, To be used with Lesson Two, Part Five

Freedmen's Bureau Writing Assignment A Tennessee Newspaper

Assignment:

1. Read the "*Freedmen's Bureau List of Outrages*" document carefully.
2. Select an incident of interest to you.
3. Conduct personal research to find out if you can obtain other information related to this incident. You may want to consult the internet, local archives, museums, and other secondary sources. Classrooms textbooks may also be beneficial to your search.
4. Compose a five hundred word newspaper article in which you describe this incident in more detail.

Although the contents of this article are to be based on an actual historical event, please feel free to add missing information based on your understanding of the experience of freedmen.

You may also find it necessary to create other characters to give this story an authentic voice. Please give your report a title/release date.

A creative newspaper layout might also contain: (some may not be applicable)

- Quotes from witnesses, family members, local officials
- Drawing(s) of the incident or objects involved
- Political cartoons
- Maps
- Copies of legal recordings (some cases even have authentic affidavits online)
- Last words of the victim(s)
- Burial information
- Follow-up actions
- Personal opinion regarding the incident
- Information about the Freedmen's Bureau