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Advanced Placement U.S. History  
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Question: To what extent did social, political and economic changes improve the lives of African Americans in the period from 1865 to 1900?

Use the documents and your knowledge of the history to construct your response.

**Document A**

Source: United States Constitution – 14<sup>th</sup> Amendment, 1866.

All Persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

## Document B

Source: Freedman's Bureau Records, January 8, 1866

In accordance with orders dated Dec. 28<sup>th</sup>, I enclose names of Freedmen who have been furnished certificates of Land on the Plantation of William Aikens, Jehosse Island, also form of certificate. The parties holding these grants formerly belonged to Gov. Aiken and have always lived on Jehosse.

I am Sir Yours Very Respectfully

Signed De Wint Whittemore  
Agent Bureau Freedmen &c  
Edisto Island, S.C

H.W. Smith

Names of Freedmen to whom grants of land have been furnished on Jehosse Isl'd

|                     |          |              |
|---------------------|----------|--------------|
| Joe Edward          | 40 Acres | August 14/65 |
| Danl. Spearing      | "        | "            |
| Jerry Richardson    | "        | August 15/65 |
| London Richardson   | "        | "            |
| Andrew Brightman    | "        | "            |
| Joe Bennett         | "        | "            |
| Toby Richardson     | "        | "            |
| Morris Judge        | "        | "            |
| David White         | "        | "            |
| Billy Hartly        | "        | "            |
| Harry Davison       | "        | "            |
| Jerry Dallas        | "        | August 17/65 |
| Peter Black         | "        | August 19/65 |
| Prince Maxwell      | "        | "            |
| Thos. Spearing      | "        | "            |
| Simon Boggs         | "        | "            |
| Paul Gaithard       | "        | August 23/65 |
| Cyrus Grant         | "        | August 24/65 |
| Sam Singleton       | "        | "            |
| July Street         | "        | Sept 12/65   |
| Abram Morgan        | "        | "            |
| David White         | "        | "            |
| Tom Judge           | "        | "            |
| Stephney Richardson | "        | "            |
| Romeo Burnett       | "        | "            |

## Document C

Source: Letter from African American citizens

Calhoun, Georgia, August 25, 1867

General: We the Colored people of the town of Calhoun and County of Gordon desire to call your attention to the State of Affairs that now exist in our midst.

On the 16<sup>th</sup> day of the month, the Union Republican Party held a Meeting which the Colored people of the County attended en masse. Since that time we seem to have the particular hatred and spite of that class who were opposed to the principles set forth in that meeting.

Their first act was to deprive us the privilege to worship any longer in the Church. Since we have procured one of our own, they threaten us if we hold meetings in it.

## Document D

Source: Letter from JW Alvord, Superintendent of Education to Major General Howard, Lexington, KY, January 31, 1870

In this city are about 12,000 colored population, in better condition than usual. Large numbers of them have plots of ground and houses of their own, generally one story with three rooms, many two stories with an increased amount of comfort. It is supposed that the aggregate of property owned by colored people in Lexington is about half a million of dollars. It need not be said they are industrious and saving. Besides all common labor, they are the cartmen, carriage-drivers, small shop-keepers, and mechanics of the city. I am told they were treated with unusual consideration while in slavery. This morning I met many on the road outside the town, with clean white aprons, going to the plantations for labor at "hempbreaking."

Schools here are well arranged, but in poor buildings. The largest, with seven teachers and two hundred and fifty pupils, is in care of the American Missionary Association. This will, during the coming year, enter the new building, 60x45 feet, erected by the Bureau.

## Document E

Source: Harper's Weekly, May 1, 1880  
"The Negro Exodus – the Old Style and the New"



## Document F

Source: Florida Statute, 1885

All marriages between a white persona and a negro, or between a white person and a person of negro descent to the fourth generation inclusive, are hereby forever prohibited.

## Document G

Henry W. Grady, "The New South" 22 December 1886

But what of the Negro?.....He shares our school fund, has the fullest protection of our laws and the friendship of our people. Self-interest, as well as honor, demand that he should have this. Our future, our very existence depend upon our working out this problem in full and exact justice....The relations of the Southern people with the Negro are close and cordial. We remember with what fidelity for four years he guarded our defenceless women and children, whose husbands and fathers were fighting against his freedom....Ruffians have maltreated him, rascals have misled him, philanthropists established a bank for him, but the South, with the North, protects against injustice to this simple and sincere people. To liberty and enfranchisement is as far as law can carry the Negro.....It should be left to those among whom his lot is cast, with whom he is indissolubly connected and whose prosperity depends upon their possessing his intelligent sympathy and confidence

## Document H

Source: Library of Congress

Lynchings of African Americans

|      |     |
|------|-----|
| 1882 | 49  |
| 1883 | 53  |
| 1884 | 51  |
| 1885 | 74  |
| 1886 | 74  |
| 1887 | 70  |
| 1888 | 69  |
| 1889 | 94  |
| 1890 | 85  |
| 1891 | 113 |
| 1892 | 161 |

## Document I

Source: Mississippi Supreme Court, 1896

....swept the circle of expedients to obstruct the exercise of the franchise by the negro race. By reason of its previous condition of servitude and dependence, this race had acquired or accentuated certain particularities of habit, of temperament and of character, which clearly distinguished it, as a race, from that of the whites – a patient, docile people, but careless, landless, and migratory within narrow limits, without forethought and its criminal members given rather to furtive offenses than to the robust crimes of the whites.

## **Document A: 14<sup>th</sup> Amendment of the Constitution of the US, June 1866**

### **Document Information:**

- Outlines who is considered a citizen
- Outlaws states from denying or abridging citizenship
- Outlines the idea of equal protection of the law

### **Document Inferences:**

- African Americans were now to be treated like all citizens
- The States were not able to create laws that would deny the rights outlined in the constitution to African Americans
- African Americans were equals

## **Document B: Freedmen's Bureau Land Grants Chart, 1866**

### **Document Information**

- 25 Freedmen have been granted 40 acres of land each, in Jehosse Island, South Carolina
- The Freedmen received land that belonged to Gov. William Aiken
- The Freedmen used to be the slaves of Gov. Aiken
- The Freedmen who were given the land are natives to the land

### **Document Inferences**

- Gov. Aiken's land was confiscated and given to the Freedmen's Bureau for distribution because he was an ex-Confederate leader
- Land grants were given to men
- Land was distributed shortly after the war
- Each man was treated equally with regards to the amount of land given.

## **Document C: Letter from African American citizens of Calhoun, GA**

### **Document Information:**

- Letter to Union General explaining intimidation of local blacks
- States that blacks have been unable to worship in the town church
- States that citizens have tried to open separate church but have been prevented from doing so
- Makes a request for attention from the general

### **Document Inferences:**

- Free blacks were intimidated by local white populations
- Blacks supported the Republican party and Union leadership
- Union Generals were still in command of towns in the South
- Intimidation by whites infringed on rights to assemble and worship freely
- Many blacks were in need of protection

## **Document D: Letter from JW Alford, Superintendent of Education to Major General Howard, Lexington KY**

### **Document Information:**

- States that the African American community is composed of 12,000 inhabitants

- African Americans have land & modest homes with aggregate property value of 1.5 million
- African Americans employed in service jobs
- African American schools organized, in poor buildings, moving into bureau provided buildings later on

**Document Inference:**

- Implies that African Americans were in better conditions than usual
- Stated that they are living comfortable prosperous lives
- Implies that they were not treated poorly as slaves
- Implies that their schools were adequate and supervised by a charitable organization

**Document E: Political Cartoon, “The Negro Exodus – The Old and the New”  
Harpers Weekly, May 1880**

**Document Information:**

- The cartoon shows and “exodus” in the old style of a slave sneaking through a swamp
- The new Style “exodus” was freedmen traveling together, often in desperate times.
- Freedmen moved around in the open from place to place
- Runaway slaves travel alone and took nothing
- Freedmen traveled with loved ones and took belongings with them.

**Document Inferences:**

- Runaway slaves were forced to take chances and risk danger or death to move around
- Slaves had to sneak through the swamps and other awful environments in order to escape to freedom
- Freedmen had very little and often had nowhere to go
- Both “exodus” examples showed the despair.

**Document F: Florida Law describing the legality of interracial marriages**

**Document Information:**

- States any marriage between a white person and a Negro is prohibited
- States any marriage between a white person and a Negro descended to the fourth generation is prohibited

**Document Inferences:**

- Implied that interracial marriage was immoral and unethical

**Document G: Henry W. Grady, “the New South” 22 December 1886**

**Document Information:**

- Shows the number of reported lynchings in the period from 1882 to 1892
- Lists the number by year
- Shows that between 49-61 blacks were lynched each year during that period

**Document Inferences:**

- There was a clear upward trend in lynchings during the period shown
- The amount of lynchings nearly doubled in the period of 10 years
- There were a few years where lynchings leveled off and then quickly rose

- The repealing of the Civil Rights Act in 1883 led to an increase in violence against blacks
- A dramatic rise (30%) in lynchings took place between 1891 and 1892

### **Document I: Mississippi Supreme Court, 1896**

#### **Document Information:**

- Servitude and dependence had developed certain particularities of habit, temperament, and character, which distinguish blacks as a race.
- States that they are a patient and docile people; but careless, landless and migratory within narrow limits
- Black criminals are more sneaky, rather than robust in their crimes, unlike whites

#### **Document Inferences:**

- Negroes are handicapped by their exposure to slavery
- The Black criminal group perform more offensive crimes than whites
- Negroes were perceived as careless, landless, and migratory; which is why they were not in a position to buy land and settle peacefully

# Commonly Seen Outside Information

13<sup>th</sup> Amendment  
14<sup>th</sup> Amendment  
15<sup>th</sup> Amendment  
Freedman's Bureau  
Black Codes  
Civil Rights Act of 1866  
Ku Klux Klan  
Ku Klux Klan Act of 1871  
The Panic of 1873  
Civil Rights Act of 1875  
Mississippi Plan of 1875  
Compromise of 1877  
Hayes Election  
Carpetbaggers  
Scalawags  
Johnson's Impeachment  
Grant's administration and backlash  
"Bayonet Rule"  
Africanization"  
"Bulldozing" black Voters  
Crop-lean system  
Booker T Washington's Atlanta Compromise (1895)  
Plessey V Ferguson – 1896  
Williams V Mississippi – 1896  
Social Darwinism  
Tenet Farming  
Sharecropping  
Black Middle Class

## Grading Rubric

### The 8-9 Essay:

- Contains a well developed thesis that examines the ways that the lives of African Americans were affected after the Civil War
- Present an effective analysis of the political, social and economic changes that African Americans experienced during the Reconstruction Era
- Uses effectively a substantial number of documents
- Supports thesis with substantial and relevant outside information
- Contains few minor errors
- Is clearly organized and well written

### The 5-7 Essay:

- Contains a thesis that examines the ways that the lives of African Americans were affected after the Civil War
- Has some limited analysis of the political social and economic changes that African Americans experienced during the Reconstruction Era
- Uses effectively some documents
- Supports thesis with some relevant outside information
- May have errors that do not seriously detract from the quality of the essay
- Shows acceptable organization and writing; language errors do not interfere with the comprehension of the essay

### The 2-4 Essay:

- Contains limited or undeveloped thesis
- Deals with the question in general manner, simplistic treatment of the political, social and economic changes that affected the lives of African Americans; simplistic presentation of the lives of the post Civil War African Americans
- May address only one category
- Merely refers to, quotes, or briefly cites documents
- Contains little outside information, or information that is inaccurate or irrelevant
- May have errors
- Maybe poorly organized and or written

### The 0-1 Essay:

- Contains no thesis or a thesis that does not address the question
- Exhibits inadequate or incorrect understanding of the question
- Has little or no understanding of the documents, or ignores them completely
- Has numerous errors
- Written so poorly that it inhibits understanding
- Blank or completely off task