Reconstruction: The more things change, the more they stay the same.

The Freedmen and the Codes
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Standards: 4.04 Evaluate the importance of the roles played by individuals at the state and national levels during the Civil War and Reconstruction Period.

Objectives: 1) To establish the importance of the Freedmen’s Bureau the help it could have given to the blacks. 2) Discuss the severity of the Black codes, comparing them with slavery

Materials: Two transparencies on Black codes and Freedmen’s Bureau

Procedure: Introduce the Freedmen’s Bureau explaining what freedmen are and what the bureau does. Next remind students that Jackson vetoed this and passed the Black codes. Go into detail about what they were and how they hindered the blacks. Also provide examples of what was happening in North Carolina that made it seem like slavery was still in place.

Teacher Input: Ask students about what they would have done in this situation.

Guided Practice: Lead a class discussion on the good and bad aspects of these two things.

Independent Practice: Have students write a short essay on their opinion if the “forty acres and a mule” idea would have worked, using explicit examples of why or why not.

Closure: Review the Freedmen’s Bureau and Black Codes. Also have students write in their journals if they were a teacher in the Freedmen’s Bureau how would they teach someone to read?
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The Freedmen and the Codes

I. Introduction

II. The Solution to the Unemployed and Poor South

A. Freedmen's Bureau

1. Who, what, when, where, and how

2. Bill is vetoed

B. Black Codes

1. Who, what, when, where, and how

2. North Carolina Examples

III. Closure
Making Inferences

Directions: Answer the following question based on the illustration.

FREEDMEN'S BUREAU 1865-1872

Newly freed African Americans line up for rations at a Freedmen's Bureau in the South.

The aim of the Freedmen's Bureau was to provide assistance to newly emancipated African Americans and to poor whites after the Civil War. Which of the Freedmen's Bureau's responsibilities would be most important to the people shown in the illustration?

A regulation of wages and working conditions
B establishment and maintenance of schools
C the furnishing of food and medical supplies
D control and distribution of confiscated lands
Identifying the Main Idea

Directions: Answer the following question based on the text of the legislation passed in Texas.

BLACK CODES

An Act to define and declare the rights of persons lately known as Slaves, and Free Persons of Color.

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Section 1. Be it enacted by the Legislature of the State of Texas, That all persons heretofore known as slaves and free persons of color, shall have the right to make and enforce contracts, to sue and be sued, and to inherit, purchase, lease, hold, sell, and convey real, personal, and mixed estate; to make wills and testaments, and to have and enjoy the right of personal security, liberty and private property. . . .

Section 2. . . . Provided, nevertheless, that nothing herein shall be construed as to repeal any law prohibiting the intermarriage of the white and black races, nor to permit any other than white men to serve on juries, hold offices, or vote at any election, State, county, or municipal; Provided, further, that nothing herein contained shall be so construed as to allow them to testify, except in such cases and manner as is prescribed in the Constitution of the State.

Approved November 10, 1866.

After the Civil War, Southern state legislatures passed a series of laws known as black codes that severely limited the rights of African Americans. Read Section 2 of the Texas legislation and then identify which of the following rights was denied to African Americans.

F purchase, lease, or sell real estate
G vote in any state, county, or municipal election
H make and enforce contracts
J make wills and testaments
Journal Entry

Write a short paragraph about if you were a teacher in the Freedmen's Bureau how would you teach someone to read?