



The Aftermath of War

Student Name _____ Date _____

Activity #1: The Conditions in the South at the End of the War

Directions (All Groups): For this activity, you have been assigned to a group with a document to review. You will also use the interactive maps [temporarily located at <http://civclients.com/nehint/recon/>] in this activity. Each group will first review an excerpt from Walt Whitman and a letter from General William T. Sherman, before moving on to examine their individual document and completing the accompanying worksheet.

As you examine the Whitman excerpt, keep in mind that Whitman worked as a nurse with wounded Union soldiers while living in Washington, D.C. during the war. He was so deeply moved by Abraham Lincoln's assassination that, in response to it, he composed the famous poem, "Oh Captain! My Captain!" He was strongly pro-Union, but also deeply troubled by the devastation of the war. What does Whitman mean by saying that "the real war will never get in the books"? Keeping Whitman's point in mind, how can you come to a better understanding of the "real war"?

As you read through Sherman's letter addressed to the then mayor and members of the city council of Atlanta, Georgia consider his explanation for the devastation his army must bring. Why does Sherman believe that the civilian population of Atlanta should vacate the city? What does Sherman mean when he says "War is cruelty, and you cannot refine it . . ."?

Consider these two statements as your group works through the selection from a Southern partisan who suffered through the devastation of the war. How do they compare?

Excerpt from *Prose Works*, by Walt Whitman (New York, 1892):
<http://teachingamericanhistory.org/library/index.asp?document=1723>

And so good-by to the war. I know not how it may have been, or may be, to others—to me the main interest I found, (and still, on recollection, find,) in the rank and file of the armies, both sides, and in those specimens amid the hospitals, and even the dead on the field. To me the points illustrating the latent personal character and eligibilities of these States, in the two or three millions of American young and middle-aged men, North and South, embodied in those armies—and especially the one-third or one-fourth of their number, stricken by wounds or disease at some time in the course of the contest—were of more significance even than the political interests involved. (As so much of a race depends on how it faces death, and how it stands personal anguish and sickness. As, in the glints of emotions under emergencies, and the indirect trait and asides in Plutarch, we get far profounder clues to the antique world than all its more formal history.)

Future years will never know the seething hell and the black infernal background of countless minor scenes and interiors (not the official surface-courteousness of the Generals, not the few great battles) of

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the Secession War; and it is best they should not—the real war will never get in the books. In the mushy influences of current times, too, the fervid atmosphere and typical events of those years are in danger of being totally forgotten. I have at night watch'd by the side of a sick man in the hospital, one who could not live many hours. I have seen his eyes flash and burn as he raised himself and recurr'd to the cruelties on his surrender'd brother, and mutilations of the corpse afterward. (See, in the preceding pages, the incident at Upperville—the seventeen kill'd as in the description, were left there on the ground. After they dropt dead, no one touch'd them—all were made sure of, however. The carcasses were left for the citizens to bury or not, as they chose.)

Such was the war. It was not a quadrille in a ballroom. Its interior history will not only never be written—its practicality, minutiae of deeds and passions will never be even suggested. The actual soldier of 1862-'65, North and South, with all his ways, his incredible dauntlessness, habits, practices, tastes, language, his fierce friendship, his appetite, rankness, his superb strength and animality, lawless gait, and a hundred unnamed lights and shades of camp, I say, will never be written—perhaps must not and should not be.

Letter from General William T. Sherman to James M. Calhoun, September 1864 (Georgia):

<http://teachingamericanhistory.org/library/index.asp?document=1725>

On September 2, 1864, the Union Army under General William T. Sherman captured the city of Atlanta. Sherman then issued a controversial order, commanding that the city's entire population be removed from the city. When the mayor and city council of Atlanta protested, Sherman composed the following letter, in which he sought to justify his decision to make the South's civilian population feel the effects of the war.

Gentlemen: I have your letter of the 11th, in the nature of a petition to revoke my orders removing all the inhabitants from Atlanta. I have read it carefully, and give full credit to your statements of the distress that will be occasioned, and yet shall not revoke my orders, because they were not designed to meet the humanities of the case, but to prepare for the future struggles in which millions of good people outside of Atlanta have a deep interest. We must have peace, not only at Atlanta, but in all America. To secure this, we must stop the war that now desolates our once happy and favored country. To stop war, we must defeat the rebel armies which are arrayed against the laws and Constitution that all must respect and obey. To defeat those armies, we must prepare the way to reach them in their recesses, provided with the arms and instruments which enable us to accomplish our purpose. Now, I know the vindictive nature of our enemy, that we may have many years of military operations from this quarter; and, therefore, deem it wise and prudent to prepare in time. The use of Atlanta for warlike purposes is inconsistent with its character as a home for families. There will be no manufactures, commerce, or agriculture here, for the maintenance of families, and sooner or later want will compel the inhabitants to go. Why not go now, when all the arrangements are completed for the transfer, instead of waiting till the plunging shot of contending armies will renew the scenes of the past month? Of course, I do not apprehend any such thing at this moment, but you do not suppose this army will be here until the war is over. I cannot discuss this subject with you fairly, because I cannot impart to you what we propose to do, but I assert that our military plans make it necessary for the inhabitants to go away, and I can only renew my offer of services to make their exodus in any direction as easy and comfortable as possible. You cannot qualify war in harsher terms than I will. War is cruelty, and you cannot refine it; and those who brought war into our country deserve all the curses and maledictions a people can pour out. I know I had no hand in making this war, and I know I will make more sacrifices to-day than any of you to secure peace. But you cannot have peace and a division of our country. If the United States submits to a

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division now, it will not stop, but will go on until we reap the fate of Mexico, which is eternal, war. The United States does and must assert its authority, wherever it once had power; for, if it relaxes one bit to pressure, it is gone, and I believe that such is the national feeling. This feeling assumes various shapes, but always comes back to that of Union. Once admit the Union, once more acknowledge the authority of the national Government, and, instead of devoting your houses and streets and roads to the dread uses of war, I and this army become at once your protectors and supporters, shielding you from danger, let it come from what quarter it may. I know that a few individuals cannot resist a torrent of error and passion, such as swept the South into rebellion, but you can point out, so that we may know those who desire a government, and those who insist on war and its desolation.

You might as well appeal against the thunder-storm as against these terrible hard-ships of war. They are inevitable, and the only way the people of Atlanta can hope once more to live in peace and quiet at home, is to stop the war, which can only be done by admitting that it began in error and is perpetuated in pride.

We don't want your negroes, or your horses, or your houses, or your lands, or any thing you have, but we do want and will have a just obedience to the laws of the United States. That we will have, and, if it involves the destruction of your improvements, we cannot help it...

But, my dear sirs, when peace does come, you may call on me for any thing. Then will I share with you the last cracker, and watch with you to shield your homes and families against danger from every quarter.

Now you must go, and take with you the old and feeble, feed and nurse them, and build for them, in more quiet places, proper habitations to shield them against the weather until the mad passions of men cool down, and allow the Union and peace once more to settle over your old homes at Atlanta.

Yours in haste,
W. T. Sherman, *Major-General commanding.*



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Activity #1: The Conditions in the South at the End of the War

Directions (Group A—South Carolina): For this activity, you have been assigned to a group with a document to review. You will also use the interactive maps [temporarily located at <http://civclients.com/nehint/recon/>] in this activity. Each group will review a document authored by someone affected by the devastation of the Civil War. The authors were selected to show a variety of contrasting views and also to reflect the different ways that reconstruction affected various states. While one document cannot speak to the effects of the war on an entire state, it will give you an insight into what may have represented a common experience and reaction to the War and its aftermath.

In your group, you will analyze the impact of the Civil War through the claims in your document and as they relate to your assigned state. To do this, you will also work through the interactive maps, pictures and quotes as you complete the worksheet that follows.

Upon receiving your document assignment, your group should read and discuss the meaning of your document. Then locate the interactive maps for this lesson [temporarily located at <http://civclients.com/nehint/recon/>] and begin working through the worksheet that follows.

Excerpt from the Diary of Emma LeConte, 1864-1865, February 18, 1865 (South Carolina):
<http://docsouth.unc.edu/fpn/leconteemma/leconte.html>

After having captured Savannah, Georgia, in late December, General William T. Sherman's Union army turned north and entered South Carolina in January 1865. By this time the Confederate forces opposing him had been virtually shattered, capable of conducting little more than delaying actions. When Sherman's army marched into Columbia, South Carolina's capital, his men were prepared to take vengeance against the state that had been first to secede from the Union in 1860.

“Two Corps entered town - Howard's and Logan's - one, the diabolical 15th which Sherman has hitherto never permitted to enter a city on account of their vile and desperate character. Slocum's Corps remained over the river, and I suppose Davis' also. The devils as they marched past looked strong and well clad in dark, dirty-looking blue. The wagon trains were immense. Night drew on. Of course we did not expect to sleep, but we looked forward to a tolerably tranquil night. Strange as it may seem we were actually idiotic enough to believe Sherman would keep his word! - A Yankee - and Sherman! It does seem incredible, such credulity, but I suppose we were so anxious to believe him - the lying fiend! I hope retributive justice will find him out one day. At about seven o'clock I was standing on the back piazza in the third story. Before me the whole southern horizon was lit up by camp-fires which dotted the woods. On one side the sky was illuminated by the burning of Gen. Hampton's residence a few miles off in the country, on the other side by some blazing buildings near the river. I had scarcely gone down stairs again when Henry told me there was a fire on Main Street. Sumter Street was brightly lighted by a

burning house so near our piazza that we could feel the heat. By the red glare we could watch the wretches walking - generally staggering - back and forth from the camp to the town - shouting - hurraing - cursing South Carolina - swearing - blaspheming - singing ribald songs and using obscene language that we were forced to go indoors. The fire on Main Street was now raging, and we anxiously watched its progress from the upper front windows. In a little while however the flames broke forth in every direction. The drunken devils roamed about setting fire to every house the flames seemed likely to spare. They were fully equipped for the noble work they had in hand. Each soldier was furnished with combustibles compactly put up. They would enter houses and in the presence of helpless women and children, pour turpentine on the beds and set them on fire. Guards were rarely of any assistance - most generally they assisted in the pillaging and firing. The wretched people rushing from their burning homes were not allowed to keep even the few necessaries they gathered up in their flight - even blankets and food were taken from them and destroyed. The Firemen attempted to use their engines, but the hose was cut to pieces and their lives threatened. The wind blew a fearful gale, wafting the flames from house to house with frightful rapidity. By midnight the whole town (except the outskirts) was wrapped in one huge blaze. Still the flames had not approached sufficiently near us to threaten our immediate safety, and for some reason not a single Yankee soldier had entered our house. And now the fire instead of approaching us seemed to recede - Henry said the danger was over and, sick of the dreadful scene, worn out with fatigue and excitement, we went downstairs to our room and tried to rest. I fell into a heavy kind of stupor from which I was presently roused by the bustle about me. Our neighbor Mrs. Caldwell and her two sisters stood before the fire wrapped in blankets and weeping. Their home was on fire, and the great sea of flame had again swept down our way to the very Campus walls. I felt a kind of sickening despair and did not even stir to go and look out. After awhile Jane came in to say that Aunt Josie's house was in flames - then we all went to the front door - My God! - what a scene! It was about four o'clock and the State house was one grand conflagration. Imagine night turned into noonday, only with a blazing, scorching glare that was horrible - a copper colored sky across which swept columns of black rolling smoke glittering with sparks and flying embers, while all around us were falling thickly showers of burning flakes. Everywhere the palpitating blaze walling the streets with solid masses of flames as far as the eye could reach - filling the air with its horrible roar. On every side the crackling and devouring fire, while every instant came the crashing of timbers and the thunder of falling buildings. A quivering molten ocean seemed to fill the air and sky. The Library building opposite us seemed framed by the gushing flames and smoke, while through the windows gleamed the liquid fire. This we thought must be Aunt Josie's house. It was the next one, for although hers caught frequently, it was saved. The College buildings caught all along [with these], and had the incendiary work continued one half hour longer than it did they must have gone. All the physicians and nurses were on the roof trying to save the buildings, and the poor wounded inmates left to themselves, such as could crawled out while those who could not move waited to be burned to death. The Common opposite the gate was crowded with homeless women and children, a few wrapped in blankets and many shivering in the night air. Such a scene as this with the drunken fiendish soldiery in their dark uniforms, infuriated cursing, screaming, exulting in their work, came nearer realizing the material ideal of hell than anything I ever expect to see again. They call themselves "Sherman's Hellhounds". . . . By great exertions Dr. Thomson found Sherman, and secured a strong guard in time to rescue the hospital. Mrs. C. who had been to see after her house now returned, and sitting down sobbed convulsively as she told us of the insults she had received from the soldiery engaged in pillaging her home. An officer riding by ordered the men to stop. So broken down and humbled by the terrible experience of the night was she that she cried - out - "O, sir, please make them stop!" You don't know what I suffered this night." - "I don't give a damn for your suffering" he replied, "but my men have no right to pillage against orders." . . .

“The State house of course is burned, and they talk of blowing up the new uncompleted granite one, but I do not know if it can be done in its unfinished unroofed condition. We dread tonight. Mother asked Dr.

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Thomson (who has been very kind about coming in and in keeping us posted) for a guard, but he says it is unnecessary as double guards will be placed throughout the city. Dr. T. says some of the officers feel very much ashamed of last night's work. Their compunctions must have visited them since daylight. The men openly acknowledged that they received orders to burn and plunder before they crossed the river. The drunken scoundrels who tried to force their way into the Campus this morning have been under guard at the gate - several hundred of them - fighting and quarrelling among themselves, for sever hours. Poor father! What will be his state of mind when he hears of all this. The first reports that reach him will be even exaggerated. It is some comfort to us in our uncertainty and anxiety to hope that he may be safe. The explosion last night was accidental blowing up of the Charleston freight depot. There had been powder stored there and it was scattered thickly over the floor. The poor people and negroes went in with torches to search for provisions - When will these Yankees go that we may breathe freely again! The past three days are more like three weeks. And yet when they are gone we may be worse off with the whole country laid waste and the railroads out in every direction. Starvation seems to stare us in the face. Our two families have between them a few bushels of corn and a little musty flour. We have no meat, but the negroes give us a little bacon every day." . . .



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Activity #1: The Conditions in the South at the End of the War

Directions (Group B—North Carolina): For this activity, you have been assigned to a group with a document to review. You will also use the interactive maps [temporarily located at <http://civclients.com/nehint/recon/>] in this activity. Each group will review a document authored by someone affected by the devastation of the Civil War. The authors were selected to show a variety of contrasting views and also to reflect the different ways that reconstruction affected various states. While one document cannot speak to the effects of the war on an entire state, it will give you an insight into what may have represented a common experience and reaction to the War and its aftermath.

In your group, you will analyze the impact of the Civil War through the claims in your document and as they relate to your assigned state. To do this, you will also work through the interactive maps, pictures and quotes as you complete the worksheet that follows.

Upon receiving your document assignment, your group should read and discuss the meaning of your document. Then locate the interactive maps for this lesson [temporarily located at <http://civclients.com/nehint/recon/>] and begin working through the worksheet that follows.

Excerpts from the Journal of Gertrude Thomas, May 1865:
<http://teachingamericanhistory.org/library/index.asp?document=1724>

North Carolina was the site of some of the last battles in the Civil War. In January 1865 Union troops landed along the coast, and in March they were joined by General William T. Sherman's army, which marched into the state after having lain waste to South Carolina in January and February.

Monday, May 29, 1865. Out of all our old house servants not one remains except Patsey and a little boy, Frank. We have one of our servants Uncle Jim to take Daniel's place as driver and butler and a much more efficient person he proves to be. Nancy has been cooking since Tamah left. On last Wednesday I hired a woman to do the washing. Thursday I expected Nancy to iron but she was sick. In the same way she was sick the week before when there was ironing to do. I said nothing but told Patsey to get breakfast. After it was over I assisted her in wiping the breakfast dishes, a thing I never remember to have done more than once or twice in my life. I then thoroughly cleaned up the sitting room and parlour... In the afternoon I went in the ironing room and in to see Nancy. The clothes were all piled upon a table, the flies swarming over them. The room looking as if it had not been cleaned up in several weeks. Nancy's room was in just the same state. I asked her "if she was not well enough to sprinkle some of the clothes." "No" she replied "she was not well enough to do anything." Said I, "Nancy do you expect I can afford to pay you wages in your situation, support your two children and then have you sick as much as you are?" She made no reply and I came in.

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The next morning after Patsey had milked the cow & had fire made in the kitchen, she [Nancy] volunteered to cook breakfast—Immediately after breakfast as I was writing by the window Turner directed my attention to Nancy with her two children, Hannah and Jessy, going out of the gate. I told him to enquire "where she was going." She had expected to leave with flying colours but was compelled to tell a falsehood for she replied "I will be back directly." I knew at once that she surprised when I went into her room sometime afterwards to find that all of her things had been removed. I was again engaged in housework most of the morning....

Susan, Kate's nurse, Ma's most trusty servant, her advisor, right hand woman and best liked house servant has left her. I am under too many obligations to Susan to have harsh feelings toward her. During six confinements Susan has been with me, the best of servants, rendering the most efficient help. To Ma she has always been invaluable and in case of sickness there was no one like Susan. Her husband Anthony was one of the first to leave the Cumming Plantation and incited others to do the same. I expect he influences Susan, altho have often heard Pa say that in case of a revolt among Negroes he thought that Susan would prove a ringleader. Aunt Vilet the cook a very excellent one at that left Sunday night. She was a plantation servant during her young days and another favorite of Ma's. Palmer the driver left the same morning with Susan, remained longer than anyone expected that he would. He is quite a Beau Brummell as he gallants a coloured demoiselle or walks up the street with his cigar in his mouth. ...

Yesterday numbers of the negro women some of them quite black were promenading up the streets with black lace veil shading them from the embrowning rays of a sun under whose influence they had worked all their life... On Thursday Rev Dr Finch of the Federal Army addressed the citizens on the subject of their late slaves and Saturday addressed the Negroes at the parade ground on their duty. I think now they have the Negroes free they don't know what to do with them—

Belmont, Monday, June 12, 1865. I must confess to you my journal that I do most heartily despise Yankees, Negroes and everything connected with them. The theme has been sung in my hearing until it is a perfect abomination—I positively instinctively shut my ears when I hear the hated subject mentioned and right gladly would I be willing never to place my eyes upon another as long as I live. Everything is entirely reversed. I feel no interest in them whatever and hope I never will...



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Activity #1: The Conditions in the South at the End of the War

Directions (Group C—Louisiana): For this activity, you have been assigned to a group with a document to review. You will also use the interactive maps [temporarily located at <http://civclients.com/nehint/recon/>] in this activity. Each group will review a document authored by someone affected by the devastation of the Civil War. The authors were selected to show a variety of contrasting views and also to reflect the different ways that reconstruction affected various states. While one document cannot speak to the effects of the war on an entire state, it will give you an insight into what may have represented a common experience and reaction to the War and its aftermath.

In your group, you will analyze the impact of the Civil War through the claims in your document and as they relate to your assigned state. To do this, you will also work through the interactive maps, pictures and quotes as you complete the worksheet that follows.

Upon receiving your document assignment, your group should read and discuss the meaning of your document. Then locate the interactive maps for this lesson [temporarily located at <http://civclients.com/nehint/recon/>] and begin working through the worksheet that follows.

Excerpt from the Diary of Sarah Morgan Dawson, March 31, 1863 (Louisiana):
<http://docsouth.unc.edu/fpn/dawson/dawson.html>

The process of reconstruction began early in those parts of the South that had been conquered by Union forces. New Orleans, the Confederacy's most important port, was captured in April 1862, and remained under Union occupation for the remainder of the war. This left the population of the rest of Louisiana—including Sarah Morgan Dawson—with a difficult choice to make.

"To be, or not to be; that's the question." Whether 't is nobler in the Confederacy to suffer the pangs of unappeasable hunger and never-ending trouble, or to take passage to a Yankee port, and there remaining, end them. Which is best? I am so near daft that I cannot pretend to say; I only know that I shudder at the thought of going to New Orleans, and that my heart fails me when I think of the probable consequence to mother if I allow a mere outward sign of patriotism to overbalance what should be my first consideration - her health. For Clinton is growing no better rapidly. To be hungry is there an everyday occurrence. For ten days, mother writes, they have lived off just hominy enough to keep their bodies and souls from parting, without being able to procure another article - not even a potato. Mother is not in a condition to stand such privation; day by day she grows weaker on her new regimen; I am satisfied that two months more of danger, difficulties, perplexities, and starvation will lay her in her grave. The latter alone is enough to put a speedy end to her days. Lilly has been obliged to put her children to bed to make them forget they were supperless, and when she followed their example, could not sleep herself, for very hunger.

We have tried in vain to find another home in the Confederacy. After three days spent in searching Augusta, Gibbes wrote that it was impossible to find a vacant room for us, as the city was already crowded with refugees. A kind Providence must have destined that disappointment in order to save my life, if there is any reason for Colonel Steadman's fears. We next wrote to Mobile, Brandon, and even that horrid little Liberty, besides making inquiries of every one we met, while Charlie, too, was endeavoring to find a place, and everywhere received the same answer - not a vacant room, and provisions hardly to be obtained at all.

The question has now resolved itself to whether we shall see mother die for want of food in Clinton, or, by sacrificing an outward show of patriotism (the inward sentiment cannot be changed), go with her to New Orleans, as Brother begs in the few letters he contrives to smuggle through. It looks simple enough. Ought not mother's life to be our first consideration? Undoubtedly! But suppose we could preserve her life and our free sentiments at the same time? If we could only find a resting-place in the Confederacy! This, though, is impossible. But to go to New Orleans; to cease singing "Dixie"; to be obliged to keep your sentiments to yourself - for I would not wound Brother by any Ultra-Secession speech, and such could do me no good and only injure him - *if* he is as friendly with the Federals as they say he is; to listen to the scurrilous abuse heaped on those fighting for our homes and liberties, among them my three brothers - could I endure it? I fear not. Even if I did not go crazy, I would grow so restless, homesick, and miserable, that I would pray for even Clinton again. Oh, I don't, don't want to go! If mother would only go alone, and leave us with Lilly! But she is as anxious to obtain Dr. Stone's advice for me as we are to secure her a comfortable home; and I won't go anywhere without Miriam, so we must all go together. Yet there is no disguising the fact that such a move will place us in a very doubtful position to both friends and enemies. However, all our friends here warmly advocate the move, and Will Pinckney and Frank both promised to knock down any one who shrugged their shoulders and said anything about it. But what would the boys say? The fear of displeasing them is my chief distress. George writes in the greatest distress about my prolonged illness, and his alarm about my condition. "Of one thing I am sure," he writes, "and that is that she deserves to recover; for a better little sister never lived." God bless him! My eyes grew right moist over those few words. Loving words bring tears to them sooner than angry ones. Would he object to such a step when he knows that the very medicines necessary for my recovery are not to be procured in the whole country? Would he rather have mother dead and me a cripple, in the Confederacy, than both well, out of it? I feel that if we go we are wrong; but I am satisfied that it is worse to stay. It is a distressing dilemma to be placed in, as we are certain to be blamed whichever course we pursue. But I don't want to go to New Orleans!



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Activity #1: The Conditions in the South at the End of the War

Directions (Group D—Georgia): For this activity, you have been assigned to a group with a document to review. You will also use the interactive maps [temporarily located at <http://civclients.com/nehint/recon/>] in this activity. Each group will review a document authored by someone affected by the devastation of the Civil War. The authors were selected to show a variety of contrasting views and also to reflect the different ways that reconstruction affected various states. While one document cannot speak to the effects of the war on an entire state, it will give you an insight into what may have represented a common experience and reaction to the War and its aftermath.

In your group, you will analyze the impact of the Civil War through the claims in your document and as they relate to your assigned state. To do this, you will also work through the interactive maps, pictures and quotes as you complete the worksheet that follows.

Upon receiving your document assignment, your group should read and discuss the meaning of your document. Then locate the interactive maps for this lesson [temporarily located at <http://civclients.com/nehint/recon/>] and begin working through the worksheet that follows.

From the Diary of Julia Johnson Fisher, January 3, 1864 (Georgia):
<http://docsouth.unc.edu/imls/fisherjulia/fisher.html>

As of the beginning of 1864 Georgia had seen virtually no fighting. Nevertheless, the state had already begun to feel the effects of the war.

Sunday, January 3: The children in the village are now old enough to begin to learn. A few weeks since we commenced having a Sabbath School. There are five in the class. Only one knew the alphabet, they seem very anxious to learn and learn readily, but Mr. Brazil is so frightened at the coming of the enemy that he has resolved to move away and that takes away the three little girls. I am sorry to lose them and they seem equally sorry to go. The sabbaths are so quiet and lonely they weary us. The children now know all their letters and seem to have received their first idea of their maker. The oldest is scarcely ten years of age and very sickly. She told me today that although she could not read and write she can iron and scrub. It is said that she and the next, aged eight, cook, wash, etc.

If this war continues long I fear that such will be our fate, the negroes are becoming so scarce. Dianah returned after dinner with her two children--had walked about eight miles in the rain. She brought a hen and a bottle of syrup for Clarence--a Christmas gift. Mr. Linn came home to visit his family from camp, to the great joy of his wife who has been mourning for him. She and her little boy are entirely alone and pass as lonely a life as can well be imagined--having to sit by the fire week after week without sewing or knitting and almost without reading. There is no cloth to be had and no thread, no yarn--nor anything to

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do with. Time passes heavily under such circumstances. It makes us think of home and the abundance we once enjoyed; but however great our longings, there is no redress.

For three long years the world has been comparatively lost to us. We know nothing of the changes that have taken place during that time. In dress we are just where we were in 1860--for fashion, but rags and wrinkles are more plentiful. Mr. Fisher dressed very shabbily. I have used bedticking--sheets--curtains and the linings of my dresses to clothe him and now we know not where to get anything more. All the old spinning wheels in the country have been put in operation and every thread that is spun has a quick demand. Mrs. Linn wears a course homespun dress that cost her \$42.00. Now we cannot purchase even at that rate. Mr. Linn brings the good news that old Black Nelly is coming to live with them again which has brought joy to the household.



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Activity #1: The Conditions in the South at the End of the War

Directions:

Part I: Examine your group’s document closely and answer the following questions.

Question	Answer
Your document deals with conditions in which state?	
Who wrote this document?	
What is the subject of this document? What does it attempt to describe?	
What is the attitude of the author toward the subject matter?	
Consult the map interactive [temporarily located at http://civclients.com/nehint/recon/]. What do the two commentators (Gen. Green and Edward King) say that either supports or refutes what is said in your document?	

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<p>What do the pictures suggest life was like for people in states undergoing reconstruction?</p>	
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Part II: Next, go to the interactive [temporarily located at <http://civclients.com/nehint/recon/>]

First, examine the map titled “Total Population, 1860-1870” to answer the following questions.

Question	Answer
<p>Locate on the map the state that your document deals with. Describe its location. What states surround it?</p>	
<p>What is the total gain in population of your state during the 1860s?</p>	
<p>How would you characterize the gain of population in your state? Is it about average relative to the other states listed? Is it higher or lower?</p>	
<p>What problems do you imagine population growth or the lack of it (as the case may be) might have caused your state during reconstruction?</p>	
<p>What do the commentators in this interactive map say about the situation confronting the South at the close of the war? Is their assessment consistent with the evidence you have within your document?</p>	

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<p>What do the pictures tell you about the condition of your state with regard to population?</p>	
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Next, examine the map titled “Percentage of Blacks, 1870” to answer the following questions.

Question	Answer
<p>What is the percentage of blacks in the total population of your assigned state?</p>	
<p>How would you characterize the percentage of black population in your state? Is it about average relative to the other states listed? Is it higher or lower?</p>	
<p>Does this statistic seem dependent upon geography?</p>	
<p>What problems do you imagine this might have caused during reconstruction?</p>	
<p>What do the commentators in this interactive map say about the situation confronting the South at the close of the war? Is their assessment consistent with the evidence you have within your document?</p>	

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<p>What do the pictures tell you about the condition of your state with regard to the black population?</p>	
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Next, examine the map titled “Percent in change of Cash Land Values, 1860-1870” to answer the following questions.

Question	Answer
<p>By what percentage did Cash Land Values in your state change between 1860 and 1870?</p>	
<p>How would you characterize the cash land values of your state? Are they about average when compared to all the states listed? Are they higher or lower? Is the change dramatic or gradual?</p>	
<p>What problems do you imagine this may have caused during reconstruction?</p>	
<p>What do the commentators in this interactive map say about the situation confronting the South at the close of the war? Is their assessment consistent with the evidence you have within your document?</p>	
<p>What do the pictures tell you about the condition of your state with regard to Cash Land Values?</p>	

Examine the map titled “Capital Investment Change, 1860-1870” to answer the following questions.

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Question	Answer
By what percentage did capital investment in your state change between 1860 and 1870?	
Compared to other states on the map, is that about average? Is it more or less?	
What problems do you imagine this may have caused during reconstruction?	
What do the commentators in this interactive map say about the situation confronting the South at the close of the war? Is their assessment consistent with the evidence you have within your document?	
What do the pictures tell you about the condition of your state with regard to changes in capital investment?	

And, finally, examine the map titled “Railroad Mileage Change, 1860-1870” to answer the following questions.

Question	Answer
By what percentage did railroad mileage in your state change between 1860 and 1870?	

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<p>Compared to other states on the map, is that about average? Is it more or less?</p>	
<p>What problems do you imagine this may have caused during reconstruction?</p>	
<p>What do the commentators in this interactive map say about the situation confronting the South at the close of the war? Is their assessment consistent with the evidence you have within your document?</p>	
<p>What do the pictures tell you about the condition of your state with regard to the railroads?</p>	

Part III: Conclude this activity by discussing these questions within your group and answering them together:

Question	Answer
<p>What specific statistics can you now cite that may help explain the attitudes exhibited by the author of your document?</p>	
<p>What do you think it will take to make the author of your document believe that reconstruction is progressing?</p>	



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Student Name _____ Date _____

Activity #2: Attitudes at the End of the War

Directions (Group A): The following document represents the testimony of an individual who either made Reconstruction policy, or who was affected by Reconstruction policy. Your teacher has placed you in a group to analyze this document. As you do so, complete the worksheet by answering the questions it contains. Although you should discuss the document as a group, each member of your group should answer the questions individually.

After all members of your group have finished completing their worksheets, each group will take on the role of a committee in Congress examining the problems faced by blacks in the aftermath of the Civil War. Consider solutions to the problems addressed by your document.

Each group will then create a list of specific problems that are hindering social reconstruction efforts according to the author of their document and, from that, suggest specific proposals to solve these problems and aid in the progress of reconstruction.

After answering these questions and creating their lists, each group should select a spokesman to report to the rest of the class. In turn, each spokesman will, in his report, assume the identity of the person who authored the group's document.

After each group's spokesman has given his or her report, the teacher will lead your class in a discussion of the similarities and differences of each report, trying to identify common themes or ideas that run through each of the reports.

Corporal Jackson Cherry, Company I, 35th Regiment, United States Colored Troops, 1865

http://www.digitalhistory.uh.edu/black_voices/voices_display.cfm?id=79

We have been faithful in the field up to the present time, and think that we ought to be considered as men, and allowed a fair chance in the race of life. It has been said that a black man can not make his own living, but give us opportunities and we will show the whites that we will not come to them for any thing, if they do not come to us. We think the colored people have been the making of them, and can make something of ourselves in time. The colored people know how to work, and the whites have been dependent upon them. They can work again, and will work. A white man may talk very well, but put him to work, and what will he say? He will say that hard work is not easy. He will say that it is hard for a man who has owned so many able-bodied Negroes to have the Yankees come and taken them all away.



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Student Name _____ Date _____

Activity #2: Attitudes at the End of the War

Directions (Group B): The following document represents the testimony of an individual who either made Reconstruction policy, or who was affected by Reconstruction policy. Your teacher has placed you in a group to analyze this document. As you do so, complete the worksheet by answering the questions it contains. Although you should discuss the document as a group, each member of your group should answer the questions individually.

After all members of your group have finished completing their worksheets, each group will take on the role of a committee in Congress examining the problems faced by blacks in the aftermath of the Civil War. Consider solutions to the problems addressed by your document.

Each group will then create a list of specific problems that are hindering social reconstruction efforts according to the author of their document and, from that, suggest specific proposals to solve these problems and aid in the progress of reconstruction.

After answering these questions and creating their lists, each group should select a spokesman to report to the rest of the class. In turn, each spokesman will, in his report, assume the identity of the person who authored the group's document.

After each group's spokesman has given his or her report, the teacher will lead your class in a discussion of the similarities and differences of each report, trying to identify common themes or ideas that run through each of the reports.

Major General Rufus Saxton, Excerpt from testimony before Congress's Joint Committee on Reconstruction in 1866: http://www.digitalhistory.uh.edu/black_voices/voices_display.cfm?id=81

Major General Rufus Saxton was formerly commander of the Union forces that occupied Georgia's Sea Islands. After the war he was appointed to the post of Freedmen's Bureau's assistant commissioner for Florida, Georgia, and South Carolina.

[Question] What is [the freedmen's] disposition in regard to purchasing land, and what is the disposition of the landowners in reference to selling land to Negroes?

[Answer] The object which the freedman has most at heart is the purchase of land. They all desire to get small homesteads and to locate themselves upon them, and there is scarcely any sacrifice too great for them to make to accomplish this object. I believe it is the policy of the majority of the farm owners to prevent Negroes from becoming landholders. They desire to keep the Negroes landless, and as nearly in

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a condition of slavery as it is possible for them to do. I think that the former slaveholders know really less about the freedmen than any other class of people. The system of slavery has been one of concealment on the part of the Negro of all his feelings and impulses; and that feeling of concealment is so ingrained with the very constitution of the Negro that he deceives his former master on almost every point. The freedman has no faith in his former master, nor has his former owner any faith in the capacity of the freedman. A mutual distrust exists between them. But the freedman is ready and willing to contract to work for any northern man. One man from the North, a man of capital, who employed large numbers of freedmen, and paid them regularly, told me, as others have, that he desired no better laborers; that he considered them fully as easy to manage as Irish laborers. That was my own experience in employing several thousands of them in cultivating the soil. I have also had considerable experience in employing white labor, having, as quartermaster, frequently had large numbers of laborers under my control.

[Question] If the Negro is put in possession of all his rights as a man, do you apprehend any danger of insurrection among them?

[Answer] I do not; and I think that is the only thing which will prevent difficulty. I think if the Negro is put in possession of all his rights as a citizen and as a man, he will be peaceful, orderly, and self-sustaining as any other man or class of men, and that he will rapidly advance....

[Question] It has been suggested that, if the Negro is allowed to vote, he will be likely to vote on the side of his former master, and be inveigled in the support of a policy hostile to the government of the United States; do you share in that apprehension?

[Answer] I have positive information from Negroes, from the most intelligent freedmen in those States, those who are leaders among them, that they are thoroughly loyal, and know their friends, and they will never be found voting on the side of oppression....I think it vital to the safety and prosperity of the two races in the south that the Negro should immediately be put in possession of all his rights as a man; and that the word "color" should be left out of all laws, constitutions, and regulations for the people; I think it vital to the safety of the Union that this should be done.

Source: Report of the Joint Committee on Reconstruction (Washington, 1866)



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Student Name _____ Date _____

Activity #2 Attitudes at the End of the War

Directions (Group C): The following document represents the testimony of an individual who either made Reconstruction policy, or who was affected by Reconstruction policy. Your teacher has placed you in a group to analyze this document. As you do so, complete the worksheet by answering the questions it contains. Although you should discuss the document as a group, each member of your group should answer the questions individually.

After all members of your group have finished completing their worksheets, each group will take on the role of a committee in Congress examining the problems faced by blacks in the aftermath of the Civil War. Consider solutions to the problems addressed by your document.

Each group will then create a list of specific problems that are hindering social reconstruction efforts according to the author of their document and, from that, suggest specific proposals to solve these problems and aid in the progress of reconstruction.

After answering these questions and creating their lists, each group should select a spokesman to report to the rest of the class. In turn, each spokesman will, in his report, assume the identity of the person who authored the group's document.

After each group's spokesman has given his or her report, the teacher will lead your class in a discussion of the similarities and differences of each report, trying to identify common themes or ideas that run through each of the reports.

Jourdan Anderson, an ex-slave from Tennessee, declines his former master's invitation to return as a laborer on his plantation, August 7, 1865:

http://www.digitalhistory.uh.edu/black_voices/voices_display.cfm?id=80

Dayton, Ohio, August 7, 1865

To My Old Master, Colonel P.H. Anderson, Big Spring, Tennessee

Sir: I got your letter and was glad to find you had not forgotten Jourdon, and that you wanted me to come back and live with you again, promising to do better for me than anybody else can. I have often felt uneasy about you. I thought the Yankees would have hung you long before this for harboring Rebs they found at your house. I suppose they never heard about your going to Col. Martin's to kill the Union soldier that was left by his company in their stable. Although you shot at me twice before I left you, I did not want to hear of your being hurt, and am glad you are still living. It would do me good to go back to the dear old home again and see Miss mary and Miss Martha and Allen, Esther, Green, and Lee. Give

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my love to them all, and tell them I hope we will meet in the better world, if not in this. I would have gone back to see you all when I was working in the Nashville hospital, but one of the neighbors told me Henry intended to shoot me if he ever got a chance.

I want to know particularly what the good chance is you propose to give me. I am doing tolerably well here; I get \$25 a month, with victuals and clothing; have a comfortable home for Mandy (the folks here call her Mrs. Anderson), and the children, Milly, Jane and Grundy, go to school and are learning well; the teacher says Grundy has a head for a preacher. They go to Sunday-School, and Mandy and me attend church regularly. We are kindly treated; sometimes we overhear others saying, "The colored people were slaves" down in Tennessee. The children feel hurt when they hear such remarks, but I tell them it was no disgrace in Tennessee to belong to Col. Anderson. Many darkies would have been proud, as I used to be, to call you master. Now, if you will write and say what wages you will give me, I will be better able to decide whether it would be to my advantage to move back again.

As to my freedom, which you say I can have, there is nothing to be gained on that score, as I got my free- papers in 1864 from the Provost- Marshal- General of the Department of Nashville. Mandy says she would be afraid to go back without some proof that you are sincerely disposed to treat us justly and kindly- - and we have concluded to test your sincerity by asking you to send us our wages for the time we served you. This will make us forget and forgive old scores, and rely on your justice and friendship in the future. I served you faithfully for thirty- two years and Mandy twenty years. At \$25 a month for me, and \$2 a week for Mandy, our earnings would amount to \$11,680. Add to this the interest for the time our wages has been kept back and deduct what you paid for our clothing and three doctor's visits to me, and pulling a tooth for Mandy, and the balance will show what we are in justice entitled to. Please send the money by Adams Express, in care of V. Winters, esq, Dayton, Ohio. If you fail to pay us for faithful labors in the past we can have little faith in your promises in the future. We trust the good Maker has opened your eyes to the wrongs which you and your fathers have done to me and my fathers, in making us toil for you for generations without recompense. Here I draw my wages every Saturday night, but in Tennessee there was never any pay day for the Negroes any more than for the horses and cows. Surely there will be a day of reckoning for those who defraud the laborer of his hire.

In answering this letter please state if there would be any safety for my Milly and Jane, who are now grown up and both good- looking girls. You know how it was with Matilda and Catherine. I would rather stay here and starve and die if it comes to that than have my girls brought to shame by the violence and wickedness of their young masters. You will also please state if there has been any schools opened for the colored children in your neighborhood, the great desire of my life now is to give my children an education, and have them form virtuous habits. <>P.S. -- Say howdy to George Carter, and thank him for taking the pistol from you when you were shooting at me.

From your old servant,

Jourdon Anderson

Source: *Cincinnati Commercial*, reprinted in *New York Tribune*, August 22, 1865.



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Student Name _____ Date _____

Activity #2: Attitudes at the End of the War

Directions (Group D): The following document represents the testimony of an individual who either made Reconstruction policy, or who was affected by Reconstruction policy. Your teacher has placed you in a group to analyze this document. As you do so, complete the worksheet by answering the questions it contains. Although you should discuss the document as a group, each member of your group should answer the questions individually.

After all members of your group have finished completing their worksheets, each group will take on the role of a committee in Congress examining the problems faced by blacks in the aftermath of the Civil War. Consider solutions to the problems addressed by your document.

Each group will then create a list of specific problems that are hindering social reconstruction efforts according to the author of their document and, from that, suggest specific proposals to solve these problems and aid in the progress of reconstruction.

After answering these questions and creating their lists, each group should select a spokesman to report to the rest of the class. In turn, each spokesman will, in his report, assume the identity of the person who authored the group's document.

After each group's spokesman has given his or her report, the teacher will lead your class in a discussion of the similarities and differences of each report, trying to identify common themes or ideas that run through each of the reports.

Excerpts from the Testimony of Harry McMillan before the American Freedmen's Inquiry Commission, [June 1863]: <http://www.history.umd.edu/Freedmen/mcmilln.htm>

Testimony of Harry McMillan. (colored)

Harry McMillan testified—

I am about 40 years of age, and was born in Georgia but came to Beaufort when a small boy. I was owned by General Eustis and lived upon his plantation . . .

. . . Q What is your idea respecting the treatment of your people by the government—are they not to be taken care of?

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A. They are got to be taken care of in this way,—to be protected, because they have not sense enough yet to take care of themselves. I do not want the government to take too much expense on itself for them; I want it to let the colored people feel the weight of supporting themselves.

Q. In speaking of each other do you say "negro"?

A. We call each other colored people, black people, but not negro because we used that word in secesh times.

Q. Do the colored people in their intercourse and dealings with each other tell the truth?

A. It is not always their habit; they learned to talk false to keep the lash off their backs, but now they are getting knowledge and doing better.

Q. If a colored man gives his promise will he keep it?

A. Yes, sir; they know they ought to keep it.

Q. Will they steal from each other?

A. Not so much; they have done it, but they look upon this change as bringing about a different state of things.

Q. What induces a colored man to take a wife?

A. Well; since this affair there are more married than ever I knew before, because they have a little more chance to mind their families and make more money to support their families. In secesh times there was not much marrying for love. A man saw a young woman and if he liked her he would get a pass from his master to go where she was. If his owner did not choose to give him the pass he would pick out another woman and make him live with her, whether he loved her or not.

...

Q. Suppose a son of the master wanted to have intercourse with the colored women was he at liberty?

A. No, not at liberty; because it was considered a stain on the family, but the young men did it; there was a good deal of it. They often kept one girl steady and sometimes two on different places; men who had wives did it too sometimes; if they could get it on their own place it was easier but they would go wherever they could get it.

Q. Do the colored people like to go to Church?

A. Yes, sir; they are fond of that; they sing psalms, put up prayers, and sing their religious songs.

Q. Did your masters ever see you learning to read?

A. No, sir; you could not let your masters see you read; but now the colored people are fond of sending their children to school.

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Q. What is the reason of that?

A. Because the children in after years will be able to tell us ignorant ones how to do for ourselves. . . .

. . . Q. Have they any idea of the government of the United States?

A. Yes, sir; they know if the government was not kind to them they could not keep their liberty. When the war began a great many of us believed that the government could not conquer our masters because our masters fooled us. They told us we must fight the Yankees who intended to catch us and sell us to Cuba to pay the expenses of the war. I did not believe it, but a great many did.

Q. What would the colored people like the government to do for them here?

A. They would like to have land—4 or 5 acres to a family.

Q. How many here could manage and take care of land?

A. A good many. I could take care of 15 acres and would not ask them to do any more for me.

Q. Suppose the government were to give you land, how long would you take to pay for it—five years?

A. I would not take five years; in two years I would pay every cent. The people here would rather have the land than work for wages. I think it would be better to sort out the men and give land to those who have the faculty of supporting their families. Every able bodied man can take care of himself if he has a mind to, but their are bad men who have not the heart or will to do it.

Q. Do you think the colored people would like better to have this land divided among themselves and live here alone, or must they have white people to govern them?

A. They are obliged to have white people to administer the law; the black people have a good deal of sense but they do not know the law. If the government keep the masters away altogether it would not do to leave the colored men here alone; some white men must be here not as masters, but we must take the law by their word and if we do not we must be punished. If you take all the white men away we are nothing. Probably with the children that are coming up no white men will not be needed. They are learning to read and write— some are learning lawyer, some are learning doctor, and some learn minister; and reading books and newspapers they can understand the law; but the old generation cannot understand it. It makes no difference how sensible they are, they are blind and it wants white men for the present to direct them. After five years they will take care of themselves; this generation cannot do it.

Q. Do you think the colored men are willing to fight for their liberty?

A. Yes, sir; if the government will protect them and give them a chance; but they must have white officers.

Q. Suppose the government protect the colored men against their masters and sell the land, half to the colored, and half to the white, what would be the effect—would not the colored man sell his land to the white man.

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A. I think he might; some of them are lazy and they do not understand how to take care of themselves against the white man; it is necessary to have some one here to do justice to both parties.

Q. Would the colored men like to go back to Africa?

A. No, sir; there is no disposition to go back, they would rather stay where they are. . . .



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Student Name _____ Date _____

Activity #2: Attitudes at the End of the War

Directions (Group E): The following document represents the testimony of an individual who either made Reconstruction policy, or who was affected by Reconstruction policy. Your teacher has placed you in a group to analyze this document. As you do so, complete the worksheet by answering the questions it contains. Although you should discuss the document as a group, each member of your group should answer the questions individually.

After all members of your group have finished completing their worksheets, each group will take on the role of a committee in Congress examining the problems faced by blacks in the aftermath of the Civil War. Consider solutions to the problems addressed by your document.

Each group will then create a list of specific problems that are hindering social reconstruction efforts according to the author of their document and, from that, suggest specific proposals to solve these problems and aid in the progress of reconstruction.

After answering these questions and creating their lists, each group should select a spokesman to report to the rest of the class. In turn, each spokesman will, in his report, assume the identity of the person who authored the group's document.

After each group's spokesman has given his or her report, the teacher will lead your class in a discussion of the similarities and differences of each report, trying to identify common themes or ideas that run through each of the reports.

Thomas Long a former slave and a private in the 1st South Carolina Volunteers, assesses the meaning of black military service during the Civil War, 1870:

http://www.digitalhistory.uh.edu/black_voices/voices_display.cfm?id=78

We can remember, when we fust enlisted, it was hardly safe for we to pass by de camps to Beaufort and back, lest we went in a mob and carried side arms. But we whipped down all dat- - not by going into de white camps for whip um; we didn't tote our bayonets for whip um; but we lived it down by our naturally manhood; and now de white sojers take us by de hand and say Broder Sojer. Dats what dis regiment did for de Epiopian race.

If we hadn't become sojers, all might have gone back as it was before; our freedom might have slipped through de two houses of Congress and President Linkum's four years might have passed by and notin' been done for us. But now tings can neber go back, because we have showed our energy and our courage and our naturally manhood. Source: Thomas Wentworth Higginson, *Army Life in a Black Regiment* (Boston, 1870).



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Student Name _____ Date _____

Activity #2: Attitudes at the End of the War

Directions (Group F): The following document represents the testimony of an individual who either made Reconstruction policy, or who was affected by Reconstruction policy. Your teacher has placed you in a group to analyze this document. As you do so, complete the worksheet by answering the questions it contains. Although you should discuss the document as a group, each member of your group should answer the questions individually.

After all members of your group have finished completing their worksheets, each group will take on the role of a committee in Congress examining the problems faced by blacks in the aftermath of the Civil War. Consider solutions to the problems addressed by your document.

Each group will then create a list of specific problems that are hindering social reconstruction efforts according to the author of their document and, from that, suggest specific proposals to solve these problems and aid in the progress of reconstruction.

After answering these questions and creating their lists, each group should select a spokesman to report to the rest of the class. In turn, each spokesman will, in his report, assume the identity of the person who authored the group's document.

After each group's spokesman has given his or her report, the teacher will lead your class in a discussion of the similarities and differences of each report, trying to identify common themes or ideas that run through each of the reports.

Col. Samuel Thomas, a Freedmen's Bureau official, describes the attitude of ex-Confederates toward the former slaves, 1865: http://www.digitalhistory.uh.edu/black_voices/voices_display.cfm?id=82

Wherever I go -- the street, the shop, the house, or the steamboat -- I hear the people talk in such a way as to indicate that they are yet unable to conceive of the Negro as possessing any rights at all. Men who are honorable in their dealings with their white neighbors will cheat a Negro without feeling a single twinge of their honor. To kill a Negro they do not deem murder; to debauch a Negro woman they do not think fornication; to take the property away from a Negro they do not consider robbery. The people boast that when they get freedmen affairs in their own hands, to use their own classic expression, "the niggers will catch hell."

The reason of all this is simple and manifest. The whites esteem the blacks their property by natural right, and however much they may admit that the individual relations of masters and slaves have been destroyed by the war and the President's emancipation proclamation, they still have an ingrained feeling

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that the blacks at large belong to the whites at large, and whenever opportunity serves they treat the colored people just as their profit, caprice or passion may dictate.

Source: Col. Samuel Thomas, Assistant Commissioner, Bureau of Refugees, Freedmen and Abandoned Lands in 39 Cong., 1 Sess., Senate Exec. Doc. 2 (1865).



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Student Name _____ Date _____

Activity #2: Attitudes at the End of the War

Directions: As you read your group's assigned document, answer the questions that follow.

Question	Answer
Who is giving the testimony?	
Why is the person giving the testimony? What object is he trying to achieve?	
What attitudes about reconstruction can you find in the person's testimony?	
When is the testimony given?	
What problems does this person mention that will have to be solved during reconstruction?	