

Economics and History Activity 6



Reconstruction and the Economy of the South

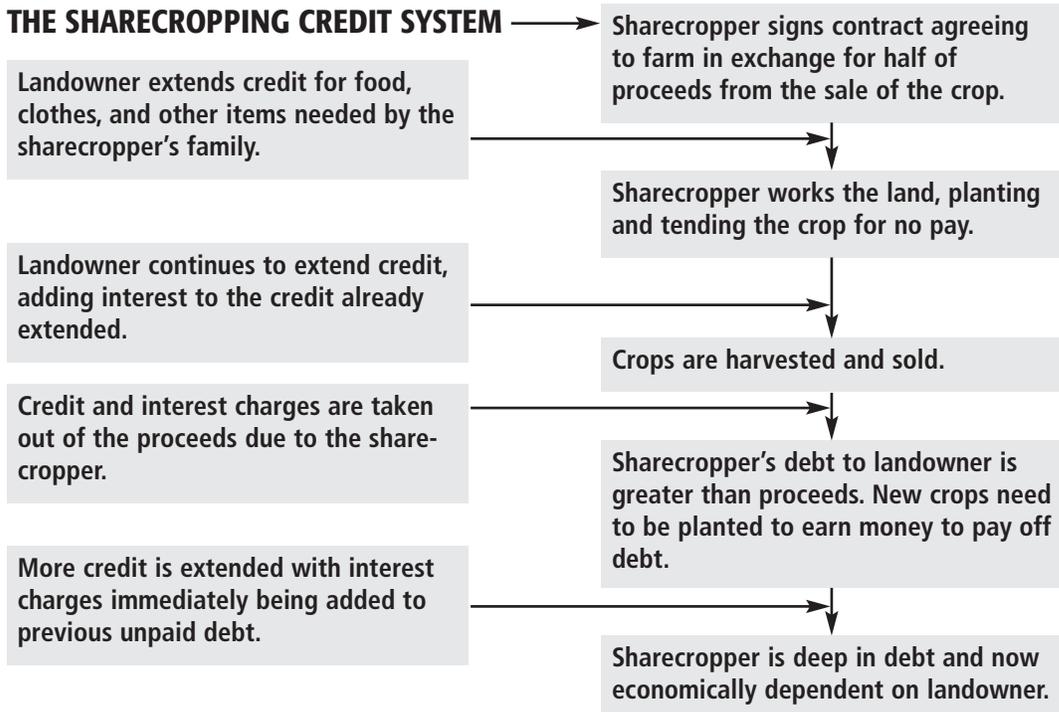
BACKGROUND

After the Civil War, the South faced several economic problems. Many of its large cities, including Atlanta and Richmond, lay in ruins. Factories and railroad lines had been damaged or destroyed. The economy of the South still depended on the large-scale farming of cotton and tobacco, but plantation owners could no longer benefit from the free labor provided by slavery. A new labor system, sharecropping, replaced slavery. Sharecropping opened the possibility of economic freedom for former enslaved African Americans, as well as for poor whites.

Sharecropping is a labor-for-land exchange. A piece of land is worked by a tenant in exchange for a portion of the crop. The landowner provides living accommodations, tools, seed, and other items needed to plant and tend the crop. The sharecropper receives no wages for the work done on the farm. Once the crop is sold, the proceeds, or money received, are divided between the landowner and the sharecropper.

Mounting Debt

Part of the economy of sharecropping was its credit, or loan, system. The chart below outlines this credit system.



Economics and History Activity 6



DIRECTIONS: Answer the following questions.

1. What is the first point of debt for the sharecropper?

2. How much did the sharecropper get paid for working the land?

3. What effect does adding interest have on the sharecropper's debt?

4. How could sharecroppers still be in debt even after the crop was sold?

5. How could a sharecropper eventually become economically dependent on the landowner?

CRITICAL THINKING

Cause and Effect Sharecropping failed in the South because it depended on planting one cash crop. How do you think its dependence on a single cash crop caused the system to finally fail?

★ Cooperative Learning Activity 6



How the Civil War Changed Lives

❑ BACKGROUND

The Civil War affected all Americans. It became the most devastating period in United States history. Thousands of people fought, thousands of families lost relatives, and soldiers who returned never forgot the war and their part in it. At the war's end, 4 million enslaved African Americans had also won their freedom.

❑ GROUP DIRECTIONS

1. Create and present dramatic scenes showing the Civil War's effects on different groups of people.
2. Choose a set of characters, and create three short scenes for them: one before the Civil War, one during the Civil War, and one after the Civil War.
3. Use the Civil War participants list to choose the characters to include in your scenes. Use one of these suggested groups or any other group that comes to mind.

Civil War Participants

North

- Factory workers
- Farmers
- Factory owners
- School teacher and students
- Storekeeper and customers
- Soldiers
- Union army officers

South

- Farmers
- Slaves
- Plantation owners
- School teacher and students
- Storekeeper and customers
- Soldiers
- Confederate army officers

❑ Cooperative Group Process

1. Form groups ranging in size from two or three to six or eight to do your scenes. Choose the group of people you represent, assign characters, and define the relationships between characters.
2. Coordinate with other groups to make sure that a variety of people are included in the scenes. For example, some scenes should involve people from the North, some with people from the South, some with farmers, some with factory workers, and so on.

★ Cooperative Learning Activity 6



3. Define your character's personality. Use reference materials to find additional information about what your character might have done before, during, and after the Civil War. Give your character a name and choose specific characteristics for this person. What did the character wear? Where did this person live? What kind of home would the character have? How would the character walk and talk?
4. Work together as a group to write your candidate's speech to close the campaign.
5. Conduct the presidential campaign, present the candidates' speeches, and hold the election.

❑ Group Process Questions

- What was the most important thing you learned about political campaigns during this activity?
- What aspect of the campaign was the most difficult?
- How was it helpful for you to work together with other members of your party?
- What would you change next time to make this activity more successful?

Quick CHECK ✓

1. Was the goal of the assignment clear at all times? _____

2. Was it easy to agree on campaign strategies? _____

3. Did all party members do their share of the work? _____

4. Were you pleased with your part in the campaign? _____

American Literature Reading 6



The Road to Freedom

About the Selection Holders of enslaved African Americans often tore families apart by selling members to distant buyers. Escape was an extremely risky proposition for enslaved people, since their oppressors had the law on their side. People who were caught planning or attempting to escape were often beaten or even killed. Some did manage to escape to the North with the help of the Underground Railroad. The following selection is about an enslaved girl who sews a map in the form of a quilt in order to find the Underground Railroad.

GUIDED READING As you read, notice from whom Clara gets the information for her freedom quilt.

from *Sweet Clara and the Freedom Quilt*

by Deborah Hopkinson

I worked on the quilt for a long time. I had blue calico and flowered blue silk for creeks and rivers, and greens and blue-greens for the fields, and white sheeting for roads. Missus liked to wear pink a lot, so Big House, the Quarters, and finally, the Big House at North Farm, they was all pink.

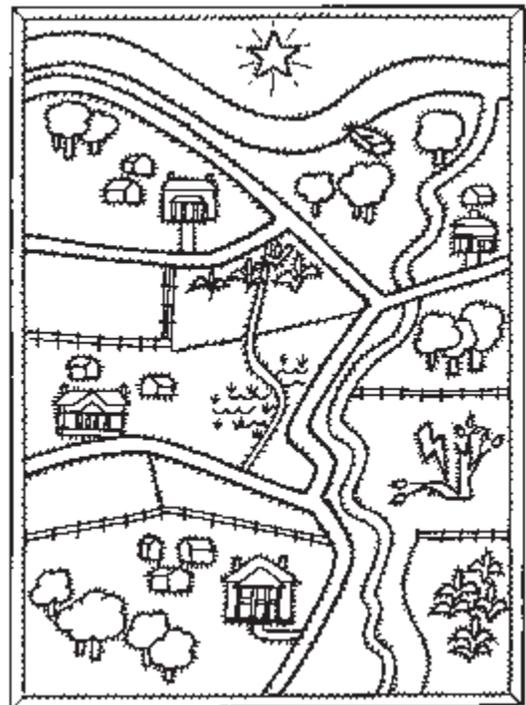
The quilt got bitter and bigger, and if folks knew what I was doin', no one said. But they came by the sewin' room to pass the time of day whenever they could.

"By the way, Clara," a driver might tell me, "I heard the master sayin' yesterday he didn't want to travel to Mr. Morse's place 'cause it's over twenty miles north 'o here."

Or someone would sit eatin' Cook's food and say, so as I could hear, "Word is they gon' plant corn in the three west fields on the Verona plantation this year."

When the master went out huntin', Cook's husband was the guide. He come back and say, "That swamp next to Home Plantation is a nasty place. But listen up, Clara, and I'll tell you how I thread my way in and out of there as smooth as yo' needle in that cloth."

Then one night the quilt was done. I looked at it spread out in the dim light of the cabin. Aunt Rachel studied it for the longest time. She touched the stitches lightly, her fingers moving slowly over the last piece I'd added—a hidden boat



American Literature Reading 6



that would carry us across the Ohio River. Finally, they came to rest on the bright star at the top.

She tried to make her voice cheery. “You always did like to make patterns and pictures, Clara. You get yourself married to Young Jack one of these days, and you two will have a real nice quilt to sleep under.”

“Aunt Rachel, I couldn’t sleep under this quilt,” I answered softly, putting my hand over hers. “Wouldn’t be restful, somehow.” . . .

It rained hard for three days the next week. Me and Jack left Home Plantation in a dark thunderstorm. The day after, it was too stormy to work in the fields, so Jack wasn’t missed. And Aunt Rachel told them I was sick.

We went north, following the trail of the freedom quilt. All the things people told me about, all the tiny stitches I took, now I could see real things. There was the old tree struck down by lightning, the winding road near the creek, the hunting path through the swamp. It was like being in a dream you already dreamed. . . .

At last, one clear dark night, we come to the Ohio River. The river was high, but I remembered the place on the quilt where I’d marked the crossing. We searched the brush along the banks until at last we found the little boat.

“This was hid here by the folks in the Underground Railroad,” I said. . . .

“Which way now?” Jack asked me.

I pointed. The North Star was shining clear above us.

“Up there through the woods, North. To Canada.”

SOURCE: From *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson. Copyright © 1993 by Deborah Hopkinson. Reprinted by permission of Alfred A. Knopf, Inc.

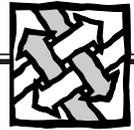
DIRECTIONS: Recalling Facts Answer the following questions on a separate sheet of paper.

1. How does Clara know what her map should look like?
2. What were some of the markers Clara recognized as she made her way to North Farm?
3. **CRITICAL THINKING** Why do you think no one mentions that they know what the quilt is for?
4. Why do you think Clara feels that sleeping under the quilt would not be restful?
5. **READER RESPONSE** If you were an enslaved person who lived with Clara, would you join her in her escape? Explain your answer.

Activity

DIRECTIONS: Many travelers throughout history have been guided by the stars. Do some research to find out when the North Star is most visible in your sky. Draw a map showing the other constellations visible in the sky during the same time. Label the constellations.

Interdisciplinary Connection 6



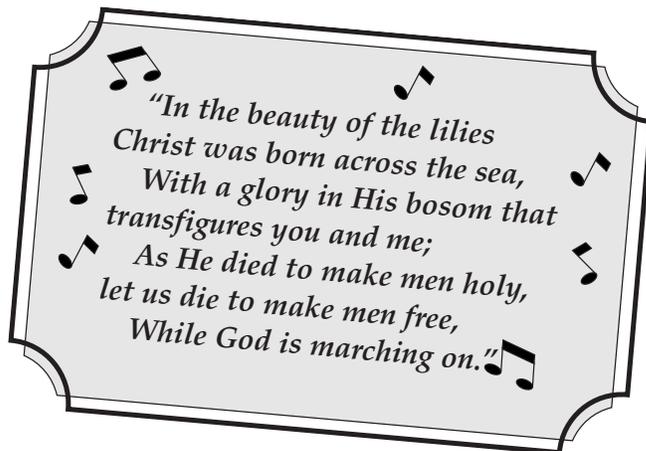
History and Music

CIVIL WAR SONGS

Songs and music were especially important to soldiers on both sides during the Civil War. Some songs reminded them of home. Some songs helped them march on when they felt tired and sick. Songs also relieved the boredom of long hours of inactivity in the army camps. Since Union and Confederate armies did not stand far apart on most battlefields, soldiers could often hear the other side's soldiers singing. Once in a while, both sides joined in on a much-loved song like "Home Sweet Home."

SONGS OF THE NORTH

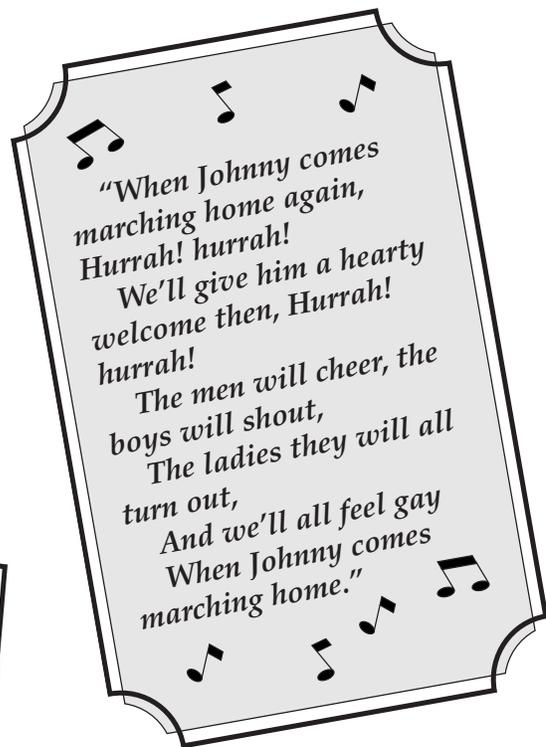
One of the most famous songs to come out of the war was "The Battle Hymn of the Republic." The melody of this song comes from a tune Julia Ward Howe heard Union troops singing. Upon listening to "John Brown's Body Lies a Molderin' in the Grave," Howe and her husband agreed that the beautiful song deserved better lyrics. With her mind focused on the suffering, determination, and heroics of the soldiers, Howe wrote:



SONGS OF THE SOUTH

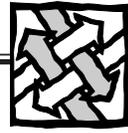
The most popular song in the South was Daniel D. Emmett's "Dixie," written in 1859. It is doubtful that Southerners would have sung the song as frequently if they were aware that its author was a Northerner!

Many Southern war songs tried to boost morale, especially as the war dragged on with no end in sight. In 1863 Patrick Gilmore published "When Johnny Comes Marching Home." Its lyrics create an image of the warmth and support that await the soldiers when they return home victorious from the war:



UNIT 6

Interdisciplinary Connection 6



MAKING THE MUSIC CONNECTION

DIRECTIONS: Recalling Facts Use the article and what you know about the Civil War to answer the questions in the space provided.

1. What part did songs play during the Civil War? _____

2. What is the meaning of the verse of “The Battle Hymn of the Republic” that appears in the article? _____

3. “When Johnny Comes Marching Home” talks about how everyone will be happy when Johnny comes home a hero. Why do you think people were writing in 1863 about how happy they would be when the war ended? _____

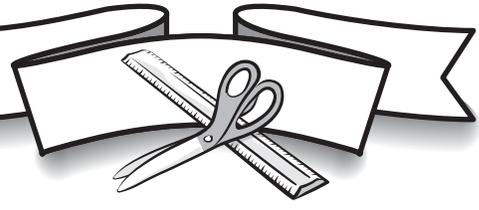
CRITICAL THINKING

4. Music was an important source of entertainment during the Civil War. What forms of entertainment do we have today that were not available to Americans who lived during the Civil War? _____

Activity

DIRECTIONS: Writing Song Lyrics People often write new lyrics to familiar melodies. Sometimes these songs are about political figures. The lyrics often poke fun. Working with a partner, choose a famous person to write a song about. Select a simple tune to use and write new lyrics to it. Then create a broadside, or poster, to advertise your song. Be sure the images in the poster reveal the song’s view of the famous person.

Hands-On History Activity 6



Navigating the Underground Railroad

The Underground Railroad helped enslaved people escape to the North and Canada. Often the runaway's only guidance came from the North Star. A cross staff uses the North Star to help with navigation. You can make a cross staff and learn how to use it.

UNIT 6

BACKGROUND

The Underground Railroad's most heavily traveled routes ran through Ohio, Indiana, and Pennsylvania. Although no formal records exist, historians think at least 10,000 people escaped enslavement using this network of escape routes.

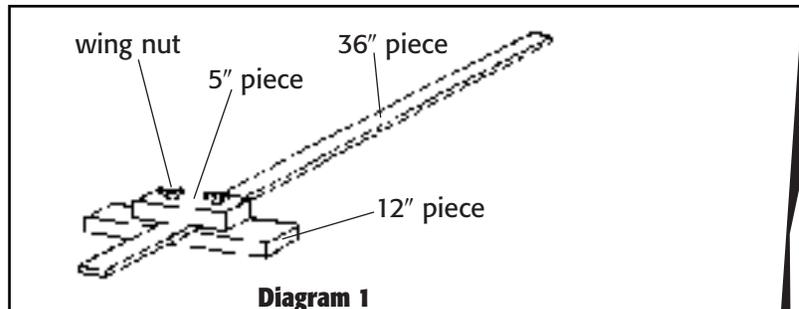


Diagram 1

MATERIALS

- 1 long piece of wood, 36" × 2" × 1/4" thick
- 2 shorter pieces of wood, 12" × 2" × 1" thick and 5" × 2" × 1" thick
- pencil
- ruler
- drill
- two 2 1/2" bolts with wing nuts
- yardstick
- masking tape
- protractor
- acrylic paints
- paintbrush
- black, fine-tipped marker

FASCINATING FACTS

Harriet Tubman, a formerly enslaved African American, was one of the best known "conductors" on the Underground Railroad. During the 1850s a reward of \$40,000 was offered for Tubman, who made the journey south 19 times to bring other African Americans to freedom.

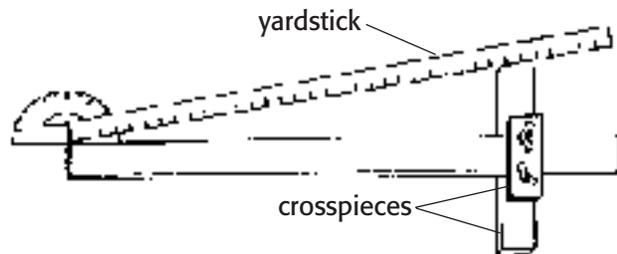
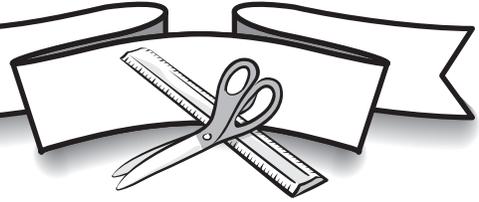


Diagram 2

Hands-On History Activity 6



WHAT TO DO

- A. Mark the center of the 5" piece of wood, using a ruler. Lay the 36" piece of wood over the mark to form a cross. Draw 2 lines onto the 5" piece, using the edges of the 36" piece as a guide. Draw 2 large dots just outside the lines and even with the midpoint of each line.
- B. Drill a hole large enough for the bolts to fit through at each of the large dots. (*SAFETY NOTE: Wear safety glasses if using power tools.*) Center the 5" piece above the 12" piece and insert the pencil through drill holes to mark the location for matching holes on the 12" piece. Remove the 5" piece and set it aside. Drill holes in the spots you marked on the 12" piece.
- C. Place the 36" piece between the two smaller pieces and insert the bolts into the proper holes. (See **diagram 1**) Place the wing nuts on the bolts and tighten.
- D. Lay the staff on the ground in the position shown in diagram 2 and loosen the nuts. Slide the crosspieces down to about 5½" from the bottom of the 36" stick. Place the protractor at the other end of the stick, as shown in diagram 2, and tape it with masking tape. Place the yardstick as shown. Slide the crosspiece down until the yardstick lies along the 10° line on the protractor. Draw a line across the surface of the 36" piece of the cross staff at this point. Continue sliding the crosspiece down, marking every 5°. You should be able to mark degrees up to 65° or more.
- E. Take the instrument apart. Paint a different color for every section marked on the stick. After the paint dries, write the numbers and degrees for each section.
- F. Use the cross staff at night. (See **diagram 3**) Loosen the wing nuts so the crosspiece moves smoothly. Hold on to the crosspiece. Use your other arm to hold the longest piece of the cross staff at eye level and parallel to the ground. The higher numbers on the cross staff should be closest to your nose. Point the cross staff at the North Star, the brightest star in the northern sky. Slide the crosspiece until the top of it appears to touch the star. Read the number closest to where the cross piece rests on the marked wood. This is the altitude of the star and the latitude where you are.



ACTIVITY REPORT

DIRECTIONS: Write your answers on a separate sheet of paper.

1. What is the latitude of where you live, according to your cross staff reading?
2. Did you have trouble locating the North Star? Explain.
3. What was the weather like when you used the cross staff?
4. What were the major drawbacks in using this instrument?

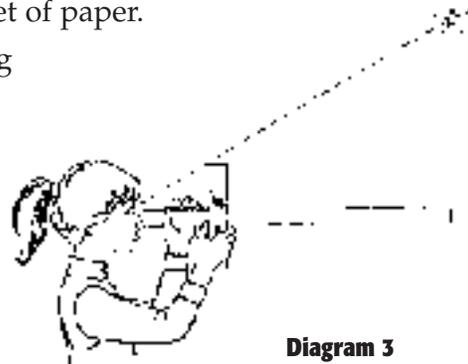


Diagram 3



History Simulations and Problem Solving **6**—Teaching Strategy

★ Impeachment Trial of Andrew Johnson

Topic

The impeachment trial of Andrew Johnson

Objective

In a mock trial, students will decide Andrew Johnson's guilt or innocence of the charges brought against him.

Materials

- Reproduce the fact sheets on pages 15 and 16 so that each student will have one copy of the appropriate fact sheet.

Preparation

1. Divide the class into three groups: the prosecution, the defense, and the members of the Senate. The defense and prosecution groups should be small groups of no more than four students. They will be responsible for researching one of the points on the appropriate fact sheet. The Senate group will research the background that led up to the trial.
2. Give students about one to two weeks to research their topics. Have the small groups confer two or three times to discuss their findings. Have each group choose a student to be the chief lawyer for its side. Other students can be chosen to act as witnesses or other attorneys. Since Andrew Johnson was not present at the trial, he does not need to be present in the courtroom.

3. Follow the rules under Trial Procedure on page 13 of the Unit 1 Resources book. Assume the role of judge or have the class choose a judge. Stress to students that they should try to reflect the thinking of people at the time in presenting their arguments.
4. When the two sides have rested their cases, have the members of the Senate cast their votes in an open roll-call vote. You might wish to record each vote on the chalkboard. Two-thirds of the Senate must vote to convict in order to remove the president from office.

Background

In 1867 the Radical Republicans passed the Tenure of Office Act, which forbade the president to remove any federal officer whose appointment the Senate approved, without the Senate approving the removal. President Johnson, to test the constitutionality of the act, fired Secretary of War Edwin Stanton. The Radical Republicans seized on this as an opportunity to impeach Johnson.

Impeachment trials are presided over by the chief justice of the United States. The entire House of Representatives acts as the jury.

On the advice of his attorneys, who were afraid that Johnson would lose his temper, Johnson did not appear in court. His lawyers made a strong case defending Johnson against the bulk of the charges concerning Stanton's removal from office. They showed that Johnson wanted to have the Tenure of Office Act declared unconstitutional, and that Johnson was simply exercising his right to free speech in speaking out against Congress.

History Simulations and Problem Solving 6—Teaching Strategy

The prosecution relied on legal maneuvers, such as suppressing testimony favorable to Johnson, and on appealing to the senators' emotions. In his opening remarks, the prosecuting attorney even repeated the ridiculous belief of some Radicals that Johnson had conspired in the assassination of Abraham Lincoln. Only three of the articles were voted on. In each case the senators voted 35 to convict and 19 to acquit, one vote short of the two-thirds necessary to remove Johnson from office. All the Democrats and seven Republicans voted "not guilty."

The Tenure of Office Act was declared unconstitutional in 1926.

Follow-Up

After the classroom trial, ask students to give the reasons for their verdict. Discuss why their final vote differed from or was the same as the actual trial vote. Then ask students to think about what was accomplished by Johnson's acquittal. Encourage them in this discussion by focusing on these points:

- How would Johnson's conviction have upset the balance of powers provided for in the Constitution?
- Even if Congress had made the strongest possible case on moral grounds for its policies, how did its failure to remove Johnson from office benefit the United States in the long run?

Critical Thinking

Have students think about the results of their impeachment trial. Then have them answer the following questions, either orally or in writing.

1. Did you agree or disagree with most of your classmates? Explain the reasons for your answer.
2. How do you think our country might have been different if Andrew Johnson had been removed from office?
3. Only three presidents of the United States have faced impeachment—Andrew Johnson, Richard Nixon, and Bill Clinton. Why do you think Congress might be reluctant to bring charges against a president?

Duplicate and distribute History Simulation 6 activity pages.



President Andrew Johnson

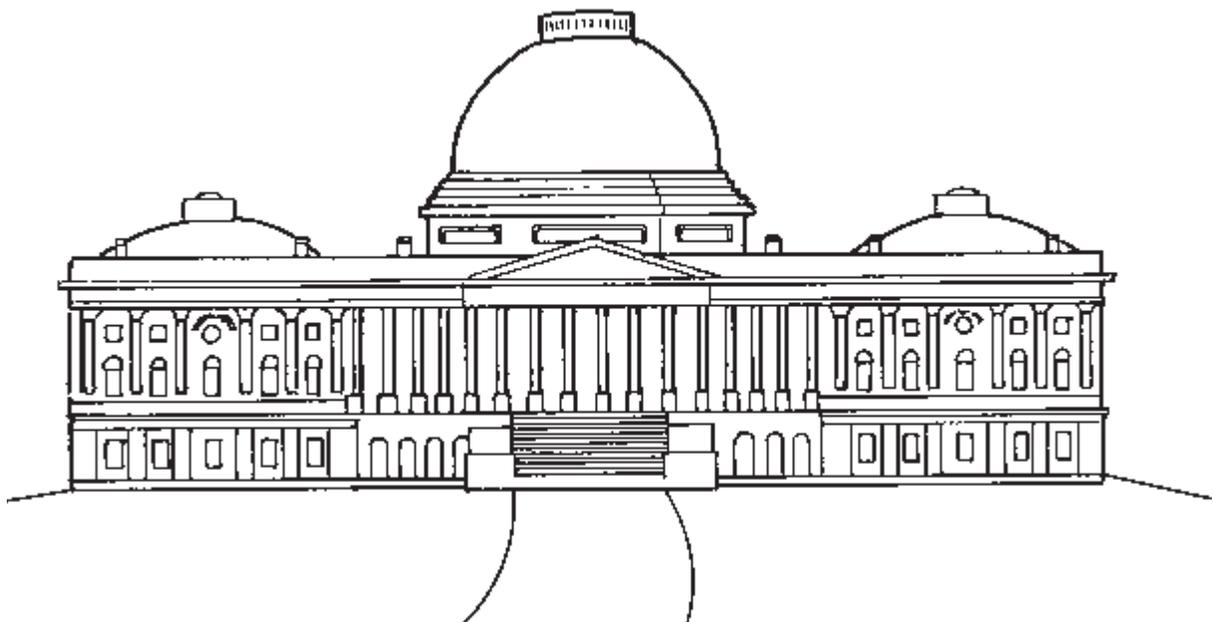
History Simulations and Problem Solving 6

Impeachment Trial of Andrew Johnson

SITUATION

It is March 30, 1868. Senators have gathered in the courtroom and proceedings in the impeachment trial of Andrew Johnson are about to begin. The courtroom is packed with newspaper reporters, foreign diplomats, and spectators dressed in their finest clothes. Chief Justice Salmon Portland Chase presides over the trial, in accordance with the Constitution. The defense and prosecution will each present their arguments regarding the charges of “high crimes and misdemeanors” against President Johnson.

Eleven charges have been filed. The first eight relate to Johnson’s removal of Secretary of War Edwin Stanton from office. The ninth article charges the president with claiming that certain provisions of the Military Appropriations Act were unconstitutional. The tenth accuses him of making critical remarks about Congress. The eleventh summarizes the previous charges and accuses Johnson of denying the validity of Congress’s laws.



History Simulations and Problem Solving 6

UNIT 6

PREPARING THE PROSECUTION CASE

The board of managers prosecuting Andrew Johnson consists of five Radical Republicans and two moderate Republicans chosen by the House of Representatives from among its members. Among the Radicals is Thaddeus Stevens, one of Johnson’s bitterest enemies. Most of the senators that they will address during the trial share their opposition to Johnson over Reconstruction policy.

The prosecution must convince two-thirds of the senators that President Johnson’s actions constitute violations of the law serious enough to warrant his removal from office. On technical grounds, their arguments are weak. Even Johnson’s accusers know that. They must therefore appeal to the senators’ political sympathies and to their beliefs that Johnson stands in the way of changing the South and building a better nation.

DIRECTIONS: Research the topics below to become familiar with the dispute between Johnson and the Radical Republicans in Congress. Make notes on what you find and keep these questions in mind as you prepare your case:

- How are Johnson’s ideas about Reconstruction different from those of the Radical Republicans? _____

- Why do the Radicals believe that the Southern states must meet their demands before they are readmitted to the Union? _____

- What are conditions like for freed African Americans in the South? _____

