

Name: _____ Period: _____

Step 1: Background Information

1. **Sharecropping:** <http://www.uwec.edu/geography/Ivogeler/w188/planta3.htm>

A. Define and explain the purpose of tenant farming and sharecropping

B. Describe the significance of “40 acres and a mule”

C. How would this system of sharecropping benefit both the plantation owner and the working freedman?

2. **Black Codes:** <http://www.spartacus.schoolnet.co.uk/USASblackcodes.htm>

A. Explain the purpose of the Black Codes.

B. Name *two* restrictions placed upon African Americans under the Black Codes.

C. Describe President Andrew Johnson view of African Americans.

3. Jim Crow Laws: <http://www.ferris.edu/news/jimcrow/what.htm>

A. How did the Jim Crow Laws categorize African Americans?

B. List 2 Jim Crow Etiquette norms that are highly offensive and insulting to African Americans.

C. After reading about these laws, what purpose does the Jim Crow Laws serve?

Step 2: WebQuest DBQ Scaffolding Questions

Document 1: Slavery Statistics

Click the link below and use the chart to answer the questions:

http://www.civil-war.net/pages/1860_census.html

- A. What is the total slave population of the United States in 1860? _____
- B. Which state had the highest number of slaves in 1860? _____
- C. Based on the information on the chart, which area of the United States would most greatly be affected by the abolishment of slavery? Why?

Document 2: Sharecroppers picking cotton in Georgia, 1898

Click the link below, examine the photograph carefully then answer the questions below:

<http://cache.eb.com/eb/image?id=78359&rendTypeId=4>

- A. Explain what is happening in the photograph.

- B. Describe the mood of the people in the photograph.

- C. How is this activity similar to slavery?

Document 3: Working Women and Children

Click the links below and read the entire page in order to answer the following questions:

http://www.digitalhistory.uh.edu/reconstruction/section3/section3_free.html

http://www.digitalhistory.uh.edu/reconstruction/section3/section3_07.html

A. How did the role of African American women and children change after the Civil War?

B. What type of employment did African American women do after the Civil War?

Document 4: Robert E. Lee

Click the link below, scroll down the page to **4) Robert E. Lee was cross-examined ...**
Read the entire page in order to answer the questions below.

<http://www.spartacus.schoolnet.co.uk/USASblackcodes.htm>

A. What topic is Robert E. Lee being asked to comment on?

B. According to his response, what views does Robert E. Lee have on the capacity of African Americans?

Document 5: Worse Than Slavery

Click the link below and examine the picture in order to answer the questions below.

http://wpscms.pearsoncmg.com/wps/media/objects/1693/1733989/images/img_ah3_p123.html

A. What tactics did groups such as the Ku Klux Klan use against African Americans?

B. Explain the meaning of the caption, *The Union as it Was*, located at the top of the cartoon.

Document 6: Civil War Amendments

Click the link below and read about the 13th, 14th, and 15th Amendments

http://library.thinkquest.org/J0112391/civil_war_amendments.htm

A. 13th Amendment:

- a. year added to the Constitution _____
- b. State the purpose of the 13th Amendment in your own words:

B. 14th Amendment:

- a. year added to the Constitution _____
- b. State the purpose of the 14th Amendment in your own words:

C. 15th Amendment:

- a. year added to the Constitution _____
- b. State the purpose of the 15th Amendment in your own words:

Document 7: The History of Jim Crow

Click the link below, *go to the first picture and read the caption underneath*. Then click on the picture to enlarge it. Use the information to answer the questions below.

*Before reading: minstrel show- American entertainment consisting of comic skits, variety acts, dancing, and music

<http://www.jimcrowhistory.org/scripts/jimcrow/gallery.cgi?collection=crow>

A. What aspects of the minstrel show could be categorized as racist?

B. Describe 2 ways the Jim Crow image portrays a negative image of African Americans.

Document 8: Philadelphia 1889

Click the link below; *go to the second row, first picture titled Philadelphia, 1889*. Read the caption underneath the picture, and then click the picture to enlarge it, use the information to answer the questions below.

<http://www.jimcrowhistory.org/scripts/jimcrow/gallery.cgi?term=&collection=crow&index=6>

A. What is happening to the African American man in the picture?

B. How does this event conflict with the goals of Reconstruction?

Step 3: DBQ ESSAY

The answer to the essay question is to be written in the separate essay piece of paper.

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

***Historical Context:** After the end of the Civil War in 1865 tremendous changes occurred in the now truly United States. One major result of the war was the emancipation of all slaves, thus creating a class of new Americans. The struggle for these freedmen to achieve the same status as their fellow citizens would prove to be difficult. Despite efforts to improve the social and economic status of African American after the Civil War they still faced racism and prejudice at the hands of the government and of their compatriots.*

Task:

Using the information from the documents and your knowledge of social studies, answer the questions that follow each document. Your answers to the questions will help you write the essay in which you will be asked to

- *Discuss the problems that African Americans faced after the Civil War.*
- *Discuss ways in which the law conflicted with the reality of life for African Americans after the Civil War.*

Your essay will be handwritten in class referencing at least 5 of the 8 documents.