



Charlotte Society 1865-1891

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This curriculum unit is recommended for:
(Social Studies, Literacy, Grade 5)

Keywords: Reconstruction, Ten Percent plan, Prohibition, Black Codes, Freedman Bureau, Confederate, Union, Sharecroppers, Women Christian Temperance Union, Better Black and White Society, Emancipation Proclamation, Thirteen Amendment

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This unit is in line with the 5th grade Social Studies standards analyzing how African Americans and Whites perceived themselves, and how they had to figure out their new societal roles here in North Carolina after the Civil War during Reconstruction. Students will compare how each group adapted to the forced changes and how it affected their communities. Students will see how two specific groups worked together to create the first black hospital in Charlotte.

I plan to teach this unit during the coming year to 35 students in Fifth Grade Social Studies.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

Introduction

Student Background/ Demographics

My school is one of 164 schools that make up the Charlotte Mecklenburg Schools district. My school has approximately 680 students with 64 teachers and support staff. The school population is 73% African American, approximately 11% Hispanic, and 10% White. Within our school population 5% of the students that are certified as academically gifted, and 8% are identified as ELL (English Language Learners). This is the third year we have maintained our Title 1 status.

The Principal allows 5th grade to departmentalize. This year we have four teachers, two teams, and an average class size of about 20 students. I teach Literacy and Social Studies on my team.

Unit Goals

Since literacy is the primary focus in my district, it is important that Literacy standards be embedded in this mainly Social Studies unit. My topic discussing Charlotte Society during and after the period of Reconstruction is briefly examined at the end of the Civil War chapter. Most of the discussion is about the terrible conditions blacks faced with the introduction of the Black Codes and the motivation behind the terrorizing of black communities by the Ku Klux Klan and other organizations.

I want my students to understand that these were horrific times for black people, and a somewhat frustrating time for whites because social identities were changing. This unit will highlight how black and white citizens of Charlotte came together with the idea of social reform. These groups did not always have a favorable view of each other, but they were still able to come together to erect real change and improve their communities. Specifically, I will share how two groups of women came together raised money and created two black hospitals in Charlotte, Union and Good Samaritan Hospital.

This unit covers the following 5th grade Social Studies Essential Standards:

- Objective 5.C&G.1 Understand the development, structure and function of government in the United States. Since the nation had just been ripped apart by the Civil War, government had to figure out how and if they were going to allow seceding states to re-enter the union.
- Objective 5.C&G.1.3, which analyzes historical documents that shaped the foundation of the United States government, students will analyze the Emancipation Proclamation and loyalty pledges to see what conditions southerners had to make to adapt to a new way of life.

- Objective 5.H.2.3 ,which compares the changing roles of women and minorities on American society from Pre-Colonial through Reconstruction, will be highlighted when we examine the role women played in constructing the first Black Hospital in Charlotte in the last 1800's.

Content Research

Reconstruction

The period known as Reconstruction took place between the end of the Civil War 1865 to the inauguration of President Rutherford B. Hayes in 1877. During this time African Americans were hopeful of the promises of free land and monetary compensation for the crime of slavery. They were soon disappointed and received neither. The events of the War devastated the South, and the bigger issue was how to rebuild its economy and moral.¹

As the war was ending President Lincoln put together a plan to let the Southern states that seceded reorganize their governments and readmit them back into the Union. This plan was called the Ten Percent plan. If just ten percent of the States eligible voting population (white males who were allowed to vote in 1860) signed an oath pledging their loyalty to the Union they were able to be readmitted and may begin to establish their governments. Unfortunately on April 15, 1865 Lincoln was assassinated and never saw he plan fully executed.²

Lincoln's Vice President Andrew Johnson was now the President. Many Northern politicians, known as the Radical Republicans were not pleased because they felt Lincoln's ten percent was far too generous for those individuals who committed an unlawful act against the country. Southern governors were eager to reassemble their legislature so they could start the task of rebuilding, but before and after the war President Johnson condemned those who seceded by calling them traitors.³

In order for North Carolina to be re-admitted Johnson required the state to repeal the 1861 Ordinance of Session, ratify the Thirteen Amendment, and cancel the Confederate War debt. After seven years of political struggle, North Carolina was remitted back in the Union in June 1868. ⁴

Post Reconstruction Society

During this period of Reconstruction black and white Charlotteans had to figure out how to live together and what place they had in this new society. Many Whites wanted to put the War behind them and continue with the business of creating a diverse economy. D.H Hill, a former Confederate General state:

“Our system of labor has been abolished, our currency destroyed and our whole social organization has been overturned . . . and we must make our minds correspond to the new state of things.”⁵

Others wanted an end to the turmoil. Newspaper editor W.J. Yates wrote “We are tired of turmoil and disputes, and want to do all in our power to promote peace.”⁶

As a result of wanting a diverse economy, Charlotte’s railroads and banks lured many blacks and whites from North Carolina’s country to the city. From 1865 to 1880 Charlotte became one of the leading trading centers in the Piedmont. Many seeking work flooded into Charlotte’s city streets looking not only for employment, but food and shelter. As employment became plentiful newly emancipated slaves were having trouble establishing their place in this new society. This fact made it difficult for newly emancipated slaves to establish their own communities, and their place in Charlotte. Blacks and whites often clashed when blacks tried to exercise some of their new found freedom. As they tried to establish their own communities, and political equality, whites felt it important to maintain preserve white supremacy under what they deemed “Negro domination”. Political power became a big wedge that blacks and whites fought over during Reconstruction.⁷

In Mecklenburg County the relationship between blacks and whites were relatively good compared to other Southern cities. When the war was over the city experienced some burning and looting. Federal troops were ordered to into Mecklenburg to restore. For many Charlotteans the troops were a welcome sign of law and order. For the next two and a half years five thousand troops from New Jersey and Ohio made Charlotte their home. Since the city had federal protection many newly freed slaves were more willing to leave the plantation and move to the city where they felt safer.

Class lines were drawn the white society pitting city folk against country folk. Whites who lived the city were able to gain economic power and make sure their interests were served in the community. Wives of these successful merchants began to establish charitable organizations that helped the poor in Charlotte.

Black Society

Former slaves comprised of just over a third of North Carolina’s population in the 1860s and 1870s. More than 42% of Charlotteans found it hard to make a living during this Reconstruction Era.

Blacks also suffered economically by only being able to secure low or unskilled positions. Some were forced into sharecropping, which was a lot like slavery. Sharecropping was a system in which ex-slaves farm on a portion of land owned by white

landowners. Payment was usually the share of the crop they raised, but sometimes contracts also included monetary compensation. The problem with most of these contracts was they often were drawn up with unjust payment agreements, or the actual contract was just plain ignored altogether. Ex-slaves who sought to seek justice were bought off or settled their claim for far less than they were worth in order to have enough food and provisions to make it through the winter. The Freedman's Bureau asked the government to issue food rations to prevent ex-slaves from starvation, but the Charlotte Bureau agent in 1868 replied:

“it would be worse that folly [foolish] to attempt to better their condition by issuing provisions for the reason that these people have always been on the brink of starvation”⁸

The Freedman's Bureau was established after the Civil War as an agency of the Federal Government. The purpose was to help make freed slaves transition into freed society easier. The Bureau was supposed to last one year, but continued for a second year in Charlotte. The original name was the Bureau of Refugees, Freedmen, and Abandoned Lands. They had the power to distribute 40 acres plots of confiscated land to freed slaves and refugee whites who pledge loyalty to the Union. In North Carolina they ended up returning the confiscated land to the former landowners.⁹

The purpose of the Bureau was to provide various services like education, food and clothing distribution. The Bureau also helped settle labor disputes between blacks and whites.

Some of Charlotte's wealthier, freed blacks decided this was a great time to organize to promote their community. Most ex-slaves who migrated from the countryside did so with the primary purpose of establishing a better society for themselves. With the initial help of the Freedman's Bureau the Better Black Society's goal was to elevate and present themselves as the elite in black society. They wanted to show whites that not all freed blacks were uncivilized so they aligned their societal goal with ones of better class whites especially around the subject of working hard and abstaining from the ills of drinking alcohol.

White Society

As newly emancipated blacks and country whites were moving into Charlotte's city limits it created a two class system for whites. Many merchants, professionals, and businesspeople gained power as the city flourished; however, white citizens from the country found it hard to adjust to city life. Drunken mobs often terrorized the city while poor and injured soldiers set up makeshift housing to secure their well-being.

Armed forces were a welcome relief to Charlotte citizens when sent in by William Holden, the provisional governor appointed by President Johnson, to maintain law and order.¹⁰

However, as many ex-slaves poured in the city it made whites uncomfortable. Many whites were upset about ex-slaves hanging around public places and settling up sub-standard housing. The most upsetting fact white towns people had to face was the abandoning of their farms due to the severe labor shortage while they saw able bodied ex-slaves lounging around town.¹¹

Blacks were gaining some economic power through limited Republican sponsorship. However, populistic Democratic embraced the ideology of white supremacy as a way to maintain control and dominance. This was especially true in summer of 1898 when the campaign heated up for the State and county elections. Democratic Heriot Clarkson and other were quoted as saying they were “tired of being made a cat’s paw by white Republicans”. Many felt the Republican Party was catering to the black community and were angry that they were not receiving the same type of attention. *Charlotte Observer* reporter HEC “Red Buck” Bryant fueled the fire of this divide by writing articles about the horrors of black domination entitled “Negro Rule: Shall it Last Longer in North Carolina? And” Human Devils in Command”.¹²

The philosophy of Social Darwinism helped some whites foster their claim of white superiority and black inferiority. This helped fuel the plight of many young Democratic who were gaining political power. They convinced many middle class whites a revolution was taking place in which “black rule” would be the law of the land. “Black rule” meant blacks would have the political and economic power to take over cities and soon states. This “black rule” myth worked so well in the outer regions of North Carolina many Democratic were able to fill state seats and make laws in their favor.¹³

While the Ku Klux Klan and other hate groups are the best known among the civil society groups formed at this time, during this divide whites in Charlotte also founded a Better White Society that formed an alliance with the parallel organization, the Better Black Society. These two societies forged a bond when it came to discouraging their own communities from drinking. Both saw the damage of alcohol abuse and saw prohibition as a reform to improve Charlotte morally and economically.¹⁴

Prohibition

As unemployment increased in the city, many turned to alcohol to sooth their pain and past the time. Prominent members of Charlotte society, both black and white, attributed the increase of fights, civil disobediences and apathy towards earning an honest day's pay as the result of overindulgence in alcohol. Community leaders felt the ills of alcohol were the root of all sin committed in their city and it was their moral duty to get rid of it.

In 1880 the elite members of black and white Better Societies joined forces to rid Charlotte of alcohol by attempting to pass the Prohibition in 1880. This was seen as a moral issue so various religious denominations got together to draw up legislation to outlaw alcohol in the Mecklenburg County.

The elite members of both classes saw fit to encourage their own race to not only resist the temptation of alcohol, but to vote for laws outlawing it from the county. Better blacks saw this issue as a way to let white society see that not all blacks were savages and could be look upon as social equals. It was also a way to motivate and encourage young educated blacks to establish their morals and values to shape their community in their own image.

That wish was granted in 1881 when prominent whites asked better blacks to join them to create a political alliance for prohibition, called the Prohibition Association. The Association elected black and whites members of society. White candidates included merchants R.M. Miller, D.W. Oates, and attorney K.E.P Osborne. The black members included bricks man William Houser and merchant A.W. Calvin. Like their membership the Prohibition Association had black and white speakers address the crowd. They wanted to emphasize the ills of alcohol as a destroyer of families and moral order. Closing saloons, they often argued, would protect women and children from rum sellers that would rob them from a life of luxury and comfort.

After much hard work and mobilizing their efforts together the Prohibition Association was able to have the North Carolina legislative passed a Prohibition law in March 1881. This law would make it illegal to manufacture spirituuous liquor, wines and ciders in the state. However, the law would have to go through a State referendum two months later.

Sensing the urgency of their plight white members of the Prohibition Association realized black voters were the key in shifting votes in their favor. The Reverend Stephen Mattoon, the white president of Biddle Memorial Institute, believed prohibition would help black men elevate their standards and morals of citizenship in the community. In white society it was thought that blacks lacked the intellect of ever being seen as equals, but taking on the moral cause of prohibition may begin to change the minds of some whites and they would see some in the black community as moral and upstanding citizens.

Black prohibitionist used Rev. Mattoon's message as a campaign to rally others in their community to reject alcohol. A South Carolina Minister, and a graduate of Biddle Institute, C.C Petty, said "blacks had only three great battles to fight, and three victories to win... ignorance, prejudice, and whisky," the fight to reject alcohol was the key to winning the other two battles.

Black and white prohibitionist made a distinction of their non-affiliation with any political groups. They did not want their cause to play into the hands of corrupt politicians of both the Democratic and Republican parties. The Prohibitionist groups saw themselves representing the wealth and intellect of the Charlotte community. This distinction helped the anti-prohibition supporters gain leverage as a poor man's cause against the rich and powerful members of society. Anti-prohibitionist argued that the outlaw of alcohol would hurt the education system since taxes on alcohol beverages paid about half the education budget of Charlotte. Anti-prohibitionist used this reasons to convince its supporters that a vote for outlawing alcohol was a vote against education.

Although prohibitionists were not politically affiliated, politics found its way into their cause. Since prohibition divided Democratic Charlotte, Republicans saw this issued as a way to further divide the party and gain political power. Republicans decided to support a wet, or anti-prohibition, candidate for the upcoming 1881 municipal and mayoral elections. The outcome was close; however, De Wolf, the dry candidate, won the Mayoral seat. Charlotte did gain twelve aldermen, six wet and six dry. The six wet alderman represented the Second and Third Ward areas of heavily populated black Charlotte. The predominately white First and Third Ward carried the other six dry aldermen. On August 4 the much-awaited referendum was called to a vote with the Anti-prohibitionist claiming victory.

As both Better black and whites worked so hard and made great strides in improving the lives and well-being of those in their community. The women of both groups decided to work together for more social change in their community. ¹⁵
Union and Good Samaritan Hospital

Many blacks realized their political influence was dwindling beginning in 1890, but race relations between the better whites and blacks seem stable through most of 1898. Reverend D.C. Covington even bragged about the relationship in the Observer stating there is a growing feeling of goodwill and pleasantness between the races here in good old North Carolina. A month later he committed on the friendly feeling that exist between the best white people of our State and the blacks asserting that it is our duty to live together in peace since the two races are here together. ¹⁶

Once the Probation Movement united these two groups together, the women of the Better Societies worked in parallel within their communities in 1886 to open the first black hospital in Charlotte. The Charlotte Home and Hospital reform in 1870 was headed by the same women who were part of the Ladies Prohibition Society along with parishioners of St. Peter's Episcopal Church. Before this campaign and the establishment of the hospital, blacks did not have a place to obtain medical treatment. Both groups sponsored events like art exhibits and held church fundraisers in order for patients to receive free medical treatment by both black and white physicians.

The black women's branch of the CWCTU (Colored Woman's Christian Temperance Union) played a large role in supporting the hospital. In March of 1887 Union Hospital, the first black hospital in Charlotte, opened its doors on Myers Street.

The women did not stop with Union Hospital; in 1891 their work led to the opening of the second black hospital, Good Samaritan Hospital. Jane Wilkes, a former Confederate nurse, and prominent member of Episcopal Church help raise the money to buy the land for Good Samaritan Hospital. Even though most of the money came exclusively from whites, black Charlotteans handled the role of daily administration, and had the added responsibility of making sure the hospital had funded to keep the doors open.¹⁷

In the early twentieth century, the advent of the "Great Awakening" forced more and more white women to abandon social causes of blacks, and focus on societal problems that concerned their own communities. Economic and political changes further divided black and white community for years to come. However we can look back at black and white women working together to make their communities better as a testament of the best Charlotte had to offer during a difficult period in history.¹⁸

Instructional Implementation

The 5th grade unit that discusses Reconstruction is taught after the two units of the Civil War. The first unit discusses the causes the war, the second goes into detail about the battles fought and how the fallen Southern economy made way for a new way of life for both whites and blacks.

Students will learn about the initial economic divide between northerners and southerners that was fueled by slavery. Students will learn how the attack on Ft. Sumter led to the start of the Civil War. Students will go through several key battles, and how the advancement of military technology helped one side gain advantage to win the war. Students will also learn how combat conditions, medical care, and diseases led to the harsh conditions soldiers faced during this time.

As the war ended Southern states had to not only rebuild their states from the ground up, they also had to ask permission to be readmitted back in the Union. Blacks and whites had to figure out if they were going to live together with the same class and race dominating the political and social structure, or were they going to create a new system that balanced power more equally?

Day One Lesson

The teacher will lead a brief discussion about the purpose of The Emancipation Proclamation and the 13th Amendment. Students will visit two websites the first contains the Thirteen Amendment and the second The Emancipation Proclamation. Both are Primary sources and are transcribed.

- <https://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html>
- <http://www.nps.gov/ncro/anti/emancipation.html>

Students will read both documents and answer the questions below. The questions are leveled according to my reading groups. Hummingbirds are my above grade level reading group. Mockingbirds are my on or slightly above grade level reading group. My Larks are my below level reading group.

Hummingbirds

1. Do you believe the Proclamation's impact was greater in symbolism or in actually freeing the Slaves? Explain
2. What if the war ended in 1863, would slavery still exist in America? Even after the Emancipation Proclamation?

Mockingbirds

1. Why were some states excluded?
2. How did it free the slaves?

Larks

1. Did the Emancipation Proclamation free the slaves? Explain.
2. What impact did it have on the War? Explain.

Activity

After all three groups have read both documents they will discuss the following questions in a round table session.

1. What did the Emancipation Proclamation declare?
2. If the Emancipation Proclamation was supposed to end slavery what was the purpose of the Thirteen Amendment?

Day Two Lesson

Students will first read pages 308- 311 in their Social Studies Alive textbook. Next, they go to the Charlotte Landmarks Commission website and read transcribed interviews of former slaves conducted as a Federal Writer's project in the 1930s.

- <http://landmarkscommission.org/wp-content/uploads/2017/08/Remembering-Slavery-in-Mecklenburg-County.pdf>

Activity

In the chart below students will list the positive and negative changes African Americans in the South experienced in the years after the Civil War.

African American Life in the South After the Civil War	
Positive Changes	Negative Changes

Day Three Lesson

Student will visit: <http://www.history.com/topics/black-history/black-codes> and answer the following questions:

1. Which states enacted the first Black Code laws in the south?
2. How did South Carolina's Black Code laws indirectly force plantation labor?
3. What was President Johnson's purpose of the Black Codes?

Day Four Lesson

Day four is a continuation of the day three lesson. Students will view a different video about the origin of the Black Codes from History.com and analyze how African-Americans coped with their newly found freedom.

- <http://www.history.com/topics/black-history/black-codes>

Activity

Larks

Draft a letter as emancipated slaves to President Johnson about the horrible conditions that existed after the war.

Mockingbirds /Hummingbirds

As a member of the Union government you do not know how newly emancipated African Americans can be guarantee freedom and safety. As a government official you must come up with a plan to enforce laws of equality for African Americans.

Day Five Lesson

Students will watch YouTube video: <https://youtu.be/DL6ieXY9tc4> about the origin of Civil War Monuments in the United States.

Activity

This will be a whole group activity where student will answer the following questions. First student will view 3 Mecklenburg monuments on this website:

<http://docsouth.unc.edu/commland/results/?county=34&extrasubject=5&subject=5>

Students will answer the following questions either essay style or orally.

1. Do you think these Confederate Monuments should be removed, or stay up? Why or why not?
2. Do you think other monuments should be represented, if so which ones?
3. Should people be able to celebrate their history even if it offends others? Why or why not?

Day Six Lesson

Women play a large role helping to define and reshape society during and after the Civil War. Many did not get the credit and acknowledgement they deserved. This was especially true for Black women who established social organizations like the Colored Women's Christian Temperance Union. This was the group that worked along with Jane Wilkes to establish Union and Good Samaritan's hospital. Clara Barton was another figure who helped injured soldiers and started the American Red Cross.

Activity

Have the students visit three websites:

- <https://www.civilwar.org/learn/biographies/clara-barton>
- <https://www.mecknc.gov/ParkandRec/TrailOfHistory/Pages/JaneWilkes.aspx>
- <http://cmstory.org/content/good-samaritan-hospital-and-dr-james-pethel>

1. What is the connection between Clara Barton and Jane Wilkes, if any?
2. What inspired Jane Wilkes to raise money to purchase the land to build Union Hospital?
3. Both articles about Clara Barton and Jane Wilkes contain information about their lives and the contributions they made to society. How does the information in Wilkes and Barton's website differ from the information about Good Samaritan's Hospital and Dr. James Pethel?

Appendix 1: Teaching Standards

Social Studies

5.C 1.3- Explain how the movement of goods, ideas and various cultural groups influenced the development of the regions in the US. Charlotte's railroads and banks lured many from North Carolina's country to the city.

5.H.2.3 ,which compares the changing roles of women and minorities on American society from Pre-Colonial through Reconstruction, will be highlighted when we examine the role women played in constructing the first Black Hospital in Charlotte in the last 1800's.

5.C&G1.1- Understand the development, structure and function of government in the United States. Since the nation had just been ripped apart by the Civil War, government had to figure out how and if they were going to allow seceding states to re-enter the union.

5.C&G.1.3, analyzes historical documents that shaped the foundation of the United States government, students will analyze the Emancipation Proclamation and loyalty pledges to see what conditions southerners had to make to adapt to a new way of life.

Literacy

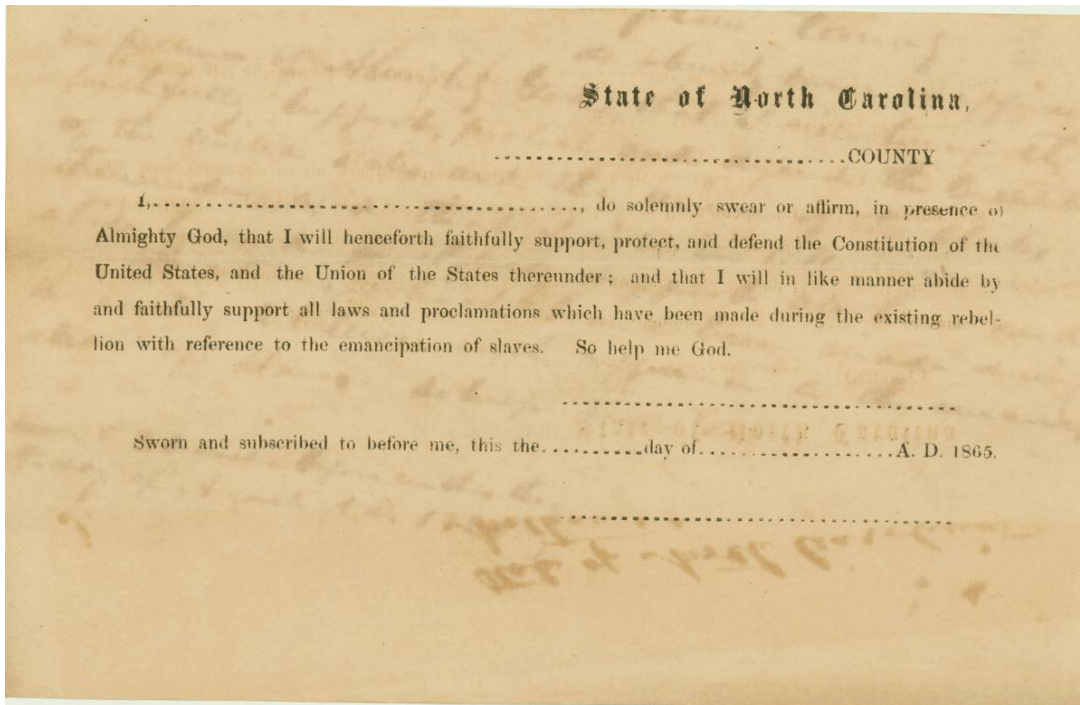
RI5.3- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will analyze the role of blacks and whites and how they worked together to improve their communities.

RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. Student will learn the meaning of following vocabulary words used in this lesson: Reconstruction, Ten Percent plan, Prohibition, Black Codes, Freedman Bureau, Women Christian Temperance Union, Better Black and White Society, Emancipation Proclamation, Thirteen Amendment.

RI5.5- Compare and contrast overall text structure of events, ideas and information. Students compare and contrast the different rolls black and whites in shaping Charlotte society in the late 1800s.

RI5.7- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly. Student will examine the Primary sources like the Emancipation Proclamation and the State's Loyalty Oath.

Appendix 2: Assessment



(Discuss the scenario below with your class before posing the question that follows)

A revolution can be defined as a radical and pervasive change in society and the social structure, especially one made suddenly and often accompanied by violence. (Dictionary.com) After the Civil War new legislation was drawn up, oaths had to be signed, and the lives of southerners would dramatically change.

Above it an example of a loyalty oath different county had to sign and adhere to as part of the Ten Percent plan to be re-admitted back into the Union. Have the students read this document review the Emancipation Proclamation along with the 13th Amendment. Once the documents have been reviewed as the students to answer this question:

1. Do you think Reconstruction was American's second revolution? Why or why not explain.

Student Resources

Social Studies Alive! America's Past – This is the 5th Grade Social Studies text book. The Civil War and Reconstruction are discussed in Lesson 21 pg. 297-311.

The Fight For Freedom; Ending Slavery in America by Melissa Caroseela and Stephanie Kuligowski – This is a leveled reading booklet (Level T-V) that discusses slavery, the economic differences of the North and South. It talks about women abolitionist, The Freedmen Bureau, and Reconstruction. This 32-page booklet lets students view primary source documents and pictures.

If you Lived at the Time of the Civil War by Kay Moore– This is a Level reading book (Level P-Q) that lets students imagine what it would be like if they lived in Civil War time. This 64-page historically-fiction book is divided in the Northern and Southern perspective about the war.

Chromebooks - Some of the activities require student to access websites that have been hyperlinked to the lesson.

<https://www.civilwar.org/learn/biographies/clara-barton> - This website gives a brief biography of Clara Barton founder of the Red Cross.

<https://www.mecknc.gov/ParkandRec/TrailOfHistory/Pages/JaneWilkes.aspx> - This website gives students a brief biography of Jane Wilkes and her significance to the Charlotte community.

<http://cmstory.org/content/good-samaritan-hospital-and-dr-james-pethel> - One of the black doctors who practiced at Good Samaritan Hospital 1904-1950.

<https://youtu.be/DL6ieXY9tc4> - This video gives a quick and 5th grade appropriate history of why Confederate Statues and monuments were erected in the United States.

<https://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html> - The website shows and explains the Thirteen Amendment in a student friendly way.

<http://www.nps.gov/ncro/anti/emancipation.html> - This Nation Parks Service website has the Proclamation as a Primary Source document.

<http://www.history.com/topics/black-history/black-codes> - The History Channel website video explains what the Black Codes were and how they originated.

<http://landmarkscommission.org/wp-content/uploads/2017/08/Remembering-Slavery-in-Mecklenburg-County.pdf> - This website lets student view transcribed letter from former slaves about what life was like.

<http://docsouth.unc.edu/commland/results/?county=34&extrasubject=5&subject=5> – This site let student look at Confederate Monuments in Mecklenburg County.

Teacher Resources

Social Studies Alive! America's Past – Online Teacher's Guide – This is the 5th Grade Social Studies text book has an accompanying Teacher's Guide.

The Fight For Freedom; Ending Slavery in America – Teacher's Guide – This leveled reading booklet has a Teacher's guide that allows the addition of extension activities.

Bibliography

Baker, Lawrence W., Bridget Hall Grumet, Kelly King Howes, and Rodger Matuz. *The Mixed Legacy of the Reconstruction Era*. Detroit: Gale Virtual Reference Library, 2005.

- This book looks at the strained relationship between blacks and whites just after the Civil War ended, and how each had to adjust to each other.

Lawrence W. Baker, et.al. *The President's Plan for Reconstruction*. Gale Virtual Reference Library, 2015.

- The beginning of the book outlines the two plans Lincoln and Jackson had to re-admit the succeeding states back in the Union.

Ferrell, Claudine L. "Reconstruction." In *Reconstruction*. Westport, CT: Praeger, 2003.

- This gives a historical perspective of Reconstruction as it effected the South. The book details of various plans President Lincoln and Jackson wanted to impose on the Southern States that seceded.

Greenwood, Janette Thomas. *Bittersweet Legacy, The Black and White "Better Classes" in Charlotte, 1850-1910*. Chapel Hill: UNC Press, 2001.

- This book provided the best social view of Charlotte from Reconstruction to the Civil Rights Movement in the 1960's. This book looks more at the perspectives of Charlotte and the things that uniquely affected the city.

Lunsford, Brandon. "Good Samaritan Hospital," Charlotte 240: Charlotte Museum of History. February 2015. <http://charlottemuseum.org/good-samaritan-hospital/> (accessed October 20, 2017).

- This website gives the history of about Good Samaritan hospital in reference to its financier Jane Wilkes.

"Reconstruction and Its Aftermath," African American Odyssey. The Library of Congress. <http://memory.loc.gov/ammem/aahtml/exhibit/aopart5.html> (Accessed September 22, 2017).

- This website gives good historical data about the plight of some African Americans after slavery. It highlights stories of African Americans trying to establish their own communities after reconstruction.

Riggs, Thomas. *Civil War and Reconstruction, 1881-77 (Overview)*. Vol. 1. Farmington Hills: Gale Virtual Reference Library, 2015.

- This book offers more historical data about the political and economic plans of Reconstruction in the South

Sefton, James E. *The United States Army and Reconstruction 1865-1877*. Baton Rouge: Louisiana State University Press, 1967.

- The book looks at the roll the army played in Southern cities to maintain order after the War. This book offers the army's and some soldier's point of view of about Reconstruction.

Stampp, Kenneth M. *The Era of Reconstruction 1865-1877*. New York: Alfred A. Knoph, 1965.

- This book gives more detail about the Lincoln supporters vs. the Jackson supporters were going to deal with the Southern states that fled the Union. The book details the different plans each side wanted to impose.

Teachers' Curriculum Institute. *Social Studies Alive America's Past*. Palo Alto: Teachers' Curriculum Institute, 2015.

- This is the CMS 5th Grade Social Studies text. The period of the Civil War and Reconstruction is taught in Lesson 21.

"War's End and Reconstruction," North Carolina Civil War Stories. North Carolina Historic Sites. <http://civilwarexperience.ncdcr.gov/narrative/narrative-4.htm> (accessed November 16, 2017).

This site offers narratives of slaves, but the part I used explained the role and origin of the Freeman's Bureau.

Notes

- ¹ Baker p. 190; and Ferrell, Claudine L, "Reconstruction." In *Reconstruction*, Westport, CT: Praeger, 2003.
- ² Baker.
- ³ Civil War and Reconstruction, 1881-77.
- ⁴ North Carolina Civil War Stories.
- ⁵ Greenwood, Janette Thomas. *Bittersweet Legacy: The Black and White "Better Classes" in Charlotte, 1850-1910*, Chapel Hill: UNC Press, 2001. p. 35.
- ⁶ Greenwood, *Bittersweet Legacy*.
- ⁷ Greenwood, *Bittersweet Legacy*, p. 23-24.
- ⁸ Greenwood, *Bittersweet Legacy*, p. 43.
- ⁹ Lawrence and Baker.
- ¹⁰ Greenwood, *Bittersweet Legacy*, p. 23.
- ¹¹ Greenwood, *Bittersweet Legacy*, p. 42.
- ¹² Greenwood, *Bittersweet Legacy*, p. 111.
- ¹³ Greenwood, *Bittersweet Legacy*, p. 72.
- ¹⁴ Greenwood, *Bittersweet Legacy*, p. 77.
- ¹⁵ Greenwood, *Bittersweet Legacy*.
- ¹⁶ Lunsford.
- ¹⁷ Greenwood, *Bittersweet Legacy*, p. 46.
- ¹⁸ Greenwood, *Bittersweet Legacy*, p. 47.