How did African Americans experience the Civil War?

This inquiry examines the experiences of African Americans during the Civil War both those who served in the Union army and enslaved, formerly enslaved, and freed blacks in the south and north. The contributions of African Americans to the war effort were considerable. About 179,000 black soldiers (10% of the Union Army) served in the U.S. Army and 19,000 served in the Navy. This despite the fact that African Americans were only 1.5% of the population in northern states in the war years. Forty thousand black soldiers died over the course of the war.

Along with those who served and died as freeman in the Union army and navy, African Americans in southern states were deeply impacted by the war. In cascading numbers from 1861 to the war's end in 1865, enslaved blacks gained their freedom. Over the course of the Civil War, historian Stephen Ash estimates that one in four enslaved persons were freed, totaling almost one million people (see Ash's *The Black Experience in the Civil War)*. The experiences of these African Americans, free blacks, those enslaved, and emancipated blacks, represent the substance of this inquiry.

Supporting Questions

1. How many African Americans were enslaved at the onset of the Civil War and where did they live?
2. How did enslaved blacks gain their freedom during the Civil War?
3. What were the experiences of African American soldiers in the Civil War?
4. How did freed and escaped slaves provided information to the Union army?

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How did African Americans experience the Civil War?	
Inquiry Standard	NHS.USH.ERA5.2B(7-12) - Compare the motives for fighting and the daily life experiences of Confederate with those of white and African American Union soldiers.
Staging the Compelling Question	Responding to visual prompts, discuss the experiences of African Americans in the Civil War.

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How many African Americans were enslaved at the onset of the Civil War and where did they live?	How did enslaved blacks gain their freedom during the Civil War?	What were the experiences of African American soldiers in the Civil War?	How did freed and escaped slaves provided information to the Union army.?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**	**Formative Performance Task**
Write a brief summary paragraph with details describing the geographic and demographic distribution of the African American population in 1860.	Make a list detailing the ways in which enslaved persons gained their freedom and limits on those efforts.	Create a T-chart with information about the positive and negative experiences of black soldiers during and just after the Civil War.	Make a claim with supporting evidence about the ways that freed and escaped slaves provided information to the Union army.
Featured Sources	**Featured Sources**	**Featured Sources**	**Featured Sources**
Source A: 1860 US census of African American population Source B: Distribution of the Slave Population - 1860	Source A: Confiscation Acts Source B: Emancipation Proclamation Abraham Lincoln January 1, 1863 Source C: 3 Civil War telegrams on the topic of emancipation	Source A: Sherman telegram to Grant, April 16, 1864 Source B: Thomas telegram to Johnson Sept 9, 1865 Source C: Stanton telegram to Grant, March 21, 1865 Source D: Dana to Stanton, June 22, 1863 Source E: Lincoln to Thomas, June 13, 1864	Source A: 4 Civil War telegrams with reports from escaped and freed slaves on military activities in the Civil War

Summative Performance Task	**ARGUMENT** Construct a written argument answering the compelling question, "How did African Americans experience the Civil War?" The argument should include claims supported by evidence from the sources.
	EXTENSION Students collect additional information about the African Americans mentioned in the telegrams and create a visual presentation of their experience before, during, and after the Civil War.
Taking Informed Action	**UNDERSTAND** Identify a modern day example of how the United States armed forces are attempting to diversify. **ASSESS** Determine approaches for helping others learn more about these diversification efforts. **ACTION** Share a proposal for how the U. S. Armed forces might (or might not) pursue a policy of more diversification of their ranks.

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Overview

Inquiry Description

This inquiry examines the experiences of African Americans during the Civil War, those who served in the Union army and enslaved, formerly enslaved, and freed blacks in the south and north. The contributions of African Americans to the war effort were considerable. About 179,000 black soldiers (10% of the Union Army) served in the U.S. Army and 19,000 served in the Navy. This despite the fact that African Americans were only 1.5% of the population in northern states in the war years. Forty thousand black soldiers died over the course of the war.

Along with those who served and died as freeman in the Union army and navy, African Americans in southern states were deeply impacted by the war. In cascading numbers from 1861 to the war's end in 1865, enslaved blacks gained their freedom. Over the course of the Civil War, historian Stephen Ash estimates that one in four enslaved persons were freed, totaling almost one million people (see Ash's *The Black Experience in the Civil War)*. The experiences of these African Americans, free blacks, those enslaved, and emancipated blacks, represent the substance of this inquiry.

Structure

Anchored by three supporting questions, this inquiry focuses broadly on the process of emancipation and the experiences of black union soldiers in the Civil War. A summative task and three related formative tasks provide an opportunity to learn more about African American experiences during the Civil War. Sources for the inquiry include telegram messages from the period along with related data about African American experiences.

The first supporting question helps establish the context for a deeper examination of African American experiences in the Civil War. Using data from Census reports and other sources, students will develop an understanding of the extent to which African Americans were directly affected by the Civil War.

Students will then narrow their focus in the next two supporting questions and related tasks by examining Civil War telegrams that provide insight into the process of implementing emancipation and the experiences of black union soldiers. The final summative task is for students to create an argument backed by evidence that responds the compelling question.

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Staging the Compelling Question	
Compelling Question	How did African Americans experience the Civil War?
Featured Sources	• **Source A**: Photographs of African Americans in Civil War

Staging the compelling question

This staging task allows students to start thinking about the experiences of African Americans in the Civil War. Many students will have prior knowledge developed in other classes or even through popular culture (e.g. the movie *Glory*). Supporting this prior knowledge with the visual prompts included as sources, students can discuss what they already know about African Americans experiences in the Civil War. Through this staging task, students activate their prior knowledge and build their curiosity contributing to a more impactful experience in the inquiry.

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Compelling Question	
Featured Source A	Photographs of African Americans in Civil War

USCT soldiers at an abandoned farmhouse in Dutch Gap, Virginia, 1864, Photographer Unknown
Source: Library of Congress CALL NUMBER: LC-B811- 2553[P&P], http://www.loc.gov/pictures/item/cwp2003004888/PP/

"Contrabands at Headquarters of General Lafayette," by photographer Mathew Brady.
Source: Randolph Linsly Simpson African-American collection, JWJ MSS 54, Object ID 2111696, Beinecke Rare Book & Manuscript Library, Yale University, New Haven, Conn.,
https://brbl-dl.library.yale.edu/vufind/Record/3580234?image_id=1350343

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Supporting Question 1	
Supporting Question	How many African Americans were enslaved at the onset of the Civil War and where did they live?
Formative Performance Task	Write a brief summary paragraph with details describing the geographic and demographic distribution of the African American population in 1860.
Featured Sources	• **Source A**: 1860 US census of African American population • **Source B**: Distribution of the Slave Population - 1860

This opening question sets the context for the inquiry. The question ask about the African American population at the beginning of the Civil War. At that time, the African American population was broadly divided among those who were free, living in all parts the United States and those who were enslaved and living in the 15 states where slavery was legal. The 1860 U.S. Census counted 3,950,528 enslaved persons living in 15 states representing 13% of the total population. The free black population was 476,748 or 1.5% of the total population in the 34 states and eight territories surveyed in the 1860 U.S. census.

Formative Performance Task

The first formative task is designed to help students develop an understanding of the geographic and demographic distribution of the African American population in 1860. Using information from the 1860 United States census, students will write a brief summary paragraph detailing the number of enslaved and free African Americans in the United States and the places where African Americans lived. The information in these sources is quantitative and spatial -- represented in tables and a map. These historical sources use terms that may require explanation and context. For example, the term "mulatto" is used to refer to those persons who are of mixed race. The United State Census Bureau began counting "mulatto" persons in 1850 for reasons that were, at the time, quite controversial.

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With the lights before us, it seems, therefore, quite rational to conclude that we need not look forward to centuries to develop the fact that the white race is no more favorable to the progress of the African race in its midst, than it has been to the perpetuity of the Indian on its borders, and that, as has been the case in all other countries on this continent where the blacks were once numerous, the colored population in America, wherever, either free or slave, it must in number and condition be greatly subordinate to the white race, is doomed to comparatively rapid absorption or extinction. How this result is to be averted, partially at least, we leave to the determination of others, feeling our duty accomplished in developing the facts, as the figures of the census reveal them respecting the past.

COLORED POPULATION OF THE UNITED STATES.

Proportion of the different classes to each other and to the white and aggregate population. Census of 1850.

STATES.	FREE COLORED.			Per cent. of black to total colored population of the free States.	Per cent. of mulatto to total colored population of the free States.	Per cent. of black to total free colored population of the slave States.	Per cent. of mulatto to total free colored population of the slave States.	Per cent. of black to total free colored population of the United States.	Per cent. of mulatto to total free colored population of the United States.	Per cent. of total black to total free colored population of the United States.	Per cent. of total mulatto to total free colored population of the United States.	Per cent. of total free colored to total white population of the United States.	Per cent. of total free colored to aggregate population of the United States.
	Black.	Mulatto.	Total.										
Non-slaveholding	139,432	56,856	196,308	71.04	28.96	.....	.....	32.09	13.09	.....	.....	.....	.....
Slaveholding	135,948	102,239	238,187	.....	.....	57.07	42.93	31.29	23.53	.....	.....	.....	.....
Total	275,400	159,095	434,495	.....	.....	.....	.....	.....	.....	63.38	36.62	2.22	1.67

UNITED STATES.	SLAVE.			Per cent. of black to total slave population of the United States.	Per cent. of mulatto to total slave population of the United States.	Per cent. of slave to white population of the United States.	Per cent. of slave to aggregate population of the United States.
	Black.	Mulatto.	Total.				
United States	2,957,657	246,656	3,204,313	92.30	7.70	16.29	13.82

Proportion of the different classes to each other and to the white and aggregate population. Census of 1860.

STATES.	FREE COLORED.			Per cent. of black to total colored population of the free States.	Per cent. of mulatto to total colored population of the free States.	Per cent. of black to total free colored population of the slave States.	Per cent. of mulatto to total free colored population of the slave States.	Per cent. of black to total free colored population of the United States.	Per cent. of mulatto to total free colored population of the United States.	Per cent. of total black to total free colored population of the United States.	Per cent. of total mulatto to total free colored population of the United States.	Per cent. of total free colored to total white population of the United States.	Per cent. of total free colored to aggregate population of the United States.
	Black.	Mulatto.	Total.										
Non-slaveholding	156,183	69,909	226,092	69.05	30.95	.....	.....	31.90	14.34	.....	.....	.....	.....
Slaveholding	155,148	106,770	261,918	.....	.....	59.25	40.77	31.79	21.88	.....	.....	.....	.....
Total	311,331	176,739	488,070	.....	.....	.....	.....	.....	.....	63.78	36.22	1.81	1.55

UNITED STATES.	SLAVE.			Per cent. of black to total slave population of the United States.	Per cent. of mulatto to total slave population of the United States.	Per cent. of slave to white population of the United States.	Per cent. of slave to aggregate population of the United States.
	Black.	Mulatto.	Total.				
United States	3,549,147	411 613	3,953,760	89.59	10.41	14.67	12.57

1860 census, page xii

This is the first of a two page excerpt from the 8th United States census conducted in 1860.

Source: https://www2.census.gov/prod2/decennial/documents/1860a-02.pdf

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The colored population and its proportions—1860.

States and Territories.	Aggregate colored population.	Per cent. of black to total free colored population.	Per cent. of mulatto to total free colored population.	Per cent. of black to total slave population.	Per cent. of mulatto to total slave population.	States and Territories.	Aggregate colored population.	Per cent. of black to total free colored population.	Per cent. of mulatto to total free colored population.	Per cent. of black to total slave population.	Per cent. of mulatto to total slave population.
Alabama	437,770	22.01	77.99	92.11	7.89	New York	49,005	84.18	15.82	.....	.....
Arkansas	111,259	30.58	69.42	87.36	12.64	North Carolina	361,522	28.41	71.59	93.05	6.94
California	4,086	62.58	37.42	.....	.....	Ohio	36,673	54.49	45.51	.....	.....
Connecticut	8,627	77.96	22.04	.....	.....	Oregon	128	53.56	46.44	.....	.....
Delaware	21,627	85.40	14.60	95.38	4.62	Pennsylvania	56,849	66.33	33.67	.....	.....
Florida	62,677	31.01	68.99	91.49	8.51	Rhode Island	3,952	74.77	25.23	.....	.....
Georgia	465,698	42.74	57.26	92.02	7.98	South Carolina	412,320	28.04	71.96	94.74	5.26
Illinois	7,628	52.98	47.02	.....	.....	Tennessee	283,019	41.21	58.79	86.37	13.63
Indiana	11,428	62.34	37.66	.....	.....	Texas	182,921	23.10	76.90	86.32	13.68
Iowa	1,069	46.87	53.13	.....	.....	Vermont	709	72.92	27.08	.....	.....
Kansas	627	57.44	42.56	.....	.....	Virginia	548,907	59.54	40.46	85.75	14.25
Kentucky	236,167	61.84	38.16	89.81	10.19	Wisconsin	1,171	37.06	62.94	.....	.....
Louisiana	350,373	18.71	81.29	90.17	9.83	Colorado	46	71.74	28.26	.....	.....
Maine	1,327	52.22	47.78	.....	.....	Dakota	.....	.....	.....	.....	.....
Maryland	171,131	80.29	19.11	89.82	10.18	District of Columbia	14,316	59.57	40.43	70.71	29.29
Massachusetts	9,602	68.02	31.98	.....	.....	Nebraska	82	41.79	58.21	46.67	53.33
Michigan	6,799	60.36	49.64	.....	.....	Nevada	45	60.00	40.00	.....	.....
Minnesota	259	34.75	65.25	.....	.....	New Mexico	85	54.12	45.88	.....	.....
Mississippi	437,404	22.25	77.75	91.61	8.39	Utah	59	93.34	6.66	48.28	51.72
Missouri	119,503	53.14	46.86	80.93	19.07	Washington	30	90.00	10.00	.....	.....
New Hampshire	494	48.79	51.21	.....	.....						
New Jersey	25,336	86.36	13.64	50.00	50.00	Total	4,441,830	63.78	36.22	89.59	10.41

Proportions of the different classes to each other. Census of 1850.

CITIES.	FREE COLORED.			SLAVE.			Aggregate.	FREE COLORED.		SLAVE.		Per cent. of total mulatto to aggregate population.
	Black.	Mulatto.	Total.	Black.	Mulatto.	Total.		Per cent. of black to total.	Per cent. of mulatto to total.	Per cent. of black to total.	Per cent. of mulatto to total.	
Richmond, Virginia	1,550	819	2,369	8,222	1,705	9,927	12,296	56.43	34.57	82.82	17.18	20.53
Charleston, South Carolina	887	2,554	3,441	18,225	1,307	19,532	22,973	25.78	74.22	93.31	6.69	16.81
Savannah, Georgia	200	486	686	5,193	1,108	6,301	6,987	30.03	69.97	82.22	17.78	22.06
Mobile, Alabama	98	617	715	5,549	1,264	6,813	7,528	13.71	86.29	81.45	18.55	21.09
New Orleans, Louisiana	1,727	7,367	9,094	13,243	4,602	16,845	25,939	19.01	80.99	72.69	27.31	46.12
Total	4,468	11,827	16,295	49,363	9,986	59,348	75,643	27.42	72.58	83.17	16.83	28.84

Proportions of the different classes to each other. Census of 1860.

CITIES.	FREE COLORED.			SLAVE.			Aggregate.	FREE COLORED.		SLAVE.		Per cent. of total mulatto to aggregate population.
	Black.	Mulatto.	Total.	Black.	Mulatto.	Total.		Per cent. of black to total.	Per cent. of mulatto to total.	Per cent. of black to total.	Per cent. of mulatto to total.	
Richmond, Virginia	1,461	1,115	2,576	9,753	1,946	11,699	14,276	56.73	43.28	83.37	16.63	21.44
Charleston, South Carolina	291	4,567	5,478	20,703	2,736	23,539	29,007	16.26	83.74	88.37	11.63	25.25
Savannah, Georgia	295	410	705	6,395	1,117	7,712	8,417	41.84	58.16	85.52	14.48	18.14
Mobile, Alabama	99	718	817	6,060	1,518	7,587	8,404	12.12	87.88	79.99	20.01	26.01
New Orleans, Louisiana	2,365	8,324	10,689	9,937	3,448	13,385	24,074	22.13	77.87	74.24	25.76	48.00
Total	5,111	15,154	20,265	53,147	10,765	63,912	84,177	23.62	74.78	83.16	16.84	30.79

1806 census, page xiii

This is the second page of a two page excerpt from the 8th United States census conducted in 1860.

Source: https://www2.census.gov/prod2/decennial/documents/1860a-02.pdf

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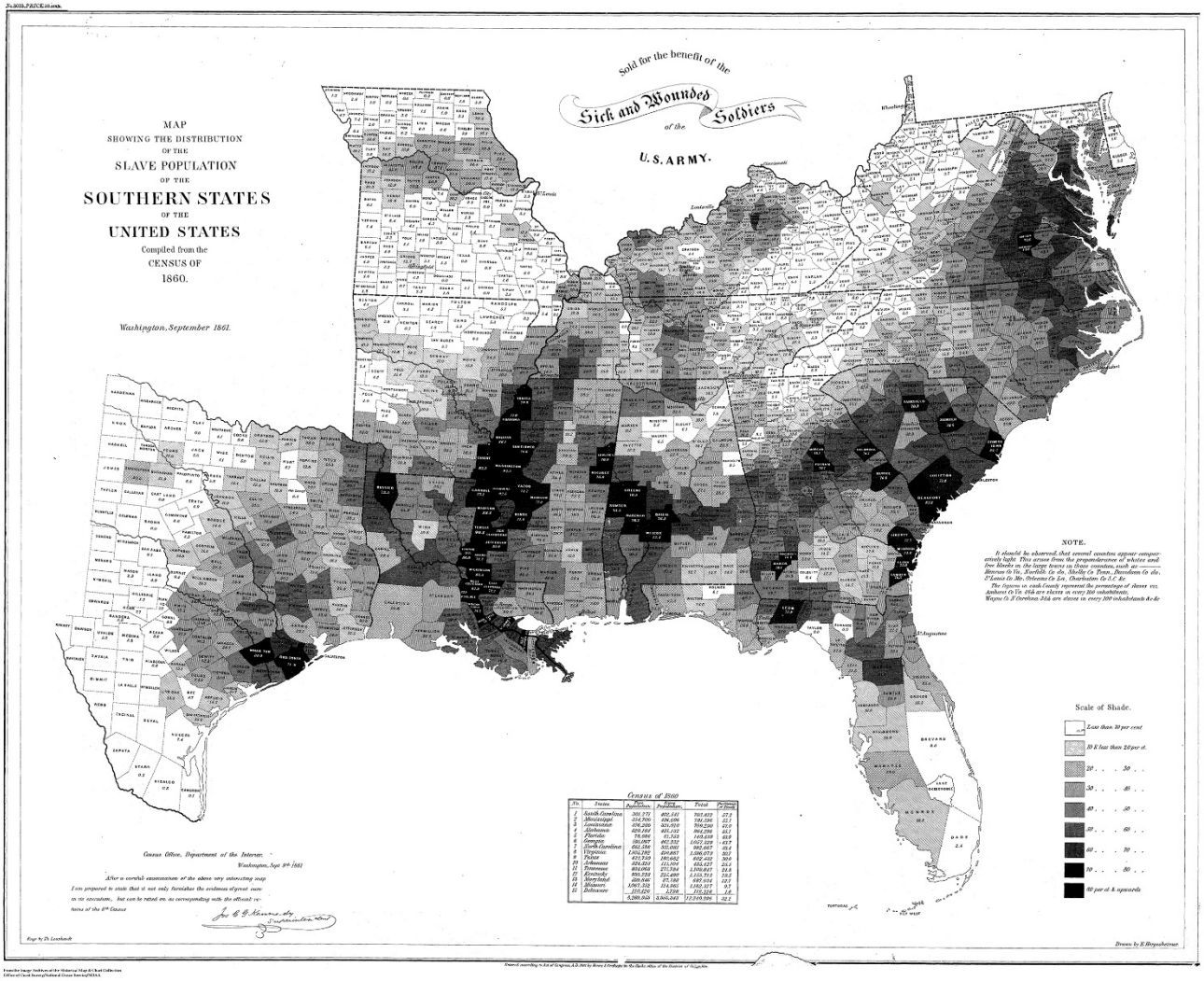
Supporting Question 1	
Featured Source B	Distribution of the Slave Population - 1860



Map Showing the Distribution of the Slave Population of the Southern States of the United States - 1860
Source: Coast Survey's Civil War Collection "Charting a More Perfect Union",
https://historicalcharts.noaa.gov/historicals/preview/image/CWSLAVE

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Supporting Question 2	
Supporting Question	How did enslaved blacks gain their freedom during the Civil War?
Formative Performance Task	Make a list detailing the ways in which enslaved persons gained their freedom and limits on those efforts.
Featured Sources	• **Source A**: Confiscation Acts • **Source B**: Emancipation Proclamation Abraham Lincoln January 1, 1863 • **Source C**: Civil War telegrams on the topic of emancipation

This supporting question is focused on the various ways by which enslaved black persons gained their freedom during the Civil War. Early in the war, freedom came for many enslaved persons through escape, although the August 1861 Confiscation Act declared that slaves escaping to union lines were "contraband" and thus would not be returned to their owners in the south. A few months later, the Second Confiscation Act expanded the original law and gave Lincoln the authority to recruit freed slaves for the Union army. In late 1862, Lincoln issued the Emancipation Proclamation freeing all enslaved persons in those states still in rebellion. As a military order, the Emancipation Proclamation had to be carried out by the Union Army. This question examines the implementation of these orders as the Union army carried out the Confiscation Acts and the Emancipation Proclamation.

Formative Performance Task

This formative task is to list the ways that slaves escaped their bondage and how U. S. laws and military orders affected that process. The goal of this formative task is to build students' background knowledge of events related to the Confiscation Acts and the Emancipation Proclamation as context for a deeper examination of the actions of African American Union troops and escaped slaves. The sources include excerpted text from the 1861 and 1862 Confiscation Acts, the full text of the Emancipation Proclamation, and three telegrams with information related to implementation and enforcement of the Emancipation Proclamation.

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Excerpt

First Confiscation Act

An Act to confiscate Property used for Insurrectionary Purposes.

... That if, during the present or any future insurrection against the Government of the United States, .. any property of whatsoever kind or description, with intent to use or employ..., in aiding, abetting, or promoting such insurrection or resistance to the laws, ... all such property is hereby declared to be lawful subject of prize and capture wherever found; and it shall be the duty of the President of the United States to cause the same to be seized, confiscated, and condemned.

...

SEC. 4. And be it further enacted, That whenever hereafter, during the present insurrection against the Government of the United States, any person claimed to be held to labor or service under the law of any State, shall be required or permitted by the person to whom such labor or service is claimed to be due, ... shall forfeit his claim to such labor,... And whenever thereafter the person claiming such labor or service shall seek to enforce his claim, it shall be a full and sufficient answer to such claim that the person whose service or labor is claimed had been employed in hostile service against the Government of the United States, contrary to the provisions of this act.

APPROVED, August 6, 1861

Second Confiscation Act

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That every person who shall hereafter commit the crime of treason against the United States, and shall be adjudged guilty thereof, shall suffer death, and all his slaves, if any, shall be declared and made free; or, at the discretion of the court,...

...

Section 9

And be it further enacted, That all slaves of persons who shall hereafter be engaged in rebellion against the government of the United States, or who shall in any way give aid or comfort thereto, escaping from such persons and taking refuge within the lines of the army; and all slaves captured from such persons or deserted by them and coming under the control of the government of the United States; and all slaves of such person found on [or] being within any place occupied by rebel forces and afterwards occupied by the forces of the United States, shall be deemed captives of war, and shall be forever free of their servitude, and not again held as slaves.

Section 10

And be it further enacted, That no slave escaping into any State, Territory, or the District of Columbia, from any other State, shall be delivered up, or in any way impeded or hindered of his liberty, except for crime, or some offence against the laws, unless the person claiming said fugitive shall first make oath that the person to whom the labor or service of such fugitive is alleged to be due is his lawful owner, and has not borne arms against the United States in the present rebellion, nor in any way given aid and comfort thereto; and no person engaged in the military or naval service of the United States shall, under any pretence whatever, assume to decide on the validity of the claim of any person to the service or labor of any other person, or surrender up any such person to the claimant, on pain of being dismissed from the service.

Section 11

And be it further enacted, That the President of the United States is authorized to employ as many persons of African descent as he may deem necessary and proper for the suppression of this rebellion, and for this purpose he may organize and use them in such manner as he may judge best for the public welfare.

APPROVED, July 17, 1862.

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Sources:
First Confiscation Act from the Freedmen and Southern Society Project -
http://www.freedmen.umd.edu/conact1.htm

Second Confiscation Act from the Freedmen and Southern Society Project
http://www.freedmen.umd.edu/conact2.htm

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Excerpt

A Proclamation.

Whereas, on the twentysecond day of September, in the year of our Lord one thousand eight hundred and sixty two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

" That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thence forward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of the m, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. Johns, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New- Orleans) Mississippi, Alabama, Florida, Georgia, South-Carolina, North-Carolina, and Virginia, (except the fortyeight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth-City, York, Princess, Ann, and Norfolk, including the Cities of Norfolk, & Portsmouth; and which excepted parts are, for the present, le precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self- defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the city of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

Source: Lincoln, Abraham. (1863, January 1). Abraham Lincoln, Thursday, January 1, 1863 (Final Emancipation

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Supporting Question 2	
Featured Source C	3 Civil War telegrams on the topic of emancipation

Excerpt

Telegram #1:
Summary: Dana describes the process underway in Tennessee to establish a new state government loyal to the United States and a process for emancipation.

Nashville, Tennessee September. 8. 1863

Hon Edwin M. Stanton Secretary of War

I have had this morning a prolonged conversation with Governor Johnson with regard to the general condition of Tennessee. He expresses himself in cheering terms- the occupation of Knoxville he regards as completing the expulsion of rebel power & he proposes to order a general election for the first week in October. A governor & other state officers, legislators, and members of Congress will then be elected the Judiciary. Now entirely lacking, he intends to fill by appointment previous to this election. Judges of the election will also be appointed by him throughout the state. Sufficient means will be taken to prevent all except loyal citizens from voting or being voted for.

Slavery he says is destroyed in fact but must be abolished legally. He is thoroughly in favor of immediate Emancipation both as a matter of moral right & as the indispensable condition of that large immigration of industrious freemen which is necessary to re-people & regenerate the state. He has already declared himself publicly in behalf of unconditional abolition & will recommend it emphatically to the Legislature when it assembles.

He says the great majority of the people of Tennessee are today in favor of freedom. Their only doubt being about the subsequent status of the negro.

He is confident that the Legislature will provide for Emancipation either immediate or at an early day the time of its meeting will be the first week in December probably…

C. A. Dana

Source: Image mssEC_09_107_110_pp101_104_tel120, Ledger EC 09, pp. 101-104, telegram 120, Thomas T. Eckert Papers, The Huntington Library, San Marino, CA.

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Telegram #2:
Summary: Campbell describes the state of affairs in the South regarding the states re-entry into the Union and specifically the requirements of emancipation.

Richmond, Virginia April 7, 1865
Major-General Weitzel,

…. In May, the President, in his memorandum left with me, states three indispensable conditions to peace, which when examined, are all included in the single one of the restoration of the Union by the consent of the seceding states. If his proclamation upon the subject of slavery has the force of law, I suppose that it becomes operative when it was issued and that rights were vested under it. I do not presume that his revocation of that proclamation could destroy the rights there acquired. The acceptance of the Union involves acceptance of his proclamation. If be valid as a law In Virginia, the question of limits is one of great concern and interest, and [would include discussion] of taxes, the confiscation acts…, the oaths of allegiance and right to representation in Congress, and the condition of the slave population... I do not very well see how these matters can be adjusted well without a very grave impartial and patient inquiry between the parties…

-- With much respect J. A. Campbell

Source: Image mssEC_12_209_211_pp203_205_tel362, Ledger EC 12, pp. 203-205, telegram 362, Thomas T. Eckert Papers, The Huntington Library, San Marino, CA.

Telegram #3:
Summary: The provisional governor of Mississippi asks President Andrew Jackson for some leeway in managing affairs in the state.

Jackson, Miss
Aug 20, 1865
525 PM

His Excellency Andrew Jackson Washington
Your dispatch received. The following amendment to our Constitution will pass by a large majority - that neither Slavery nor involuntary servitude otherwise than in the punishment of crime whereof the he party shall have been duly convicted shall hereafter exist in this State and the legislature at its next session and thereafter as the public welfare may require shall provide by law for the protection and security of the persons & property of the Freedmen of this State and guard them and the State from any evils that may arise from their sudden emancipation.

Many are in favor of giving them the right to testify but probably this and the right of suffrage may be left to the legislature. The amendment to the Constitution of the United States is referred by Congress to the Legislatures. Can we not now get rid of martial law and have the habeas corpus restored? The Dept having charge of the negroes I fear is badly managed here. The negroes are bold in their threats and the people are afraid. I have called for volunteer companies of militia in each county to suppress crime which is becoming alarming. Cannot the state arms be turned over to me? It may be done with perfect safety. Perhaps I may think it necessary to organize the whole of the militia. These measures I ask would have a good effect in the other states and certainly here.

W L Shankey

Provisional Governor of Mississippi

Source: Image mssEC_13_338_339_pp332_333_tel535, Ledger EC 13, pp. 332-333, telegram 535, Thomas T. Eckert Papers, The Huntington Library, San Marino, CA.

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Supporting Question 3	
Supporting Question	What were the experiences of African American soldiers in the Civil War?
Formative Performance Task	Create a T-chart with information about the positive and negative experiences of black soldiers during and just after the Civil War.
Featured Sources	○ **Source A**: Sherman telegram to Grant, April 16, 1864 ○ **Source B**: Thomas telegram to Johnson Sept 9, 1865 ○ **Source C**: Stanton telegram to Grant, March 21, 1865 ○ **Source D**: Dana to Stanton, June 22, 1863 ○ **Source E**: Lincoln to Thomas, June 13, 1864

This supporting question allows students to examine, in general, the experiences of African Americans during the Civil War, and specifically incidents that reveal the reality of what it was like to be a black soldier in the Union Army. Racism and discrimination were not limited to the South. Even though the African-Americans enlisted in the Union Army were free, they still faced an uphill battle when it came to treatment within the Union Army. By examining this question, students may begin to understand the struggles and opportunities that black troops faced as soldiers in the Civil War.

Formative Performance Task

This third formative performance task provides students an opportunity to examine the experiences of black soldiers during the Civil War. Five telegrams are included as sources. These telegrams detail both positive and negative experiences among African Americans and impressions of black soldiers in the Union army. One telegram describes an incident at Fort Pillow on the Mississippi River in Henning, Tennessee. Another details a complaint from President Lincoln about the unlawful impressment of African Americans into military service. One telegram describes how black soldiers had been viewed positively as contributing to the Union war effort, while another describes tensions just after the war between white and black troops in occupied southern states. Students analyze the telegrams to gain a better understanding of the experiences of black soldiers during and just after the Civil War.

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Supporting Question 3	
Featured Source A	Sherman telegram to Grant, April 16, 1864

Excerpt

Secretary of War.

HDQRS. MILITARY DIVISION OF THE MISSISSIPPI,

Nashville, Tenn., April 15, 1864. (Received 2.30 p.m.)

Lieutenant-General GRANT,

Culpeper, Va.:

General Brayman reports from Cairo the arrival of 50 wounded white soldiers from Fort Pillow, and that the place was attacked on the 12th, 50 white soldiers killed and 100 taken prisoners, and 300 blacks murdered after surrender. I don't know what these men were doing at Fort Pillow. I ordered it to be abandoned before I went to Meridian, and it was so abandoned. General Hurlbut must have sent this garrison up recently from Memphis. So many are on furlough that Grierson and Hurlbut seem to fear going out of Memphis to attack Forrest. I have no apprehension for the safety of Paducah, Columbus, or Memphis, but without drawing from Dodge, I have no force to send over there, and don't want to interrupt my plans of preparation for the great object of the spring campaign. I expect McPherson's two divisions from Vicksburg to rendezvous at Cairo from furlought about the 20th, and I look for A. J. Smith up daily from Red River. Whenever either of these commands arrive I can pen Forrest up, but will take some time to run him down. Do you want me to delay for such a purpose, but shall I go on to concentrate on Chattanooga?

I don't know what to do with Hurlbut. I know that Forrest could men him up in Memphis with 2,500 men, although Hurlbut has all of Grierson's cavalry and 2,500 white infantry, 4,000 blacks, and the citizen militia, 3,000. If you think I have time I will send a division from Dodge to Purdy, and order A. J. Smith as he comes up to strike island to Bolivar, Jackson, &c, and some across by land to the Tennessee. This may consume anextra two weeks.

Corse was at Vicksburg ready to start up the Red River the 8th.

W. T. SHERMAN,

Major-General

Source: Image mssEC_10_095_096_pp089_090_tel149, Ledger EC 10, p. 89-90, telegram 149, Thomas T. Eckert Papers, The Huntington Library, San Marino, CA.

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Supporting Question 3	
Featured Source B	Thomas telegram to Johnson Sept 9, 1865

Excerpt

Nashville, Tennessee

September 9, 1865

10 PM

His Excellency President Johnson:

Have just received your telegram of the 8th. I do not believe that there is the least foundation for fearing an insurrection among the negroes, nor that in the event of any disturbances the negro troops in this military division would attempt to commit violence. As a general rule, the negro soldiers are under good discipline. I have required all commanding officers to keep their commands under good discipline, and as a general rule I believe they have.

I believe in the majority of cases of collisions between whites and negro soldiers that the white man has attempted to bully the negro, for it is exceedingly repugnant to the Southerners to have negro soldiers in their midst, and some are so foolish as to vent their anger upon the negro because he is a soldier. It was my desire to have retained in service all the one-year white troops to garrison the different important points in each State until the States were reorganized and resumed their proper status and functions in the Union. All these regiments have now been ordered to be mustered out in Kentucky and Tennessee, which compels me to use negro troops to garrison the important points in those States.

If General Palmer thinks it safe to withdraw the troops from Kentucky, all the negro troops in that State can be mustered out of service. It is necessary to have a few regiments at the depots in this State to guard public property. The balance I contemplate sending to Alabama and Georgia to enable the commanding generals of those two departments to discharge an equal number of white troops, who are clamorous for their discharge and in reality are doing but little good in most places.

The white troops are particularly hostile to the negro, and with the utmost care it is difficult to prevent collision between them. I have always endeavored to observe a just and conciliatory course toward the people of the States within my command, and believe they are, as a mass, satisfied, but there are always in every community evil-minded persons, to whom nothing seems right except when they can have all their whims and caprices satisfied. These I find are always ready to misrepresent and exaggerate every event, however trifling, that does not in some manner benefit them.

From what I observe of the sentiments and acts of the people of Georgia and Alabama, I am convinced that after the organization of these States it will only be necessary to hold the fortifications on the sea coast and concentrate a force of 5,000 or 6,000 well -disciplined troops, either white or black, at some central points, as Atlanta and Chattanooga, to insure the supremacy of the Government.

George H. Thomas,
Major-General.

Source: Image mssEC_12_344_346_pp338_340_tel578, Ledger EC 12, p. 344-346, telegram 578, Thomas T. Eckert Papers, The Huntington Library, San Marino, CA.

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Supporting Question 3	
Featured Source C	Stanton telegram to Grant, March 21, 1865

Excerpt

City Point, Virginia

March 21, 1865

2.30 p. m.

Honorable E. M. Stanton

Secretary of War:

I would recommend relieving Crook from command of his department and ordering him to command the cavalry of the Army of the Potomac. I would call attention to the fact that our white troops are being paid, whilst the colored troops are not. If paymaster could be ordered here immediately to commence paying them it would have a fine effect.
U. S. GRANT,

Lieutenant-General.

Source: Image mssEC_13_179_p173_tel305, Ledger EC 13, p. 173, telegram 305, Thomas T. Eckert Papers, The Huntington Library, San Marino, CA.

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Supporting Question 3	
Featured Source D	Dana to Stanton, June 22, 1863

Excerpt

Near Vicksburg, Mississippi

June 22, 1863

9 am

Honorable E. M. Stanton

Secretary of War

Allow me to represent the very great necessity that some first-rate officer, with suitable energy, patient in character, should be sent here, or found here, to take the place of General J. P. Hawkins, and conduct the organization of the African forces. Hawkins is sick, and very probably will not again be robust enough to efficiently resume his duties in this climate, and the public service is suffering terribly in this most delicate matter inconsequence of his absence. I do not know here an officer who could do the duty half as well as he, so that I make no recommendation, but none but a man of the very highest qualities can succeed in the work. I am happy to report that the sentiment of this army with regard to the employment of negro troops has been revolutionized by the bravery of the blacks in the recent battle of Milliken's Bend. Prominent officers, who used in private to sneer at the idea, are now heartily in favor of it.
C. A. Dana

Source: Image mssEC_07_400_p398_tel462, Ledger EC 07, p. 398, telegram 462, Thomas T. Eckert Papers, The Huntington Library, San Marino, CA.

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Supporting Question 3	
Featured Source E	Lincoln to Thomas, June 13, 1864

Excerpt

Executive Mansion

Washington June 13, 1864

Major General Thomas

Louisville, Ky

Complaint is made to me that in the vicinity of Henderson, our military are seizing negroes and carrying them off without their own consent and according to no rules whatever, except those of absolute violence. I wish you would look into this & inform me, and see that the making soldiers of negroes is done according to the rules you are acting upon, so that unnecessary provocation and irritation be avoided.

A. Lincoln

Source: The Collected Works of Abraham Lincoln, Volume 7, and
http://wiki.lincolntelegrams.com/index.php?title=June_13,_1864_(1)

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Supporting Question 4	
Supporting Question	How did freed and escaped slaves provided information to the Union army.?
Formative Performance Task	Make a claim with supporting evidence about the ways that freed and escaped slaves provided information to the Union army.
Featured Sources	○ **Source A**: Civil War telegrams with reports from escaped and freed slaves on military activities in the Civil War

This supporting question focuses broadly on the contributions of African Americans during the Civil War. More specifically, the question and sources point students to the networks of freed and escaped slaves who provided critical information to the Union army.

Formative Performance Task

This task gives students an opportunity to examine Civil War telegrams with information about the experiences of African Americans in Union occupied southern territory. Four telegram messages include reports from persons who had escaped, been freed, or crossed enemy lines. These telegrams provide insight about the informal role that African Americans played in the Union war effort.

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Supporting Question 4	
Featured Source A	4 Civil War telegrams with reports from escaped and freed slaves on military activities in the Civil War

Excerpt

Telegram # 1, Wesley Norris
Summary: General Meade recounts the story of a Wesley Norris, a freed slave, who crossed enemy lines via a pass. Norris give information of troop positions and movements.

Head Quarters Army of Potomac of Potomac 4 P.M.
Sept. 6. 1863
Maj. Gen'l H. W. Halleck

Wesley Norris, a free negro, came into our lines from Culpepper yesterday, about sunset. He states he was formerly the property of George Washington Custis who died at Arlington Va. about six years ago. By his will, he was made free, after having served five years for Gen'l Lee. He has been hired out of late to Alex Dudley, Supt. York River Railroad, who discharged him a few days before he left Richmond.

He states he left Richmond on Friday last with a pass from Gen'l Custis Lee to go through our lines via Culpepper- He took the Central cars, via Gordonsville, and arrived in Gordonsville about noon. Staid there two hours. Saw no troops on the move or march. Saw some in camp to the right of Gordonsville, perhaps four or five thousand, just out of the town. - Looked as if they had been in camp some little time. The Charlottesville cars run in the same depot –

States, if any troops had been moving from or towards Charlottesville he would have known it. Talked with several persons at Gordonsville. They said nothing about the movement of troops anywhere. Saw many troops in camp at Orange C.H. all in camp - none on the march. "Had to get off here to get a pass when the cars left me and walked to Culpepper. Got to Culpepper Saturday. Yesterday morning saw troops in several places between Orange C.H. & Culpepper. Went all the way on the Railroad, showed my pass only once. Saw no troops at Culpepper but some wagons & a few tents. Went to the Pro. Marshal who examined my passes & made some objections as to my coming thro: Was put on a horse in the afternoon, blindfolded & sent to our pickets at Rappahannock Station."

-- Maj. General Meade

Source: Image mssEC_09_111_p105_tel121, Ledger EC 09, p. 105, telegram 121, Thomas T. Eckert Papers, The Huntington Library, San Marino, CA.

Telegram # 2, African American with an update from the front
Summary: Hunt forwards news of Confederate troop movements near Manassas provided to the Union Army by a black person.

Gen Heintzelman
Washington Fort Lyon
Mar 9 1862

Col Champlin reports a negro on his way to these Head Quarters who left Manassas yesterday morning. Negro reports enemy leaving Manassas in haste - cannon dismounted & being hurried off to Gordonville. Only five regiments remaining at Manassas. General Van Dorn in command there.

Your Respectful
Leavitt Hunt, Sgt & ADC

Source: Image mssEC_01_105_p103_tel143, Ledger EC 01, p. 103, telegram 143, Thomas T. Eckert Papers, The Huntington Library, San Marino, CA.

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Telegram #3, African American with an update on Confederate Troop movements
Summary: Maj. General Alfred Pleasanton forwards a report about Confederate troop movements around Harpers Ferry which was provided by a black person.

605 P.M
A. Pleasanton
June 14. 1863
For Secy War and Gen. Hooker,

A negro just in, states he left Gaines Crossroads last night and the Enemy's column passed there for Harpers Ferry on Friday morning expected to reach Harpers ferry by Saturday night. States Lee was in command that the whole army was in the column. Saw Ewell in his carriage also Longstreet and Early. The column was two days passing Gaines Crossroad. Few troops were left at Fredricksburg and few cavalry at Culpepper as a blind the whole army was destined for Harpers Ferry and thence across into Maryland. I believe this man's report. General Reynolds is here signed

A. Pleasanton

Source: Image mssEC_06_259_p255_tel283, Ledger EC 06, p. 255, telegram 283, Thomas T. Eckert Papers, The Huntington Library, San Marino, CA.

Telegram #4, African American with an update on Confederate Troop movements
Summary: Grant send intelligence regarding enemy troop movements provided by African Americans freed around the Richmond area.

212 PM
Head Quarters Army of the Potomac North Anna
May 24th
For General Halleck,

The Enemy have fallen back from North Anna, we are in pursuit. Negroes who have come in state that Lee is falling back to Richmond. If this is the case, Rutters forces will all be wanted when they are. Notify him to hold Smith in readiness to be moved but to await further orders. I will probably know today if the Enemy intends standing behind South Anna

U S Grant
Lt Genl

Source: Image mssEC_11_218_p212_tel366, Ledger EC 11, p. 212, telegram 366, Thomas T. Eckert Papers, The Huntington Library, San Marino, CA.

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Summative Performance Task	
Compelling Question	**How did African Americans experience the Civil War?**
Argument	Construct a written argument answering the compelling question, "How did African Americans experience the Civil War?" The argument should include claims supported by evidence from the sources.
Extension	Students collect additional information about the African Americans mentioned in the telegrams and create a visual presentation of their experience before, during, and after the Civil War.

Argument

Drawing on what they learned in completing the formative tasks, students construct an argument describing the experiences of African Americans in the Civil War. Students rely on the sources for evidence to make arguments expressing their judgement about African Americans experiences in the Civil War. Students' arguments will vary, but may include some of the following ideas.

- African Americans suffered greatly during the Civil War, both as enslaved persons and when serving freely in the Union army.
- Although some slaves escaped bondage early in the Civil War and the Emancipation Proclamation was carried out by Union troops, the experiences of African Americans where still very harsh and reflective of racism in the south and the north.
- African Americans soldiers as well as freed and escaped slaves made important contributions to the Union War effort, but the overall experiences for African Americans was uneven.

Extension

This extension is an opportunity for students to examine and research a larger slice of the content discussed in the inquiry. It also allows students to dig in deeper on the content and potentially find some more personal connections to people in history.

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Taking Informed Action	
Understand	Identify a modern day example of how the United States armed forces are attempting to diversify.
Assess	Determine approaches for helping others learn more about these diversification efforts.
Action	Share a proposal for how the U. S. Armed forces might (or might not) pursue a policy of more diversification of their ranks.

This taking informed action allows students to examine the extent to which the U. S. Armed forces have become more diverse in the last few decades. Drawing upon their knowledge of the ways that African Americans contributed, both formally and informally, to the Union war effort during the Civil War.

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