



LESSON PLAN:

FREEDMAN'S VILLAGE AT ARLINGTON

Middle School (6-8)

OVERVIEW:

Students analyze primary documents related to the end of Freedman's Village, which was previously located at Arlington National Cemetery. Freedman's Village was a community of freed African Americans established on the former Arlington estate in 1863. In 1887, the government decided to close Freedman's Village and evict the residents. After analyzing documents and summarizing the arguments on both sides of the question—should Freedman's Village be closed or remain open?—students choose their own stance and respond to a reflection question. For an extension opportunity, students can write a letter to the secretary of war detailing what they think should be done.

Resources include quotes, images, and analyzation worksheets. Resources are flexible and can be used in a variety of ways.

Estimated time: 1-2 class periods, 60-90 minutes total

STANDARDS:

Social studies standards vary by state. This lesson can be used to teach the following standards and similar wording may be found in your state standards.

Common Core State Standards

- CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

National Council for the Social Studies Standards

- NCSS.D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- NCSS.D2.His.2.9-12: Analyze change and continuity in historical eras.
- NCSS.D2.His.3.9-12: Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- NCSS.D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.



LEARNING OBJECTIVES:

- Students will explain why Freedman's Village was created, how it assisted those who lived there, and ways that it didn't address the needs of a newly freed population.
- Students will identify:
 - The attitude of primary document authors toward Freedman's Village and its residents.
 - Arguments used by the military and Department of War to remove residents of Freedman's Village.
 - Arguments used by residents and supporters of the Village to support their continued residence or to request compensation for loss.
- Students will use primary documents to draw conclusions and make inferences about:
 - Challenges faced by African Americans during and after Reconstruction.
 - The role of Freedman's Village and other communities in supporting the integration of newly freed people.

RESOURCES NEEDED:

- Freedman's Village PowerPoint
- Primary Sources (1 source per group, 1 or more copies per group)
- Village Fast Facts (varies, from 1 or more copies for group 6 to 1 copy per group)
- Village Worksheets (1 worksheet per group, copies for each student in group)
- Primary Source Analysis Graphic Organizer, if needed
- Rubric, if grading

LESSON ACTIVITIES:

Before teaching this lesson, students should already have a basic understanding of the challenges faced by newly freed African Americans.

- Introduction: 5 minutes
 - Display PowerPoint Slide 1:
 - Quick review of prior knowledge: Students have learned about slavery in the United States. They have learned about the Civil War and Reconstruction. They have learned how the lives of former slaves changed once their rights were legally recognized.
 - Display PowerPoint Slide 2:
 - Set purpose: Today we're going to consider ownership and fairness. We're going back in time: to Virginia in 1887. It's been 22 years since the 13th Amendment ended slavery in all parts of the United States. Living outside Washington, D.C. in Virginia, you've heard rumors about the closure of Freedman's Village at Arlington. Naturally you have lots of questions.



- Display PowerPoint Slide 3:
 - Some sample questions are shown. Students may share their own questions.
- Explain Activity: 10 minutes
 - Display PowerPoint Slide 4
 - Activity Overview: Working in groups, students will gather information so that they can answer the displayed questions and form their own opinion about what should be done.
 - Display PowerPoint Slide 5: Research Groups
 - Depending on class size, student abilities, and time available, students should be divided into 4-5 groups. Each group will receive 1 or more copies of their primary resource and individual copies of the accompanying worksheet.
 - Groups: As you read today, you want to focus on the opinions and arguments the writers use. What do they think should be done about the village? How do they try to persuade you to agree with them?
 - **Resident Experts:** You'll be reading a letter written by one of the villagers to the government. He wrote this after a community meeting to discuss what action the villagers should take.
 - **Government Experts:** You'll be reading the official government correspondence that leads to the village being closed.
 - **Public Opinion:** You'll be reading a newspaper article that appeared shortly after the residents found out about the village possibly being closed.
 - **Village History:** You'll be reading parts of the same article, but your sections will focus more on the history of the village so we can find out what this village is and who lives there.
 - **Village Facts:** Your document includes images and information to round out our understanding of the village, especially its history and residents.
 - If only creating 4 student groups, it is recommended that all groups have a copy of the Freedman's Village Fast Facts document (eliminating Village Facts group).
- Activity: 20- 30 minutes
 - In groups or individually, students read their primary source document and fill out the front page of the corresponding worksheet. If students fill out the worksheets individually, give them time (5-10 minutes) to discuss their answers with their groups before moving on. They can also start to fill in the chart on the back.
 - Depending on students' literacy skills and familiarity with primary resources, they may benefit from use of a graphic organizer to assist in their analysis. If you or your school district do not already have a standard format, the "Optional Analysis Organizer" included



with this lesson may be used. Additional organizers can be found by searching for commonly used acronyms, such as HIPPO or SOAPS.

- About the Resources and Groups:

- **Resident Experts:** When the villagers heard about the closure of the village, they had a meeting to discuss what they should do. They had John Syphax write a letter to William Endicott, the Secretary of War, to ask about the situation and argue their cause. Syphax outlined the circumstances of the residents and their contributions to both the government and the community. If they cannot stay on the land, he asked that each homeowner receive \$350 in compensation.
- **Government Experts:** This series of letters began with the superintendent of Arlington National Cemetery requesting the removal of the villagers because they were suspected of cutting down hundreds of trees at the cemetery for firewood. In response, the quartermaster general of the Army informed the secretary of war that the villagers were in violation of an Army regulation banning civilians from residing on military reservations. The request for removal was approved. Because these are military documents, the tone is typically straightforward and factual. Some language in Commerford's letter suggests that he was unsympathetic to the villagers. You may want to point out to this group that some residents of the village were employed at Fort Myer, located next to the cemetery, and that the commanding officer at Fort Myer wanted to keep the village open.
- **Public Opinion:** The New York Herald article is sympathetic to the residents and argues that they are being unfairly driven out primarily to satisfy those who want to develop the valuable land. The article emphasizes the sacrifices and improvements made by the villagers. The article also mentions the possibility that the events are influenced by white neighbors' unhappiness with villagers voting. The newspaper article is a contemporary outside view of the events.
- **Village History:** Portions of the excerpts from the Herald article are identical to those in Newspaper Article #1, however, this excerpt focuses on the history of the village. Again, the Herald article is sympathetic to the villagers.
- **Village Facts:** While the text is not from a primary source, the drawing and map of the village, along with the picture of Sojourner Truth, are all primary sources. This document provides facts about the estate and village that are not available in the other documents and will help give students a fleshed-out knowledge of the village's history.

- Discussion: 15-25 minutes

- Slide 6 and worksheets: As a whole class, discuss the Table on the back of the worksheets. Do not worry if students are missing some of the listed reasons. What were some reasons for closing the village? What were reasons to keep it open?



Possible Answers: Reasons to Continue Freedman's Village	Possible Answers: Reasons to Close Freedman's Village
<ul style="list-style-type: none"> • Many villagers work for the government, including those who work at Fort Myer • Villagers paid for their homes • Different government agents made them think they'd be able to stay permanently • Villagers have planted trees, built churches, and made other improvements • Villagers had been treated unfairly: slavery, losing money in the Freedman's Bank, failed colony attempt in Haiti (Hayti) • Villagers have paid taxes and been underpaid for their work • Villagers are good community members who work hard • Villagers shouldn't be kicked out for land developers • Villagers shouldn't be evicted in the winter • No proof villagers cut trees for firewood • If evicted, villagers should be paid for their homes 	<ul style="list-style-type: none"> • Official reason: Army regulations forbid civilians living on a military reservation • High crime rates in the village • Villagers were a financial burden to the larger (mostly white) Alexandria community • Villagers don't pay local taxes (residing on federal government land), but use local services to fund education (may argue that the federal government should pay for education services) • Villagers were cutting down trees in the cemetery for firewood • The land the village is on is valuable for development • The cemetery couldn't expand without the village closing • Because of the size of the village, the African American residents had a big impact on local elections as they would typically vote for the same candidate

- Slide 7: Once you have completed your lists, you can discuss other questions, such as:
 - Are the only options to keep the village open or to close it? What else could be done?
 - Since Army regulations forbid civilians from living on the property, what could be a solution to this problem?
 - If the village has to close, is there a way to make things more "fair" for the residents?
 - Look at the lists we've made. What reasons do you find to be compelling? Why do you think those reasons are important or worth considering?
 - What reasons do you think are *not* convincing? What makes these arguments weak?
 - How might your knowledge of what happened after the village closed influence which reasons you find more likely?



- For instance, one possible reason for closing the village is the value of the land. We know that the land wasn't developed commercially and became part of Arlington National Cemetery.
- Reflection: 10-15 minutes
 - Slide 8 and worksheets: Students now have time to consider the Reflection Question on the back of the page. What are their own opinions? What do they think would be fair or right?
- Note: If needed, longer versions of the primary sources can be found in the high school lesson. If students need more support reading documents, you may want to review the elementary lesson plan for ideas.

BACKGROUND INFORMATION FOR TEACHERS:

During the Civil War, and directly afterward, the population of newly freed Blacks in and around Washington D.C. increased dramatically. Newly freed people were also called “freedmen” or “contrabands.” (The name “contraband” was used because in the South, slaves were classified as property. Enemy property captured by the U.S. Army was considered contraband and would not be returned. You can read more about the name and the official U.S. policy here: <https://www.nps.gov/articles/fort-monroe-and-the-contrabands-of-war.htm>) Among the difficulties faced by these displaced refugees, the needs for housing, food and employment to support themselves and their families were primary. To address these needs, the federal government established “contraband camps” throughout the city. However, overcrowding and poor sanitation made these camps difficult places to live.

Arlington Plantation, the home of Confederate General Robert E. Lee (which was actually owned by his wife, Mary Custis Lee), had been seized by the U.S. Army in 1861, shortly after Virginia seceded and the Lee family fled south. The high ground overlooking Washington, D.C. was an important strategic position for the military to hold. In 1864, part of the estate became a military cemetery.

By 1863, government officials were looking for a site for a new contraband camp and ultimately chose a portion of the Arlington Estate. Unlike other camps of the time, Freedman's Village eventually became a permanent settlement for formerly enslaved persons. While residents were encouraged to learn skills, find work and only live in the village temporarily, some chose to remain there for years. Noted abolitionist and former slave Sojourner Truth lived in the village for a year, helping to educate and train residents. Over the years, the population of the village fluctuated between 1,000 and 3,000 residents. Residents established schools, churches, and a home for the aged and infirm. The village provided many individuals with a chance to acquire necessary skills and experiences as they constructed lives outside of slavery.



However, the village was not free of problems. Without a civil government, the residents were under military rule and then the jurisdiction of the federal government's Freedmen's Bureau, established in 1865. Residents were required to work for the federal government or to have another means of employment. The government pressured them to sign work contracts, which many African Americans were reluctant to do, fearing that they were signing their way back into slavery. Moreover, managing social services in Freedman's Village proved challenging. Conditions in the home for the aged, for example, were poor: in 1867, a hospital surgeon noted in a letter that there was insufficient heat, cleanliness, and attention to residents' needs.

As early as 1868, the federal government made efforts to close the village and move residents out. However, the village survived until 1887. In December 1887, the Army informed villagers that they had 90 days to relocate. The deadline lapsed as Major Carpenter, the commanding officer at Fort Myer who was ordered to remove the villagers, called for an investigation that included a survey, a census, and an evaluation of property. As the investigation went on, however, many residents moved away. In 1888, 763 people still lived in the village. In 1890, the remaining 150 families moved, and the Army tore down the remaining buildings. In 1900, Congress appropriated \$75,000 to pay the villagers and settle the debt owed to them. Former residents or their descendants were also paid.

Today, no trace of Freedman's Village remains at Arlington National Cemetery. While the exact boundaries of the village are unknown, part of it was situated on what are now Sections 4, 8, 20 and 34.

While the buildings of Freedman's Village were torn down, the community that residents built did not collapse. Residents used what they had learned during their time there to form other Black communities in the Arlington area. (Three of these communities—Green Valley, Hall's Hill, and Johnson's Hill—still exist and some local families can trace their family history to Freedman's Village.) They took with them the skills they had learned, the educations they had gained, and the organizations (including churches) that they had created. Organizations that began in the village and continue in Arlington today include the Grand United Order of Odd Fellows and Mt. Olive and Mt. Zion Baptist churches.

The federal government's official reason for closing the village was that Army regulations forbade civilians from residing on military reservations. However, there were other considerations that probably influenced the decision to close the village. Students will read about these reasons and draw their own conclusions about why the village was closed.



LESSON EXTENSIONS:

- Share examples of student work with Arlington National Cemetery by posting pictures on Twitter with the hashtag #ANCEducation or #ANCeduAfAmExp. Remember to follow your school/district's student privacy and social media policies.
- Extended Writing Activity: students can use their reflection response to write a letter to Secretary of War William Endicott in 1887.
- Further Discussion Topics: (included in PowerPoint)
 - In an 1865 speech titled "What the Black Man Wants," Frederick Douglass said:
 - "...in regard to the colored people there is always more that is benevolent, I perceive, than just, manifested towards us. What I ask for the negro is not benevolence, not pity, not sympathy, but simply *justice*. The American people have always been anxious to know what they shall do with us... Everybody has asked the question... "What shall we do with the negro?" I have had but one answer from the beginning. Do nothing with us! Your doing with us has already played the mischief with us. Do nothing with us! ... And if the negro cannot stand on his own legs, let him fall also. All I ask is, give him a chance to stand on his own legs! Let him alone! ... If you will only untie his hands, and give him a chance, I think he will live."
 - In what ways did Freedman's Village provide freed people with justice? In what ways did it fall short of justice?
 - What changes do you think Douglass would have suggested to Freedman's Village? What things about the village do you think he would have approved?
 - In 1865, Major General William Tecumseh Sherman, Secretary of War Edwin M. Stanton, and a group of African American ministers, with Garrison Frazier as spokesperson, met in Savannah, Georgia to discuss the condition and needs of the newly freed Black population. Frazier was a Baptist minister and had been a slave until 1857. The recommendations of Frazier and the other ministers included:
 - "The way we can best take care of ourselves is to have land, and turn it and till it by our own labor...and we can soon maintain ourselves and have something to spare... We want to be placed on land until we are able to buy it and make it our own."
 - "I would prefer to live by ourselves, for there is a prejudice against us in the South that will take years to get over; but I do not know that I can answer for my brethren."
 - How was Freedman's Village an opportunity to try the ministers' recommendations?
 - How did Freedman's Village fall short of what the ministers recommended?



- The transcribed text of the meeting can be found here:
<http://www.freedmen.umd.edu/savmtg.htm>
- The original newspaper article can be found here:
<https://chroniclingamerica.loc.gov/lccn/sn83030213/1865-02-13/ed-1/seq-5/>
- Explore these additional sources for more information and lessons about Reconstruction:
 - Other National Archives Civil War and Reconstruction Lessons:
<https://www.docsteach.org/activities/activities?fe=czoXOil1js=&rt=aMt7hY99gB6Y>
 - The Library of Congress offers multiple lessons about African American history and Civil War history: <http://www.loc.gov/teachers/classroommaterials/lessons/>
 - National Endowment for the Humanities has a number of lessons about life after slavery and during reconstruction, including:
 - A lesson that uses the contrasting views of two free Black men:
<https://edsitement.neh.gov/lesson-plans/david-walker-vs-john-day-two-nineteenth-century-free-black-men>
 - A lesson that explores the interest in African American literacy after Emancipation:
<https://edsitement.neh.gov/lesson-plans/frances-ellen-watkins-harpers-learning-read>
 - A lesson that uses narratives from former slaves to understand life under slavery and after emancipation: <https://edsitement.neh.gov/lesson-plans/slave-narratives-constructing-us-history-through-analyzing-primary-sources>



Planning a Visit to Arlington National Cemetery?



Nothing remains of Freedman's Village on the grounds of Arlington National Cemetery. However, Section 27 has the graves of around 3,800 citizens or civilians. While they were not residents of Freedman's Village, they were former slaves who lived in the Washington D.C. region. If you are interested in more information and discussion questions to use with your class during a visit to the cemetery, a detailed walking tour is available on ANC's website.

Name: _____

Class Period: _____



RESIDENT EXPERT

1

Villagers to Government

When the villagers learned that the government was going to close the village, they held a meeting to determine what should be done. They chose John B. Syphax to write a letter to the secretary of war. Syphax was the son of Maria Carter Syphax, whose white half-sister, Mary Custis Lee, inherited the Arlington Estate.

READING QUESTIONS

1. What is Syphax's attitude toward Secretary of War Endicott? What words or phrases from the letter support your conclusion?

Answers will vary. Example: Syphax is very respectful of the Secretary. He "begs leave" to present facts for Endicott's "honorable consideration"

2. According to Syphax, why did residents of the village believe that they would be able to stay and have some claim to the land?

Agents made them think they'd have a claim to part of the land. They were allowed to build an expensive church.

3. What improvements did the residents make to their homes and the village?

They planted trees and made unspecified improvements. They built a church and new houses.

4. If residents are forced to move, what does Syphax ask for in compensation?

\$350 for each homeowner

5. What is Syphax's opinion about closing the village? Do you agree with him? Why or Why not?

Answers will vary, but Syphax is against closing the village

Name: _____

Class Period: _____



GOVERNMENT EXPERT

2

Cemetery, Army, Gov't

The decision to close Freedman's Village began with the letter from J.A. Commerford on November 12, 1887. Commerford was the superintendent of Arlington National Cemetery. The letter was sent to S.B. Holabird, the quartermaster general of the U.S. Army. Holabird then sent his own letter to the secretary of war who decided to close the village. The U.S. government had purchased the Arlington land and there are different regulations for government-owned land than for privately-owned land.

READING QUESTIONS

1. What is Commerford's attitude toward the residents of Freedman's Village? What words or phrases from the letter support your conclusion?

He has a negative view of them. He calls them "squatters" and lumps them all in with those who are cutting down the trees and stealing wood.

2. Commerford accuses the villagers of cutting down trees. Is cutting down the trees really such a big problem? Why or why not?

Answers will vary.

3. Commerford says that removal of the villagers is the most effective way to prevent theft. Do you agree? Is there another solution they could try?

Answers will vary.

4. In Holabird's letter he barely mentions Commerford's original concern. Why do you think that is?

Answers will vary.

5. What are the opinions of the cemetery, army, and government about closing the village? Do you agree with them? Why or Why not?

Answers will vary, but they're planning to close the village.

Name: _____

Class Period: _____



PUBLIC OPINION

3

Newspaper Article #1:

The New York Herald sent a reporter to observe the village and speak to residents as part of his research for the article. Published on December 8, 1887, the article is a contemporary view of the situation. The article is not an objective presentation of facts: the author has a decided viewpoint. Your excerpt includes sections of the article that focus on possible reasons the closure is happening.

READING QUESTIONS

1. What is the author's attitude toward the residents of Freedman's Village? What words or phrases from the letter support your conclusion?

Answers will vary. Ex: The author supports the villagers. His language is sympathetic to the villagers. He says they're being "deprived," they're "honest," but also "helpless." The war Department is suffering from a "curious trick." They've been "deluded," etc.

2. What evidence does the article give that residents are possibly being treated unfairly?

Answers will vary. Ex: They aren't being compensated for their property. The charges probably a "subterfuge."

3. The author suggests that the superintendent of Arlington Cemetery isn't doing his job well. Do you agree with the author? Why or why not?

Answers will vary.

4. The article suggests 3 other reasons that people may want to close the village. What are these reasons?

1. Build a park
2. Build Mt. Vernon Ave
3. White unhappy with the Black vote

5. What are the writer's opinions about closing the village? Do you agree with him? Why or Why not?

Answers will vary, but the writer is against closing the village.

Name: _____

Class Period: _____



VILLAGE HISTORY

4

Newspaper Article #2:

The New York Herald sent a reporter to observe the village and speak to residents as part of his research for the article. Published on December 8, 1887, the article is a contemporary view of the situation. The article is not an objective presentation of facts: the author has a decided viewpoint. Your excerpt includes sections of the article that focus on the history of the village.

READING QUESTIONS

1. What is the author's attitude toward the residents of Freedman's Village? What words or phrases from the letter support your conclusion?

Answers will vary. Ex: The author supports the villagers. His language is sympathetic to the villagers. He says their village is neat and shows "respectability and thrift."

2. What evidence does the article give that residents are possibly being treated unfairly?

Answers will vary. Ex: They've paid their rent and made improvements to the property. The officers at Ft. Myer don't want them removed.

3. Why did the village begin? Why was it needed at the time?

The village was needed because of the increase in the freed slave population.

4. What improvements have the residents made to the village?

Houses are whitewashed. They've built a church. They built additions to the homes. They purchased books and sent their kids to school.

5. What are the writer's opinions about closing the village? Do you agree with him? Why or Why not?

Answers will vary, but the writer is against closing the village.

Name: _____

Class Period: _____



VILLAGE FACTS

5

Freedman's Village Fast Facts

This page contains background information about the history of the village.

READING QUESTIONS

1. When did the village begin? Why was it needed at the time?

The village began in 1863. Fugitive slaves (contrabands) were moving to Washington D.C. and there wasn't adequate housing in the district.

2. What made the village a good place for newly freed people to live?

Answers will vary

3. In what ways could the village be considered a disappointment?

Answers will vary

4. Do you think the village should be closed or remain open? Use information from this resource to support your opinion.

Answers will vary

Name: _____

Class Period: _____



ALL WORKSHEETS (back)

1 - 5

Reasons to Continue Freedman's Village	Reasons to Close Freedman's Village
<ul style="list-style-type: none">• Many villagers work for the government, including those who work at Fort Myer• Villagers paid for their homes• Different government agents made them think they'd be able to stay permanently• Villagers have planted trees, built churches, and made other improvements• Villagers had been treated unfairly: slavery, losing money in the Freedman's Bank, failed colony attempt in Haiti (Hayti)• Villagers have paid taxes and been underpaid for their work• Villagers are good community members who work hard• Villagers shouldn't be kicked out for land developers• Villagers shouldn't be evicted in the winter• No proof villagers cut trees for firewood• If evicted, villagers should be paid for their homes	<ul style="list-style-type: none">• Official reason: Army regulations forbid civilians living on a military reservation• High crime rates in the village• Villagers were a financial burden to the larger (mostly white) Alexandria community• Villagers don't pay local taxes (residing on federal government land), but use local services to fund education (may argue that the federal government should pay for education services)• Villagers were cutting down trees in the cemetery for firewood• The land the village is on is valuable for development• Because of the size of the village, the African American residents had a big impact on local elections as they would typically vote for the same candidate

REFLECTION QUESTION

Now that you have read and discussed different viewpoints about closing the village, what is your opinion? Should the residents of Freedman's Village be removed from Arlington? If so, are they entitled to any compensation? Are there other solutions or compromises that could benefit both the villagers and the government?

Answers will vary

Name: _____

Class Period: _____



RUBRIC

Use this rubric to assess student achievement of expectations.

Criteria	1	2	3	4	Feedback
Student correctly answered questions about material in their primary source excerpt.					
Student correctly identified historical arguments that supported continuing or closing Freedman’s Village.					
Student clearly stated what should be done about Freedman’s Village.					
Viewpoint is supported with evidence and details from primary sources and class discussion.					
	Total:				

1 = criteria not met; 2 = criteria partially met; 3 = criteria met; 4 = exceeds expectations



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Women in History. Sojourner Truth Biography. Last Updated: 2/27/2013. Women in History Ohio. <http://www.womeninhistoryohio.com/sojourner-truth.html>

FURTHER READING:

Summary of life after emancipation: <https://www.loc.gov/resource/rbaapc.01700/?sp=13>

Report on leasing abandoned southern lands: <https://www.loc.gov/resource/rbaapc.32000/?sp=7>

Collection of letters from military leadership about the "contrabands" under their command: <https://www.loc.gov/resource/rbaapc.08200/?sp=1>

1877 paper on "The Color Question" that proposed sending freed Blacks to colonize in Africa: <https://www.loc.gov/resource/rbaapc.14100/?sp=4>

1872 speech by Frederick Douglass defining self-made men and the importance of work: <http://www.frederick-douglass-heritage.org/self-made-men/>

Speech by historian Jean Edward Smith about Ulysses S. Grant: <https://www.fpri.org/article/2013/05/let-us-have-peace-remembering-general-ulysses-s-grant/>

A collection of transcribed primary documents related to Emancipation: <http://www.freedmen.umd.edu/sampdocs.htm>

Documents in this collection include:

- Regulations for Black laborers: <http://www.freedmen.umd.edu/cozzens.htm>
- An attempt by a former slave owner to possess people through apprenticeship: <http://www.freedmen.umd.edu/Kamper.html>
- Contract between planter and freedpeople: <http://www.freedmen.umd.edu/Penick.html>
<http://www.freedmen.umd.edu/McIntosh.html>



- Resolutions to limit Black freedom:
 - <http://www.freedmen.umd.edu/Elon%20resolutions.html>
 - <http://www.freedmen.umd.edu/Opelousas.html>
 - <http://www.freedmen.umd.edu/Williamson.htm>
- Letter to restrict settlement of freed Blacks: <http://www.freedmen.umd.edu/Martin.html>
- Statement about a settlement of free Blacks who were forced to move: <http://www.freedmen.umd.edu/Barker.html>
- A letter about abandoned lands and the freed people who worked them: <http://www.freedmen.umd.edu/French.html>
- A group's petition to continue working land: <http://www.freedmen.umd.edu/Norvall.html>
- The desire of freed people to marry: <http://www.freedmen.umd.edu/Randall.html>
- What freed people needed to get started: <http://www.freedmen.umd.edu/J%20Johnson.htm>
- Need for education: <http://www.freedmen.umd.edu/Sweeny.html>
- Need for land: <http://www.freedmen.umd.edu/Edisto%20petitions.htm>
- Letter reviewing Freedmen's Bureau conditions in Missouri and Arkansas: <http://www.freedmen.umd.edu/DHWilliams.html>
- Resentment of poor whites: <http://www.freedmen.umd.edu/Lucas.html>
- Allegations of laziness: <http://www.freedmen.umd.edu/Fulton.html>
- Poor treatment of freed people:
 - <http://www.freedmen.umd.edu/Webber.htm>
 - <http://www.freedmen.umd.edu/MHoward.html>
 - <http://www.freedmen.umd.edu/Hill.html>
- Consequences of Black Codes:
 - <http://www.freedmen.umd.edu/we%20the%20Colorde%20people.html>
 - <http://www.freedmen.umd.edu/Holly.html>
- Attempts at intimidation:
 - <http://www.freedmen.umd.edu/Head.htm>
 - <http://www.freedmen.umd.edu/Hopkins.html>
- Necessity of protecting the rights of African Americans:
 - <http://www.freedmen.umd.edu/Roxborough%20et%20al.html>
 - <http://www.freedmen.umd.edu/Robison.html>
 - <http://www.freedmen.umd.edu/Cook%20et%20al.html>

POWERPOINT IMAGES:

Slide 1: Brady National Photographic Art Gallery. *Contraband School*. Photograph. Between 1861-1865.
<https://catalog.archives.gov/id/529344> also <https://www.loc.gov/item/2014645761/>

Slide 2: Roberts & Fellows. *Lee's Mansion, Wash., D.C.* Photograph. Between 1860-1900.
<https://www.loc.gov/item/2017660677/>

Slide 3: Clockwise from top left

Waud, Alfred R. *Freedmans village—Green Heights Arlington, VA*. Drawing. 1864.
<https://www.loc.gov/item/2004660337/>



Nast, Thomas. *Emancipation/Th. Nast; King & Baird, printers, 607 Sansom Street, Philadelphia*. Engraving. S. Bott: Philadelphia, PA, ca. 1865. <https://www.loc.gov/item/2004665360/>

Russell, Andrew J. *Arlington House, June 29, 1864. Former residence of rebel Gen. Robert E. Lee*. Photograph. 1864. <https://www.loc.gov/resource/ppmsca.08246/>

Gibson, James F. *[Cumberland Landing, Va. Group of "contrabands" at Foller's house]*. Photograph. 1862. <https://www.loc.gov/resource/cwpb.01005/>

Fraser, Elizabeth. *Rain Gardens at ANC*. Photograph. Arlington, Virginia: Arlington National Cemetery, August 2, 2019. <https://www.flickr.com/photos/arlingtonnatl/48438439151/in/album-72157710049066637/>

Slide 4: Waud, Alfred R. *Freedmans village—Green Heights Arlington, VA*. Drawing. 1864. <https://www.loc.gov/item/2004660337/>

Slide 5: Clockwise from top left

Brady National Photographic Art Gallery. *Contraband School*. Photograph. Between 1861-1865. <https://catalog.archives.gov/id/529344> also <https://www.loc.gov/item/2014645761/>

William Crowninshield Endicott, *Secretary of War, three-quarter-length portrait, standing, facing front*. Photograph. ca. 1886. <https://www.loc.gov/pictures/item/90714297/>

Washington and Potomac from Arlington, Arlington, Va. Photograph. Detroit Publishing Co., between 1895-1910. <https://www.loc.gov/resource/det.4a16463/>

Waud, Alfred R. *Freedmans village—Green Heights Arlington, VA*. Drawing. 1864. <https://www.loc.gov/item/2004660337/>

Arlington Estate: Scenes and Sorrows of Freedmen's Village. Newspaper. Washington, D.C.: Evening Star, May 17, 1890. https://www.newspapers.com/clip/5669754/evening_star/

Burkau, Herald. *Industrious Colored People To Be Evicted to Satisfy Speculators*. Newspaper. New York City: New York Herald, December 8, 1887.

Slide 9: Fraser, Elizabeth. *Spring Snow Storm 2018*. Photograph. Arlington Virginia: Arlington National Cemetery, March 21, 2018. <https://www.flickr.com/photos/arlingtonnatl/39136158770/in/album-72157693997238804/>

Slide 10: Fraser, Elizabeth. *Fall Foliage 2018*. Photograph. Arlington Virginia: Arlington National Cemetery, October 26, 2018. <https://www.flickr.com/photos/arlingtonnatl/31744808358/in/album-72157699715767602/>

Slide 11: Fraser, Elizabeth. *Spring Horticulture Highlights 2019*. Photograph. Arlington Virginia: Arlington National Cemetery, April 17, 2019. <https://www.flickr.com/photos/arlingtonnatl/46912910424/in/album-72157704412162142/>



VILLAGE FAST FACTS:

Page 1: *Freedman's village, Arlington, Virginia.* Illustration. Harper's Weekly, v. 8, May 7, 1864.

<https://www.loc.gov/item/97514440/>

Page 2: *Freedmans Village near Arlington Hights, Va., July 10th, 1865. Genl. [ground] Plan No. 9.* Map. 1865.

<https://catalog.archives.gov/id/305826>

Page 2: *Sojourner Truth. I sell the shadow to support the substance.* Photograph. 1864.

<https://www.loc.gov/resource/lprbscsm.scsm0880/>