

# Let Freedom Ring! The 13<sup>th</sup> Amendment and Freedmen's Bureaus in Arkansas:

Learning African-American History through Argument Writing

*Students Learning from Statewide and Local Historic Places*



Julia Jackson, former slave, El Dorado, Arkansas  
Courtesy the Library of Congress



**ARKANSAS HISTORIC  
PRESERVATION PROGRAM**

Written by

Shelle Stormoe, Education Outreach Coordinator

Updated Summer 2016

1000 La Harpe · Little Rock, Arkansas 72201 · Phone (501) 324-9880

Fax (501) 324-9184 · TDD (501) 324-9811

Website: [www.arkansaspreservation.org](http://www.arkansaspreservation.org) • Email:

[educationoutreach@arkansaspreservation.org](mailto:educationoutreach@arkansaspreservation.org)

**An Agency of the Department of Arkansas Heritage**

## Contents

Instructional Guidelines .....	3
Grade Levels: .....	3
Essential Question:.....	3
Relevant Arkansas Curriculum Frameworks:.....	3
Lesson Objective: .....	3
Required Materials .....	4
Part I: Analyzing Primary Sources, Narrative Reports.....	5
Part II: Analyzing Primary Sources, Employee Lists.....	6
Part III: Writing an Argument .....	7
7th/8th Grade EGUSD Writing Rubric – Argument (CCSS Writing #1).....	8
9th/10th Grade EGUSD Writing Rubric – Argument (CCSS Writing #1).....	9
11th/12th Grade EGUSD Writing Rubric – Argument (CCSS Writing #1).....	10
Argument Map Example.....	11
Argument Map Handout .....	12
Freedmen’s Bureau Records .....	13
1866 Report Relative to the Treatment of Freedmen.....	13
Report of Freedmen Employed, of Schools & Roster of Officers & Civilians, November 1865 .....	15
List of Civilians & Employees at R. & F. Hospital & Orphan Asylum, Little Rock, Ark. .....	17
Report of Civilians Employed at Refugees & Freedmen's Hospital, Fort Smith, Arkansas, October 1st, 1867 .....	18
Introduction to the Impacts of the 13 <sup>th</sup> Amendment in Arkansas .....	19
Slavery and United States Constitution .....	19
Slavery in Arkansas .....	19
African Americans and the Civil War in Arkansas.....	22
Well-known Arkansans who were Born Slaves and Freed by the 13 <sup>th</sup> Amendment .....	25
Endnotes .....	27

## Instructional Guidelines

### Grade Levels:

7-12

### Essential Question:

What is the best way to analyze a primary source and use it as evidence for an argument?

### Relevant Arkansas Curriculum Frameworks:

#### 7<sup>th</sup> Grade Arkansas History

**H.7.AH.7-8.4** Examine effects of Reconstruction in Arkansas using multiple, relevant historical sources (e.g., Brooks-Baxter War, Constitution 1874, **Freedmen's Bureau**, sharecropping, segregation laws)

#### 8<sup>th</sup> Grade Social Studies

**Era5.2.8.6** Evaluate successes and failures of Reconstruction (e.g., Reconstruction Plans, **Freedman's Bureau**, **Civil War Amendments**, African American economic positions, sharecropping, crop liens, public education, African American role in government)

#### 9<sup>th</sup>-12<sup>th</sup> Grade Social Studies

**Era3.3.AH.9-12.4** Examine effects of Reconstruction in Arkansas using multiple, relevant historical sources (e.g., Brooks-Baxter War, Constitution 1874, **Freedmen's Bureau**, sharecropping, segregation laws)

### Lesson Objective:

To analyze primary sources related to the Freedman's Bureau in Arkansas and use those sources as a basis for a written argument about the lives of Freedmen in Arkansas after the Civil War.

## Required Materials

1. "The Impact of the 13<sup>th</sup> Amendment in Arkansas" PowerPoint presentation. You can either download this program from the Arkansas Historic Preservation Program website, or you can schedule the AHPP Education Outreach Coordinator to present the program in your classroom. Contact [educationoutreach@arkansasheritage.org](mailto:educationoutreach@arkansasheritage.org) for more information. **OR**, have students read the "Introduction to the Impact of the 13<sup>th</sup> Amendment in Arkansas" secondary source included in this lesson plan.
2. Access to the Arkansas Freedman's Bureau records online OR photocopies of the primary sources published in this lesson plan:  
<http://freedmensbureau.com/arkansas/index.htm>
3. Access to the "Written Document Analysis Worksheet" published by the United States National Archives:  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)
4. Rubrics included in this lesson plan for student assessment.
5. Argument Map Sample and Argument Map Handout



**"Mustered Out" by Albert Waud**  
Courtesy Library of Congress

## Part I: Analyzing Primary Sources, Narrative Reports

### Whole Group

1. Introduce students to the topic of slavery and freedom through the “The Impact of the 13<sup>th</sup> Amendment in Arkansas” PowerPoint presentation. You can either download this program from the Arkansas Historic Preservation Program website, or you can schedule the AHPP Education Outreach Coordinator to present the program in your classroom. Contact [educationoutreach@arkansasheritage.org](mailto:educationoutreach@arkansasheritage.org) for more information. **OR**, have students read the “Introduction to the Impact of the 13<sup>th</sup> Amendment in Arkansas” secondary source included in this lesson plan.

### Individual

2. Ask students to read “1866 Report Relative to the Treatment of Freedmen,” in this document (or the online version at <http://freedmensbureau.com/arkansas/index.htm>).

### Pairs

3. Ask students to fill out the “Written Document Analysis Worksheet” from the National Archives:  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

### Whole Group

4. Discuss answers to the worksheet as a class, and adjust answers as needed.

### Individual

5. Ask students to read “Report of Freedmen Employed, of Schools & Roster of Officers & Civilians, November 1865” in this document (or the online version at <http://freedmensbureau.com/arkansas/index.htm>).

### Pairs

6. Direct students to fill out the “Written Document Analysis Worksheet” from the National Archives:  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

### Whole Group

7. Discuss answers to the worksheet as a class, and adjust answers as needed.

## **Part II: Analyzing Primary Sources, Employee Lists**

### **Individual**

1. Instruct students to read “List of Civilians & Employees at R. & F. Hospital & Orphan Asylum, Little Rock, Ark” in this document (or the online version at <http://freedmensbureau.com/arkansas/index.htm>).

### **Pairs**

2. Instruct students to fill out the “Written Document Analysis Worksheet” from the National Archives:  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

### **Individual**

3. Direct students to read “Report of Civilians Employed at Refugees & Freedmen's Hospital, Fort Smith, Arkansas, October 1st, 1867” in this document (or the online version at <http://freedmensbureau.com/arkansas/index.htm>).

### **Pairs**

4. Direct students to fill out the “Written Document Analysis Worksheet” from the National Archives:  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

### **Whole Group**

5. Lead a class discussion using the following questions:
  - Were whites and blacks paid the same for the same job?
  - Were men and women paid the same (regardless of race)?
  - Why do you think men and women were paid the same (or not paid the same, as per your investigation)?
  - Why are men and women paid differently (or paid the same, as per your investigation)?
  - What kinds of jobs paid the most?
  - Why do you think some jobs paid more than others?
  - Does analyzing these sources tell you anything about life for African-Americans two years after the end of the Civil War?

## Part III: Writing an Argument

### **Whole Group**

1. After students have finished parts I and II in this lesson plan, introduce them to the following writing prompts. Explain that students will be asked to write an argument essay that addresses one of the prompts:
  - a. What do you think life was like for the average freeperson in Arkansas two years after the Civil War? Discuss at least three aspects of life mentioned in the Freedmen's Bureau records that support your argument.
  - b. Were whites and freedmen treated equally as employees of the Freedmen's Bureau? Discuss at least three pieces of evidence from the Freedmen's Bureau's records about their employees at hospitals to support your argument.

### **Individual**

2. Instruct students to map their arguments using the "Argument Map" as a guide.

### **Individual**

3. Once students have finished their "Argument Map," direct them to write a short argument essay addressing the prompts above.

### **Teacher Only**

4. Use the included rubrics to assess student work. Choose a grade appropriate rubric.

## 7th/8th Grade EGUSD Writing Rubric – Argument (CCSS Writing #1)

(Revised 12.10.12)

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<b>Focus/Claim</b>  CCSS - W: ➤ 1a ➤ 4	<ul style="list-style-type: none"> <li>Insightfully addresses all aspects of the prompt</li> <li>Introduces precise claim(s) in a sophisticated thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>Competently addresses all aspects of the prompt</li> <li>Introduces reasonable claim(s) in a clear thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Superficially addresses all aspects of the prompt</li> <li>Introduces claim(s) in a thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Partially addresses aspects of the prompt</li> <li>Introduces superficial or flawed claim(s) in a weak thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Minimally addresses some aspect of the prompt</li> <li>Fails to introduce a relevant claim and/or lacks a thesis statement</li> </ul>
<b>Organization/Structure</b>  CCSS – W: ➤ 1a ➤ 1c ➤ 1e ➤ 4	<ul style="list-style-type: none"> <li>Skillfully orients reader to topic(s) in introduction</li> <li>Thoroughly develops claim(s) with relevant body paragraphs</li> <li>Provides a meaningful and reflective conclusion which draws from and supports claim(s)</li> <li>Creates cohesion through skillful use of transition/linking words, phrases, and clauses within and between paragraphs</li> <li>Includes purposeful and logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Orients reader to topic(s) in introduction</li> <li>Develops claim(s) with relevant body paragraphs</li> <li>Provides a conclusion that follows from and supports claim(s)</li> <li>Creates cohesion through transition/linking words, phrases, and clauses within and between paragraphs</li> <li>Includes logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Partially orients reader to topic(s) in introduction</li> <li>Superficially develops claim(s) with body paragraphs</li> <li>Provides a conclusion which repetitively or partially supports claim(s)</li> <li>Creates some cohesion through basic transition/linking words, phrases, and/or clauses within or between paragraphs</li> <li>Includes adequate progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Inadequately orients reader to topic(s) in introduction</li> <li>Inadequately develops claim(s) with minimal body paragraphs</li> <li>Provides an inadequate conclusion</li> <li>Uses limited and/or inappropriate transition/linking words, phrases, or clauses</li> <li>Includes uneven progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Fails to orient reader to topic(s) in introduction or introduction is missing</li> <li>Fails to develop claim(s) with body paragraphs</li> <li>Omits conclusion</li> <li>Uses few to no transition/linking words, phrases, or clauses</li> <li>Includes little or no discernible organization of ideas</li> </ul>
<b>Evidence/Support</b>  CCSS - W: ➤ 1b ➤ 9	<ul style="list-style-type: none"> <li>Provides substantial and pertinent evidence to support claim(s)</li> <li>Effectively integrates and cites credible sources and/or text evidence</li> <li>Convincingly refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides sufficient and relevant evidence to support claim(s)</li> <li>Competently integrates and cites credible sources and/or text evidence</li> <li>Competently refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides limited and/or superficial evidence to support claim(s)</li> <li>Ineffectively integrates or cites adequate sources and/or text evidence</li> <li>Minimally refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides minimal and/or irrelevant evidence to support claim(s)</li> <li>Incorrectly integrates or cites sources and/or text evidence that may not be credible</li> <li>Acknowledges alternate or opposing claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides inaccurate, little, or no evidence to support claim(s)</li> <li>Does not use or cite sources and/or text evidence</li> <li>Fails to acknowledge alternate or opposing claim(s)</li> </ul>
<b>Analysis</b>  CCSS-W: ➤ 1b ➤ 9	<ul style="list-style-type: none"> <li>Shows insightful understanding of topic or text</li> <li>Uses persuasive and valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows competent understanding of topic or text</li> <li>Uses valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows superficial understanding of topic or text</li> <li>Uses some valid and accurate reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows limited and/or flawed understanding of topic or text</li> <li>Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows no and/or inaccurate understanding of topic or text</li> <li>Reasoning is missing or does not connect evidence with claim(s)</li> </ul>
<b>Language</b>  CCSS – L: ➤ 1 ➤ 2 ➤ 3	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structure</li> <li>Contains few, minor errors in conventions</li> <li>Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly correct and some varied sentence structure</li> <li>Contains some errors in conventions which may cause confusion</li> <li>Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited and/or repetitive sentence structure</li> <li>Contains numerous errors in conventions which cause confusion</li> <li>Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Lacks sentence mastery (e.g., fragments/ run-ons)</li> <li>Contains serious and pervasive errors in conventions</li> <li>Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>

## 9th/10th Grade EGUSD Writing Rubric – Argument (CCSS Writing #1)

(Revised 12.10.12)

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<b>Focus/Claim</b> CCSS – W: > 1a > 1b > 1d > 4	<ul style="list-style-type: none"> <li>Insightfully addresses all aspects of the prompt</li> <li>Introduces artful and precise claim(s) in a sophisticated thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>Competently addresses all aspects of the prompt</li> <li>Introduces precise claim(s) in a clear thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Superficially addresses all aspects of the prompt</li> <li>Introduces reasonable claim(s) in a thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Partially addresses aspects of the prompt</li> <li>Introduces superficial or flawed claim(s) in a weak thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Minimally addresses some aspect of the prompt</li> <li>Fails to introduce a relevant claim and/or lacks a thesis statement</li> </ul>
<b>Organization/Structure</b> CCSS – W: > 1a > 1b > 1c > 1e > 4	<ul style="list-style-type: none"> <li>Skillfully orients reader to topic(s) in introduction</li> <li>Thoroughly develops claim(s) with relevant body paragraphs</li> <li>Provides a meaningful and reflective conclusion which draws from and supports claim(s)</li> <li>Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs</li> <li>Includes purposeful and logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Orients reader to topic(s) in introduction</li> <li>Develops claim(s) with relevant body paragraphs</li> <li>Provides a conclusion that follows from and supports claim(s)</li> <li>Creates cohesion through linking words, phrases, and clauses within and between paragraphs</li> <li>Includes logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Partially orients reader to topic(s) in introduction</li> <li>Superficially develops claim(s) with body paragraphs</li> <li>Provides a conclusion which repetitively or partially supports claim(s)</li> <li>Creates some cohesion through basic linking words, phrases, and/or clauses within or between paragraphs</li> <li>Includes adequate progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Inadequately orients reader to topic(s) in introduction</li> <li>Inadequately develops claim(s) with minimal body paragraphs</li> <li>Provides an inadequate conclusion</li> <li>Uses limited and/or inappropriate linking words, phrases, or clauses</li> <li>Includes uneven progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Fails to orient reader to topic(s) in introduction or introduction is missing</li> <li>Fails to develop claim(s) with body paragraphs</li> <li>Omits conclusion</li> <li>Uses few to no linking words, phrases, or clauses</li> <li>Includes little or no discernible organization of ideas</li> </ul>
<b>Evidence/Support</b> CCSS – W: > 1b > 2b > 9	<ul style="list-style-type: none"> <li>Provides substantial and pertinent evidence to support claim(s)</li> <li>Seamlessly and effectively integrates and cites credible sources and/or textual evidence</li> <li>Convincingly refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides sufficient and relevant evidence to support claim(s)</li> <li>Competently integrates and cites credible sources and/or textual evidence</li> <li>Competently refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides limited and/or superficial evidence to support claim(s)</li> <li>Ineffectively integrates and cites adequate sources and/or textual evidence</li> <li>Minimally refutes counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides minimal and/or irrelevant evidence to support claim(s)</li> <li>Incorrectly integrates or cites sources and/or textual evidence that may not be credible</li> <li>Acknowledges alternate or opposing claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides inaccurate, little, or no evidence to support claim(s)</li> <li>Does not use or cite sources and/or textual evidence</li> <li>Fails to acknowledge alternate or opposing claim(s)</li> </ul>
<b>Analysis</b> CCSS – W: > 1b > 9	<ul style="list-style-type: none"> <li>Shows insightful understanding of topic/text</li> <li>Uses persuasive and valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows competent understanding of topic/text</li> <li>Uses valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows superficial understanding of topic/text</li> <li>Uses some valid and accurate reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows limited understanding and/or flawed understanding of topic/text</li> <li>Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows no understanding of topic/text</li> <li>Reasoning is missing or does not connect evidence with claim(s)</li> </ul>
<b>Language</b> CCSS – L: > 1 > 2 > 3	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structure</li> <li>Contains few, minor errors in conventions</li> <li>Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly correct and some varied sentence structure</li> <li>Contains some errors in conventions which may cause confusion</li> <li>Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited and/or repetitive sentence structure</li> <li>Contains numerous errors in conventions which cause confusion</li> <li>Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Lacks sentence mastery (e.g., fragments/ run-ons)</li> <li>Contains serious and pervasive errors in conventions</li> <li>Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>

11th/12th Grade EGUSD Writing Rubric – Argument (CCSS Writing #1)

(Revised 12.10.12)

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<b>Focus/Claim</b> CCSS – W: > 1a > 1b > 1c > 4	<ul style="list-style-type: none"> <li>Insightfully addresses all aspects of the prompt</li> <li>Introduces artful, precise, and knowledgeable claim(s) in a sophisticated thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Competently addresses all aspects of the prompt</li> <li>Introduces precise, knowledgeable claim(s) in a clear thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Superficially addresses all aspects of the prompt</li> <li>Introduces reasonable claim(s) in a thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Partially addresses aspects of the prompt</li> <li>Introduces superficial or flawed claim(s) in a weak thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Minimally addresses some aspect of the prompt</li> <li>Fails to introduce a relevant claim and/or lacks a thesis statement</li> </ul>
<b>Organization/Structure</b> CCSS – W: > 1a > 1b > 1f > 4	<ul style="list-style-type: none"> <li>Skillfully orients reader to topic(s) in introduction</li> <li>Meticulously develops claim(s) with relevant body paragraphs</li> <li>Provides a meaningful and reflective conclusion which draws from and supports claim(s)</li> <li>Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs</li> <li>Includes purposeful and logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Orients reader to topic(s) in introduction</li> <li>Thoroughly develops claim(s) with relevant body paragraphs</li> <li>Provides a conclusion that follows from and supports claim(s)</li> <li>Creates cohesion through linking words, phrases, and clauses within and between paragraphs</li> <li>Includes logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Partially orients reader to topic(s) in introduction</li> <li>Generally develops claim(s) with body paragraphs</li> <li>Provides a conclusion which repetitively or partially supports claim(s)</li> <li>Creates some cohesion through basic linking words, phrases, and/or clauses within or between paragraphs</li> <li>Includes adequate progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Inadequately orients reader to topic(s) in introduction</li> <li>Inadequately develops claim(s) with minimal body paragraphs</li> <li>Provides an inadequate conclusion</li> <li>Uses limited and/or inappropriate linking words, phrases, or clauses</li> <li>Includes uneven progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Fails to orient reader to topic(s) in introduction or introduction is missing</li> <li>Fails to develop claim(s) with body paragraphs</li> <li>Omits conclusion</li> <li>Uses few or no linking words, phrases, or clauses</li> <li>Includes little or no discernible organization of ideas</li> </ul>
<b>Evidence/Support</b> CCSS – W: > 1b > 1c > 2b > 9	<ul style="list-style-type: none"> <li>Provides substantial and pertinent evidence to support claim(s)</li> <li>Seamlessly and effectively integrates and cites credible sources and/or text evidence</li> <li>Convincingly refutes specific counter-claim(s)</li> <li>Skillfully uses specific rhetorical devices to support assertions (e.g., logos, pathos, ethos)</li> </ul>	<ul style="list-style-type: none"> <li>Provides sufficient and relevant evidence to support claim(s)</li> <li>Competently integrates and cites credible sources and/or text evidence</li> <li>Competently refutes specific counter-claim(s)</li> <li>Uses specific rhetorical devices to support assertions</li> </ul>	<ul style="list-style-type: none"> <li>Provides limited and/or superficial evidence to support claim(s)</li> <li>Ineffectively integrates and cites adequate sources and/or text evidence</li> <li>Minimally refutes specific counter-claim(s)</li> <li>Uses some rhetorical devices to support assertions</li> </ul>	<ul style="list-style-type: none"> <li>Provides minimal and/or irrelevant evidence to support claim(s)</li> <li>Incorrectly integrates or cites sources and/or text evidence that may not be credible</li> <li>Acknowledges alternate or opposing claim(s)</li> <li>Uses some rhetorical devices to support assertions with limited success</li> </ul>	<ul style="list-style-type: none"> <li>Provides inaccurate, little, or no evidence to support claim(s)</li> <li>Does not use or cite sources and/or text evidence</li> <li>Fails to acknowledge alternate or opposing claim(s)</li> <li>Lacks rhetorical devices to support assertions</li> </ul>
<b>Analysis</b> CCSS – W: > 1b > 9	<ul style="list-style-type: none"> <li>Shows insightful understanding of topic/text</li> <li>Uses persuasive and valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows competent understanding of topic/text</li> <li>Uses valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows simplistic understanding of topic/text</li> <li>Uses some valid and accurate reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows limited understanding of topic/text</li> <li>Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows no understanding of topic/text</li> <li>Reasoning is missing or does not connect evidence with claim(s)</li> </ul>
<b>Language</b> CCSS – L: > 1 > 2 > 3	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structure</li> <li>Contains few, minor errors in conventions</li> <li>Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly correct and some varied sentence structure</li> <li>Contains some errors in conventions which may cause confusion</li> <li>Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited and/or repetitive sentence structure</li> <li>Contains numerous errors in conventions which cause confusion</li> <li>Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Lacks sentence mastery (e.g., fragments/ run-ons)</li> <li>Contains serious and pervasive errors in conventions</li> <li>Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>

# Argument Map Example

**Thesis Statement:**

*The thesis statement explains what you are claiming is true. For example: "Race was a factor in how much hospitals run by the Freedmen's Bureau in Arkansas paid their employees."*

**Reason #1: Why your thesis is true.**

Example: Nurses

**Reason #2: Why your thesis is true.**

Example: Cooks

**Reason #3: Why your thesis is true.**

Example: Administrative jobs

**Example or Evidence:**

Example: How much white nurses were paid

**Example or Evidence:**

Example: How much white cooks were paid

**Example or Evidence:**

Example: How many administrators in the hospitals were white.

**Example or Evidence:**

Example: How much African-American nurses were paid

**Example or Evidence:**

Example: How much African-American cooks were paid

**Example or Evidence:**

Example: How many administrators in the hospitals were African-American.

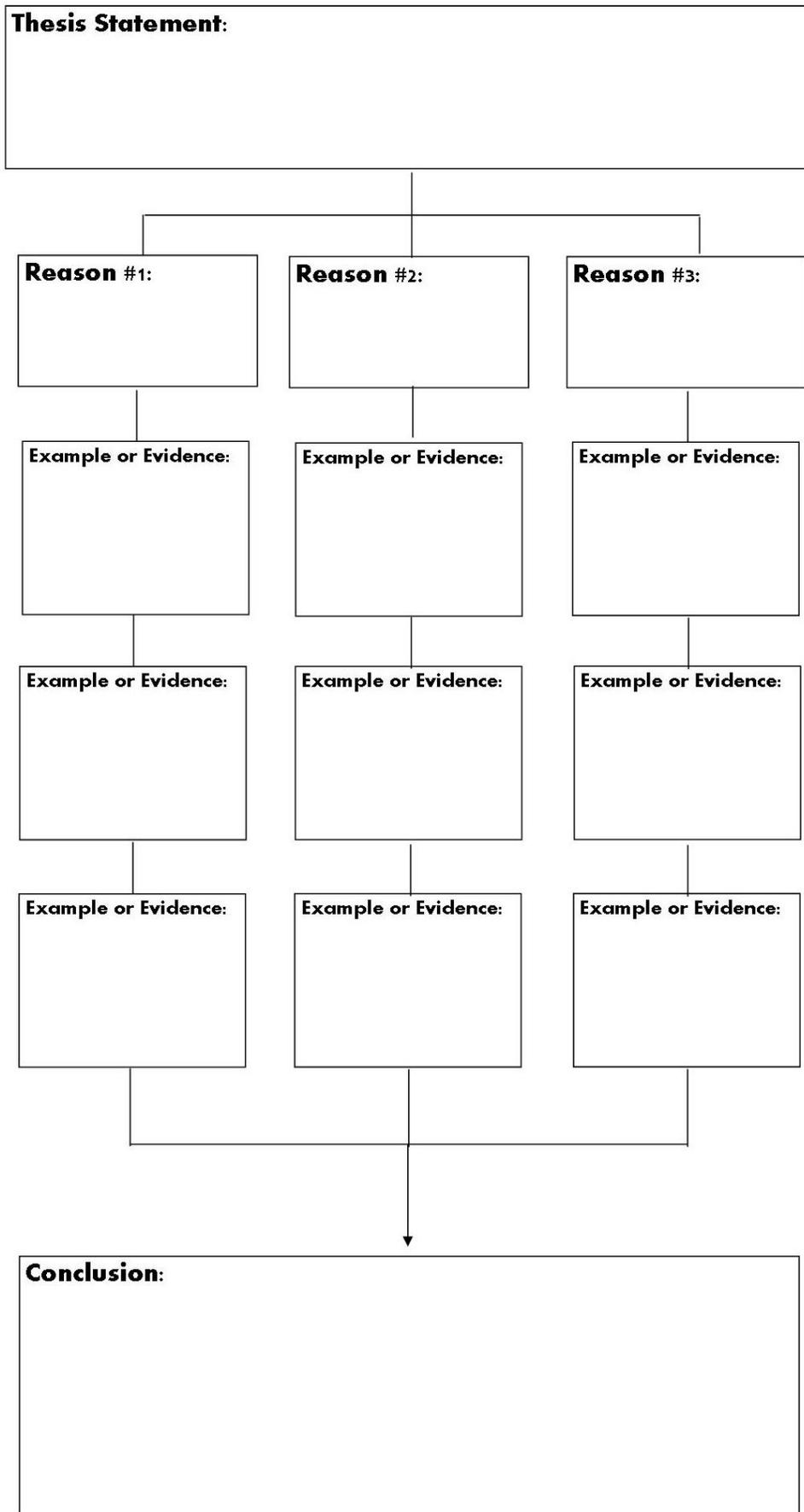
**Analysis:** How do these two examples or pieces of evidence prove your thesis is true? Why?

**Analysis:** How do these two examples or pieces of evidence prove your thesis is true? Why?

**Analysis:** How do these two examples or pieces of evidence prove your thesis is true? Why?

**Conclusion: Explain how all of the examples and evidence prove that the thesis is true.**

# Argument Map Handout



## Freedmen's Bureau Records

### 1866 Report Relative to the Treatment of Freedmen

Little Rock, Ark.

Nov. 24, 1866

Retained Copy of Report Relative to Treatment of Freedmen

Bureau Refugees, Freedmen and Abandoned Lands for Arkansas and Indian Territory

Little Rock, Ark. Nov. 24th, 1866

Gentlemen,

I have the honor to acknowledge the receipt of your communication of the 22d inst. requesting information relative to the "Treatment of Freedmen in this State." In reply thereto I respectfully submit the following.

As to the treatment of Freedmen by employers relative to settlement of contracts for labor. I will give the following extract from report of Major Watson, Supt. Jacksonport, under date of August 31st, who states, relative to counties in which there is no agent of this Bureau. "In many instances the Freedmen having worked faithfully for their employers, are now being turned away without any compensation. These instances occur in localities so far distant from any agent that it is impossible to have such claims adjusted through the agency of the Bureau, and to make their claims through the Civil Authorities would be useless."

Capt. Cole at Camden reports July 31st of Union County. "I find affairs there deplorable in the extreme. Several Freedmen have been murdered under circumstances of great atrocity; others on the laying by of crops in which they were interested as remuneration for their labor, have been run away from their homes and their lives threatened if they returned or made complaint of it to this office. The feeling there against the Freedmen is most intense and bitter. In confirmation of these facts I have on file many affidavits containing testimony of the most incontrovertible characters."

Again, Sept. 30th, Capt. Cole reports: "There will in my opinion be very little chance for Freedmen to get their first dues from planters, unless they are compelled to come to the office of the Supt. when the settlement takes place. The people persist in trying to defraud the freedmen in every conceivable way."

Lt. Mix reports from Osceola, Mississippi County, in letter dated Oct. 31, 1866. "I have released three colored persons from slavery, one of whom was a woman having been held for the last three years without any pay or agreement for pay - her life having been threatened if she left. She was badly beaten and horse whipped several times, all of which is sworn to. The other two, man and wife, were under contract at fifteen (15) cents a day with their lives threatened if they attempted to leave the plantation."

Reports are being monthly received from nearly all sections of the States showing a disposition on the part of the employers to defraud the Freedmen out of their dues. The above extracts are given as illustrations.

The following is an extract from official reports of Bvt. Maj. Genl. Sprague, late Asst. Comr. dated Oct. 18th. "I give it as my opinion that the Freedmen of Arkansas will be defrauded the present year out of

fully one third of their just dues, doubtless there can be found men in every community who would scorn such baseness, but they are too few to make their scorn felt by the community at large."

In relation to the treatment the Freedmen receive from the local civil officers throughout the state, I will say that with few exceptions, justice is not impartially administered.

The civil officers of Helena and vicinity are exceptions. Bvt. Maj. Sweeney reports October 31st "the various justices, so far as I can learn, appear to be exercising the duties of their office with impartiality and justice. Any Freedmen can obtain legal redress as readily as white persons. Some of the oldest lawyers in Helena undertake their cases."

Outrages, assaults and murders committed upon the persons of Freedmen and women are being continually reported from nearly all sections of the States and a decided want of a disposition to punish the offenders apparently exists with the local civil officers and in the minds of the people. There have been (52) fifty-two murders of freed persons by white men in this state reported to this office in the past three or four months and no reports have been received that the murderers have been imprisoned or punished.

In some parts of the State, particularly in the Southeast and Southwest, Freedmen's lives are threatened if they report their wrongs to the Agent of this Bureau, and in many instances the parties making reports are missed and never heard of afterwards. It is believed that the number of murders above reported is not half the number actually committed during the time mentioned.

I am very respectfully  
Your Obt. Servt.  
(name left blank)  
Bvt. Major Genl. U. S. A.  
Asst. Commissioner  
by  
Asst. Adjt. General  
In absence of the General

## Report of Freedmen Employed, of Schools & Roster of Officers & Civilians, November 1865

Stuart, Wm. A., Capt., Supt. R. F. & A. L.

Reports of Freedmen Employed, of Schools & Roster of Off. & Civilians with remarks &c for the month of November 1865

Office Supt. R. F. & A. L.

District Arkadelphia

Arkad., Ark., Nov. 30th, 1865

Captain D. H. Williams

A. A. Genl. Bureau R. F. & A. L.

State of Mo. and Arkansas

Captain,

I have the honor to make the following reports for month ending November 30th, 1865, viz.:

### Freedmen Employed

There has been employed in the District as shown by the register in office, Males - 34; Females - 30; Children 56; Total- 120. Many of these are employed until the close of the coming year, some for wages, and others for share of the crops.

### Schools

For want of suitable teachers, no school has been in progress, though one is much needed. The number of children in and about town is less than in the summer months. If we could have a good school for colored children for a few months, it would no doubt improve the manners of the whites, for they now think and talk as if education was only for the white race.

### Roster of Officers and Civilians

No change has been made in the Roster since the last report.

Public opinion is evidently becoming more tolerant toward the colored man and the free labor system. The demand for laborers through the country is very great, and that fact coupled with the fear of the Bureau compels many to accept what is in many respects repulsive to their feelings and education. The old slave code is very dear to the people and is relinquished by them with an almost death struggle, so that it requires a constant watch for the present to reconcile the (illegible) to each other, and to the new order of things.

I am well convinced that the colored troops now stationed here will produce upon the minds of the citizens a favorable impression and will do much to allay the fury of prejudice against color. Still, we do not need infantry troops here now. A non-commissioned officer and ten men, all mounted, would be a sufficient force and much more effective than infantry. Many dishonest parties take advantage of the office and indeed complaints of robbery are becoming quite frequent at a distance. Mounted men can only reach them.

Contracts are being made for the coming year, mostly all for portion of crop. All who will work can get employment and still not supply the demand, but from the stiffness and cupidity of the white man, and the ignorance and stupidity of the colored man many little differences may be expected, requiring the attention of the Superintendent.

A teacher will find a good field for labor here, everything is yet to be done. A good boarding place can be secured, but a storm of opposition and abuse must be met from the public.

Patience, coolness and decision on the part of the Officers of the Bureau may eventually train the Lion and the Lamb to lie down together.

I am Sir, Very respectfully

Your Obedient Servant,

William A. Stuart

Capt. 60th USCI & Supt. R. F. & A. L.

**List of Civilians & Employees at R. & F. Hospital & Orphan Asylum, Little Rock, Ark.**

No.	Name	What state born	From what state employed	Annual compensation	How employed	Remarks
1	Christian Krull	Bremen (Germany)	Arkansas	\$420	Clerk	White
2	William Lewis	Indiana	Arkansas	\$480	Hosp. Steward	White
3	John Lewis	Indiana	Arkansas	\$360	Steward	White
4	Ruby Griswold	New York	Arkansas	\$420	Matron	White
5	William Doharty	Ireland	Arkansas	\$240	Ward Master	White
6	George Washington	Alabama	Arkansas	\$240	Nurse	Colored
7	Mary E. Walker	Alabama	Arkansas	\$144	Nurse	White
8	Annie Tyler	Alabama	Arkansas	\$144	Nurse	White
9	Sally Marroll	North Carolina	Arkansas	\$120	Nurse	Colored
10	James Morrison	Ireland	Arkansas	\$360	Cook	White
11	Mary King	Tennessee	Arkansas	\$120	Cook	Colored
12	Nancy Lee	Arkansas	Arkansas	\$144	Laundress	Colored
13	(torn off of page)					
14	Ellen Woods	Georgia	Arkansas	\$120	"	Colored
15	Tennessee Rogers	Arkansas	Arkansas	\$120	"	Colored

I certify that the above list is correct.

R. G. Jennings

A. Asst. Surg. U. S. A.

in chg R. F. Hospital and Orphan Asylum

September 12, 1867

**Report of Civilians Employed at Refugees & Freedmen's Hospital, Fort Smith, Arkansas,  
October 1st, 1867**

<b>Name</b>	<b>How employed</b>	<b>Where born</b>	<b>From what state employed</b>	<b>Annual Compensation</b>	<b>Remarks</b>
Thomas J. Jones	Actg. Hosp. Steward	Illinois	Arkansas	\$480	White, date of Contract May 4, 1867
Thomas Sweeney	Actg. Ward Master	Denegal "Co." Ireland	Arkansas	\$240	White, date of Contract June 1 <sup>st</sup> , 1867
Henderson Blair	Cook	Cherokee Nation	Arkansas	\$360	Black, date of Contract October 1 <sup>st</sup> , 1867
Louisa Blair	Laundress	Cherokee Nation	Arkansas	\$120	Black, date of Contract October 1 <sup>st</sup> , 1867
Amanda Gray	Female Nurse	Missouri	Arkansas	\$120	Black, date of Contract September 23 <sup>rd</sup> , 1867

I certify on honor that the above Report is correct and true to the best of my knowledge and belief.

J. Bennett

A. A. Surgeon US Army  
in charge of Hospital

## Introduction to the Impacts of the 13<sup>th</sup> Amendment in Arkansas

### Slavery and United States Constitution

The conflict over slavery in the United States Constitution began as early as the writing of the document. There are several provisions in the Constitution that protect slave owners, and repress slaves. At the constitutional convention of 1787, delegates argued about how to count slaves in the country's population.<sup>1</sup>

When the writers of the constitution decided that the number of members in the House of Representatives would be based on population, a problem arose. How would slaves be counted for representation in the House of Representatives and in the counting of population for taxes? The Southerners wanted slaves to be counted in the population so that they would have more power in Congress, but they didn't want to pay more taxes. Northerners didn't want slaves counted in the population because it would give more power to southern states. The solution to this problem was the 3/5th Compromise. This meant that for every five slaves, they would only count as three people for taxation and representation purposes. This meant the US Constitution acknowledged the legality of slavery until the Civil War.

There were two others provisions in the United States Constitution that dealt with slavery as well. Article IV, Section 2, Paragraph 3 of the US Constitution states:

“No person held to service or labor in one state, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered upon claim of the party to whom such service or labor may be due.”

This section of the constitution says that anyone who is a slave and escapes can be returned to their owners and not allowed to remain free.<sup>2</sup> In addition to the language about escaped slaves, the Constitution included Article I, Section 9, Paragraph 1, which states:

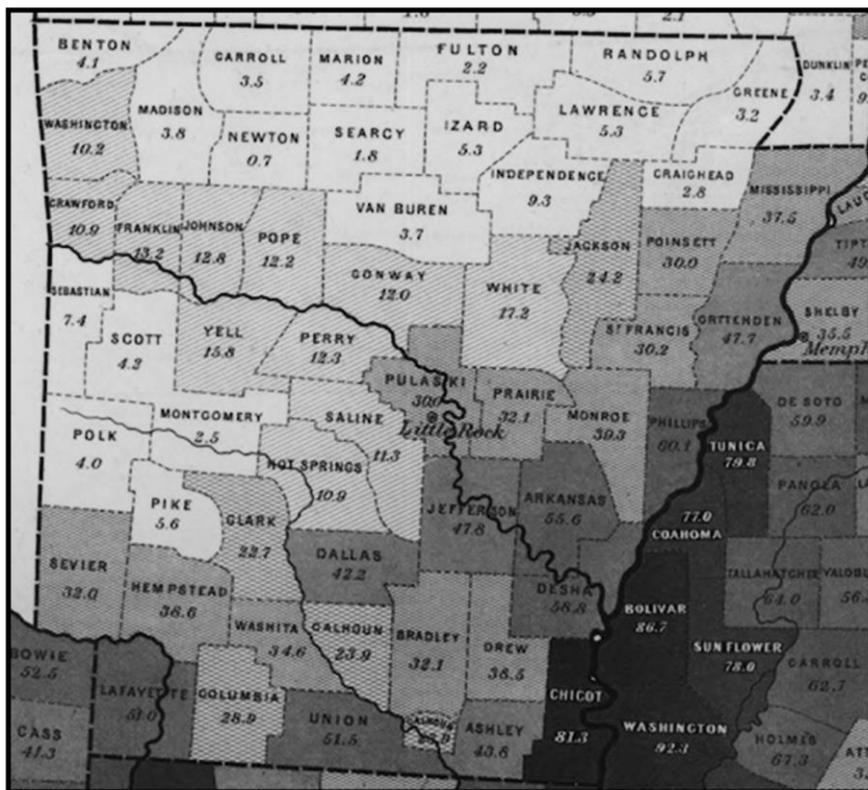
“The migration or importation of such persons as any of the states now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.”<sup>3</sup>

This says that the Congress can't keep people from importing slaves into the United States until the year 1808. In 1807, the United States Congress passed a law that made it illegal to continue to import slaves into the country after the year 1808.

### Slavery in Arkansas

The first slaves in Arkansas came to the state when it was still part of France, to a site that we now call Arkansas Post. Arkansas Post was the first permanent settlement in Arkansas by Europeans. While there is little evidence of slaves there in its earliest days, the Post did have more than 30 slaves living there by the 1780s. By 1810, just seven years after the Louisiana Purchase, there were just 136

slaves in the entire state. But by 1820, that population had grown tremendously, to 1,613.<sup>4</sup> Slavery began to grow even faster as the state's overall population expanded.



This is an excerpt from a U.S. Coastal Survey map from 1860, just before the Civil War, that shows the percentages of slave population in every county in the United States. The darker the county, the more slaves lived there. It is easy to tell where most Arkansas slaves lived. Chicot County had the most slaves, at 81.3% of the overall population. Newton County had the least slaves, at 0.7% of the overall population. What accounts for the vast differences in slave population in the northern and southern parts of the state?

The answer to this question has to do with the location of large cotton farms. Cotton was a significant part of the Arkansas economy before the Civil

War. Large quantities of the crop were grown, in the Delta region of the state. Because cotton is very labor-intensive to grow, there were more slaves on large cotton farms than on farms that specialized in other crops.

Courtesy Library of Congress

Over time, the kinds of people who owned slaves in Arkansas changed. Between the Louisiana Purchase and 1840, most slave owners were small farmers and pioneers. After 1840, most slaves were owned by “planters” or owners of large farms called plantations. By 1850, 17.5% of the entire population of the state were slave owners or members of a family who owned slaves.

Elisha Worthington was a planter in Chicot County, who owned the Sunnyside Plantation, along with several other plantations in the area. By 1860, he owned over twelve thousand acres in Chicot County and 550 slaves. The economic power of that kind of slave ownership would be worth, in today's money, around 2 billion dollars—assuming that most of his slaves were worth around \$1,000.00.<sup>56</sup>

Another well-known slave owner in Arkansas was Lycurgus Johnson of Chicot County. Lycurgus Johnson was the son of Joel Johnson of Kentucky, who moved to Arkansas and established Lakeport Plantation in the 1830s. Lycurgus Johnson first established the Florence Plantation in Chicot County in the late 1830s. In June of 1846, Joel Johnson died while at his residence in Kentucky. It took a long time for Joel's estate to be settled and so it wasn't until ten years later that Lycurgus took over. When Joel Johnson died, he owned 132 slaves. By 1860, just four years after Lycurgus took over Lakeport

Plantation from his father's estate, the plantation was home to 155 slaves. There is very little information about the lives of the slaves at Lakeport Plantation, although one letter writer said of the Johnsons in 1860 "In the family of Mr. Johnson there were seven or eight house servants. He had a well-trained dining room servant, whom he had bought a year before, who was valued at \$1,700. Mr. Johnson had bought him, his wife, and a child three years old, for the sum of \$3,000."<sup>78</sup>

The kinds of work that slaves did varied depending on the needs of their owners. Slaves who worked in the fields had very difficult lives. They were required to work from dawn to sundown every day, unless their masters allowed them to rest on Sunday. On many plantations, slaves worked in "gangs," supervised by an overseer or foreman, who carried a whip as a symbol of his power over the slaves. Even small children worked in the fields. House slaves did all sorts of work inside the main house at a plantation. They cooked, cleaned, cared for small children, worked as seamstresses, and acted as personal butlers and maids. Some slaves were allowed to learn a skilled trade. One example is Isaac Jefferson, who worked at Monticello in Virginia, the home of President Thomas Jefferson. Isaac worked as a blacksmith and tinsmith on the plantation. It was advantageous for slave owners to own slaves with skills like blacksmithing. It meant that they didn't need to pay expensive craftsmen for such work.<sup>9</sup>

Slaves had no rights of any consequence. They could not legally get married, travel without permission of their owner, own property, or vote. They were unable to determine what kind of work they did. They also could not raise their own children if their master saw fit to separate them.<sup>10</sup>

Short of outright murder, masters could punish their slaves however they wanted. Whipping was a very common punishment. However, according to some former slaves in Arkansas, masters often did in fact murder their slaves with very little consequence. Lewis Brown, a former slave from Pine Bluff, said of his master, "If the overseer couldn't make a slave behave, the old doctor went out with a gun and shot him. When the slaves on other plantations couldn't be ruled, they was sold to Dr. Jordan and he ruled 'em or killed 'em."<sup>11</sup>

Other former slaves also told stories of terrible treatment by their owners. Annie Glegg from Madison, Arkansas said, "[Master] Mathis was cruel. He drunk all the time. He got mad and stamped my hand. I nearly lost the use of my hand. It was swollen way up and hurt and stayed so till his cousin noticed it. He was a doctor. He lived in the other end of the house—the same house. He found some bones broke loose in my hand."<sup>12</sup> Augustus Robinson of Little Rock told a story about his master's wife and her ill treatment of him when he was a child. "I was born in Calhoun County, Arkansas, in 1860, January 15th....My daddy was a white man, my master. His wife was so mean to me that my master sold me to keep her from beating me and kicking me and knocking me around. She would have killed me if she had got the chance."<sup>13</sup>

Although slavery was legal in Arkansas, slavery was outlawed in some of the northern states of America. As Americans began expanding further west, conflict arose over whether or not these new Western territories, such as New Mexico, Utah, Arizona, and parts of California, would become slave states or free states. The southern states wanted slavery to expand to make it stronger. The northern free states did not want slavery to expand, because then northern workers would have to compete with slave labor. There were also some people who opposed slavery and thought it was morally

wrong. These people were called “abolitionists.” Abolitionists like William Lloyd Garrison had been working against slavery since the 1830s. Frederick Douglass, who escaped slavery in the 1840s, was also a famous abolitionist.

In November 1860, Abraham Lincoln was elected President of the United States. He was against slavery, and his election inspired southern states to secede from the Union and start the American Civil War.

### **African Americans and the Civil War in Arkansas**

The Civil War changed everything for slaves in Arkansas, and eventually brought their freedom.

In March of 1862, Union General Samuel Curtis began marching his soldiers from Northwest Arkansas to Helena, Arkansas. As Curtis’s soldiers marched across the state, slaves began to leave their masters and follow the Union army as it traveled. By the time the soldiers arrived in Helena in July of 1862, thousands of former slaves had joined the march. One soldier who witnessed the event said, “On our march the [slaves] fairly swarmed around us, coming from every mansion, log cabin and habitable place in the whole region.”<sup>14</sup> The soldiers called the newly freed slaves “contraband.” The army had little resources to feed, clothe and house them. Many of the former slaves in Helena suffered from disease and starvation because of the lack of supplies.

There were two steps toward the eventual freedom of all slaves in the United States. The first step was the Emancipation Proclamation. It was issued by President Lincoln in September 1862 to go into effect on January 1, 1863. The proclamation did not free all slaves in the United States, only those in states that joined the Confederacy. Because the Union Army kept control of Helena, after the emancipation proclamation was made in 1863, thousands more slaves escaped from their owners and came to Helena seeking the protection of the Union Army. Many of the “contraband” either joined the army or went to work for the army in some way.<sup>15</sup> One of the Helena contraband camps has been designated an Underground Railroad site by the National Park Service.<sup>16</sup>

One slave on the Read Plantation in Chicot County recalls the arrival of Union troops in 1863. “I heard them tell the slaves they were free. A man named Captain Barkus who had his arm off at the elbow called for the three near-by plantations to meet at our place. Then he got up on a platform with another man beside him and declared peace and freedom. He p'inted to a colored man and yelled, 'You're free as I am.' Old colored folks . . . that was on sticks, threwed them sticks away and shouted.”<sup>17</sup> A reporter from the Burlington Weekly Hawk Eye reported on life in Chicot County after the announcement of the Emancipation Proclamation. ““The [former slaves] in this country are very anxious to get away, and have been crowding the levee day after day, in hope of being taken on some of the transports lying here. They have shown themselves not only willing but anxious to point out the places where cotton and cattle were hidden, and have worked like badgers in getting them on board. Still, very few of the poor Africans have been permitted to leave this hateful shore, ardent as are their longings after liberty.”

The second step toward the abolition of slavery in the United States was the passage of the 13<sup>th</sup> Amendment to the United States Constitution. The 13th Amendment to the United States

Constitution passed the United States Senate on April 8, 1864. On January 31, 1865, it passed the United States House of Representatives. It states:

**Section 1.** Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

**Section 2.** Congress shall have power to enforce this article by appropriate legislation.

Just because the congress passes an amendment, that doesn't mean it is law immediately. The states needed to ratify the amendment first before it became part of the constitution. There are two methods for amending, or changing the constitution. First is the "congress and legislatures" method. In this method, the United States Congress proposing a constitutional amendment, which must then be ratified by two-thirds of the state legislatures in the country. The second method is through proposal presented by a national convention called by Congress at the request of two-thirds of the state legislatures. Using this method, the proposed amendment must then pass three-fourths of state constitutional conventions. It took until December 1865 for 27 of the 36 states to ratify the 13<sup>th</sup> amendment, but that was enough to put it into law.

On April 9, 1865, General Robert E. Lee surrendered to General Ulysses S. Grant at Appomattox in Virginia. While most people think of this as the absolute end of the war, it actually continued on in some places for a few more months. While this surrender meant the war was definitely over in the east, some Confederate commanders west of the Mississippi continued to fight on for some time.<sup>18</sup>

Arkansas ratified the 13<sup>th</sup> Amendment to the United States Constitution on April 14, 1865. The vote took place in the Old State House in Little Rock, which was the Arkansas State Capitol building at the time. This was a very happy day for those still held in slavery.<sup>19</sup> The day after Arkansas ratified the 13<sup>th</sup> Amendment, President Abraham Lincoln was shot and killed while we watched a play called "Our American Cousin" at the Ford's Theater in Washington, D.C. His killer, John Wilkes Booth, was a well-known actor and believer in the Confederate cause.<sup>20</sup> According to historian Carl Moneyhon, the Confederate army in Arkansas began to collapse, even though the commanders of Confederate soldiers west of the Mississippi refused to surrender. Soldiers began deserting, and civilians began to raid Confederate Army storage facilities. The Confederate Army west of the Mississippi made its final surrender in June of 1865.<sup>21</sup>



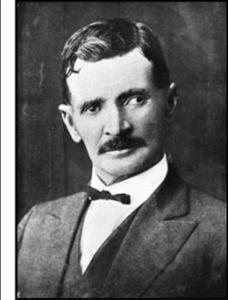
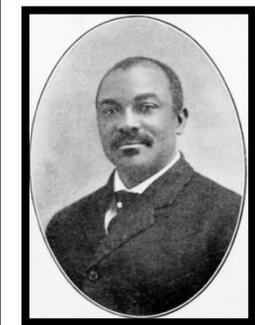
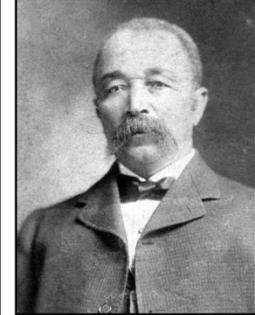
Courtesy Brandon Rush

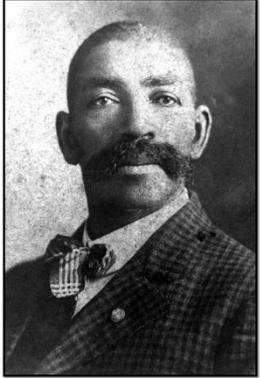
Life after slavery was difficult for many former slaves. They had to find a way to make a living, and a way to clothe, house, and feed themselves. The federal government anticipated that former slaves would need help negotiating contracts, getting an education, and finding jobs. In March of 1865, the federal government started an agency called the Bureau of Refugees, Freedmen, and Abandoned Lands. This agency helped African-

Americans negotiate life as free people.<sup>22</sup> This building was built in 1850 to serve as a law office for Mr. William W. Leake. The Camden office of the Freedmen's Bureau was established in the building formerly used to house Mr.

Leake's law practice. Supervising a seven county area in south central Arkansas, the Freedmen's Bureau in Camden played an important role in shaping Reconstruction era history in the state. Seventy-nine Freedmen's Bureau agents worked in 36 locations in Arkansas. The Freedmen's Bureau helped newly freed slaves negotiate contracts and find jobs. They also helped formalize marriages, educate former slaves and their children, reconcile separated families, find homes for orphans, and help protect African-Americans' civil rights.

## Well-known Arkansans who were Born Slaves and Freed by the 13<sup>th</sup> Amendment

 <p>Courtesy University of Central Arkansas Libraries</p>	<p>Charlotte Stephens was the first African-American teacher in the Little Rock School District. She taught for seventy years, from 1869-1939. <sup>23</sup></p>
 <p>Courtesy Butler Center for Arkansas Studies</p>	<p>Scipio Africanus Jones, a lawyer, had an important impact on civil rights law in Arkansas and set the foundation for the Civil Right Movement in the 1950s and 1960s. <sup>24</sup></p>
 <p>Courtesy Arkansas History Commission</p>	<p>Scott Bond became a wealthy and influential farmer and businessman in Madison, Arkansas (St. Francis, County). His holdings included 12,000 acres of farm land, a mercantile store, several cotton gins, a gravel pit, a lumber yard, and a sawmill. <sup>25</sup></p>
 <p>Courtesy Arkansas History Commission</p>	<p>Joseph Booker became a pioneering minister and the first president of Arkansas Baptist College in Little Rock. <sup>26</sup></p>
 <p>Courtesy Butler Center for</p>	<p>Walter "Wiley" Jones was one of the first wealthy African Americans in the south. He owned a streetcar line in Pine Bluff, a race track, and had substantial investments in real estate. <sup>27</sup></p>

Arkansas Studies	
 <p>Courtesy Arkansas History Commission</p>	<p>Abraham Miller became wealthy after making real estate investments in the area around Helena, Arkansas. He was the first African-American ever elected to the legislature in Arkansas. He later became the first minister of Centennial Baptist Church in Helena. <sup>28</sup></p>
	<p>Henry Jackson Lewis became a well-known artist and is often called the “first black political cartoonist” for his work published in the <i>Indianapolis Freeman</i>. He lived in Pine Bluff and Little Rock, and also worked as an illustrator for the Smithsonian Institution when they were investigating Mississippian mounds in Arkansas. <sup>29</sup></p>
 <p>Courtesy University of Oklahoma Libraries</p>	<p>Bass Reeves became the first African-American Deputy Marshal west of the Mississippi River. He worked as a Federal peace officer in Fort Smith for 32 years. <sup>30</sup></p>
 <p>Courtesy Lakeport Plantation</p>	<p>James Mason was the son of Chicot County slave owner Elisha Worthington. Mason became the first African-American postmaster in the United States. He also worked as politician and farmer. <sup>31</sup></p>

## Endnotes

- <sup>1</sup> Anderson, Thornton. *Creating the Constitution: The Convention of 1787 and the First Congress*, 106. Philadelphia: Penn State University Press, 2010.
- <sup>2</sup> "Article IV | Constitution | US Law." LII / Legal Information Institute. Accessed February 20, 2015. <http://www.law.cornell.edu/constitution/articleiv#section2>.
- <sup>3</sup> "Article I | Constitution | US Law." LII / Legal Information Institute. Accessed February 20, 2015. <http://www.law.cornell.edu/constitution/articlei>.
- <sup>4</sup> Houston, Kelly E. *Slaveholders and Slaves of Hempstead County, Arkansas*. [Denton, Tex.]: University of North Texas, 2008.
- <sup>5</sup> Matrana, Marc R. *Lost Plantations of the South*, 41. Jackson: University Press of Mississippi, 2009.
- <sup>6</sup> "Measuring Worth - Relative Value of the US Dollar." *Measuring Worth - Relative Worth Calculators and Data Sets*. Accessed February 20, 2015. <http://www.measuringworth.com/uscompare/>.
- <sup>7</sup> Deblack, Thomas A. "A Garden in the Wilderness: The Johnsons and the Making of Lakeport Plantation, 1831-1876." PhD diss., University of Arkansas, 1995.
- <sup>8</sup> "Those Who Labored." *The Lakeport Plantation*. Accessed February 20, 2015. <http://lakeport.astate.edu/those-who-labored/>.
- <sup>9</sup> Littlefield, Daniel C. "The Varieties of Slave Labor, Freedom's Story, TeacherServe®, National Humanities Center." National Humanities Center. Accessed February 20, 2015. <http://nationalhumanitiescenter.org/tserve/freedom/1609-1865/essays/slavelabor.htm>.
- <sup>10</sup> Sambol-Tosco, Kimberly. "Slavery and the Making of America . The Slave Experience: Legal Rights & Gov't | PBS." PBS: Public Broadcasting Service. Accessed February 20, 2015. <http://www.pbs.org/wnet/slavery/experience/legal/history2.html>.
- <sup>11</sup> "Slave Narratives Details." Old State House Museum of Arkansas History. Accessed February 20, 2015. <http://www.oldstatehouse.com/exhibits/virtual/catNarratives.aspx?narrative=56>.
- <sup>12</sup> "Slave Narratives Details." Old State House Museum of Arkansas History. Accessed February 20, 2015. <http://www.oldstatehouse.com/exhibits/virtual/catNarratives.aspx?narrative=56>.
- <sup>13</sup> "Slave Narratives Details." Old State House Museum of Arkansas History. Accessed February 20, 2015. <http://www.oldstatehouse.com/exhibits/virtual/catNarratives.aspx?narrative=56>.
- <sup>14</sup> "Helena: An Island of Freedom in Confederate Arkansas." *Civil War Helena*. Accessed February 24, 2015. <http://civilwarhelena.com/history/helena-an-island-of-freedom-in-confederate-arkansas/>.
- <sup>15</sup> "Helena: An Island of Freedom in Confederate Arkansas." *Civil War Helena*. Accessed February 24, 2015. <http://civilwarhelena.com/history/helena-an-island-of-freedom-in-confederate-arkansas/>.
- <sup>16</sup> "Freedom Park – Helena, Arkansas | Arkansas Ties." *Welcome to ArkansasTies! | Arkansas Ties*. Accessed February 24, 2015. <http://www.arkansasties.com/WhatsNew/2013/09/freedom-park-helena-arkansas/>.
- <sup>17</sup> Deblack, Thomas A. "A Garden in the Wilderness: The Johnsons and the Making of Lakeport Plantation, 1831-1876." PhD diss., University of Arkansas, 1995.
- <sup>18</sup> "Grant & Lee" Civil War Trust: Saving America's Civil War Battlefields. Accessed February 23, 2015. <http://www.civilwar.org/battlefields/appomattox-courthouse/appomattox-court-house-history/surrender.html>.
- <sup>19</sup> U.S. GOVERNMENT PRINTING OFFICE, 112th Congress, 2nd Session, SENATE DOCUMENT No. 112–9 (2013). "THE CONSTITUTION of the UNITED STATES OF AMERICA ANALYSIS AND INTERPRETATION Centennial Edition INTERIM EDITION: ANALYSIS OF CASES DECIDED BY THE SUPREME COURT OF THE UNITED STATES TO JUNE 26, 2013s". p. 30.
- <sup>20</sup> "Lincoln Papers: Lincoln Assassination: Introduction." *American Memory from the Library of Congress*. Accessed February 23, 2015. <http://memory.loc.gov/ammem/alhtml/alrintr.html>.
- <sup>21</sup> Moneyhon, Carl. "1865, 'A State of Perfect Anarchy'." In *Rugged and Sublime: The Civil War in Arkansas*, edited by Mark K. Christ, 145-161. Fayetteville: University of Arkansas Press, 1994.
- <sup>22</sup> Finley, Randy. "Freedmen's Bureau." *The Encyclopedia of Arkansas History & Culture*. Accessed February 24, 2015. <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&entryID=3031>.
- <sup>23</sup> Gordy, Sondra. "Charlotte Andrews (Lottie) Stephens (1854-1951) - Encyclopedia of Arkansas." *The Encyclopedia of Arkansas History & Culture*. Accessed March 2, 2015. <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&entryID=1772>.
- <sup>24</sup> Gordy, Sondra. "Charlotte Andrews (Lottie) Stephens (1854-1951) - Encyclopedia of Arkansas." *The Encyclopedia of Arkansas History & Culture*. Accessed March 2, 2015. <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&entryID=1772>.

---

<sup>25</sup> Gordon, Fon Louise. "Scott Winfield Bond (1852–1933)." The Encyclopedia of Arkansas History & Culture. Accessed March 2, 2015. <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&entryID=1594>.

<sup>26</sup> Baker, Russell P. "Joseph Albert Booker (1859-1926)." The Encyclopedia of Arkansas History & Culture. Accessed March 2, 2015. <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&entryID=3068#>.

<sup>27</sup> Hall, Brenda J. "Wiley Jones (1848-1904)." The Encyclopedia of Arkansas History & Culture. Accessed March 2, 2015. <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&entryID=337>.

<sup>28</sup> "A Land Given: 19th Century African Americans in the Delta." Delta Cultural Center. Accessed March 2, 2015. [http://www.deltaculturalcenter.com/education\\_programs/DCC\\_given\\_lessonplan.pdf](http://www.deltaculturalcenter.com/education_programs/DCC_given_lessonplan.pdf).

<sup>29</sup> Jeter, Marvin D. "Henry Jackson Lewis (1837-1891)." The Encyclopedia of Arkansas History & Culture. Accessed March 2, 2015. <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&entryID=2602>.

<sup>30</sup> Burton, Art T. "Bass Reeves (1838-1910)." The Encyclopedia of Arkansas History & Culture. Accessed March 6, 2015. <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?entryID=1747>.

<sup>31</sup> Snell Griffith, Nancy. "James W. Mason (1841-1875)." The Encyclopedia of Arkansas History & Culture. Accessed March 6, 2015. <http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&entryID=7547>.