

# African Americans and the Civil War

## How should the African-American story of the Civil War be told?

While slavery was the major issue separating the North and South, it was not slavery itself that sparked the conflict. The South wanted to secede from the Union, and the North refused. While President Abraham Lincoln personally opposed slavery, he recognized that it was legal under the U.S. Constitution at the time. He also recognized that few in the North were ready to go to war to free the slaves. For Lincoln and the northern majority, preservation of the Union was the foremost goal.

### Freed Slaves during the Civil War

The “Negro question,” as it was called, became an important issue early in the conflict. Most slaves were in fact “liberated” when the Union Army eliminated the local southern forces that kept them in slavery. They simply left their plantations to seek their freedom under the protection of northern military units. Union commanders had to decide how to deal with them. Early in the fighting in border states, slaves were sometimes returned to their masters in the hope of encouraging support for the Union.

However, as more and more slaves walked to freedom, the army made provisions to use them as a resource. The army hired many to work in non-military roles — cooks, wagon drivers, blacksmiths, laundresses — but until later in the conflict, racial prejudice prevented arming former slaves and allowing to fight. As the war progressed, however, African Americans could sign up for combat units. By the end of the Civil War, some 179,000 African-American men served in the Union army, equal to 10 percent of the entire force. Of these, 40,000 African-American soldiers died, including 30,000 of infection or disease.

The Confederate armies did not treat captured African-American soldiers under the normal “Prisoner of War” rules. At Fort Pillow, Tennessee, there are claims that 300 African-American Union soldiers were massacred after they surrendered when they were badly outmatched by southern forces. This led President Lincoln to warn the South that the North would not participate in prisoner exchanges that were common wartime practice unless all Union soldiers of whatever race were treated by POW rules.

### Emancipation Proclamation

Lincoln issued his famous Emancipation Proclamation in 1863 freeing all slaves in territories controlled by Union armies. He justified the program under his wartime powers declaring that slaves contributed substantially to the support of the Confederacy. Eliminating slave labor, the Proclamation reasoned, would severely undercut the southern rebellion.

At the close of the war, it was obvious that slavery was over. Most African Americans had walked away from their bondage, and there was no sentiment in the North to reward southern slaveholders with the return of their slaves. The new debate was about status of African Americans in American society. The radical wing of the Republican Party pushed the federal government to keep troops in the South to insure African-American rights, including suffrage. Congress proposed three constitutional amendments that would promote African-American equality. The 13th Amendment forbade slavery. The 14th Amendment required all states to abide by due process for all citizens, and the 15th Amendment denied states the right to impose voting restrictions based on race or previous condition or servitude (slavery). The government and private organizations sponsored schools to teach African-American children and trade schools for adults.

However, in 1876, a stand-off in the presidential election created a constitutional crisis. As a compromise, Rutherford B. Hayes, the Republican, became president but federal troops were withdrawn from Confederate states. This opened the way for white majorities in these states to reimpose laws that discriminated against African Americans. In 1896, the Supreme Court upheld a law that allowed states to create “separate but equal” schools and other institutions based on race, and segregation tightened its grip on the American South.

## Supporting Questions

**How did President Abraham Lincoln and Congress' approach to handling slavery evolve throughout the Civil War?**

- ["The \(Fort\) Monroe Doctrine," 1861 \(Political Cartoon\)](#)
- [President Abraham Lincoln's First Inaugural Address, March 9, 1861 \(Document\)](#)
- [First Confiscation Act: "Chap. LX - An act to confiscate Property used for Insurrectionary Purposes," August 6, 1861 \(Document\)](#)
- ["I'm sorry to have to drop you, Sambo, but this concern won't carry us both!" October 12, 1861 \(Political Cartoon\)](#)
- [Proclamation Revoking General David Hunter's General Order No. 11 on Military Emancipation of Slaves, May 19, 1862 \(Document\)](#)
- [Second Confiscation Act: "Chap. CXCIV - An Act to Suppress Insurrection, to Punish Treason and Rebellion...", July 17, 1862 \(Document\)](#)
- [Militia Act, July 17, 1862 \(Document\)](#)
- [President Abraham Lincoln's Letter to Horace Greeley, August 29, 1862 \(Document\)](#)
- [First Edition of President Abraham Lincoln's Preliminary Emancipation Proclamation, September 22, 1862 \(Document\)](#)
- [President Abraham Lincoln's Letter to Albert G. Hodges, April 30, 1864 \(Document\)](#)
- [Print of Emancipation Proclamation by President Abraham Lincoln, 1865 \(Document\)](#)
- [Joint Resolution Submitting the 13th Amendment to the States, February 1, 1865 \(Document\)](#)

**What contributions did slaves and free African Americans make to the Union war effort?**

### *Contributions Behind Rebel Lines*

- ["Negroes Leaving the Plough," March 26, 1864 \(Image\)](#)
- [Portrait of Harriet Tubman, between ca. 1871 and 1876 \(Image\)](#)

### *Contributions of Physical Labor*

- [Men Standing On Railroad Track in Northern Virginia, ca. 1862 \(Image\)](#)
- [African-American Teamsters in Bermuda Hundred, Virginia, 1864 \(Image\)](#)
- [African Americans Collecting Bones of Soldiers Killed in Cold Harbor, Virginia, April 1865 \(Image\)](#)

### *Contributions of Service to Union Soldiers*

- [Group of Soldiers in Front of Tent in Camp Cameron, between 1861 and 1865 \(Image\)](#)
- ["Polishing the General's Britches," between 1861 and 1865 \(Image\)](#)

### *Contributions in Combat*

- [Officers from the 4th Colored Infantry at Fort Slocum, April 1865 \(Image\)](#)
- [Storming Fort Wagner, July 5, 1865 \(Image\)](#)
- ["The Negro as a Soldier in the War of the Rebellion" Pamphlet, 1897 \(Document\)](#)

**After a Union victory and the close of the war, what possibilities did the future hold for all African Americans?**

### *Acceptance as an Equal, Fellow Man*

- ["Men of Color to Arms! Now or Never!" Broadside, 1863 \(Document\)](#)
- ["One Cause, One Country - 45th Regt. U.S. Colored Troops," between 1863 and 1865 \(Image\)](#)
- ["Emancipation," 1865 \(Image\)](#)
- ["Give Me Your Hand, Comrade," April 22, 1865 \(Political Cartoon\)](#)
- ["The True Defenders of the Constitution," November 11, 1865 \(Image\)](#)

### *Political Equality*

- ["24th Regt. U.S. Colored Troops. Let Soldiers in War, Be Citizens in Peace," ca. 1865 \(Image\)](#)
- ["Pardon. Franchise Columbia," August 5, 1865 \(Image\)](#)

***Economic Freedom***

- [“The Darkies Rally” Song, 1863 \(Document\)](#)
- [Narrative of Former Slave Felix Haywood, 1936 \(Document\)](#)

**[\\*Printable Image and Document Guide](#)****Additional Resources**

**[African-American Soldiers in the U.S. Military During the Civil War](#)**: This National Archives resource is brief, yet informative and summarizes the obstacles, challenges and successes of African Americans serving in the Civil War.

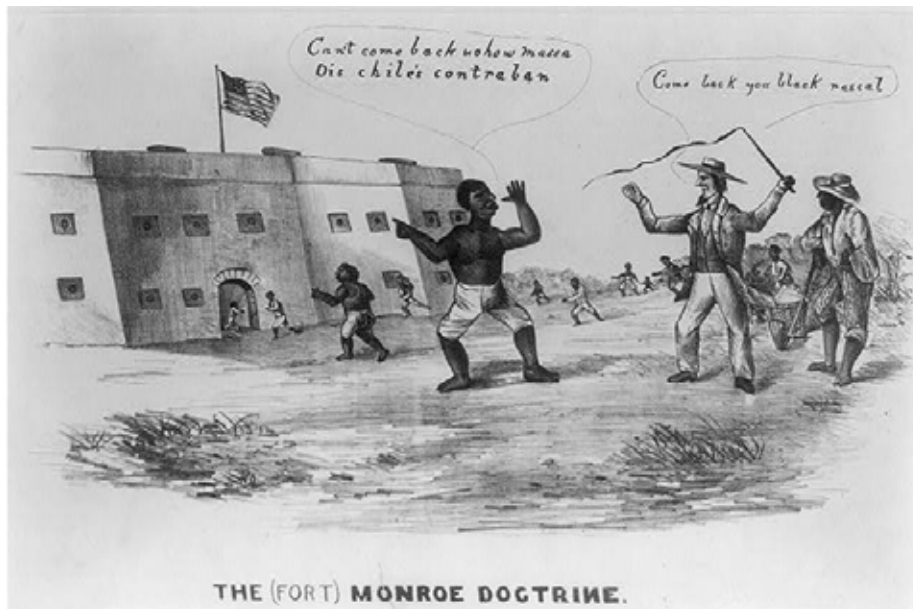
**[The Civil War Trust’s Video Collection](#)**: The Civil War Trust has created over 300 brief, but informative videos featuring historians discussing a variety of Civil War topics. These resources provide background knowledge and historical context to the Civil War. The following seven resources, in particular, directly relate to the source set: [“African-Americans and the Early War Effort,”](#) [“Contraband: African-Americans,”](#) [“Black Soldiers in 4 Minutes,”](#) [“The Road to Emancipation,”](#) [“Drafting the Proclamation,”](#) [“The Emancipation Proclamation in 4 Minutes”](#) and [“Reactions to the Emancipation Proclamation.”](#)

**[Harper’s Weekly Reports on Black America, 1857-1874 - Civil War Timeline](#)**: The Civil War timeline spans from the election of 1860 to the ratification of the 13th Amendment, all the while directing its focus toward decisions, legislation and proclamations made by the federal government related to slaves and free African Americans.

**[An Evolving Nation](#)**: This feature, written for the Civil War Trust by Hari Jones of the African-American Civil War Museum, traces the road toward full emancipation from prior to the Civil War up until the issuing of the Emancipation Proclamation.

**[Abraham Lincoln and Emancipation](#)**: This essay can be found within the Library of Congress’ Abraham Lincoln Papers Collection. It sheds light on Lincoln’s own actions and decisions in relation to emancipation. A useful timeline can also be found on the left side of the page.

## “The (Fort) Monroe Doctrine,” 1861



Courtesy of Library of Congress, "The (Fort) Monroe Doctrine," 1861

### Description

In this political cartoon, a slave stands before Fort Monroe taunting his plantation master. The planter (right) waves his whip and cries, "Come back you black rascal." The slave replies, "Can't come back nohow massa Dis chile's contraban." In the background, other slaves are seen leaving the fields and heading toward the fort. This cartoon was a reflection of the actions of Benjamin Butler, commander of the Union army in Virginia and North Carolina. On May 27, 1861, less than two months into the war, Butler declared that slaves who fled to Union lines were legitimate "contraband of war," and were not subject to return to their Confederate owners regardless of the Fugitive Slave Act of 1850. The Lincoln administration approved Butler's action and soon other fugitive slaves (often referred to as "contrabands") made their way to Fort Monroe, Butler's headquarters in Virginia.

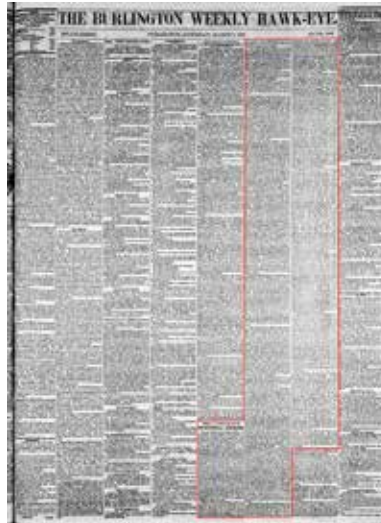
### Text-Dependent Questions

- This cartoon reflects of the actions of Benjamin Butler, commander of the Union army in Virginia and North Carolina. On May 27, 1861, Butler declared that slaves who fled to Union lines were legitimate "contraband of war," and were not subject to return to their Confederate owners regardless of the Fugitive Slave Act of 1850. How did the artist visually illustrate the Fort Monroe Doctrine?
- Use your background knowledge and the evidence contained within the image to explain what contraband in a time of war is.
- Explain whether or not the Union's handling of fugitive slaves in this image matched the pledges made by Abraham Lincoln regarding slavery in his [first inaugural address](#) delivered less than three months earlier.

### Citation Information

"The (Fort) Monroe Doctrine," 1861. [Courtesy of Library of Congress](#)

## President Abraham Lincoln's First Inaugural Address, March 9, 1861



Courtesy of Library of Congress, Lincoln, Abraham, "Inaugural," *The Burlington Weekly Hawk-eye*, 9 March 1861

### Description

On March 9, 1861, *The Burlington Weekly Hawk-eye* printed in full President Abraham Lincoln's first inaugural address in which the new president stressed the Union between the North and South and his constitutional duty to maintain and defend it. Although the federal government had no intention to act as an aggressor towards the South, Lincoln made it clear that the North would also not condone or allow secession. A considerable part of the address dealt with the issue of slavery, where Lincoln attempted to alleviate the concerns of the South by emphasizing his intention to uphold the U.S. Constitution's provisions in relation to it and not to interfere with the institution in the states where it already existed.

[Full Transcript of President Abraham Lincoln's Inaugural Address](#)

[Transcribed Excerpts from President Abraham Lincoln's Inaugural Address](#)

[Printable Excerpt of President Abraham Lincoln's Inaugural Address](#)

### Text-Dependent Questions

- According to President Abraham Lincoln, what did the South fear with the inauguration of a president from the Republican Party? Did Lincoln believe this fear was justified? Provide three passages from the speech that best support your answer.
- Paraphrase the Fugitive Slave Clause of the Constitution. It begins with, "No person held to service..."
- Why was Lincoln so confident that the Fugitive Slave Clause of the U.S. Constitution would be adhered to by the federal government?
- Based on the final two paragraphs of the speech, what seemed to be Lincoln's main priority as the newly inaugurated president?

### Citation Information

Lincoln, Abraham, "Inaugural," *The Burlington Weekly Hawk-eye*, 9 March 1861. [Courtesy of Library of Congress](#)

## First Confiscation Act: "Chap. LX - An act to confiscate Property used for Insurrectionary Purposes," August 6, 1861



Courtesy of Library of Congress, "Chap. LX - An act to confiscate Property used for Insurrectionary Purposes," U.S. Congress, pp. 319, 6 August 1861

### Description

After the breakout of the Civil War, on July 4, 1861, President Abraham Lincoln convened a special session of Congress. One issue that needed to be addressed was legislation addressing how to deal with slaves being used to aid the war effort of the Confederacy, including those that escaped their masters, made their way to Union lines and were confiscated as contraband of war, such as illustrated in the [\(Fort\) Monroe Doctrine](#). [Section 1](#) of the August 6, 1861, Confiscation Act clearly stated that any property used in support of the rebellion against the United States government was eligible for confiscation. [Section 4](#) of the law dealt specifically with slaves as contraband and declared that any person who claimed ownership of a fugitive slave "shall forfeit his claim to such labor" if such slave was forced to support the Confederacy in his labor in any type of military capacity. Due to the vagueness of this phrase, debate ensued over whether or not this law expressly emancipated slaves as contraband. Overall, this law gave legislative support to the contraband policy already being followed by much, but not all, of the Union army.

[Full Transcript of the First Confiscation Act: Chap. LX](#)

[Transcribed Excerpts from the First Confiscation Act: Chap. LX](#)

### Text-Dependent Questions

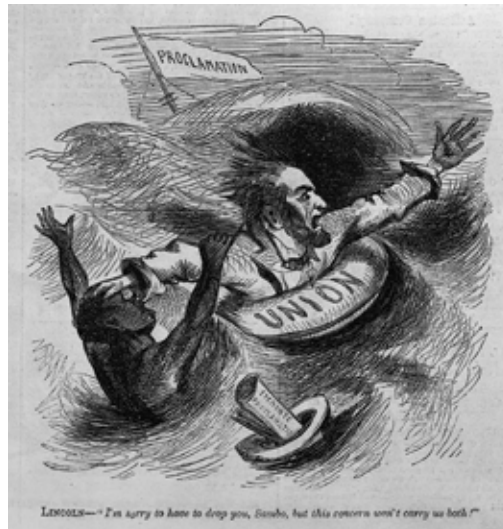
- Select one passage from [Section 1](#) that best captures your interpretation of it. Provide reasoning for your selection.
- According to [Section 4](#), what requirements must be met for a slave to become property eligible for confiscation ("contraband") by the Union?
- There was a debate at the time in Congress and the public over whether or not [Section 4](#) emancipated slaves that had been confiscated as contraband. Use the phrase, "the person to whom such labor or service is claimed to be due shall forfeit his claim to such labor, any law of the State or of the United States to the contrary notwithstanding," to help explain both sides of the argument.
- Explain how this law would have impacted slaves and their owners in the border states (Missouri, Kentucky, Maryland and Delaware) that remained loyal to the Union, yet allowed slavery.

### Citation Information

"Chap. LX - An act to confiscate Property used for Insurrectionary Purposes," U.S. Congress, pp. 319, 6 August 1861. [Courtesy of Library of Congress](#)



## "I'm sorry to have to drop you, Sambo, but this concern won't carry us both!" October 12, 1861



Courtesy of Library of Congress, "I'm sorry to have to drop you, Sambo, but this concern won't carry us both!" Frank Leslie's Illustrated Newspaper, 12 October 1861

### Description

On August 30, 1861, General John C. Fremont issued a proclamation for the state of Missouri in which he declared martial law and announced the emancipation of slaves owned by Confederate sympathizers in the state. Fremont acted without Lincoln's permission and was asked by the president in a September letter to amend his proclamation so that it complied with the Confiscation Act passed by Congress in early August. Chief among the president's concerns was the risk of alienating Kentucky and the other border states. This particular cartoon shows Lincoln in a life preserver labeled "Union," on a storm-tossed sea, pushing away an African-American man who had been clinging to him. Next to them floats a hat with papers labeled "Fremont's proclamation," and in the background is the mast of a ship flying a "Proclamation" pennant. Below the image, Lincoln is saying to the man, "I'm sorry to have to drop you, Sambo, but this concern won't carry us both!"

### Text-Dependent Questions

- Who are the two men in this cartoon? What does the name "Sambo" reveal about much of society's attitudes towards African Americans?
- On August 30, 1861, General John C. Fremont issued a proclamation, without President Lincoln's permission, for the state of Missouri in which he declared martial law and announced the emancipation of slaves owned by Confederate sympathizers in the state. Why would General John Fremont's proclamation for emancipation of slaves held by Confederate sympathizers in the border state of Missouri be problematic? Who was responsible for what happened to it?
- What was the "concern" President Abraham Lincoln referred to in the cartoon?
- Overall, what message is the artist sending through the creation of this cartoon? How does he draw it to relay this message to his audience?

### Citation Information

"I'm sorry to have to drop you, Sambo, but this concern won't carry us both!" *Frank Leslie's Illustrated Newspaper*, 12 October 1861. [Courtesy of Library of Congress](#)

## Proclamation Revoking General David Hunter's General Order No. 11 on Military Emancipation of Slaves, May 19, 1862



Courtesy of Library of Congress, Lincoln, Abraham, "Abraham Lincoln papers: Series 1. General Correspondence. 1833-1916: Abraham Lincoln..." 19 May 1962

### Description

On May 9, 1862, Major General David Hunter issued a proclamation that placed Florida, Georgia and South Carolina under martial law and emancipated all slaves in these states. Ten days later, President Abraham Lincoln announced this proclamation, which publicly voided Hunter's proclamation. In it, Lincoln distanced himself from Hunter's decision, claiming that he had no prior knowledge of it, had given no such authority to Hunter or anybody else, and such decisions would be made only by him and none of his commanders in the field. Lincoln then took the opportunity to urge slave-holding states to take advantage of his plan for gradual, compensated emancipation which Congress approved in a joint resolution March 6, 1862.

### [Transcript of President Abraham Lincoln's Proclamation Revoking Gen. David Hunter's General Order No. 11](#)

### Text-Dependent Questions

- On May 9, 1862, Major General David Hunter issued a proclamation that placed Florida, Georgia and South Carolina under martial law and emancipated all slaves in these states. How did President Abraham Lincoln respond to it?
- When would Lincoln consider declaring slaves free according to the portion of Lincoln's proclamation beginning with, "I further make known...?"
- What was Lincoln's purpose in the second half of his proclamation, beginning with the words "On the sixth day of March last...?" Use evidence from the document to support your conclusion.
- Think back to Lincoln's reasoning for his response to General John C. Fremont's proclamation freeing the slaves of Missouri as depicted in the [October 1861 cartoon, "I'm sorry to have to drop you, Sambo, but this concern won't carry us both!"](#) What connections can be drawn between this document and that cartoon?

### Citation Information

Lincoln, Abraham, "Abraham Lincoln papers: Series 1. General Correspondence. 1833-1916: Abraham Lincoln, Monday, May 19, 1862 (Proclamation revoking General David Hunter's General Order No. 11 on military emancipation of slaves)," 19 May 1962. [Courtesy of Library of Congress](#)





## Militia Act, July 17, 1862



Courtesy of Library of Congress, "Chap. CCI - An act to amend the Act calling forth the Militia to execute the Laws of the Union, suppress Insurrections, and repel Invasion..." U.S. Congress, pp. 597-600, 17 July 1862

### Description

Passed alongside the Second Confiscation Act on July 17, 1862, the Militia Act of 1862 amended the Militia Act of 1795, making it legal for African-American men to enlist in the United States army "for the purpose of constructing intrenchments, or performing camp service or any other labor, or any military or naval service for which they may be found competent." The law also offered emancipation to any slaves willing and able to serve as well as their families, with the stipulation that their owner be disloyal to the Union.

### [Full Transcript of Militia Act of 1862](#)

### [Transcribed Excerpts from Militia Act of 1862](#)

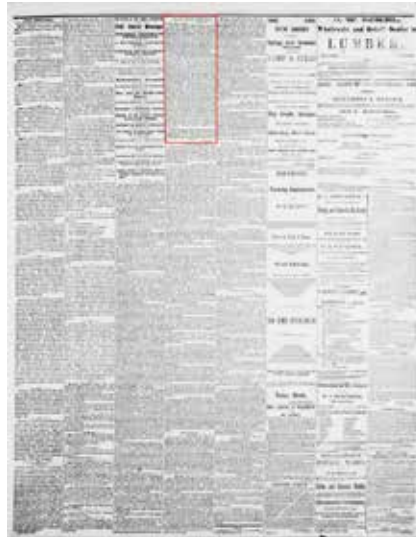
### Text-Dependent Questions

- How did [Section 12](#) amend the original 1795 militia law, which was "an act to provide for calling forth the Militia to execute the laws of the Union, suppress insurrections and repel invasions; and to repeal the Act nor in force for those purposes"?
- What incentive did Congress provide in [Section 13](#) to encourage African Americans to volunteer for the Union army?
- How would border-state slaveholders and their slaves be affected by this law?
- Use evidence from [Sections 12 and 15](#) to explain the assumptions Congress made about African-American soldiers when drafting this law. At the time, white soldiers were paid \$13 per month with no deductions for clothing.

### Citation Information

"Chap. CCI - An act to amend the Act calling forth the Militia to execute the Laws of the Union, suppress Insurrections, and repel Invasion, approved February twenty-eight, seventeen hundred and ninety-five, and the Acts amendatory thereof, and for other Purposes," U.S. Congress, pp. 597-600, 17 July 1862. [Courtesy of Library of Congress](#)

## President Abraham Lincoln's Letter to Horace Greeley, August 29, 1862



Courtesy of Library of Congress, Lincoln, Abraham, "To Hon. Horace Greeley," *Muscatine Weekly Journal*, pp. 4, 29 August 1862

### Description

On August 20, 1862, the influential editor of the *New York Tribune*, Horace Greeley, published an open letter to President Abraham Lincoln under the heading "The Prayer of Twenty Millions." In it, he accused Lincoln of not faithfully executing recent laws passed by Congress that included emancipation provisions, most notably the [Second Confiscation Act](#) passed only a month earlier. Overall, he challenged Lincoln to be less compromising to the border states and their desire to protect slavery and called on him to acknowledge that the destruction of slavery was the key to winning the war. Lincoln responded with his own open letter two days later, plainly stating that his chief objective was to save the Union and all decisions made regarding slavery were made in pursuit of that goal.

[Transcript of Letter from President Abraham Lincoln to Horace Greeley](#)

[Printable Excerpt from President Abraham Lincoln to Horace Greeley](#)

### Text-Dependent Questions

- How did President Abraham Lincoln address Horace Greeley's accusation that he had not taken bold enough action to destroy the institution of slavery in order to defeat the Confederacy?
- How did Lincoln's "official" position on slavery as president differ from his personal position? Why would Lincoln end his letter by sharing such a distinction?
- Greeley's critique of Lincoln's handling of slavery was titled "The Prayer of Twenty Millions." Create a title for Lincoln's letter based on your understanding of his position on slavery and its relation to his overall goal.

### Citation Information

Lincoln, Abraham, "To Hon. Horace Greeley," *Muscatine Weekly Journal*, pp. 4, 29 August 1862. [Courtesy of Library of Congress](#)

## First Edition of President Abraham Lincoln's Preliminary Emancipation Proclamation, September 22, 1862



Courtesy of Library of Congress, Lincoln, Abraham, "The first edition of Abraham Lincoln's preliminary emancipation proclamation," 22 September 1862

### Description

Five days after signing the [Second Confiscation Act](#), on July 22, 1862, President Abraham Lincoln notified his cabinet members his plan for issuing a preliminary draft of the Emancipation Proclamation based on the authority Congress had granted him. Lincoln was advised to wait until a military victory could be achieved. Antietam proved enough of one and on September 22, 1862, Lincoln issued the preliminary Emancipation Proclamation which continued to support gradual, compensated emancipation for states not in rebellion and left open the possibility of voluntary colonization. It also announced that as of January 1, 1863, "all persons held as slaves within any state or states, wherein the constitutional authority of the United States shall not then be practically recognized, submitted to, and maintained, shall then, thenceforward, and forever, be free."

### [Transcript of President Abraham Lincoln's Preliminary Emancipation Proclamation](#)

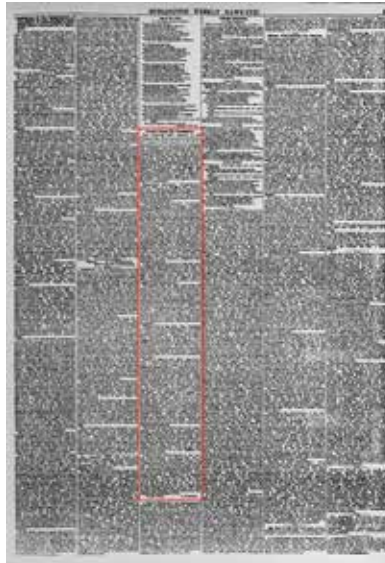
### Text-Dependent Questions

- Compare this source to [President Abraham Lincoln's First Inaugural Address](#). In what ways was the preliminary Emancipation Proclamation a continuation of President Abraham Lincoln's and Congress' handling of the issue of slavery up to that point? In what ways was it different?
- Why did Lincoln call attention to sections of the March 1862 act, which strengthened the [First Confiscation Act](#) and the [July 1862 Second Confiscation Act](#)?
- Almost exactly a month before the announcement of this proclamation, [Horace Greeley urged Lincoln to stop making compromises](#) over the issue of slavery in order to keep the slaveholding border states loyal to the Union. Using evidence from the text, explain whether or not Lincoln's proclamation fulfilled Greeley's request.

### Citation Information

Lincoln, Abraham, "The first edition of Abraham Lincoln's preliminary emancipation proclamation," 22 September 1862. [Courtesy of Library of Congress](#)

## President Abraham Lincoln's Letter to Albert G. Hodges, April 30, 1864



Courtesy of Library of Congress, Lincoln, Abraham, "Letter from the President to Albert Hodges," *Burlington Weekly Hawk-eye*, pp. 3, 30 April 1864

### Description

This letter is a summary of a conversation which President Abraham Lincoln had with three Kentuckians: Governor Thomas E. Bramlette, former United States Senator Archibald Dixon and Albert G. Hodges, editor of the *Frankfort Commonwealth*. The letter provided a glimpse into Lincoln's balancing act between his personal views on slavery and his constitutional responsibilities as president. Lincoln reveals that ultimately each step in the process of emancipation was in the interest of saving the Union, and thus preserving the Constitution itself. Lincoln closed his letter by providing a preview of his second inaugural address, when he suggested the Civil War was God's punishment for slavery in America.

[Full Transcript of President Abraham Lincoln's Letter to Albert G. Hodges](#)

[Printable Excerpt of President Abraham Lincoln's Letter to Albert G. Hodges](#)

### Text-Dependent Questions

- What were President Abraham Lincoln's personal views on slavery? Why, according to him, did he originally not use the presidency to act on those personal views?
- Explain Lincoln's amputation metaphor. How did it relate to his approach on handling slavery?
- Why did Lincoln change his original position of non-interference with slavery where it existed, such as in his [first inaugural address](#), to one of emancipation?
- For Lincoln, what was the connection between God, the Civil War and slavery in the last section of his letter?

### Citation Information

Lincoln, Abraham, "Letter from the President to Albert Hodges," *Burlington Weekly Hawk-eye*, pp. 3, 30 April 1864.  
[Courtesy of Library of Congress](#)

## Print of Emancipation Proclamation by President Abraham Lincoln, 1865



Courtesy of Library of Congress, Lincoln, Abraham, "1861-1863; Proclamation of emancipation by the President of the United States, [C. A. Alvord]," 1865

### Description

One hundred days after announcing the preliminary Emancipation Proclamation, on January 1, 1863, the final Emancipation Proclamation took effect. The final proclamation differed significantly from the previous one. It designated the areas considered to be in rebellion where "all persons held as slaves ... are, and henceforward shall be free," but also those under Union control and thus exempted from the proclamation. Lincoln urged those freed by the proclamation to find work for reasonable wages and to avoid retaliatory violence. Most importantly, gone were any mention of gradual, compensated emancipation and voluntary colonization, and in their place was the announcement that African-American men would be welcomed into the Union's armed forces. Lincoln also closed the proclamation by invoking the favor of God. On this broadside, to the left and right of the Emancipation Proclamation are scenes depicting the contrasting life for African Americans before and after emancipation. A portrait of Lincoln from the chest up sits above the proclamation, surrounded by large American flags and an eagle.

### [Transcript of the Emancipation Proclamation](#)

### Text-Dependent Questions

- In what ways did the final Emancipation Proclamation differ from the [preliminary version](#) issued 100 days earlier? By declaration, slaves in the designated areas of rebellion "are and henceforward shall be free," but who would slaves need to encounter in order to absolutely guarantee their freedom?
- [Section 12 of the Militia Act of 1862](#) authorized persons of African descent to serve in the Union army, yet Lincoln did not openly call for a general mobilization of them afterward. Why was it significant that in the Emancipation Proclamation he "further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States?"
- Did the purpose of the Civil War change with the issuing of the Emancipation Proclamation? Provide reasoning for your position that includes evidence from the document itself.
- Look closely at the artwork that surrounds the Emancipation Proclamation. According to the printer of this broadside, what impact did the Emancipation Proclamation have on the lives of southern slaves?

### Citation Information

Lincoln, Abraham, "1861-1863; Proclamation of emancipation by the President of the United States, [C. A. Alvord]," 1865. [Courtesy of Library of Congress](#)



## Joint Resolution Submitting the 13th Amendment to the States, February 1, 1865



Courtesy of Library of Congress, Lincoln, Abraham, "Abraham Lincoln papers: Series 3. General Correspondence. 1837-1897: Congress, Wednesday, February 01, 1865 (Joint Resolution Submitting 13th Amendment to the States; signed by Abraham Lincoln and Congre

### Description

On April 8, 1864, the United States Senate passed a resolution proposing an amendment that would abolish slavery throughout America. The House of Representatives initially failed to pass its own resolution and did not do so until January 31, 1865, after much lobbying from President Abraham Lincoln. Lincoln understood that the Emancipation Proclamation was merely a war-time measure and one that did not grant slaves freedom in the states that remained loyal to the Union. The only guarantee then of eliminating slavery was through a constitutional amendment. This is the joint resolution Lincoln symbolically signed that submitted the proposed 13th Amendment to the states for ratification. On December 18, 1865, by Secretary of State William H. Seward officially recognized its addition to the Constitution.

### [Transcript of Joint Resolution Submitting the 13th Amendment to the States](#)

### Text-Dependent Questions

- What was the expressed purpose of the proposed 13th Amendment?
- President Abraham Lincoln had issued the [Emancipation Proclamation](#) two years and one month earlier. Why then was the 13th Amendment necessary?
- According to Article V of the Constitution, the president has no role in the amendment process, yet Lincoln signed Congress' joint resolution anyway. Why might he have felt it was necessary to do this?

### Citation Information

Lincoln, Abraham, "Abraham Lincoln papers: Series 3. General Correspondence. 1837-1897: Congress, Wednesday, February 01, 1865 (Joint Resolution Submitting 13th Amendment to the States; signed by Abraham Lincoln and Congress)," 1 February 1865. [Courtesy of Library of Congress](#)

## “Negroes Leaving the Plough,” March 26, 1864



Courtesy of Library of Congress, Waud, Alfred R., “Negroes Leaving the Plough,” March 1864

### Description

Published in the March 26, 1864, edition of Harper’s Weekly as part of “Scenes Connected with General Custer’s Movement Across the Rapidian,” Alfred R. Waud’s drawing depicts three slaves on horseback leaving the field to join Union troops marching down a nearby road.

### Text-Dependent Questions

- Who were the people on horseback in the foreground of the drawing? What were they doing before the arrival of the Union soldiers in the background?
- How would the [Emancipation Proclamation](#) issued one year and two months prior to the events drawn have impacted the status of these slaves and the actions of the nearby Union troops?
- In what ways would a runaway or captured slave have harmed the Confederate war effort and strengthened the Union war effort?

### Citation Information

Waud, Alfred R., “Negroes Leaving the Plough,” 26 March 1864. [Courtesy of Library of Congress](#)

## Portrait of Harriet Tubman, between ca. 1871 and 1876



Courtesy of Library of Congress, Lindsley, Harvey B., "[Harriet Tubman, full-length portrait, standing with hands on back of a chair]," between ca. 1871 and 1876

### Description

In this portrait-style photograph, Harriet Tubman is found standing in a dress with her hands resting on the back of an upholstered chair. The photograph was taken sometime between 1871 and 1876 by Harvey B. Lindsley. Best known for her work with the Underground Railroad, Tubman also served as a nurse for African-American soldiers and freedmen, as well as a scout and spy behind enemy lines for the Union army. Leading a successful Union raid along the Combahee River in South Carolina, she became the first woman in American history to lead a military expedition.

### Text-Dependent Questions

- What skills might Harriet Tubman have acquired as a "conductor" on the Underground Railroad that would have helped her become a successful spy and scout?
- Why might slaves, "contrabands" and free African Americans have been effective Union spies?
- What type of information could African-American spies like Tubman have provided that white spies could not?

### Citation Information

Lindsley, Harvey B., "[Harriet Tubman, full-length portrait, standing with hands on back of a chair]," between ca. 1871 and 1876. [Courtesy of Library of Congress](#)

## Men Standing On Railroad Track in Northern Virginia, ca. 1862



Courtesy of Library of Congress, Russell, Andrew J., "[Military railroad operations in northern Virginia: men standing on railroad track]," ca. 1862

### Description

This photograph shows a group of eight African Americans constructing a railroad in northern Virginia for the United States Military Railway Department. The photo was taken by Andrew J. Russell in either 1862 or 1863. Most of the men can be seen holding tools required for laying railroad track.

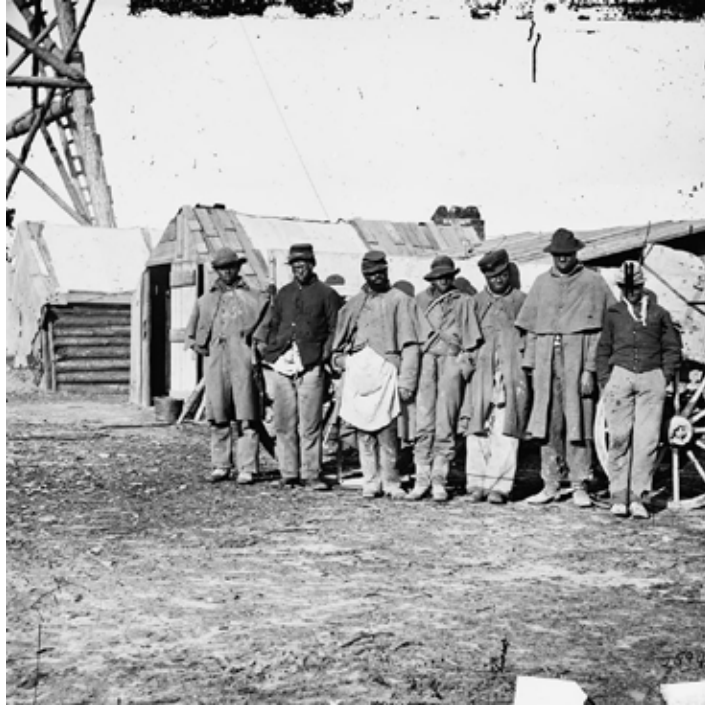
### Text-Dependent Questions

- How did the Union army employ this group of African Americans?
- Why would completion of their job have been crucial to the overall war effort of the Union?

### Citation Information

Russell, Andrew J., "[Military railroad operations in northern Virginia: men standing on railroad track]," ca. 1862.  
[Courtesy of Library of Congress](#)

## African-American Teamsters in Bermuda Hundred, Virginia, 1864



Courtesy of Library of Congress, "[Bermuda Hundred, Va. African-American teamsters near the signal tower]," 1864

### Description

This is one of the Civil War photographs compiled by Hirst D. Milhollen and Donald H. Mugridge. This 1864 image depicts seven "contraband" teamsters dressed in old Union uniforms standing near a wagon and shack.

### Text-Dependent Questions

- Describe the appearance and surroundings of these "contrabands" using details from the photograph.
- What types of contributions might they have made to the Union war effort based on their appearance, surroundings, and the photo's title?

### Citation Information

"[Bermuda Hundred, Va. African-American teamsters near the signal tower]," 1864. [Courtesy of Library of Congress](#)



## African Americans Collecting Bones of Soldiers Killed in Cold Harbor, Virginia, April 1865



Courtesy of Library of Congress, Reekie, John, "[Cold Harbor, Va. African Americans collecting bones of soldiers killed in the battle]," April 1865

### Description

This photograph, published by John Reekie in April 1865, portrays five African Americans collecting bones of soldiers killed in battle during Ulysses S. Grant's 1864 Virginia Overland Campaign. In the foreground, an African American squats near a stretcher filled with skulls, bones and decaying limbs.

### Text-Dependent Questions

- What word or phrase comes to mind when you examine this photograph? Explain how the details contained within it led you to your selection.
- The Civil War was the first American war captured by photography. What impact would photography have had on civilians back home?

### Citation Information

Reekie, John, "[Cold Harbor, Va. African Americans collecting bones of soldiers killed in the battle]," April 1865.

[Courtesy of Library of Congress](#)



## Group of Soldiers in Front of Tent in Camp Cameron, between 1861 and 1865



Courtesy of Library of Congress, Barnard, George N., and C.O. Bostwick, "[Group portrait of soldiers in front of a tent, possibly at Camp Cameron, Washington, D.C.] / G.N. Barnard & C.O. Bostwick, photos," between 1861 and 1865

### Description

Between 1861 and 1865, George N. Barnard and C. O. Bostwick photographed this group of white soldiers, possibly the 8th Company, 7th New York Infantry, at Washington D.C.'s Camp Cameron. Included in the photograph are seven men: three seated and identified as Sergeant Samuel W. Sears, Captain Henry C. Shumway and Private Peter Eagen, three unidentified standing immediately behind them and one sentry posted in the background. An African-American "contraband" kneels to the left of the group.

### Text-Dependent Questions

- What part of the photograph most draws your attention? Why?
- What might have been the relationship between the African-American "contraband" and the six soldiers standing and seated near him? What evidence in the photograph led you to believe this?
- On the back of the photograph, the photographers listed the names of the three men seated and the company they come from, but the "contraband" is neither named nor mentioned. Is this significant? Why or why not?

### Citation Information

Barnard, George N., and C.O. Bostwick, "[Group portrait of soldiers in front of a tent, possibly at Camp Cameron, Washington, D.C.] / G.N. Barnard & C.O. Bostwick, photos," between 1861 and 1865. [Courtesy of Library of Congress](#)

## “Polishing the General’s Britches,” between 1861 and 1865



Courtesy of Library of Congress, Metzner, Adolph, “Polishing the General’s britches, Major Ed Mueller, Murfreesboro, Tennessee,” between 1861 and 1865

### Description

While fighting for the 32nd Indiana during the Civil War, Captain Adolph Metzner documented his experiences through a series of drawings. In this one, an unnamed general stands with one leg raised on a box, one hand on his hip and the other on his knee as an African American mimics his posture while polishing the rear of the general’s pants. In the background, two men watch from inside a tent.

### Text-Dependent Questions

- What is the African American doing in this drawing?
- What inference can be made about the broader role of the African American in this camp? How has the author drawn the image to lead you to believe this?
- How does this drawing compare to the photograph of the group of soldiers at [Washington D.C.’s Camp Cameron](#) in both imagery and meaning?
- If you could read his mind, what would the African American be thinking at this moment? Use the details of the drawing to inspire you.

### Citation Information

Metzner, Adolph, “Polishing the General’s britches, Major Ed Mueller, Murfreesboro, Tennessee,” between 1861 and 1865. [Courtesy of Library of Congress](#)

## Officers from the 4th Colored Infantry at Fort Slocum, April 1865



Courtesy of Library of Congress, Smith, William M., "Officers 4th U.S. Colo[r]ed Infantry, Fort Slocum," April 1865

### Description

This photograph, taken in April 1865, pictures officers of the 4th United States Colored Infantry at Fort Slocum near New York City. There are two rows of men total with seven men seated in the front and 16 standing in the back. Two African-American NCOs stand on the very right hand side of the second row. One man stands in the window of the building behind these officers.

### Text-Dependent Questions

- The title of this photograph is "Officers 4th U.S. Colo[r]ed Infantry, Fort Slocum." Who were these soldiers and, in general, what would have been their responsibility? What type of soldier would each of these men lead?
- Two African-American NCOs stand on the very right hand side of the second row. Why is this an important aspect of the 4th U.S. Colored Infantry?
- What might this photograph reveal about the attitudes and beliefs the United States military held about African-American soldiers and the leadership required to command them?

### Citation Information

Smith, William M., "Officers 4th U.S. Colo[r]ed Infantry, Fort Slocum," April 1865. [Courtesy of Library of Congress](#)

## Storming Fort Wagner, July 5, 1890



Courtesy of Library of Congress, Kurz & Allison, "Storming Fort Wagner," 5 July 1890

### Description

Published July 5, 1890, this colored lithographic print shows the 54th Massachusetts Volunteer Infantry Regiment, led by Colonel Robert Gould Shaw, storming the walls of Fort Wagner on Morris Island, South Carolina, and engaging Confederate soldiers in brutal hand-to-hand combat. The 54th spearheaded this July 18, 1863, assault and received a high number of casualties. Both Shaw and William Carney, the first African-American recipient of the Congressional Medal of Honor for his actions in recovering and returning the unit's American flag, are portrayed in the center of the image as leaders of the charge.

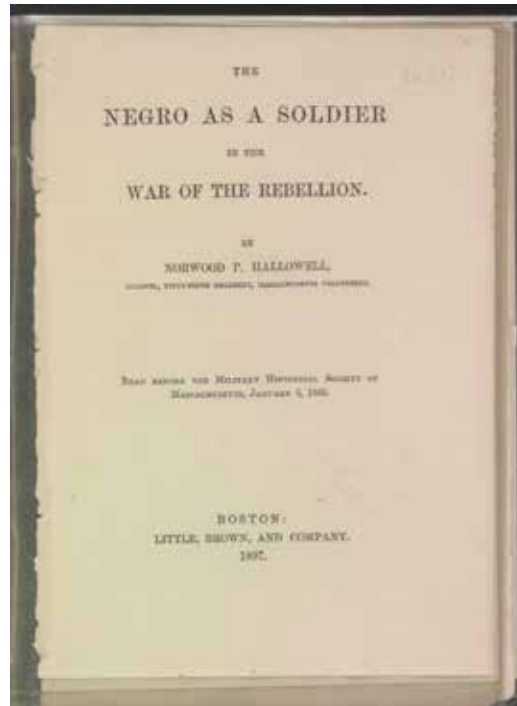
### Text-Dependent Questions

- What might the efforts of the 54th Massachusetts have proven to those who were skeptical of the Union's enlistment of African-American combat soldiers? What evidence in the image leads you to believe this?
- Included in this illustration are Colonel Robert Gould Shaw, who led the 54th Massachusetts Volunteer Infantry Regiment, and William Carney, the first African-American recipient of the Congressional Medal of Honor. Explain why these men are prominently placed in the center of this image.
- Considering this image was created 27 years after the assault on Fort Wagner, why did the artist create it? Also, using evidence from the image, explain whether or not he was successful in achieving his purpose.
- How might the fact that this painting was completed so long after the actual event occurred impact your evaluation of it?

### Citation Information

Kurz & Allison, "Storming Fort Wagner," 5 July 1890. [Courtesy of Library of Congress](#)

## “The Negro as a Soldier in the War of the Rebellion” Pamphlet, 1897



Courtesy of Library of Congress, Hallowell, Norwood P., “The Negro as a Soldier in the War of the Rebellion,” pp. 7, 39-43, 1897

### Description

On January 5, 1862, Colonel Norwood P. Hallowell delivered his “The Negro as a Soldier in the War of the Rebellion” speech to the Military Historical Society of Massachusetts. In that speech, he described several Civil War battles in which African-American soldiers courageously fought and died for the Union. The speech was published and printed in 1897.

### [Transcribed Excerpts from “The Negro as a Soldier in the War of the Rebellion” Pamphlet](#)

### Text-Dependent Questions

- What image of African-American soldiers did Colonel Norwood P. Hallowell create through his descriptions of their record in combat? Cite three specific phrases he included to paint this picture.
- Use evidence from the speech to explain Hallowell’s purpose in delivering it and whether or not he achieved it.

### Citation Information

Hallowell, Norwood P., “The Negro as a Soldier in the War of the Rebellion,” pp. 7, 39-43, 1897. [Courtesy of Library of Congress](#)

## “Men of Color to Arms! Now or Never!” Broadside, 1863



Courtesy of Library of Congress, “Men of Color to Arms! Now or Never!” 1863

### Description

In this 1863 recruitment broadside written by Frederick Douglass and published in Philadelphia, African Americans were urged to volunteer for the Union army to secure liberty and prove their worth to society as both men and citizens. Douglass warned through the broadside that should African Americans fail to act in the “golden moment” waiting to be taken advantage of, their families, homes, race and country would be doomed. Fifty-five leaders in the Philadelphia African-American community endorsed this call for volunteers.

### [Transcript of “Men of Color to Arms!” Now or Never!” Broadside](#)

### Text-Dependent Questions

- For what reasons should African Americans have volunteered to enlist in the Union army according to Frederick Douglass, the author of this broadside?
- Why did Douglass paint that particular time in history as a “golden” and “most precious moment” for African Americans?
- Would you consider this to be an effective recruitment message? Explain why or why not using evidence from the document itself.
- According to Douglass, how could the future change for African Americans if they helped defeat the Confederacy by serving in the Union army?

### Citation Information

“Men of Color to Arms! Now or Never!” 1863. [Courtesy of Library of Congress](#)



## “One Cause, One Country - 45th Regt. U.S. Colored Troops,” between 1863 and 1865



Courtesy of Library of Congress, Bowser, David B., “One cause, one country - 45th Regt. U.S. Colored Troops,” between 1863 and 1865

### Description

This is an image of the United States Colored Troops, 45th Regiment’s flag. On it is an African-American soldier with an American flag in hand standing beside a bust statue of George Washington. More African-American soldiers fight in the background behind him.

### Text-Dependent Questions

- What was the “One Cause” the 45th Regiment was fighting for?
- Based on the details of their flag, what might the men of the 45th Regiment have felt their relationship was to the United States? What did they feel their responsibility was to it?
- Given their regimental slogan - One Cause, One Country - what might the 45th have had envisioned for their country after the Civil War?

### Citation Information

Bowser, David B., “One cause, one country - 45th Regt. U.S. Colored Troops,” between 1863 and 1865. [Courtesy of Library of Congress](#)

## “Emancipation,” 1865



Courtesy of Library of Congress, Nast, Thomas, “Emancipation / Th. Nast ; King & Baird, printers, 607 Sansom Street, Philadelphia,” 1865

### Description

In his 1865 image titled “Emancipation,” Thomas Nast celebrates the emancipation of southern slaves with the end of the Civil War by contrasting a life of suffering and pain before the conflict with a life of optimism and freedom afterwards. The central scene shows the interior of a freedman’s home with the family gathered around a “Union” wood stove. The father bounces his small child on his knee while his wife and others look on. Below this scene is an oval portrait of President Abraham Lincoln and above it, Thomas Crawford’s statue of “Freedom.” On either side of the central picture are scenes contrasting African-American life in the South under the Confederacy (left) with visions of the freedman’s life after the war (right). Fugitive slaves, located on the top left, are hunted down in a coastal swamp. Below, a African-American man is sold, apart from his wife and children, on a public auction block. At the bottom, an African-American woman is flogged and a male slave is branded. Above, two hags, one holding the three-headed hellhound Cerberus, preside over these scenes, and flee from the gleaming apparition of Freedom. In contrast, on the right, a woman with an olive branch and scales of justice stands triumphant. Here, a freedman’s cottage can be seen in a peaceful landscape. Below, a black mother sends her children off to “Public School.” At bottom a free Negro receives his pay from a cashier. Two smaller scenes flank Lincoln’s portrait. In one a mounted overseer flogs a black field slave (left); in the other a foreman politely greets Negro cotton-field workers.

### [Transcript of “Emancipation”](#)

### Text-Dependent Questions

- According to the artist, what rights should emancipation ideally bring to previously enslaved people?
- In general, how would you characterize the artist’s attitude about the future of former slaves? Provide the evidence from the image that led you to make this characterization.
- How did the artist structure his image to celebrate emancipation and share his vision for a vision free of slavery?

### Citation Information

Nast, Thomas, “Emancipation / Th. Nast ; King & Baird, printers, 607 Sansom Street, Philadelphia,” 1865. [Courtesy of Library of Congress](#)

## “Give Me Your Hand, Comrade,” April 22, 1865



Courtesy of Library of Congress, “A man knows a man ‘Give me your hand, comrade! We have each lost a leg for a good cause; but, thank God, we never lost heart,’” 22 April 1865

### Description

Appearing April 22, 1865, only two weeks after Robert E. Lee’s surrender at Appomattox, this illustration shows two Union veterans, one white and one African American, shaking hands. Both soldiers have had a leg amputated. Below the illustration, the caption reads, “A Man Knows a Man.” One veteran is saying to the other, “Give me your hand, comrade! We have each lost a leg for the good cause; but, thank God, we never lost heart.”

### [Printable Excerpt of “Give Me Your Hand, Comrade”](#)

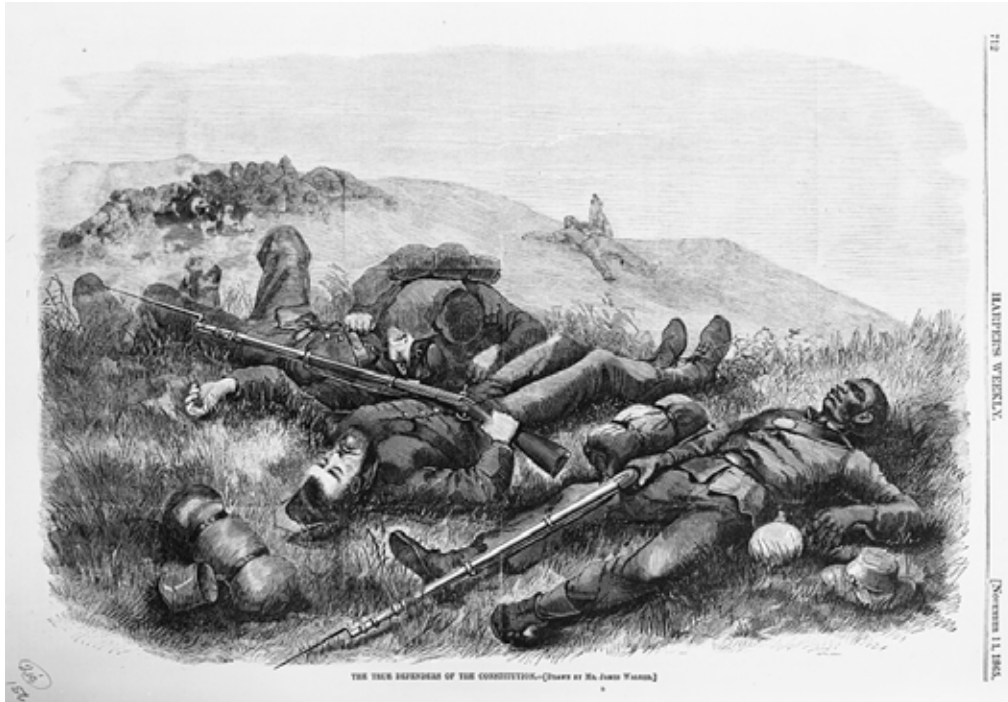
### Text-Dependent Questions

- Explain the author’s purpose in creating this image. How did he attempt to achieve it?
- What was the significance of the illustrator’s choice to use the words “MAN” and “Comrade?”
- What might the equal sacrifice on the part of the African-American soldier depicted have revealed about the illustrator’s preferred treatment for all African Americans after the war?

### Citation Information

“A man knows a man ‘Give me your hand, comrade! We have each lost a leg for a good cause; but, thank God, we never lost heart,’” 22 April 1865. [Courtesy of Library of Congress](#)

## “The True Defenders of the Constitution,” November 11, 1865



Courtesy of Library of Congress, Walker, James, “The True Defenders of the Constitution,” Harper’s Weekly, 1865

### Description

This print portrays the dead bodies of two African-American men and two white men, all Union soldiers, on a battlefield. The print was drawn by James Walker and appeared in the November 11, 1865, edition of *Harper’s Weekly*.

### Text-Dependent Questions

- What made these men “true” defenders of the Constitution to the illustrator?
- Why might African-American soldiers during the Civil War have been considered to be even more true defenders of the Constitution than some white soldiers?
- What could be inferred about the changes that needed to be made to the Constitution for the benefit of African Americans?

### Citation Information

Walker, James, “The True Defenders of the Constitution,” *Harper’s Weekly*, 1865. [Courtesy of Library of Congress](#)

## "24th Regt. U.S. Colored Troops. Let Soldiers in War, Be Citizens in Peace," ca. 1865



Courtesy of Library of Congress, "24th Regt. U.S. Colored Troops. Let Soldiers in War, Be Citizens in Peace," ca. 1865

### Description

This is a photograph of the United States Colored Troops, 24th Regiment's flag. On it is an African-American soldier standing atop a hill in the middle of a battlefield with his arms stretched towards the sky. Just above his hands are the words "Fiat Justitia," a Latin phrase meaning, "Let justice be done." Two other soldiers appear to be doing the same thing in the background. The words above the veteran reads, "Let Soldiers in War, Be Citizens in Peace."

### Text-Dependent Questions

- What were the men of the 24th Regiment fighting the Civil War for?
- Fiat Justitia is a Latin phrase meaning, "Let justice be done." What justice might all African Americans, both those formerly enslaved and not, have been searching for once the war ended?
- What rights guaranteed by the government would presumably come with citizenship for African Americans after the war?

### Citation Information

"24th Regt. U.S. Colored Troops. Let Soldiers in War, Be Citizens in Peace," ca. 1865. [Courtesy of Library of Congress](#)



## “Pardon. Franchise Columbia,” August 5, 1865



Courtesy of Library of Congress, Nast, Thomas, “Pardon. Franchise Columbia. -- “Shall I trust these men, and not this man?” // Th. Nast.,” Harper’s Magazine Co., 5 August 1865

### Description

This August 5, 1865, image by Thomas Nast contrasted Confederate politicians and generals begging and pleading for pardons (among them Confederate Vice President Alexander Stephens, Congressman Robert Toombs, Admiral Raphael Semmes, Generals Robert E. Lee, Richard Ewell and John Bell Hood) with an African-American Union veteran who lost a leg in service to his country, but does not have the right to vote. Columbia, representing the United States, asks herself, “Shall I trust these men and not this man?”

### Text-Dependent Questions

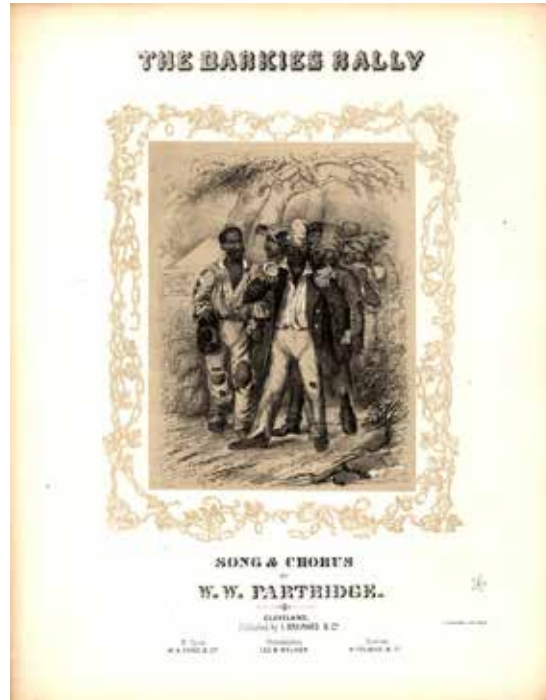
- What are the definitions of the words “Pardon” and “Franchise” in this historical context?
- How did the artist portray the Confederate politicians and generals? How did he portray the African-American Union soldier?
- What type of emotional response was this image intended to bring about? How did the artist structure and draw his image to try and achieve it?
- Given the structure and imagery, how did the author want his audience to answer the question that Columbia posed, which is “ Shall I trust these men, and not this man?”

### Citation Information

Nast, Thomas, “Pardon. Franchise Columbia. -- “Shall I trust these men, and not this man?” // Th. Nast.,” *Harper’s Magazine Co.*, 5 August 1865. [Courtesy of Library of Congress](#)



## “The Darkies Rally” Song, 1863



Courtesy of Library of Congress, Partridge, W. W., “The darkies rally: song & chorus by W.W. Partridge,” 1863

### Description

Written and composed in 1863 by W.W. Partridge, “The Darkies Rally” was a recruitment song that called for African Americans to volunteer to join the Union army. Motivations for doing so included the promises of their own home, a safe and secure family, employment for pay and above all, a Union of states without slavery.

### [Transcript of “The Darkies Rally” Song](#)

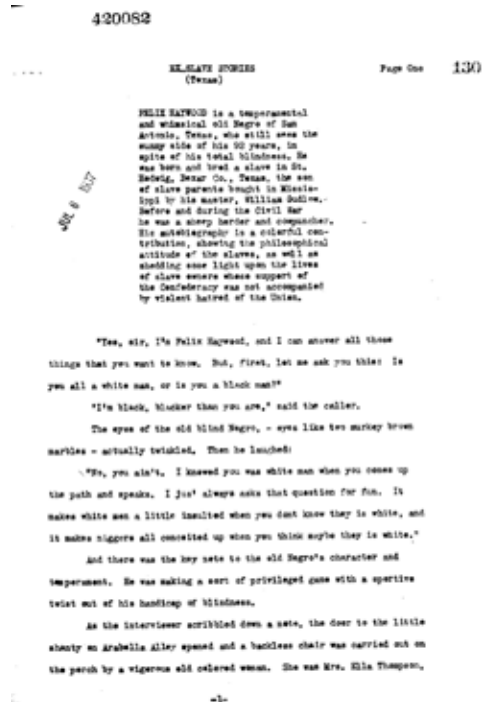
### Text-Dependent Questions

- Why did the lyricist write this song? Use evidence from the cover of the songbook and the lyrics themselves to explain the purpose of its creation.
- What positive changes are expected to come about for former slaves after a Union victory according to this song?
- Keeping in mind its message and purpose, retitl the song.

### Citation Information

Partridge, W. W., “The darkies rally: song & chorus by W.W. Partridge,” 1863. [Courtesy of Library of Congress](#)

## Narrative of Former Slave Felix Haywood, 1936



Courtesy of Library of Congress, Haywood, Felix, "Federal Writers' Project: Slave Narrative Project, Vol. 16, Texas, Part 2, Easter-King," 1936

### Description

Fred Dibble and Rheda Beehler traveled to various parts of Texas to interview former slaves as part of the Federal Writers' Project of the Works Progress Administration. This narrative captures the story of Felix Haywood of San Antonio, Texas, who recalls his time as a slave and the freedom that came with the end of the war.

### [Full Transcript of Felix Haywood's Narrative](#)

### [Transcribed Excerpts from Felix Haywood's Narrative](#)

### Text-Dependent Questions

- Describe Felix Haywood's feelings upon the end of the Civil War.
- What type of possibilities for the future did freedom present to Haywood and other former slaves?
- According to Haywood, why did he think that after his emancipation he would become rich? Thinking beyond the document, what challenges would Haywood and other former slaves have faced that would have made it difficult to gain economic freedom?

### Citation Information

Haywood, Felix, "Federal Writers' Project: Slave Narrative Project, Vol. 16, Texas, Part 2, Easter-King," 1936. [Courtesy of Library of Congress](#)