**Land and Labor – 40 Acres and a Mule**

**Essential Question:**

***Since freedpeople were activists for change during Reconstruction, how do you explain the wide disparity between their expectations of “40 acres and a mule” and the reality of land ownership and economic independence?***

**Lesson Progression:**

1. Place students in groups of 3 to 5 students.
2. Provide each group with the guiding questions and at least one tablet to view the interactive *Reconstruction 360* video reenactments and documentary film. Students can decide in advance how work is to be divided among the group. Please note, some questions will require outside resources different from the *Reconstruction 360* video reenactments. Links to outside resources are found in the “Resource” section of the lesson and will give students opportunities to research Reconstruction beyond the *Reconstruction 360* video.
3. From the answers discerned, students should create a “discovery podcast” that answers the essential question. Students should examine the various perspectives of those who were directly affected by Special Field Order 15.
4. Each group should write a podcast script. Students can choose how the historical perspective is handled. In other words, they can create a podcast where they imagine themselves living during the Reconstruction period and write the script as if their podcast is being broadcast in 1865, or they can “go back in time” to get an historical perspective to report in present day.
5. A rubric detailing how the project is graded, and for student use and clarification, is also found in the “Resource” and “Assessment” sections of the lesson.

Guiding Questions:

* How did race affect perspectives on land ownership during Reconstruction?
* What motived Sherman to issue Special Field Order 15?
* Did Sherman have the authority to take abandoned land and distribute it to freedpeople under Special Field Order 15? Why or why not?
* How did freedmen, freedwomen, and freed children attempt to realize the potential of their freedom?
* Why did formerly enslaved people cherish land ownership?
* Slave labor now became hired labor. How did formerly enslaved people take advantage of this transition?
* How did traditions of slavery continue during Reconstruction?
* How did the original title for the Freedmen’s Bureau (The Bureau of Refugees, Freedmen, and Abandoned Lands) reflect the original attitudes and goals of the Republican Congress following the Civil War?
* Who should be blamed for the failure of the promise of Special Field Order 15?

**Assessment**

**The module *Land and Labor* exemplifies the struggle of African-Americans to become economically independent in Southern society after the Civil War. Students should use what they learn from answering the guiding questions to create a podcast in which the perspectives of those who were directly affected by Special Field Order 15 are explored. The podcast should attempt to discover why there was a disconnection between the hope for “40 acres and a mule” and the reality of land ownership and economic independence for African Americans.**

**Teacher Notes**

Groups should have the freedom to decide the “date” of their podcast production. It can take place in present times, but reflect an historical perspective, or take place during the Reconstruction era.

Extra credit could be given to groups who add musical enhancement to their podcast. Grading for the musical enhancement is suggested as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| 6 points | 4 points | 2 points | 0 points |
|  |  |  |  |
| Music enhances the mood, quality, and understanding of the presentation. | Music provides supportive background to the podcast. | Music provides somewhat distracting background to the podcast. | Music is distracting to presentation. |
| Music enhancements are owned by the creator of the podcast or copyright cleared with appropriate documentation. | Music enhancements are owned by the creator of the podcast or copyright cleared. | Use of copyrighted works is questionable. | Copyright infringement is obvious. |

**Podcast Assessment**

**Podcast Rubric – adapted from the University of Wisconsin**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CATEGORY** | **Exemplary** | **Proficient** | **Partially Proficient** | **Unsatisfactory** | **POINTS** |  |
| **Introduction** | 6 points | 4 points | 2 points | 0 points | \_\_\_/6 |  |
| Introduction provides relevant information and establishes a clear purpose engaging the listener immediately. | Describes the topic and engages the audience as the introduction proceeds. | Somewhat engaging, and provides a vague purpose. | Irrelevant or inappropriate topic that minimally engages listener. Does not include an introduction or the purpose is vague and unclear. |  |
| 6 points | 4 points | 2 points | 0 points | \_\_\_/6 |
| **Tells who is speaking, date the podcast was produced, and where the speaker is located.** | Tells most of the following: who is speaking, date of the podcast, and location of speaker. | Alludes to who is speaking, date of the podcast, and location of speaker. | Speaker is not identified. No production date or location of the speaker is provided. |  |
| **Content** | 6 points | 4 points | 2 points | 0 points | \_\_\_\_/6 |  |
| Creativity and original content enhance the purpose of the podcast in an innovative way. The Essential Question is answered in an accurate and succinct manner. | Accurate information is provided succinctly. The Essential Question is partially answered. | Some information is inaccurate or long-winded. The Essential Question is touched upon but not really answered. | Information is inaccurate. The Essential Question is not answered. |  |
| 6 points | 4 points | 2 points | 0 points | \_\_\_\_/6 |
| Vocabulary enhances content. | Vocabulary is appropriate. | Vocabulary is adequate. | Vocabulary is inappropriate for the audience. |  |
| 6 points | 4 points | 2 points | 0 points | \_\_\_\_/6 |
| Includes a wide variety of appropriate, well-researched and informative sources. Shows the different perspectives of individuals who were affected by Special Field Order 15. Quotes and sources of information are credited appropriately. | Includes appropriate and informative sources. Most perspectives of individuals who were affected by  Special Field Order 15 are discussed. Source quotes are credited appropriately. | Includes some variety of informative sources. Perspectives need some editing and some credits are missing. | Includes no sources or various perspectives. |  |
| 6 points | 4 points | 2 points | 0 points | \_\_\_/6 |
| Keeps focus on the topic. | Stays on the topic. | Occasionally strays from the topic. | Does not stay on topic. |  |
| 6 points | 4 points | 2 points | 0 points | \_\_\_/6 |
| Conclusion clearly summarizes key information. | Conclusion summarizes information. | Conclusion vaguely summarizes key information | No conclusion is provided. |  |
| **Delivery** | 6 points | 4 points | 2 points | 0 points | \_\_\_/6 |  |
| Well rehearsed, smooth delivery in a conversational style. | Rehearsed, smooth delivery. | Appears unrehearsed with uneven delivery. | Delivery is hesitant, and choppy and sounds like the presenter is reading. |  |
| 3 points | 2 points | 1 point | 0 points | \_\_\_\_/3 |
| Highly effective enunciation, expression, and rhythm keep the audience listening. | Enunciation, expression, pacing are effective. | Enunciation, expression, rhythm are sometimes distracting. | Enunciation of spoken word is not clearly understandable or expression, and rhythm are distracting throughout the podcast. |  |
| 6 points | 4 points | 2 points | 0 points | \_\_\_\_/6 |
| Correct grammar is used throughout the podcast. | Correct grammar is used during the podcast. | Occasionally incorrect grammar is used during the podcast. | Poor grammar is used throughout the podcast. |  |
| **Technical Production** | 3 points | 2 points | 1 point | 0 points | \_\_\_/3 |  |
| Transitions are smooth and spaced correctly without noisy, dead space. | Transitions are smooth with a minimal amount of ambient noise. | Transitions are uneven with inconsistent spacing; ambient noise is present. | Transitions are abrupt and background noise needs to be filtered. |  |
| 3 points | 2 points | 1 point | 0 points | \_\_\_/3 |
| Volume of voice enhances the presentation. | Volume is acceptable. | Volume is occasionally inconsistent. | Volume changes are highly distracting. |  |
| 3 points | 2 points | 1 point | 0 points | \_\_\_/3 |
| Podcast length keeps the audience interested and engaged. | Podcast length keeps audience listening. | Podcast length is somewhat long or somewhat short to keep audience engaged. | Podcast is either too long or too short to keep the audience engaged. |  |
|  |  |  |  |  |
| **Group/Partner Work** | 6 points | 4 points | 2 points | 0 points | \_\_\_/6 |  |
| All team members contributed equally to the finished product and assist in editing process by offering critique and sharing in skill development. | Assisted group/partner. | Finished own part but did not assist group/partner. | Contributed little to the project. |  |
| 6 points | 4 points | 2 points | 0 points | \_\_\_/6 |
| Performed all duties of assigned team role and contributes knowledge, opinions, and skills to share with the team. Always did the assigned work. | Performed nearly all duties and contributed knowledge, opinions, and skills to share with the team. Completed the assigned work. | Performed some duties and contributed knowledge, opinions, and skills to share with the team. Completed some of the assigned work. | Did not perform any duties of assigned team role and did not contribute knowledge, opinions or skills to share with the team. Relied on others to do the work. |  |
| **TOTAL POINTS** | | | | |  | \_\_\_/78 |

**Resources:**

**Avery Institute | Road Trip -** [**https://www.knowitall.org/video/avery-institute-road-trip**](https://www.knowitall.org/video/avery-institute-road-trip)

# Between The Waters, Part 4 - Reconstruction And Early 20th Century - <https://www.knowitall.org/video/between-waters-part-4-reconstruction-and-early-20th-century>

# Lesson 14 - Reconstruction | Conversations on SC History - <https://www.knowitall.org/video/lesson-14-reconstruction-conversations-sc-history>

# Reflections of Columbia, Part 2 - Civil War And Reconstruction | Carolina Stories - <https://www.knowitall.org/video/reflections-columbia-part-2-civil-war-and-reconstruction-carolina-stories>

# Robert Smalls | S.C. Hall of Fame - <https://www.knowitall.org/video/robert-smalls-sc-hall-fame>

# The Last Auction, Part 7 - History of Sharecropping - <https://www.knowitall.org/video/last-auction-part-7-history-sharecropping>

# <https://www.history.com/topics/american-civil-war/reconstruction>

# Reconstruction and Its Aftermath - <https://memory.loc.gov/ammem/aaohtml/exhibit/aopart5.html>

# When Black Lives Mattered: Why Teach Reconstruction

# <https://www.thenation.com/article/when-black-lives-mattered-why-teach-reconstruction/>

# Check with Betsy about Draft primary source documents.