



LESSON PLAN:

FREEDMAN'S VILLAGE AT ARLINGTON

Elementary (4-6)

OVERVIEW:

Students analyze primary documents related to the end of Freedman's Village, which was previously located at Arlington National Cemetery. Freedman's Village was a community of freed African Americans established on the former Arlington estate in 1863. In 1887, the government decided to close Freedman's Village and evict the residents. As a one-day lesson, students will use a fact sheet and a primary document to learn more about the village. Students will analyze the documents and summarize the arguments on both sides of the question—should Freedman's Village be closed or remain open? Students will also choose their own stance and respond to a reflection question. For an extension opportunity, students can write a letter to the secretary of war detailing what they think should be done.

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

Estimated time: 1-3 class periods, 45-120 minutes total

STANDARDS:

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

Common Core State Standards

- CCSS.ELA-LITERACY.RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CCSS.ELA-LITERACY.RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

National Council for the Social Studies Standards

- NCSS.D2.His.2.3-5: Compare life in specific historical time periods to life today.
- NCSS.D2.His.16.3-5: Use evidence to develop a claim about the past.
- NCSS.D3.4.3-5: Use evidence to develop claims in response to compelling questions.



LEARNING OBJECTIVES:

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

RESOURCES NEEDED:

- Freedman’s Village_Elementary School PowerPoint
- Primary Sources_FV_Elementary School (small group: 1 source per group, 1 copy for each student in the group; whole class: 1 copy of Villagers to Government per student)
- Village Fast Facts_Elementary School (1 copy per group)
- What was Freedman’s Village Worksheets_Elementary School (1 worksheet per student)
- Primary Source Analysis Graphic Organizer, if needed (1 copy per student; if analyzing both documents whole class, graphic organizer can be printed back to back for each student)

LESSON ACTIVITIES:

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

Day 1:

- Introduction: 5 minutes
 - Display PowerPoint Slide 2: Sojourner Truth and the Kidnapping Plot
 - In your own words, share the story of Sojourner Truth in Freedman’s Village. Background information on Truth is provided here, in case students are unfamiliar with her.
 - Background on Sojourner Truth: Sojourner Truth was a famous American. She was born Isabella Baumfree, a slave in New York, around 1797. No one knows for sure when she was born, because a lot of births at that time were not recorded—especially those of children born into slavery. Her first language was Dutch. She was almost 30 when she escaped to freedom. (Of her escape she said, “I did not run



off, for I thought that wicked, but I walked off, believing that to be all right.”) She changed her name to Sojourner Truth in 1843 and became a famous proponent of the abolition of slavery and women’s rights. She gave speeches in different states and her memoirs were published in 1850. She never learned to read or write, but dictated her memoirs and letters.

- In Freedman’s Village: Sojourner Truth lived in Freedman’s Village for a year, moving there in 1864 to help the residents learn important life skills. At this time, slavery was illegal in Virginia and Maryland, but some plantation owners from Maryland kidnapped young boys from the village and took them back to Maryland to work as slaves. The boys’ mothers were upset and made a “fuss.” Soldiers locked the women in the guardhouse for disturbing the peace. Truth helped get the women released. She could not read or write, but she knew the women’s rights and worked with them to get their sons released. Truth encouraged them to use the law. It took time, but the courts ordered the boys to be returned to their families.
- Display PowerPoint Slide 3: Questions
 - Set purpose: Today we’re going to learn about Freedman’s Village, where Sojourner Truth lived in 1864. What do we want to know about this village?
 - Some sample questions appear on the Slide, but students should be encouraged to share their own questions as well.
- Activity 1: 15-25 minutes
 - Display PowerPoint Slide 4: Virginia, 1887
 - Quick review of prior knowledge: Today we’re going back in time: to Virginia in 1887. What happened recently in Virginia and the South?
 - Quickly review what students know about the Civil War and Reconstruction. Emphasize how the lives of freed people/former slaves have changed since their rights have been legally recognized. Remind students that not all of the rights of black Americans are being respected and that racism is a big problem.
 - Display PowerPoint Slide 5: Your Mission Today
 - Today we’re gathering information. Pass out “What was Freedman’s Village Worksheet.” What did we learn about the village from the story about Sojourner Truth?
 - Answers may include that kids being kidnapped was a problem, Truth lived in the village, etc.
 - Let students know that Sojourner Truth moved to the village to offer counseling and help people exercise their new civil rights. (Benefits of Living in the Village)
 - Working in small groups of 2-4, students will use the Village Fast Facts to add information to the graphic organizer



- Discussion: 10-15 minutes
 - As a class, review student's graphic organizers. What did you find from the fact sheet? Did you have to make any inferences? Was there information you couldn't find? (there should be)

Day 2:

- Introduction: 5 minutes
 - Review what we did previously. What do we know about Freedman's Village?
 - Slide 7 OR 8: Set purpose: Some of you pointed out that the graphic organizer asks about the village being closed. Today we're going to look at the why some people wanted to close the village and why others thought it should stay open.
 - Small group/Time for both documents: Imagining yourself as a concerned local citizen in Virginia in 1887, you'll form an opinion. What do you think should happen to the village?
 - If only time for one document: We've already learned a lot about the village, but today we'll learn more by finding out what a villager thought about Freedman's Village and the plans to close it.
- Prepare for Activity: 5-10 minutes
 - Depending on students' experience with primary documents, you may choose to have them analyze the documents in groups or you may choose to analyze the document as a whole class.
 - Depending on students' literacy skills and familiarity with primary resources, they may benefit from use of a graphic organizer to assist in their analysis. If you or your school district do not already have a standard format, the "Optional Analysis Organizer" included with this lesson may be used. Additional organizers can be found by searching for commonly used acronyms, such as HIPPO or SOAPS.
 - Small groups: Slide 9: Assign students their document and review your expectations. Are they working in small groups to read and analyze or are they doing that independently? Are they filling out a graphic organizer or just answering the questions on the worksheet? Do you expect them to highlight or write notes on the primary document as they work?
 - Whole class: Start with "Villagers to Government." Pass out a copy to each student.
- Activity 20-30 minutes
 - Small groups: Working in groups or individually, students read their primary source document and answer the corresponding questions. They can add any new information to their graphic organizer. If students fill out the worksheets individually, give them time (5-10 minutes) to discuss their answers with their groups before coming back to the whole class. They can also start to fill in the chart on the back.



- Whole Class: Ask students to look over the document and share what they notice about it. Point out features that are modern and would not have been on the original letter.
 - Possible Questions to ask before reading:
 - Who wrote the letter?
 - To whom was he writing?
 - When did he write it?
 - Set the purpose: What are we trying to find out as we read? (Why Syphax is writing to Endicott and more about the village)
 - Go through the document one sentence to one paragraph at a time. Model marking up your copy for students. For example, write explanations, main ideas, underline important points, write questions you have as you read, etc.
 - Possible Questions to ask while reading:
 - What's the tone of the letter?
 - Why was Syphax writing?
 - Why is he talking about the history of the village?
 - Why is [specific detail] included in the letter? How does that detail help Syphax convince Endicott that the village should stay open?
 - What have we learned that we can add to our information about the village?
 - If time permits, read Cemetery, Army Government.
 - Possible Questions to ask before reading:
 - What do you notice about this document? (there are actually 2 letters)
 - Who wrote the letters?
 - To whom were they each writing?
 - When did they each write their letters?
 - Possible Questions to ask while reading:
 - What's the tone of the letter?
 - Why was [the author] writing?
 - Why do you think it matters that trees were being cut down?
 - Why is [specific detail] included in the letter? Why do you think that detail is important to the writer?
 - What have we learned that we can add to our information about the village?

- About the Resources and Groups:
 - **Villagers to Government:** When the villagers heard about the closure of the village, they had a meeting to discuss what they should do. They had John Syphax, a local black leader, write to William Endicott, the secretary of war, to ask about the situation and argue their case. Syphax outlined the circumstances of the residents and their contributions to both the government and the community. If residents



could not stay on the land, he asked that each homeowner receive \$350 in compensation.

- **Cemetery, Army, Government:** This series of letters began with the superintendent of Arlington National Cemetery requesting the removal of the villagers because they were suspected of cutting down hundreds of trees at the cemetery for firewood. In response, the quartermaster general of the Army informed the secretary of war that the villagers were in violation of an Army regulation banning civilians from residing on military reservations. The request for removal was approved. Because these are military documents, the tone is typically straightforward and factual. Some language in Commerford’s letter suggests that he was unsympathetic to the villagers. You may want to point out to this group that some residents of the village were employed at Fort Myer, located next to the cemetery, and the commanding officer at Fort Myer wanted to keep the village open.

- Discussion: 10-15 minutes
 - Slide 10 and worksheet: As a whole class, discuss the Table on the back of the worksheets. What were some reasons for closing the village? What were reasons to keep it open?

Possible Answers: Reasons to Continue Freedman’s Village	Possible Answers: Reasons to Close Freedman’s Village
<ul style="list-style-type: none"> • Many villagers work for the government • Villagers paid for their homes • Different government agents made them think they’d be able to stay permanently • Villagers have planted trees, built churches, and made other improvements • Villagers have paid taxes • Villagers are good community members who work hard • No proof villagers cut trees for firewood • If evicted, villagers should be paid for their homes 	<ul style="list-style-type: none"> • Official reason: Army regulations forbid civilians living on a military reservation • Villagers haven’t paid any taxes on the land • Villagers were cutting down trees in the cemetery for firewood • The land the village is on is valuable for development

- Slide 11: Once you have completed your lists, you can discuss other questions, such as:
 - Are the only options to keep the village open or to close it? What else could be done?
 - Since Army regulations forbade civilians from living on the property, what could be a solution to this problem?



- If the village has to close, is there a way to make things more “fair” for the residents?
 - Look at the lists we’ve made. Are some of the reasons better than others? Which are those? Why do you think those reasons are important or worth considering?
 - What reasons do you think aren’t convincing? What makes these arguments weak?
- Reflection: 10-15 minutes
 - Slide 12 and worksheets: Students now have time to consider the Reflection Question on the back of the page. What are their own opinions? What do they think would be fair or right?
 - Note: If students have more experience working with primary sources and would benefit from a longer version or more focus on primary sources, it is recommended that the middle school lesson plan and/or resources be adapted to the needs of your learners.

BACKGROUND INFORMATION FOR TEACHERS:

During the Civil War, and directly afterward, the population of newly freed blacks in and around Washington D.C. increased dramatically. Newly freed people were also called “freedmen” or “contrabands.” (The name “contraband” was used because in the South, slaves were classified as property. Enemy property captured by the U.S. Army was considered contraband and would not be returned. You can read more about the name and the official U.S. policy here:

<https://www.nps.gov/articles/fort-monroe-and-the-contrabands-of-war.htm>) Among the difficulties faced by these displaced refugees, the needs for housing, food and employment to support themselves and their families were primary. To address these needs, the federal government established “contraband camps” throughout the city. However, overcrowding and poor sanitation made these camps difficult places to live.

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

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



individuals with a chance to acquire necessary skills and experiences as they constructed lives outside of slavery.

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

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

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

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

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



LESSON EXTENSIONS:

- Share examples of student work with Arlington National Cemetery by posting pictures on Twitter with the hashtag #ANCEducation or #ANCeduAfAmExp. Remember to follow your school/district's student privacy and social media policies.
- Extended Writing Activity: students can use their reflection response to write a letter to Secretary of War William Endicott in 1887.
- Explore these additional sources for more information and lessons about Reconstruction:
 - Lesson Plan from American Battlefield Trust that can be adapted for younger students: <https://www.battlefields.org/learn/educators/curriculum/high-school/reconstruction>



Planning a Visit to Arlington National Cemetery?



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

Name:



WHAT WAS FREEDMAN'S VILLAGE?

Who lived there? African Americans who had been slaves	When was it started? In 1863
Where was it? On the Arlington estate in Virginia Why that location? Arlington had belonged to General Lee, but the government took it after the war	Why was the village built? Contraband camps were crowded and unsanitary
What were benefits of living there? Housing, education, job training, and medical care were provided	What were some of the problems? Village home for the aged wasn't well heated or cleaned; There were problems with neighbors: stealing and threats
What improvements did residents make? Planted trees, built churches, improved their houses	What problems were residents accused of? Stealing firewood
When did it close? 1887	Why did it close? The Secretary of War ordered it be closed
Image:	

Name:



VILLAGERS TO GOVERNMENT

1. If the residents are forced to move, what does Syphax ask the government to give them?

\$350 for each homeowner

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

Answers will vary, but Syphax is against closing the village

CEMETERY, ARMY, GOVERNMENT

1. What's the attitude of Commerford toward the villagers? Use examples to support your opinion

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

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

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

Reasons to Continue Freedman's Village	Reasons to Close Freedman's Village
<ul style="list-style-type: none">• The villagers were told to live there by the government• Many villagers work for the government• Villagers paid rent and paid for their houses• Different government agents made them think they'd be able to stay permanently• Villagers have planted trees, built churches, and made other improvements• Villagers have paid taxes• If evicted, villagers should be paid for their homes	<ul style="list-style-type: none">• Official reason: Army regulations forbid civilians living on a military reservation• Villagers were cutting down trees in the cemetery for firewood• Villagers don't own the land: the government does• Problems with neighbors

Name:



REFLECTION QUESTION

What's your opinion? Should the residents of Freedman's Village be removed from Arlington? If so, should they be paid? Are there other solutions or compromises that could help both groups?

Answers will vary

RUBRIC

Use this rubric to assess student achievement of expectations.

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

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



SOURCES:

“An Act relating to the Freedmen’s Bureau and providing for its Discontinuance.” Statutes at Large: 40th Congress. July 25, 1868. Accessed from <https://www.loc.gov/law/help/statutes-at-large/40th-congress.php> and <https://www.loc.gov/law/help/statutes-at-large/40th-congress/session-2/c40s2ch245.pdf>

Bestebreurtje, Lindsey. “Built by the People Themselves—African American Community Development in Arlington, Virginia, from the Civil War through Civil Rights.” Dissertation, George Mason University, March 27, 2017.

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Bestebreurtje, Lindsey. “Beyond the Plantation: Freeman, Social Experimentation, and African American Community Development in Freedman’s Village, 1863-1900.” *The Virginia Magazine of History and Biography*, vol. 126, no. 3 (2018): 334-65. <https://www.jstor.org/stable/10.2307/26478281>

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Commerford, J.A. to G. B. Dandy. Letter. 12 Nov. 1887. Accessed at Arlington National Cemetery Archives on July 1, 2019.

Dandy, G.B. Letter. 15 Nov. 1887. Accessed at Arlington National Cemetery Archives on July 1, 2019.

Dennee, Time and the Friends of Freedmen’s Cemetery. “African-American Civilians Interred in Section 27 of Arlington National Cemetery, 1864-1867.” March 2011. <https://38thdcstudiesconference.files.wordpress.com/2011/11/arlington-section27.pdf>

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Evening Star. 1890. “Arlington Estate. Scenes and Sorrows of Freedman’s Village,” May 17, 1890. https://www.newspapers.com/clip/5669754/evening_star/

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Holabird, S.B. Letter. 22 Nov. 1887. Accessed at Arlington National Cemetery Archives on July 1, 2019.

James, Felix. “The Establishment of Freedman’s Village in Arlington, Virginia.” *Negro History Bulletin* Vol. 33, No. 4 (April 1970): 90-93. https://www.jstor.org/stable/24767245?seq=1#page_scan_tab_contents

New York Daily Tribune. 1865. “Negroes of Savannah.” February 13, 1865. Transcribed: <http://www.freedmen.umd.edu/savmtg.htm> Image: <https://chroniclingamerica.loc.gov/lccn/sn83030213/1865-02-13/ed-1/seq-5/>



Poole, Robert M. 2009. "How Arlington National Cemetery Came to Be." *Smithsonian Magazine*, November 2009. <https://www.smithsonianmag.com/history/how-arlington-national-cemetery-came-to-be-145147007/>

"Sojourner: Witness of Truth (Isabella Baumfree 1797-1883)." Wesleyan University. Accessed January 13, 2020. <https://www.wesleyan.edu/mlk/posters/sojourner.html#>

"Sojourner Truth." National Parks Service. U.S. Department of the Interior. Accessed January 13, 2020. <https://www.nps.gov/wori/learn/historyculture/sojourner-truth.html>

Syphax, John to Wm. C. Endicott. Letter. Jan. 18, 1888. Accessed at Arlington National Cemetery Archives on July 1, 2019.

Truth, Sojourner, Olive Gilbert and Frances W Titus. *Narrative of Sojourner Truth: A Bondswoman of Olden Time, with a History of Her Labors and Correspondence Drawn from Her "Book of Life."* Battle Creek, MI: Published for the Author in 1878: pp. 176-188. <https://www.loc.gov/item/29025244/>

Tweedale, John. Letter. Nov. 22, 1887. Accessed at Arlington National Cemetery Archives on July 1, 2019.

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

FURTHER READING :

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

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

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

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

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

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

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

Documents in this collection include:

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



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

POWERPOINT IMAGES:

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

Slide 2: *Sojourner Truth. I sell the shadow to support the substance*. Photograph. 1864.
<https://www.loc.gov/resource/lprbscsm.scsm0880/>

Slide 3: Clockwise from top left

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



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

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

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

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

Slide 4: Roberts & Fellows. *Lee's Mansion, Wash., D.C.* Photograph. Between 1860-1900. <https://www.loc.gov/item/2017660677/>

Slides 5, 7, and 8: Waud, Alfred R. *Freedmans village—Green Heights Arlington, VA*. Drawing. 1864. <https://www.loc.gov/item/2004660337/>

Slide 5: Clockwise from top left

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

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

VILLAGE FAST FACTS:

Page 1: *Freedman's village, Arlington, Virginia*. Illustration. Harper's Weekly, v. 8, May 7, 1864. <https://www.loc.gov/item/97514440/>

Page 2: *Freedmans Village near Arlington Hights, Va., July 10th, 1865. Genl. [ground] Plan No. 9*. Map. 1865. <https://catalog.archives.gov/id/305826>