



LESSON PLAN:

THE FREEDPEOPLE OF SECTION 27

Elementary School (4-6)

OVERVIEW:

Students learn about the lives of freed African Americans in the years surrounding the Civil War, through a class lecture and exploration of a burial record from Arlington National Cemetery.

Resources include a PowerPoint slide deck, handout table, and student worksheet. Students use the table to complete the student worksheet.

Estimated time: 1 class period, 45-60 minutes

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.

National Council for the Social Studies Standards

- NCSS.D2.His.5.3-5: Explain connections among historical contexts and people's perspectives at the time.
- NCSS. D2.His.9.3-5: Summarize how different kinds of historical sources are used to explain events in the past.

LEARNING OBJECTIVES:

- Students will read a table and use it to record information about an African American civilian buried in Section 27 of Arlington National Cemetery

RESOURCES NEEDED:

- The Freedpeople of Section 27 PowerPoint presentation
- The Freedpeople of Section 27 Teacher PowerPoint Guide
- The Freedpeople of Section 27 Burial Record Handout (1 per student)



- The Freedpeople of Section 27 Student Worksheet (1 per student)
- Colored pencils, crayons, or markers

LESSON ACTIVITIES

- Introduction/Anticipatory Set: 2-5 mins
 - Display PowerPoint Slide 1
 - Share background on Arlington National Cemetery and its purpose, and that there is a section where thousands of African American civilians were buried between 1864-1867.
 - Ask: Who do you think these people were? Why were they buried at Arlington National Cemetery?
 - After a few responses, share that in today's lesson you will be discussing who those people were and what life would have been like for them at that time.
- Lecture and Discussion: 20-30 mins
 - Display PowerPoint Slides 2-9, use notes in the Freedpeople of Section 27 Teacher PowerPoint Guide to present a class lecture on life for freedpeople in the years surrounding the Civil War
 - Slide 2: Government Assistance
 - Slide 3: African Americans After War
 - Slide 4: African Americans After War
 - Slide 5: Discrimination and Prejudice
 - Slide 6: Section 27 Burial Record
 - Slide 7: Think Like a Historian
 - Slide 8: Historical Photographs
 - Slide 9: Historical Photographs
 - Slide 10: Historical Photographs
- Burial Record Activity: 20 mins
 - Display PowerPoint Slide 11: Worksheet Assignment
 - Instruct students to choose a person on the Section 27 Burial Record and copy the following information onto their Student Worksheet:
 - Name
 - Age
 - Grave number
 - Date of burial
 - Address
 - After they've copied the information onto their worksheet, students will draw a picture of that person doing something they may have done while alive. Encourage students to think



about things you discussed in class or saw in the historic photographs – maybe this person would have gone to church, or school, or played with their friends or family.

- After drawing their picture, students will write a short description of what they drew.

LESSON EXTENSIONS:

- Share your students' Section 27 Student Worksheets with Arlington National Cemetery by posting on Twitter with hashtag #ANCeduAfAmExp.
- Plot the addresses from the burial records selected by students on a map of Washington, D.C. to see how freedpeople were distributed throughout the city at that time
- Read more about the history of freedpeople in Section 27 in historian Tim Dennee's paper presented to the 38th Annual Conference on D.C. Historical Studies, available online here: <https://38thdcstudiesconference.files.wordpress.com/2011/11/arlington-section27.pdf>
- Explore firsthand accounts and essays about African Americans during the Civil War and Reconstruction on the Freedmen & Southern Society Project website here: <http://www.freedmen.umd.edu/index.html>



Planning a Visit to Arlington National Cemetery?



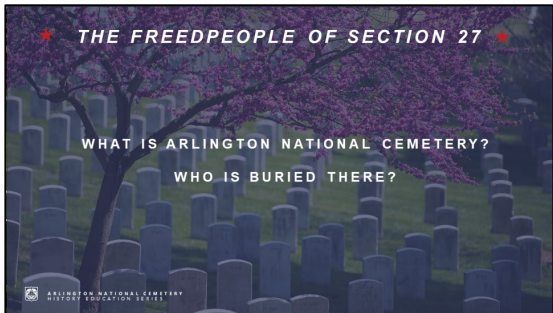
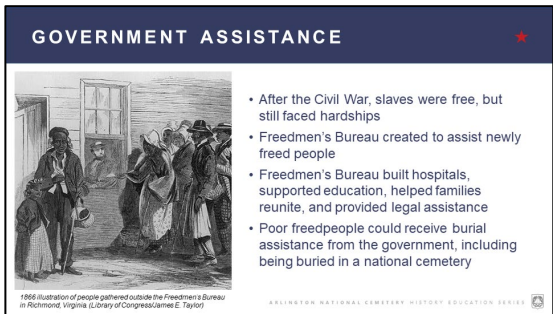
Section 27 is located in the north end of the cemetery, by the Ord & Weitzel Gate. Graves of freedpeople and African American soldiers of the United States Colored Troops can be found in the section between the cemetery wall and Ord & Weitzel Drive. If students are interested in finding the individual they selected from the burial record, there is a grave number on the back of each headstone.



POWERPOINT GUIDE:

The Freedpeople of Section 27

Elementary School (4-6)

Slide:	Notes for Presentation
Slide 1: The Freedpeople of Section 27 	Arlington National Cemetery is a military cemetery in northern Virginia, close to Washington, D.C. People who have fought in every one of America's military conflicts are buried there, and it is considered a very special and honored space. Today, only members of the military and their families can be buried at Arlington National Cemetery, but there is a section with thousands of African American civilians who were buried between 1864-1867. Ask: Who do you think these people were? Why were they buried in a military cemetery? After a few responses, share that in today's lesson you will be discussing who those people were and what life would have been like for them at that time.
Slide 2: Government Assistance 	After the Civil War, slavery was abolished in the United States, which meant that millions of African American enslaved people became free. However, many had no money, no place to live, and faced discrimination from white people in the North and South. To assist former slaves as they established their new lives as freedpeople, the government created the Bureau of Refugees, Freedmen, and Abandoned Lands (commonly known as the Freedmen's Bureau). The Freedmen's Bureau took on a number of tasks, including building hospitals, supporting education efforts, helping families reunite after the war, and providing legal assistance. Many politicians, including President Andrew Johnson, did not want to help freedpeople and they made it difficult for the Freedmen's Bureau to do its job.



Slide 3: African Americans After War

AFRICAN AMERICANS AFTER WAR



- Freedpeople had to decide – stay in the South or seek opportunities in the North?
- Population of African Americans in Washington, D.C. tripled between 1860-1870

1863 illustration of freedpeople following the Union army in Newbern, North Carolina. (Library of Congress)

One thing the government did do to help freedpeople was provide assistance with funerals and burials. When someone dies, the family must purchase a burial plot, coffin, and headstone, etc. During the Civil War, so many soldiers died far from home that the government started building national cemeteries where the government would handle the burials. Many freedpeople were too poor to afford the costs of burial, and in those cases they could apply to be buried at a national cemetery, including Arlington National Cemetery.

We know very little about the specific lives of the freedpeople buried in Section 27, but let's talk about what conditions were like for African Americans in general in the years surrounding the Civil War.

As the U.S. Army marched south, freed slaves had to decide – should they remain where they were, since that was their home and they were more sure of being able to provide food and shelter for their families? Or should they move to the North or West, where they knew they would no longer be slaves, but may not have a place to live or work? Many chose to move, and in Washington, D.C., the African American population tripled between 1860-1870 as thousands of freedpeople looked for protection from the Army and federal government and the opportunity to start a new life.

Slide 4: African Americans After War

AFRICAN AMERICANS AFTER WAR



- Churches became center of African American communities – place to organize for civil rights activism, education efforts, and job training
- Highly valued literacy and education – African Americans pioneered public school systems, established a number of universities

1866 illustration of an African American school in Charleston, South Carolina. (Library of Congress)

Like many white Americans, African Americans throughout the United States built communities centered around churches. They attended church not just to worship, but also to socialize and organize civil rights actions, education efforts, and for job training.

African Americans also highly valued literacy and education. Many African American communities worked with the Freedmen's Bureau and Northern aid societies to build schools and recruit teachers, and African American voters and legislators advocated for some of the first public school systems in the United States.



Slide 5: Discrimination and Prejudice

DISCRIMINATION AND PREJUDICE

1877 illustration of convicts cleaning the streets of Richmond, Virginia. (Library of Congress)

- Schools, hospitals, churches, and public places segregated
- Black Codes restricted African American rights and targeted them for arrest
- Freedmen's Bureau attempted to legally assist

Though slavery had been abolished, African Americans still faced intense discrimination and prejudice. Public places like schools, hospitals, and churches were segregated so that African Americans and white people would be separated.

Many states passed laws known as Black Codes that took away many rights from African Americans and made it very easy for them to be arrested. White people who committed crimes against African Americans were often let off easy, though. The Freedmen's Bureau did try to offer legal support to freedpeople, but it would be many years before African Americans would receive the same rights and protections as white people.

Slide 6: Section 27 Burial Record

SECTION 27 BURIAL RECORD

Name	Date of Burial	Grave Number	Age	Cause of Death	Address
Austin, George	5/23/67	2995	40	typhoid fever	Freedmen's Hospital
Bailey, Henry	5/24/66	4425	40	consumption	Freedmen's Hospital
Boo, Abel, Frank	5/23/65	1394		dysentery	Freedmen's Hospital
Brown, Catherine	5/25/66	3857	22	consumption	23rd and D Streets NW
Brown, John	5/25/67	4236	17	consumption	east of 4th Street NW
Cady, John	5/22/65	2675		dysentery	14th St. and 4th Street NW
Cook, Edward	5/25/66	3344	24	dysentery	Belmont Cemetery, across 19th St NW
Couch, Elizabeth	5/23/66	4897	303	old age	Paul 13th Street NW
Edwards, William	5/23/66	3996	33 mos.	dysentery	13th Street NW
Fletcher, Stephen	5/23/66	4330	26	pneumonia	near Monroe Avenue and 14th Street NW
Jackson, Annelle	5/23/66	3423	13 mos.		13th and W Streets NW
Johnson, Andrew "Pete"	5/25/67	4248	48 mos.	dysentery	9 Street NW, 1st and 2nd Sts.
Johnson, Jackson (John)	5/22/66	4197	3	consumption	23rd and K Streets NW
Jones, Daniel	5/23/66	4246	17	dysentery	East 13th St. and 4th Street NW
Jones, Henry	5/24/66	3875	20	dysentery	East Capitol Street Barnards
Leach, Mary (Sister)	5/24/66	4448	2 mos.	pneumonia	13th Street near Buchanan Street
Miller, Adelle	5/23/66	4276	3 mos.	pneumonia	New Jersey Ave SE bet D Street and Virginia Ave
Muddy (Missy) (Sister)	5/24/66	4262		"taken sick with July from drinking the water"	near 6th Street NW
Quinn	5/23/66	3266	9 mos.		13th Street NW near 4th Street NW
Smyth, George, Clara	5/23/66	3330			Belmont Cemetery, across 19th St
Uderson	5/23/66	4237	5	measles	13th and N Streets NW
Williams, George	5/23/66	4237	5	measles	13th and N Streets NW
Williams, Richard	5/23/66	3872	8	croup	10th Street bet N and D
Wills, Martha	5/23/66	3880			

Hand out copies of Section 27 Burial Record to each student. Note: this is just a small portion of the records available, selected for classroom use.

We know very little information about the freedpeople buried at Arlington National Cemetery, but there are some partial burial records.

On the burial record, there are columns for the name of the deceased, date of death or burial, grave number, age, complaint or cause of death, and address where the body was picked up for burial. Not all records have an entry in each column. All the information relating to a person is in the same row as their name.

Allow a few minutes for students to explore the burial record and ask questions or share interesting things they notice.

Slide 7: Think Like a Historian

Historians can use records like this to get an idea of what life was like for people in that time period. Consumption, typhoid fever, dysentery, and diarrhea are all caused by contaminated food and water, which means people did not have access to good sanitation or clean water. The number



★ THINK LIKE A HISTORIAN ★ Burial records can give historians an idea of what life was like for people in the past  ARLINGTON NATIONAL CEMETERY HISTORY EDUCATION SERIES	of children on the list shows it was very dangerous for children to get sick because they did not have the right medical care to help them recover as easily as we have now. The addresses can give historians an idea of where African Americans were allowed to live in Washington, D.C.
Slide 8: Historical Photographs 	Historians also look at photographs to learn what life was like in the past. These two pictures show people who had just escaped slavery. Ask: What do you see in these pictures? What do you think historians could learn from these pictures?
Slide 9: Historical Photographs 	This picture shows a group of freedpeople who were all students at a school. Ask: What do you notice about this group? What do you think historians could learn from this picture?
Slide 10: Historical Photographs 	Ask: What do you see in these pictures? What do you think historians could learn from these pictures of freedpeople's lives?
Slide 11: Worksheet Assignment	<i>Hand out Student Worksheet</i>



1. Choose a person on the burial record
2. Copy their:
 - Name
 - Age
 - Grave number
 - Date of burial
 - Address
3. Draw a picture of that person doing something they may have done while they were alive
4. Write a description of what you drew



While we know little about those buried in Section 27, their lives should not be forgotten. To honor their memory, select an individual on the burial record and copy the following information onto your Freedpeople of Section 27 handout:

- Name
- Age
- Grave Number
- Date of Burial
- Address

Then draw a picture of that person doing something they may have done while they were alive – maybe going to school, or church, or playing with their friends. Write a short description of what you drew.



WORKSHEET RUBRIC

Use this rubric to assess student achievement of expectations.

Criteria	1	2	3	4	Feedback
Student accurately copied information from burial record to worksheet.					
Student drew a picture representing something their selected individual may have done in their lifetime.					
Student described the picture they drew of their selected individual.					
	Total:				

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



SOURCES

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IMAGES

Slide 1: Larue, Rachel. Spring in Arlington National Cemetery. Photograph. Arlington, Virginia: Arlington National Cemetery, April 15, 2016. <https://flic.kr/p/Gi8q1K>

Slide 2: Taylor, James E. Glimpses at the Freedmen's Bureau. Issuing rations to the old and sick / from a sketch by our special artist, Jas. E. Taylor. Illustration. Richmond, Virginia, 1866. Library of Congress. <https://www.loc.gov/item/2009633700/>

Slide 3: The effects of the proclamation - freed Negroes coming into our lines at Newbern, North Carolina. Illustration. New Bern, North Carolina, 1863. Library of Congress. <https://www.loc.gov/item/95501775/>

Slide 4: Waud, Alfred R. "Zion" school for colored children, Charleston, South Carolina / from a sketch by A.R. Waud. Illustration. Charleston, South Carolina, 1866. Library of Congress. <https://www.loc.gov/item/97501517/>

Slide 5: Preparing for the reception of the president. The chain gang convicts cleaning the streets of Richmond. Illustration. Richmond, Virginia, 1877. Library of Congress. <https://www.loc.gov/item/94502949/>

Slide 6: Larue, Rachel. Trees in Section 27 of Arlington National Cemetery. Photograph. Arlington, Virginia: Arlington National Cemetery, April 23, 2015. <https://flic.kr/p/sh56hM>

Slide 7: Mcpherson & Oliver. Two unidentified escaped slaves wearing ragged clothes / Photographed by McPherson & Oliver, Baton Rouge, La. Photograph. Baton Rouge, Louisiana. Between 1861-1865. Library of Congress. <https://www.loc.gov/item/2017659658/>



Slide 7: Hubbard, Erastus. Group school children / photographed by E. Hubbard, Beaufort, S.C. Photograph. Beaufort, South Carolina, 1862. Library of Congress.

<https://www.loc.gov/item/2015646736/>

Slide 7: Unidentified African American woman. Photograph. Between 1860-1870. Library of Congress.

<https://www.loc.gov/item/2010648882/>

Slide 8: Civil War contraband. Photograph. Between 1862-1865. Library of Congress.

<https://www.loc.gov/item/2010647919/>

Slide 8: Woodbury, David B. A Negro family coming into the Union lines. Photograph. Hartford, Connecticut: War Photograph & Exhibition Company, 1863. Library of Congress.

<https://www.loc.gov/item/2004682778/>

Slide 9: Hubbard & Mix. Group of scholars on St. Helena Is., SC, No. 1. Photograph. Between 1863-1866. Library of Congress. <https://www.loc.gov/item/2016645525/>

Slide 10: Wilson, William E. Ox team, early Negro life. Photograph. Savannah, Georgia: Launey & Goebel Publishers of Southern Views, between 1867-1890. Library of Congress.

<https://www.loc.gov/item/2015650293/>

Slide 10: [African Americans working, Charleston, S.C.: At the pump - 3 African Americans at water pump]. Photograph. 1879. Library of Congress. <https://www.loc.gov/item/2004668187/>

Slide 11: Gibson, James F. Cumberland Landing, Va. Group of "contrabands" at Foller's house. Photograph. Cumberland Landing, Virginia, 1862. Library of Congress.

<https://www.loc.gov/item/2018666163/>