Civil War and Reconstruction
A Spring/Summer Institute for Grade 8 Specialists and Teachers of History and English Language Arts

Instructors: Dr. Caryn Cossé Bell (Caryn_Bell@uml.edu), Dr. Michael Pierson (Michael_Pierson@uml.edu), Sheila Kirschbaum, Sheli Turocy, UMass Lowell; Gray Fitzsimons, Frank Clark, Jack Herlihy, Lowell NHP; Richard Howe, Jr.

Contact: Sheila Kirschbaum at Sheila_Kirschbaum@uml.edu. Telephone: 978-970-5080. Fax: 978-970-5085

Course Overview and Objectives

“The Civil War is the central event in the American historical consciousness. While the Revolution of 1776-1783 created the American nation, the Civil War of 1861-1865 preserved this nation from destruction and determined, in large measure, what sort of nation it would be” (James M. McPherson, from the preface of Ordeal by Fire: The Civil War and Reconstruction).

During this institute, we will explore historical and literary materials related to the Civil War and to Reconstruction, while thinking about how we can engage 8th graders actively in historical studies that have relevance to their own lives today. The “Community of Scholars” approach of the Teaching American History Project will provide many opportunities for meaningful and stimulating interactions among teachers and presenters. In addition, we will explore important historical sites, including Lowell, through virtual and actual field studies, and through primary sources, web research, reading, writing, and drama we will deepen our understanding of this critical period of American history.

Course Goals and Outcomes

1. Teachers will expand their content knowledge about the Civil War and Reconstruction. Each participant will become knowledgeable about the causes of the Civil War, the reasons why the United States of America won the war, and the ways in which Reconstruction was the nation’s first experiment in interracial democracy.
2. Participants will develop lessons that use biographies, primary sources, drama, and role-playing to engage students in the study of history;
3. Participants will experiment with educational technology to discover new ways to engage students in gathering and presenting information and help in the design of the project web pages;
4. Participants will create a journal, complete projects, and begin a discussion on ways of assessing their own and their students’ learning using objective and open-ended questions, writing, and projects.

Institute Resources

Main Texts:

Supporting Materials:
Various primary source documents and realia.

Institute Requirements

All institute participants are required to complete the following by August 6, 2004:
1) A pre-test
2) A post-test
3) A reflection journal
4) A curriculum project (see rubric for description of project elements)
5) An evaluation of the institute

The major goal of the Teaching American History project is to increase student understanding and appreciation of U.S. history. As members of the “community of scholars” working together to achieve this goal, institute participants must also submit samples of student work and participate in reflective discussions of teaching and learning. In these and other ways, we will measure the degree to which the project is successful.

Course Credit

Education 04556/201 -- Nineteenth-Century History Content and Curriculum Development

The course is offered as a three-credit graduate, Summer II, 2004 education course through UMass Lowell’s Graduate School of Education. Grading Policy: The course follows the grading system outlined by the Graduate School of Education. All written work, including your unit, should be word-processed (Microsoft Word) and saved to a floppy disk or CD-ROM.

Grades are based on the following:
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral and Written Class Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Participation and Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>50%</td>
</tr>
</tbody>
</table>

Grading rubric:
A  = Outstanding work that is worthy of being shared beyond the class. There are no errors in content, organization, or writing mechanics.
A/B  = Meets all standards for good quality graduate work. Some errors in content, organization, or writing mechanics.
B  = Acceptable work in content, organization, or writing – minimum passing grade.
B/C  = Does not meet minimum standards. Consider revising and re-submitting.

PDPs: 67.5 professional development points will be awarded to each participant attending all sessions and completing the required institute elements.
Making Up a Missed Session: If you have to miss a session, do one of the following to ensure that you receive full credit and/or PDPs:

- If you miss a class session, do the required readings of both secondary and primary sources and write a 3-4 page synopsis as described above. If we are able to videotape sessions, you may view the tape and write a 1-2 page summary.
- Make-up papers can be turned in as completed, but no later than August 6.
- Make-up session limit = 3.

Course Schedule and Assignments

Location for all sessions unless otherwise noted: Boott Cotton Mills, 5th Floor
Each session will include an oral or written reflection upon the enduring understandings and essential questions of the session.

Enduring Understanding #1: The conflict over slavery was severe, longstanding, and ultimately tore the nation apart.

Session 1—Wed., May 5, 2004
Freedom/Slavery: The U.S. Constitution (Dr. Caryn Cossé Bell and Dr. Michael Pierson)

Essential Question: How did the U.S. Constitution uphold slavery?

Required Readings: (Please read in advance of the institute.)
1) James M. McPherson’s Ordeal by Fire: The Civil War and Reconstruction,
   Preface, p. xxiii, Prologue, pp. 1-2, and
   Chapters 1 & 2, pp. 5-42. (Chap. 2 reading extends to Session 2. See 5/19.)
2) Cathy Travis, The Constitution Translated for Kids. Scan text and especially note sections pertaining to slavery.

Optional Readings: Pauline Maier, et.al., Inventing America,
   Northwest Ordinance (1787), pp. 231-232.
   The Philadelphia Convention, Ratification, pp. 236-247.

Schedule:
3:30-4:10 Refreshments, Introductions, Survey, and Pretest
   - The Institute and the 8th Grade Curriculum: New Opportunities
   - Creating Lesson Plans and Units: The Final Project
4:10-5:20 Introduction to James M. McPherson’s Ordeal by Fire;
   1787 Northwest Ordinance & (1788) U.S. Constitution (Caryn Cossé Bell)
5:20-5:30 Break
5:30-6:30 Sectional Crisis: 1803 Louisiana Purchase to Missouri Compromise,
   South Carolina, April 12, 1861 (Michael Pierson)
Session 2—Wed., May 19

Rural and Urban Slavery (Caryn Cossé Bell and Michael Pierson)

Essential Question: How did rural and urban slavery differ?

Required Readings:
2) “Hermann-Grima House: A Window on Free Black Life and Urban Slavery in Creole New Orleans,” Caryn Cossé Bell, pp. 68-78. (The article is the basis for a slide presentation with handouts.)


Schedule:
3:30-4:50 Diaries from the Plantation South (Michael Pierson)
4:50-5:05 Break
5:05-6:30 A Case Study: Urban Slavery in Creole New Orleans (Caryn Cossé Bell)

Session 3—Wed., June 2

On the Homefront: Lowell and the Civil War (Gray Fitzsimons, Jack Herlihy, Dick Howe, Jr.)

Essential Questions: What stance did Lowell residents take on the issue of slavery on the eve of the Civil War? How did Lowellians respond to the war? What happened to those Lowell residents who participated in the war?

Required Readings:
Five primary sources to be used by teachers to assess the stance on slavery of Lowell residents:
3. Lowell’s Voting Results in National Election, 1860
4. Lowell’s Voting Results: Selection of Mayor and Aldermen, 1860
5. Democratic Nominations and “Are we all Sectionalists?” 1860
6. “Lowell, Its Present Condition—No. 3,” 1864

Schedule:
3:30 Meet at Pollard Memorial Library, side entrance, lower level
(There is a small, free parking lot beside the left-hand side of the library, near the side entrance. To enter this lot, you must take the second right after the library, wind around through a parking lot, and take a right when you get to Moody St., the road parallel to Merrimack St. Then go right into the free lot.)
Alternate parking:
Lowell National Historical Park Visitor Center (free)
John St. (Downes) or Market St. (Roy) garage
On-street metered parking near library

2004 Teaching American History Institute: Civil War and Reconstruction
Civil War Walking Tour (Start: Memorial Hall, examining library’s interior and exterior Civil War artwork. End: Boott Mills. Sites along the way: TBA.)
  • Focus: Place as a way to introduce the local American Civil War story (Jack Herlihy)

4:30 Boot Cotton Mills Fifth-Floor “Invention Room”
  • “Lowell on the Eve of Civil War”—talk and activity (Gray Fitzsimons)

5:30 Boot Fifth-Floor Conference Room A
  • “Lowell’s Soldiers”—talk, discussion (Dick Howe, Jr.)

Session 4--Mon., June 28
The Rise of the Anti-Slavery Movement (rise of abolition, women's involvement)
(Michael Pierson)

Essential Question: Who got involved in abolition, and why?
Required Readings:
  McPherson, Ordeal by Fire, pp. 43-54.
Optional Readings:
  Inventing America—pp. 412-432.

Schedule:
8:30-9:30 Discussion: What do we know about abolitionism and how do we teach it?
9:30-10:30 David Walker reading: New Approaches to Abolitionism #1
10:30-10:45 Break
10:45-11:15 Sunderland and Grimke-Weld readings
11:15-12:00 Harriet Jacobs reading: New Approaches to Abolitionism #2
12:00-12:30 Teaching the New Abolitionism

Session 5--Tues., June 29
Borderland Conflicts (1850's) (Bleeding Kansas, John Brown's Raid, etc.) & Lincoln's Election (Michael Pierson)

Essential Questions: Why did many northerners vote for Abraham Lincoln? How serious was the debate over slavery in the 1850’s?
Required Readings:
  McPherson, Ordeal by Fire, pp. 79-138.
Optional Readings:
  Inventing America—pp. 440-450 and 474-494.

Schedule:
8:30-8:50 Discussion: What do we want students to think about the 1850s?
8:50-9:45 John Parker reading: New Approaches to Abolitionism #3
9:45-10:30 Lovejoy and Kansas-Nebraska Act
10:30-10:45 Break
10:45-11:00 John Brown's Raid
11:00-11:45 Lincoln and the 1858 and 1860 Elections
11:45-12:30 Teaching about the Causes of the War: Part I
Enduring Understanding #2: The United States of America won the Civil War because it made better use of its human resources than the Confederate States of America did.

Session 6—Wed., June 30  
Secession and Civil War (Michael Pierson)

Essential Question: What did the Confederate revolutionaries try to accomplish?

Required Readings:
1) McPherson, Ordeal by Fire, 139-302 and A13-A14.
2) Read/Review Across Five Aprils (Lowell recommended historical fiction)

Optional Readings:
Inventing America—pp. 497-533 (optional for sessions 6 & 7).

Schedule:
8:30-9:15 Pre-test results and what they say about us, secession, and the Civil War
9:15-10:15 Stephens reading, Harris reading [Stephens reading in McPherson book, listed on assigned pages already (pp. A13-A14)].
10:15-10:30 Break
10:30-11:15 The Confederate War, 1861-1865
11:15-12:30 The Novel Across Five Aprils and Teaching about the Causes of the War: Part II

Session 7—Thurs., July 1  
Turning Points of the Civil War (Michael Pierson)

Essential Question: What role did African Americans play in the war effort? Why did the United States of America win the Civil War?

Required Readings:
1) McPherson, Ordeal by Fire, 303-526 and A15-A16.
2) Read/Review With Every Drop of Blood (Lowell optional historical fiction)

Optional Readings:
Inventing America—pp. 497-533, cont.

Schedule:
8:30-8:40 Announcements
8:40-10:00 Taylor and Jackson readings
10:00-10:30 Reading the Emancipation Proclamation, McPherson, pp. A15-A16
10:30-10:45 Break
10:45-12:00 Novel: With Every Drop of Blood and the winning of the war
12:00-12:30 Using the Web to Teach about the Civil War (Frank Clark)
Enduring Understanding #3: Reconstruction was the nation’s first experiment in interracial democracy.

Session 8—Tues., July 6

Thirteenth Amendment, Presidential Reconstruction, and the Resurgence of the South (Black Codes, Ku Klux Klan, & Race Riots) (Caryn Cossé Bell)

Essential Question: Why did Presidential Reconstruction fail?

Required Readings:
3) McPherson, Ordeal by Fire:
   - Emancipation & the 13th Amendment, pp. 316-321, 426-435, 503-04
   - Appendix A15-16, A20-21


Schedule:
8:30-8:40 Announcements
8:40-9:30 An Appearance by General Benjamin F. Butler (Richard Scott)
   Assignment: Based on references to Butler in McPherson’s Ordeal by Fire (pp. 166, 191-92, 196, 254, 290, 295, 334, 407, 413-15, 505-06, 573-75, etc.), describe your impression of the general in a brief essay.
9:30-9:40 Break
9:40-10:30 Ben Butler: “Beast” or Hero? Viewing of “Beast Butler,” a seven-minute excerpt from Episode Three of the Civil War Series by Ken Burns & Butler’s Lowell “plunder” (slides)
10:30-10:40 Break
11:30-11:40 Break
11:40-12:00 Presidential Reconstruction Harmonizing Juvenile and Scholarly Perspectives: Cobblestone’s “Aftermath of the Civil War: Reconstruction” and James McPherson’s Ordeal by Fire
12:00-12:30 Teachers: Round-Table Discussion
Session 9—Wed., July 7
Congressional Reconstruction (14th, 15th Amendments) (Caryn Cossé Bell)

Essential Question: How radical was Radical Reconstruction?

Required Readings:
1) McPherson, Ordeal by Fire:
   - Chapter 30, “The Southern Question,” pp. 597-610
   - Appendix, A20-21
2) Joyce Hansen, Out From This Place, a work of historical fiction (grades 7-8) set in the period from 1861 to 1866 that opens on the Sea Islands off the coast of South Carolina. It examines the personal challenges to freedmen during Reconstruction.

Optional Readings: Inventing America—pp. 542-546.

Schedule:
8:30-8:40 Announcements
8:40-9:30 Assignment: In a brief essay, evaluate the extent to which the historical fiction Out From This Place by Joyce Hansen might serve as the basis for an interdisciplinary student activity. Discuss your impression of the book’s content and/or consider the following questions: Is the book academically appropriate? Is it historically correct? Does it serve as an effective medium for understanding the experiences of black southerners during the Civil War era?
9:30-9:40 Break
9:40-10:30 Lecture & Discussion: Overview of Congressional Reconstruction based on McPherson readings
10:30-10:40 Break
10:40-11:30 Lecture & Discussion: Overview of Congressional Reconstruction based on McPherson readings
11:30-11:40 Break
11:40-12:00 Congressional Reconstruction: Harmonizing Juvenile and Scholarly Perspectives: Cobblestone’s “Aftermath of the Civil War: Reconstruction” and James McPherson’s Ordeal by Fire
12:00-12:30 Teachers: Round-Table Discussion
Session 10—Thurs., July 8
“Redemption” and the End of Reconstruction; (Caryn Cossé Bell)

Essential Question: What does the term “Redemption” mean?

Required Readings:
1) “The Port Royal Experiment: Forty Acres and a Mule? A Unit of Study for Grades 8-12.”
   The primary documents included in this lesson plan furnish the basis for a “Jigsaw Group”
   activity which divides a “classroom” into five groups to illustrate the importance of land
   redistribution during Reconstruction, pp. 4-14, 21-40, 45-48.

Optional Readings:
   Inventing America—pp. 546-558.

Schedule:
8:30-8:40 Announcements
8:40-9:30 Lecture & Discussion: The End of Reconstruction
9:30-9:40 Break
   21-23 & 37), in “The Port Royal Experiment: Forty Acres and a Mule? A Unit of
   Study for Grades 8-12,” for implementation in the classroom.
10:30-10:40 Break
10:40-11:30 Lecture & Discussion: “Redemption”
11:30-11:40 Break
11:40-12:30 Teachers: Discussion & Review of Test Topics

Session 11—Fri., July 9
Slavery's Legacy (Caryn Cossé Bell)

Essential Question: What is slavery’s legacy?

Required Readings:

2) “Keeping Them Apart: Plessy v. Ferguson and the Black Experience in Post-Reconstruction
   America: A Unit of Study For Grades 8-15.” The primary documents included in this lesson
   plan form the basis for understanding and formulating the major arguments presented in
   Plessy v. Ferguson through the use of a courtroom simulation, pp. 7-64.

   cont.
Required Readings, cont.:

3) Primary Sources for Reparations & Present-day Slavery:

Newspapers:
Letter from Jourdon Anderson, an ex-Tennessee slave, written in Dayton, Ohio, to his former master Colonel P.H. Anderson, Big Spring, Tennessee, August 7, 1865.
“Litigating the Legacy of Slavery,” Charles J. Ogletree, Jr., New York Times, 10/22/02
“The Slavery Reparations Hustle,” Jeff Jacoby, Boston Globe, 4/11/02
“Louisiana Man Was Slave in 1960s,” Chicago Tribune, Matt O’Connor, 6/10/03
“Former Slave’s Memoir Elicits Horror, Inspiration,” Joanne Skerrett, Boston Globe, 10/22/03

Optional Readings:
Inventing America—pp. 558-560

Schedule:
8:30-8:40     Announcements
9:30-9:40     Break
9:40-10:30    Lecture & Discussion: Slavery’s Legacy
10:30-10:40   Break
10:40-11:30   Assignment: Can/should the current topics of Reparations & Present-Day Slavery be introduced into the classroom? If so/ if not, why/ why not?
11:30-11:40   Break
11:40-12:30   Teachers: Post-Test & Project-Related Questions
<table>
<thead>
<tr>
<th>Project Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Requirements</strong></td>
</tr>
</tbody>
</table>
| Concept Map  
(*showing reflective planning*) | | |
| Lesson Plan Total  
(7-10 if individual project, 10-14 if group project) | | |
| Lesson Plans | | |
| • Enduring understandings are understandings and not objectives. | | |
| • Essential questions are addressed within lesson. | | |
| • Content and language objectives appear in lesson plan. | | |
| • Teaching and learning sequence includes launch, exploration, and  
summary. | | |
| • Lesson plan reflects a good balance between student- and teacher-based activities. | | |
| • Lesson activities reflect the different learning styles and language abilities of students. | | |
| • Lesson plans reflect questions at all levels of Bloom’s taxonomy. | | |
| Assessment | | |
| • Assessment plan is continuous and will provide evidence of student understanding. | | |
| • Daily assessments reflect essential questions that lead to enduring understandings. | | |
| • Plan uses a variety of assessment tools. | | |
| • Final assessment is a performance task. | | |
| • Performance assessment rubric is appropriate and addresses all aspects of performance task. | | |
| Historical Content | | |
| • Content is relevant and factually correct and addresses desired outcomes and enduring understandings. | | |
| • Content is relevant and factually correct and facilitates answering essential questions. | | |
| • Content is developmentally appropriate. | | |
| • Social studies skills are taught and applied when necessary. | | |
| Technology Lesson(s) | | |
| • At least one lesson incorporates student use of technology. | | |
| Interdisciplinary Lesson(s) (literature, biography, historical fiction, poetry): | | |
| • Medium is academically appropriate. | | |
| • Medium is historically correct. | | |
| • Medium scaffolds understanding. | | |
| Lesson(s) Using Primary Sources | | |
| • Primary source is historically appropriate. | | |
| • Primary source scaffolds understanding. | | |
| • Students are given the opportunity to manipulate the primary source. | | |