

HISTORY EDUCATION NEWS

History Content

4

Best Practices

6

Teaching Materials

8

Issues and Research

10

Digital Classroom

12

TAH Projects

14

ISSUE
07 | MAR
2011



featuring
Teaching the Civil War

HISTORY EDUCATION NEWS

Staff

Kelly Schrum, Director
Daisy Martin, Director of History Education
John Buescher, Historian and Researcher
Kristin Conlin, Research Associate
Alan Gevinson, Historian
Lara Harmon, Senior Research Associate
Brittany Higgs, Research Assistant
Debra Kathman, Graduate Research Assistant
Saúl I. Maldonado, Graduate Research Assistant
James McCartney, Lead Programmer
Jessica Monge, Outreach Assistant
Chris Preperato, Lead Multimedia Developer
Emily Perdue, Outreach Assistant
Chris Raymond, Lead Web Designer
Jennifer Rosenfeld, Outreach Director
Jack Schneider, Senior Research Associate
Ammon Shepherd, Webmaster
Rwany Sibaja, Graduate Research Assistant
Mark Smith, Research Associate

4400 University Drive, MSN 1E7
Fairfax, VA 22030

Toll Free: 866.539.8381
info@teachinghistory.org

About

Teachinghistory.org is designed to help K-12 teachers access resources and materials to improve the teaching and learning of U.S. history. Teachinghistory.org is funded by the U.S. Department of Education through the Office of Innovation and Improvement Teaching American History (TAH) program (ED-07-CO-0088). It builds on and disseminates the valuable lessons learned by more than 1,000 TAH projects designed to raise student achievement by improving teachers' knowledge and understanding of traditional U.S. history. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

© 2011 Center for History and New Media

Created by the Center for History and New Media at George Mason University.

Cover images, clockwise, from top right:

[Unidentified soldier in Union sergeant's frock coat and forage cap with unidentified woman in dress and hat with veil], 1861-65, LOC: LC-DIG-ppmsca-27231.
"Lieut. Washington, a Confederate prisoner, and Capt. Custer, U.S.A.," 1861-1865, LOC: LC-USZ62-109737.
[Portrait of boy soldier], Morris Gallery of the Cumberland, Nashville, Tenn., between 1860 and 1865, LOC: LC-B8184-10573.
"Aiken's Landing, Virginia (vicinity). Young girl at Aiken house," 1864, LOC: LC-DIG-cwpb-01916.
"A Virginia slave child in 1863," Van Dorn, c. 1863, LOC: LC-DIG-ppmsca-11248.
"Sojourner Truth," ca. 1864, LOC: LC-DIG-ppmsca-30631.
[Stowe, Harriet Beecher], NARA: 208-N-25004.
Abraham Lincoln. "Nicolay Copy" of the Gettysburg Address, 1863, LOC: al0186p1.
[Seated black soldier, frock coat, gloves, kepi], 1860-70, LOC: LC-DIG-ppmsca-11310.
[Bernard Bluecher Graves, Corp., C.S.A., three-quarter length portrait, seated, facing front], 1861-1865, LOC: LC-DIG-ppmsca-09867.

Cover background:

"Field of Gettysburg, July 1st, 2nd & 3rd, 1863 Prepared by T. Ditterline," 1863, LOC: g3824g cw0331000.

Collage designed by Chris Raymond

Teaching the Civil War

Next month marks the 150th anniversary, or sesquicentennial, of the start of the American Civil War. Memorial battlefields, historic sites, and museums are preparing for increased visitation with new exhibitions, tours, and websites. Many states are planning commemorative events. The U.S. Postal Service recently announced that commemorative stamps would be offered each year of the sesquicentennial.

But what does this war mean to us today? How do we teach about its causes and its impact? We could begin with statistics: over 618,000 lives lost, making it our nation's most deadly conflict. Or we could explore the letters and diaries of the period to see

the human side of these numbers. We could look at maps and battle strategies to learn how events happened. Or we could explore a new innovation of the time—photography—and put an actual face to a name. Perhaps we could look at the literature and music of the period to give us a glimpse of what people were thinking during those troubled times. As teachers and explorers of the past, all of these interesting sources can help us create a more complete and telling picture of the complexity of the Civil War.

This issue focuses on the many ways you can explore the events and impact of the Civil War through the resources found in teachinghistory.org.

“Any understanding of this nation has to be based, and I mean really based, on an understanding of the Civil War. I believe that firmly, it defined us...”

—Author Shelby Foote, interviewed in Ken Burn's *The Civil War*

[Warrenton, Va. Maj. Charles J. Whiting, Capt. James E. Harrison, and Capt. Wesley W. Owens of the 5th U.S. Cavalry], Alexander Gardner, November 1862, Library of Congress: LC-DIG-cwpp-03840.



[Two unidentified soldiers in non-regulation Confederate uniforms with single shot pistol and Ben McCulloch Colt revolver], between 1861 and 1865, Library of Congress: LC-DIG-ppmsca-27551.



History Content

A Google search for “American Civil War” returns over 2.5 million hits! **Teachinghistory.org** can simplify your search for quality websites, primary sources, multimedia presentations and historic sites.

Website Reviews

UNCLE TOM’S CABIN AND AMERICAN CULTURE

teachinghistory.org/history-content/website-reviews/14658

This website examines *Uncle Tom’s Cabin* as a cultural phenomenon. The site includes texts, songs and other material that Harriet Beecher Stowe drew inspiration



“Uncle Tom’s cabin,” Courier Litho. Co., c1899, Library of Congress: LC-USZC4-10315.

from as well as reviews, articles and reactions from both pro-slavery and abolitionist readers.

BAND MUSIC FROM THE CIVIL WAR ERA

teachinghistory.org/history-content/website-reviews/23394

Listen to brass band music from the Civil War era at this Library of Congress website. The collection features more than 700 musical compositions, as well as eight full-score modern editions, nineteen recorded examples of brass band music in performance, and a gallery of thirty-seven photographs taken of bands during the Civil War.

CRISIS AT FORT SUMTER

teachinghistory.org/history-content/website-reviews/22844

In this simulation from Tulane University, your students can work through the crisis

at Fort Sumter along with the nation’s leaders. Students make five decisions that Abraham Lincoln faced between November 1860 and April 1861 and compare their decisions to his.

THE CRISIS OF THE UNION

teachinghistory.org/history-content/website-reviews/23297

This archive from the Schoenberg Center at the University of Pennsylvania offers primary source material related to “the causes, conduct, and consequences of the U.S. Civil War.” Search by author, title, subject, and date for political cartoons, paintings, maps, pamphlets, and books from 1830 to 1880.

“Bombardment of Fort Sumter, Charleston Harbor: 12th & 13th of April, 1861,” Currier & Ives, [1861?], Library of Congress: LC-DIG-ppmsca-19520.



FREEDMEN AND THE SOUTHERN SOCIETY PROJECT

teachinghistory.org/history-content/website-reviews/22827

Drawn from the National Archives collections, this University of Maryland website offers over thirty primary sources related to emancipation. The collection includes fugitive slave John Boston's letter to his wife still in bondage; General Sherman's 1862 letter explaining why he would not return fugitive slaves to their owners; and a letter from Annie Davis, a Maryland slave, asking President Lincoln to clarify her legal status.

[Cumberland Landing, Va. Group of "contrabands" at Foller's house], James F. Gibson, 1862, Library of Congress: LC-DIG-cwpp-01005.



Holyoke Quilt, 1845-1865, James Island, SC. Image courtesy of the Kansas Historical Society.

History in Multimedia

SPOILS OF WAR: CIVIL WAR QUILT

teachinghistory.org/history-content/history-in-multimedia/24364

This tale of family, geography, and war tells the amazing story of a South Carolina quilt and the surprising paths history can take.

AFRICAN AMERICAN VOICES OF THE CIVIL WAR

teachinghistory.org/history-content/history-in-multimedia/2024

In this program presented by WGBH Boston and the Old South Meeting House, playwrights and historians bring the words of former slaves, soldiers, activists, and reporters to life through dramatic readings and discussions.

Beyond the Textbook

The Causes of the Civil War: Was economic difference—manufacturing in the North and slave-driven agriculture in the South—the primary cause of the Civil War?

teachinghistory.org/history-content/beyond-the-textbook/23911

As historian and journalist Bruce Chadwick relates: “The notion that slave labor for cotton fields caused the Civil War has been reinforced by textbooks and fictional narratives for more than a century. Historians argue for a more complex understanding. The Civil War was fought for many reasons, but moving away from economic differences and cotton as simplistic reasons leads to a more interesting picture of this turbulent time in our nation’s history.”

Learn more about the role that politics and a growing opposition to slavery played in this conflict at **teachinghistory.org**.

Best Practices

Teachinghistory.org helps you use primary sources for thought-provoking activities and lessons that promote historical thinking and student participation.

Teaching with Textbooks

CHILDREN'S VOICES FROM THE CIVIL WAR

teachinghistory.org/best-practices/teaching-with-textbooks/22467

Why do it? Textbooks filled with passive voice rarely capture the passion and drama of the past. By supplementing a textbook account with stories of actual children who lived through a historical event, such as the Civil War, one can



[Portrait of boy soldier], Morris Gallery of the Cumberland, Nashville, Tenn., between 1860 and 1865, Library of Congress: LC-B8184-10573.

both engage students' interest and offer multiple perspectives on an event from the past.

"Comparing the textbook with additional primary source documents expands students' knowledge, breathes life into the text, and introduces the voices of those left out of the text."

—Maria Gariott

What is it? Using primary source materials such as letters, diaries, or photographs of Civil War-era children who participated in or witnessed Civil War

battles, students can explore how children their age actually experienced what is described in their textbooks.

Teaching in Action

FOUNDATIONS OF U.S. HISTORY: JOHN BROWN SONG

teachinghistory.org/best-practices/teaching-in-action/22158

Watch as a fourth-grade teacher and her students analyze the song *John Brown's Body* to learn about Brown's raid on Harper's Ferry, reactions to the raid, and the coming of the Civil War.

"Photograph of Aiken's Landing, Virginia (vicinity). Young girl at Aiken house," 1864, Library of Congress, LC-DIG-cwpb-01916.



ABRAHAM LINCOLN, THE WRIT OF HABEAS CORPUS, AND CIVIL LIBERTIES

teachinghistory.org/best-practices/teaching-in-action/22937

This lesson from DePaul University's Teaching with Primary Sources program grabs student attention with the central question: How much power should a president have? By asking students to consider Lincoln's decision to suspend the writ of habeas corpus during wartime, it leads to a larger discussion of presidential power and the ongoing tension between civil liberties and security.

Examples of Historical Thinking

LINCOLN'S SECOND INAUGURAL ADDRESS

teachinghistory.org/best-practices/examples-of-historical-thinking/24440

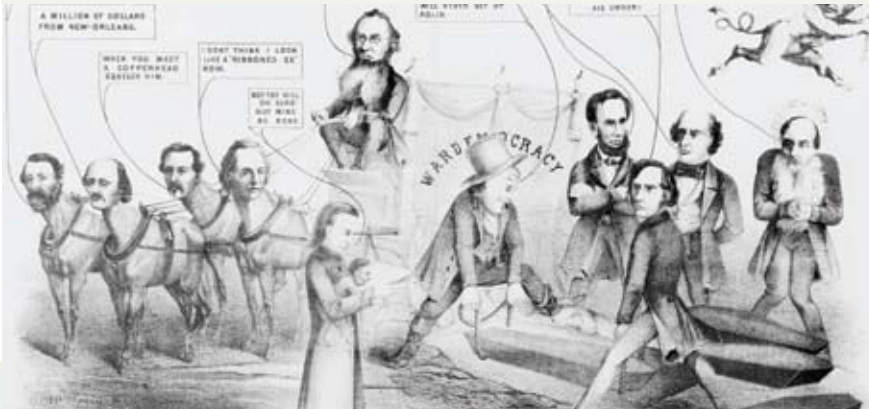
"With malice toward none, with charity for all." These words are the hallmark of President Lincoln's Second Inaugural Address. Watch as TAH teachers with Sarah Jencks, the Director of Education at Ford's Theatre to analyze President Lincoln's Second Inaugural Address from



Sarah Jencks, Director of Education at Fords' Theatre, works with teachers to closely analyze the meaning and impact of Lincoln's Second Inaugural Address.

the perspective of multiple participants on both sides of the conflict.

"Political caricature. No. 1, The grave of the Union. Or Major Jack Downing's dream // drawn by Zeke," Bromley & Co., 1864, Library of Congress: LC-USZ62-8876. An anti-Lincoln satire over his use of presidential power during wartime.



Teachinghistory.org is on the Road!

Come see us at



March 31-
April 2, 2011
Charleston, SC

[www.nche.net/
conference](http://www.nche.net/conference)



June 26-29,
2011
Philadelphia, PA

[www.iste.org/
conference.aspx](http://www.iste.org/conference.aspx)

Teaching Materials

Explore teachinghistory.org for ideas about how to teach a particular topic or for innovative ways to improve lesson plans.

Lesson Plan Reviews

Classroom teachers review and critique lesson plans according to the teachinghistory.org rubric (teachinghistory.org/files/rubricfinal.pdf).

[Petersburg, Va. The "Dictator," a closer view], David Knox, September 1864, Library of Congress: LC-DIG-cwpb-03851. While closely examining this photo, students gain a better understanding between the relationship between the Civil War and industrialization.



Especially for Younger Students

CIVIL WAR PHOTOS: WHAT DO YOU SEE?

teachinghistory.org/teaching-materials/lesson-plan-reviews/24272

This Library of Congress American Memory lesson suitable for grades four through eight challenges students to closely study one photograph of a piece of Civil War artillery as a means to better understanding the relationship between the Civil War and industrialization. To guide student examination of the image, different portions are isolated, focusing attention on specific details. Questions about those details guide student analysis.

The lesson then provides links to other Library of Congress Civil War images to help place the photograph in context.

ROADS TO ANTIETAM

teachinghistory.org/teaching-materials/lesson-plan-reviews/23729

In the summer of 1862, General Robert E. Lee's Army of Northern Virginia is preparing for an invasion of Maryland. The



[President Lincoln visiting the battlefield at Antietam, Md.], Alexander Gardner, 3 October 1862, NARA: 165-SB-23.

hope is that a victory would encourage France or England to join the Confederate cause and possibly entice Maryland to join the Confederacy. A victory here could lead to the south winning the war.

This is the hook used to engage students in a Civil War Trust lesson that focuses on both military history and historical thinking skills. Students are asked to review Lee's *Proclamation to Maryland* and his *Confederate Special Orders #191* to see his plans for invading Maryland. Students then come up with a Union battle strategy that would counter Lee's plans.

Ask a Master Teacher

Are you facing a challenge in your classroom? Visit teachinghistory.org and send your question to a master teacher for advice and ideas.

ELEMENTARY MILITARY HISTORY RESOURCES

teachinghistory.org/teaching-materials/ask-a-master-teacher/23577

Q. I'm looking for military history resources for elementary school children. In particular, where can I find books for elementary school students on U.S. military history and involvement in wars at home and abroad?

A. Finding resources for educating elementary school students about military history can be a challenge. But they're out there. A few good places to start are library and university booklists such as the Springfield, MA, American Historical Fiction Reading List (springfieldlibrary.org/reading/historic.html) or the historical fiction section of the University of Kentucky's K-6 Reading List (uky.edu/CommInfoStudies/SLIS/510/rlist.htm).

Read the full answer online for more booklist links and to learn about military timelines and museums.



"John Clem & Brother," between 1855 and 1865, Library of Congress: LC-DIG-cwpbh-01073.

Teaching English Language Learners

Websites in the First Language

ELECTRONIC SCHOOLHOUSE/LA ESCUELA ELECTRÓNICA

teachinghistory.org/teaching-materials/english-language-learners/24133

Created by the New York State Archives, the Archives Partnership Trust, and Time Warner, Electronic Schoolhouse is a bilingual website that uses historical records from 1861 to the present as learning tools. A number of resources are of particular interest to the Civil War period. Under "Documents and Lessons," select "Military Records" to find enlistment records, historical background and lessons related to Hispanic soldiers who fought at Gettysburg and Antietam as well as in other battles.

EDSITEment Has a New Look—and a special section of Civil War Lesson Plans

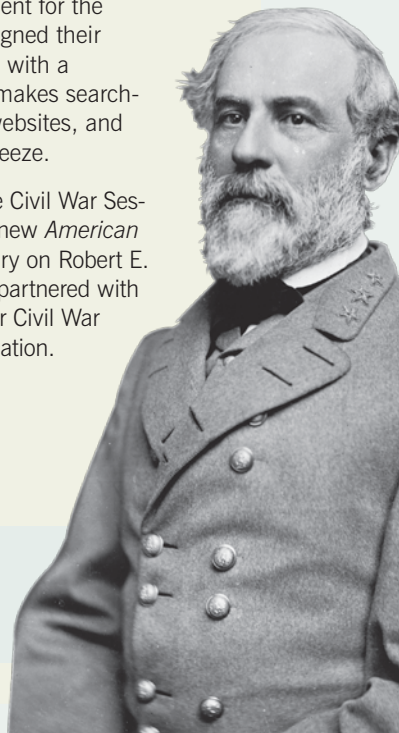
edsitement.neh.gov

The National Endowment for the Humanities has redesigned their website, EDSITEment, with a streamlined look that makes searching for lesson plans, websites, and student resources a breeze.

In conjunction with the Civil War Sesquicentennial and the new *American Experience* documentary on Robert E. Lee, EDSITEment has partnered with PBS to place all of their Civil War lesson plans in one location.

edsitement.neh.gov/edsitement-lessons-slavery-crisis-union-civil-war-and-reconstruction

[Portrait of Gen. Robert E. Lee, officer of the Confederate Army], Julian Vannerson, March 1864, Library of Congress: LC-DIG-cwpbh-04402.



Issues and Research

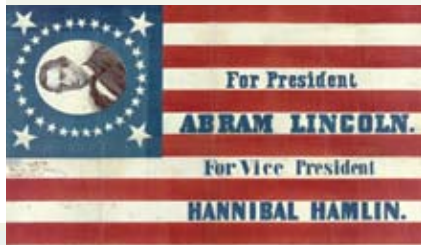
Stay up-to-date with current issues and research that shape the field of history education.

Research Brief

READING ABRAHAM LINCOLN: A STUDY IN CONTEXTUALIZED THINKING

www.teachinghistory.org/issues-and-research/research-brief/22960

"For president, Abram Lincoln. For vice president, Hannibal Hamlin," H.C. Howard, c.1860, Library of Congress: LC-DIG-pga-01637.



Good history teaching is not just memorizing dates and names, it is about learning how to think about the past. Some students naturally look at a historical issue through their own perspective, which historians call “presentism.” In order to better understand the past, students have to learn how to place historical events in context. A study by Dr. Sam Wineburg, however, revealed that even teachers need to intentionally develop the skill of contextualization. Learn more about this research done at the University of Washington where pre-service teachers were asked to “think aloud” and describe their process for analyzing six historical documents from the nineteenth century.

STATE OF HISTORY EDUCATION

teachinghistory.org/issues-and-research/report

Did you know that seven states do not have any specific state standard on the causes of the Civil War, while fourteen, plus the District of Columbia, specifically mention slavery in their standard? In **teachinghistory.org's** *Report on the State of History Education*, explore how states

interpret the nature and meaning of their state standards in varied ways and for varied purposes, and review significant national education programs that have impacted K-12 history education.

Use the interactive map to see how your state compares in terms of standards, graduation requirements, and teacher licensure.

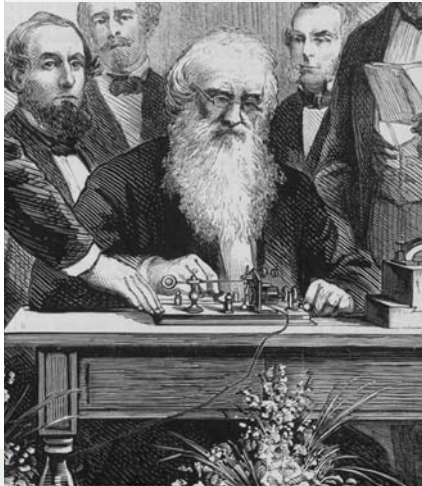
Teacher Representative Ron Gorr (Air Academy H.S., Colorado Springs, CO) presented at teachinghistory.org's session on online search strategies at the 2010 National Council of the Social Studies Conference in Denver. Interested in becoming a teacher representative? Email us at outreach1@teachinghistory.org.



From Telegraph to Blogging

During the Civil War, news traveled more quickly than ever before thanks to the advent of the telegraph. Today, read the latest news in history education in **teachinghistory.org's** blog, including this one on new projects tied to the Civil War 150th: teachinghistory.org/nhec-blog/24465.

"New York City—The Morse celebration at the Academy of Music, June 10th—Professor Morse manipulating his signature to the message telegraphed by Miss Sadie E. Cornwell," *Frank Leslie's Illustrated Newspaper*, 1871 July 1, p. 249, Library of Congress: LC-USZ62-116332.



FREE Historical Thinking Poster

Request a FREE Historical Thinking Poster at teachinghistory.org/poster! One side is designed for elementary classrooms and showcases the idea that "Doing History is Like Solving a Mystery," while the other side, "History is an Argument About the Past," is designed for secondary classrooms. Both sides feature colorful images of primary sources, definitions of primary and secondary sources, and ideas on how historians investigate the past. It is just one of many wonderful resources you will find at teachinghistory.org!

Here is what other teachers are saying...

"The poster is great and a great asset to teaching!"

"My students are visual learners and this will be ideal!"

"This poster will be a great reference as students develop the ability to critically analyze what they are learning! I look forward to using this in our class."

Beyond the Chalkboard

USING FACEBOOK TO ENGAGE WITH HISTORICAL FIGURES

teachinghistory.org/digital-classroom/beyond-the-chalkboard/24152

Do you want to go beyond traditional biographical reports *and* have students learn from a tool that they are already using? Consider having your students create fan pages for historical figures using Facebook as U.S. history teacher Sara Romeyn did. Instead of researching and writing traditional reports, students posted status updates, image galleries, and participated in a “virtual salon,” viewing and posting real time information.



Ask a Digital Historian

teachinghistory.org/digital-classroom/ask-a-digital-historian/24122

Q. Have the tools of new media discovered anything new which resulted in revisions? Have the tools uncovered new information that has changed historical views?

A. New media tools are slowly and subtly changing the way we do history by providing new ways of seeing the past and sharing those insights with others. At the moment, the new media tools that seem to hold the most promise for scholarly revisions are the ones that support visualization of historical records and support mass assessment of textual materials.

Some of the possibilities in these new forms of visualization can be seen in the article “The Differences Slavery Made” (www2.vcdh.virginia.edu/AHR/) by William Thomas and Ed Ayers, which used Geographic Information Systems

to plot relationships between different groups in the Shenandoah Valley. This is one of the most visible cases where new mapping technologies provided opportunities to see the past in new ways, but this sort of work is beginning to appear in numerous printed works as well. Franco Morreti and others are developing several techniques to peer into large masses of textual data.

Read the full answer online to learn about the challenges in presenting insights that new media tools can provide.

Your Opinion Matters!

Rich history content? Teaching videos? Links to primary source materials? What are your favorite reasons for coming to **teachinghistory.org**? And what would you like to see in the future? Share your opinions through our online survey and receive a free flash drive!

www.grgsurveys.com/teachinghistory

TAH Projects

Explore resources related to Teaching American History (TAH) grants to learn from current and past projects and to plan for future grant applications.

Project Spotlight

ESSENTIAL AMERICAN HISTORY

teachinghistory.org/tah-grants/project-spotlight/20783

This grant in St. Louis, MO, involved eighth-grade teachers in an exploration of the Civil War and Reconstruction. Teachers studied with scholars from the Civil War Preservation Trust and the Center for the Study of the Civil War, and visited the Abraham Lincoln Presidential

Library and Museum in Springfield, IL; Civil War battlefields in Gettysburg, PA; and Ford's Theatre, Peterson House, and the National Archives in Washington, DC. As a result, lessons were developed that focused on Lincoln, slavery, soldiers' experiences, and Missourians' perspectives on the Civil War.

Lessons Learned

TEACHING AMERICAN HISTORY AND PARALLEL SCHOOLS

teachinghistory.org/tah-grants/lessons-learned/19141

Bill Obrochta of the Virginia Historical Society discusses the changes that occurred in museums when they opened their collections to teachers and students through TAH grants. In the early 1990s, museums began referring to themselves as “parallel schools,” but Obrochta argues that it took TAH grants to make that happen and it has led to a “spirit of collaboration that brings together all the stakeholders in teaching American history.”

“It was one thing for museums to think of themselves as parallel schools, but far more important for schools to think of museums as parallel schools.”

ASSUMING THE HISTORIAN'S CHAIR

teachinghistory.org/tah-grants/lessons-learned/22892

Ann Marie Ryan and Frank Valadez write of their experiences with the Chicago History Project (CHP), which developed a historical thinking strategy called *The Historian's Chair*. Each participant had to become a historian and participate in “doing history.”

TAH Project Directors' Meeting

August 8-10, 2011

Save the date! The next Teaching American History Project Directors Conference, “Lens on Talent: Portraits of Great History Teachers,” will be in Washington, DC, at the Renaissance Hotel, 999 9th Street NW.



[U.S. Army band standing on steps], 1861-1865, Library of Congress: LC-DIG-ppmsc-02797.

Test Your History IQ

Are you willing to test your knowledge of Civil War music, the Stamp Act or the history of Thanksgiving? All of teachinghistory.org's quizzes are now searchable by topic or keyword. With a new quiz posted each week during the school year, try your luck today!

teachinghistory.org/history-content/quiz

The Historian's Chair emphasized the process of developing scholarly arguments based on secondary and primary sources, applying them to a lesson for students, and then presenting the research supporting the lesson to a seminar of fellow teachers and a historian facilitator. Teachers learned from historians and from each other as they presented historical arguments and received feedback.

"(Don't) be afraid to expect student to do more rigorous tasks and think more critically."

—Teacher reflecting on what she learned with CHP

A teacher observing a painting during a summer institute with the Chicago History Project.



TAH Pre-Application Workshops

The FY2011 TAH grant applications are now available. For more information visit www.federalregister.gov/articles/2011/02/02/2011-2290/teaching-american-history-grant-program-office-of-innovation-and-improvement-overview-information. There will be two pre-application meetings for prospective applicants:

March 11, 2011
from 10:00 a.m. to 12:00 p.m.

March 11, 2011
from 2:00 p.m. to 4:00 p.m.

in the LBJ Auditorium at the U.S. Department of Education Headquarters, 400 Maryland Avenue, SW., Washington, DC 20202.

Visit www.ed.gov/programs/teachinghistory/ for further details on how to register.



Center for History and New Media
George Mason University
4400 University Drive, MSN 1E7
Fairfax, VA 22030

NONPROFIT ORG
US POSTAGE
PAID
PERMIT NO. 1532
FAIRFAX, VA
22030