National Park Service
Teaching with MUSEUM Collections
Management Program
http://www.cr.nps.gov/museum

A. Lesson Plan Title: *Many a Weary Banner: The Flags of Appomattox*

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Grade Level: 6th-11th

Length of Lesson: 2 – 4 class sessions (45 mins.)

B. Overview of this Collection-Based Lesson Plan:

Park Name:
Appomattox Court House National Historical Park - P.O. Box 218 Appomattox, VA 24522
www.nps.gov/apco

Description:
Appomattox Court House is the site of the beginning of the end of the American Civil War. Over 100,000 soldiers participated in the events leading up to the surrender of General Robert E. Lee's Confederate Army of Northern Virginia. On April 12th, as part of the terms agreed upon three days earlier, Confederate soldiers of the Army of Northern Virginia would be required to surrender their arms, equipment and symbols of war in a formal "stacking of arms ceremony." Between 4,00 to 5,000 men of the 1st Division of the 5th U.S. Army Corps lined both sides of the Richmond-Lynchburg Stage Road as Confederate troops of the famed Army of Northern Virginia began marching in by division and stacking their weapons, flags and military accoutrements. According to one Federal soldier, *"Many a bare staff was laid down."*

Essential Question:
What can the flags of Appomattox Court House tell us about the events that took place there and those who participated in them?

C. Museum Collection Objects Used in Lesson Plan:

Objects, specimens, documents, photographs from the Park museum collection:

1. Battle Flag of the 61st Virginia Infantry regiment.

Wool Bunting and cotton,
W: 42.5 cm H: 44.5 cm APCO 386

This flag was carried by a regiment in Major General William Mahone's division through all the major campaigns beginning with Fredericksburg until it was surrendered at Appomattox Courthouse on April 9th 1865. A Connecticut soldier took the flag home. The flag was presented to the National Park Service by the widow of historian Douglas Southall Freeman whose father had served in the regiment.
http://www.cr.nps.gov/museum/exhibits/flags/apco386.htm

2. Battle Flag of the Oneida, New York Independent Cavalry Company

This flag, presented to 1st Lieutenant James Jenkins for the unit by the patriotic "Young Ladies" of Vernon, New York, in March 1862, was carried throughout the war and was with the Unit at Appomattox Court House.

Silk, W: 104.7 cm H: 77.5 cm APCO 11829

3. Tea towel used as a Confederate flag of truce.

This tea towel was carried by Captain Robert Moorman Sims, of South Carolina as a flag of truce. He was issued orders by General Gordon to seek a suspension in the fighting from General Sheridan while Generals Lee & Grant met to discuss the surrender. Sims had purchased the towel in Richmond, Virginia not long before the city was evacuated.

Huckaback Linen, W: 45.7 cm H: 27.9 APCO 2001

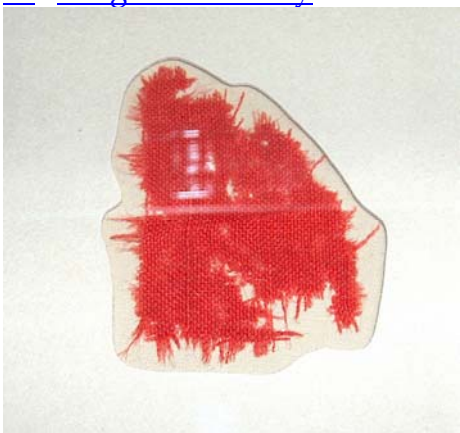
4. Virginia State Flag

This state flag was carried by an unknown Virginia regiment. On April 7, 1865, Major Thomas Ward Custer, of General George Armstrong Custer's cavalry division captured a Confederate Regimental flag during the battle of Sailor's Creek. Major Thomas Ward Custer was General Custer's brother, and was killed with him in 1876 at the battle of the Little Big Horn.
http://www.cr.nps.gov/museum/exhibits/flags/apco2000.htm

Silk, W: 165.1 cm H: 137.2 cm APCO 2000

5. Flag Remnants:

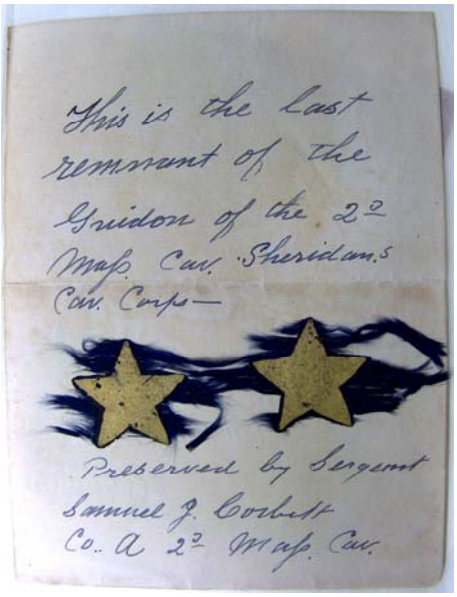
23rd Virginia Infantry



Cloth, W: 3.3 cm H: 4.6 cm APCO 4246

This small portion of the flag of the 23rd Virginia Infantry regiment was part of a larger piece cut from the flag by Private John J. McCargo of company K. It was carried home after the surrender and later divided among his children. This small fragment was donated to the National Park Service by his great-grandson Colonel Thomas Rankin.

2nd Massachusetts Cavalry

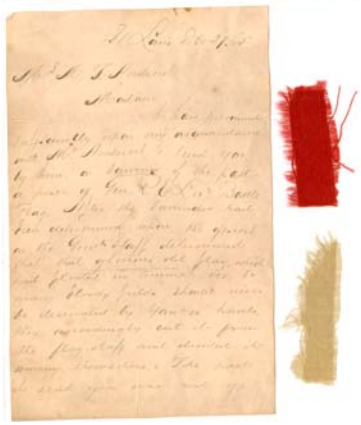


Cloth, W: 3.5 cm H: 11.4 cm APCO 4245

These stars represent all that may be left of the guidon flag of the 2nd Massachusetts cavalry regiment. It was preserved by Sergeant Samuel J. Corbett of the regimental band.

Samuel Corbett was a member of *"the California Hundred."* Companies A, E, and F of the 2nd Massachusetts Cavalry were recruited in California. Corbett went on to become a prominent Doctor after the war in San Francisco.

6. Lee's Headquarter's Flag Remnants & accompanying letter



Cloth, W: 7 cm H: 4 cm APCO 11718
Paper, W: 13 H: 20 cm APCO 11719

This remnant of General Lee's headquarters flag was cut off by Capt. Edwards, Assistant Ordnance Officer in the Confederate Army. According to the accompanying letter, following the Surrender, the flag was divided up among the officers on the staff so as to prevent its desecration at the hands of the enemy & kept as a memento.

7. 24th Georgia Flag remnant

This remnant of the flag of the 24th Georgia Infantry was preserved by A.W. Moise, 1st Lieutenant of Company H and served as a reminder of his service during the War Between the States as did many other pieces of flags carried home by so many others soldiers.

Cloth, W: approx 17 cm H: approx. 19 cm APCO 11792

D. National Education Standards:

Meets National Education Standards for Social Studies as established by the National Council for the Social Studies, 1994. Middle grades & high school level.

Number I: Culture

Middle grades

b) explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;

Number II: Time, Continuity, and Change.

Middle grades

b) Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

Number V: Individuals, Groups, and Institutions.

Middle grades

a) Identify and describe examples of tensions between belief systems and government policies and laws.
b) Describe the role of institutions in furthering both continuity and change.
c) Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

Number VI. Civic Ideals and Practices.

Middle grades

a) Examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
b) Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making.

E. Student Learning Objectives:

Upon successful completion of this lesson, students shall be able to:

Compare and contrast the different ways in which flags were made and used during the Civil War.
Explain what makes the flags of Appomattox Court House so important.
Create a product that relays the story collectively told by this group of Appomattox Court House flags.

F. Background and Historical Context:

On April 9, 1865, the tiny county seat of Appomattox Court House, Virginia witnessed the surrender of General Robert E. Lee's Confederate Army of Northern Virginia to three Federal armies commanded by General Ulysses S. Grant. All in all close to 30,000 Confederates surrendered their arms, their banners and their fate to their Union victors.

The surrender of General Lee's forces was the culmination of the Appomattox Campaign that began the first week of April 1865 as Union forces successfully cut the beleaguered Confederates off from the last remaining rail line supplying the Confederate capital of Richmond. The following day General Lee called for the evacuation of Confederate forces and the Confederate government from Petersburg and Richmond.

The Union forces pursued the Confederates through the Virginia countryside for a week clashing at places like: Sutherland's Station, Namozine Church, Amelia Springs, Paineville, Rice's Station, High Bridge, Sailor's Creek, Cumberland Church and Appomattox Station before the concluding events at Appomattox Court House. Following a correspondence of several days and an attempted break through General Grant's forces on April 9th, General Lee concluded that *"… there is nothing left me to do but to go and see General Grant, and I would rather die a thousand deaths."*

Generals Grant and Lee met in the village of Appomattox Court House at the home of Wilmer and Virginia McLean. Although Mr. McLean gained notoriety for living near the site of the First Battle of Manassas and for having his home in Appomattox Court House serve as the site of General Lee's surrender, he was not exactly the "alpha & omega" of the war as he purported. Most would say that the conflict actually began at Fort Sumter in Charleston harbor. As for being the *"omega,"* Mr. McLean just happened to be the first homeowner that General Lee's aide, Lieutenant Colonel Charles Marshall, found when he entered the village. Marshall's orders were to "find a home" suitable for the Surrender meeting.

Appomattox was the first in a series of Confederate surrenders that brought about the end of the Civil War. The tone and terms of this meeting served as a precedent for the surrenders that followed and the generals who brokered them. General Grant allowed Confederate officers to retain their side arms and any Confederate claiming "to own a horse or mule [to] take the animal to his home." Ultimately 28, 231 Confederate soldiers were officially surrendered on April 9th. More than 1,500 Confederate cavalry and 2,600 artillerists made their way into the village on April 10th and 11th respectively to surrender their arms and material as General Grant's terms required. The morning of April 12th saw the remnants of General Lee's infantry, some estimated 21-22,000 men march as organized Confederate units for the last time. They marched from their encampments, east of the village, across the Appomattox River and into Appomattox Court House where they stacked their arms. There, along the stage road the Confederates laid down whatever was left of their state and regimental battle flags – many emblazoned with the names of all the battles the unit had seen. Before they left for home the Southerners were issued parole passes. The passes would allow them safe passage through both Confederate and Union military lines on their trip– where they were instructed to go until "properly exchanged."

The meeting between the two generals in the small Virginia village of Appomattox Court House changed the course of the Civil War and the lives of Americans forever after. Appomattox Court House came to represent everything those in the North and South had been fighting, hoping and dying for the past four years. The air of reconciliation between Lee and Grant became a legacy unto itself and Appomattox became "the place where our nation reunited" for generations to come. The import of these events struck those who had participated in them immediately and intensely. Many Union soldiers certainly shared the sentiments of those recorded in one journal entry:

"Every one seemed to give himself up to all sorts of gymnastic manifestations of joy."

Likewise General Bryan Grimes voiced the feelings of many in the Confederate ranks when, upon hearing of the surrender, he exclaimed:

"Blow, Gabriel, blow! My God, let him blow, I am ready to die!"

Many soldiers – Confederate and Union, private and officer alike, sought mementos of their role in the late struggle. Some sought to preserve their beloved banners they had carried into numerous battles. Many of the Confederate banners were cut into pieces and divided among the remaining men of the regiment, rather than to surrender them. Some Union officers sought the very flags of truce that were used by Confederates in the surrender process.

G. Materials Used in Lesson Plan:

Images

Battle Flag of the 61st Virginia Infantry regiment
Battle Flag of the Oneida, New York Independent Cavalry Company
Tea towel used as a Confederate flag of truce.
Virginia State Flag
Flag Remnants (2nd Massachusetts Cavalry, 23rd Virginia Infantry, and 24th Georgia Infantry & General Lee's Headquarter's Flag)

Item Support Materials

Battle Flag of the 61st Virginia Infantry regiment:
Douglas S. Freeman Speech at the dedication of Appomattox C.H. N.H.P.
Additional Pictures: Freeman w/ flag at Appomattox C.H. NHP dedication.
Flag presented to Appomattox C.H. N.H.P.

Battle Flag of the Oneida, New York Independent Cavalry Company
Newspaper article detailing conflict over ownership of flag.
Historical Society history of the Oneida regiment and their flag.

Tea towel used as a Confederate flag of truce.
Sims account to editor of Charleston newspaper discussing the history of the flag.
Whitaker Letter to Libby Custer regarding the history & ownership of the flag.

Virginia State Flag
Newspaper article detailing gift of flag to Appomattox C.H. N.H.P.
Photo of the gift of the flag Appomattox C.H. N.H.P.
Additional Pictures: Flag presented to Appomattox C.H. NHP

Flag Remnants
2nd Massachusetts Cavalry
23rd Virginia Infantry

24th Georgia Volunteers:
A. W. Moise Orders
A. W. Moise Parole Pass

General Lee's Headquarter's Flag:
Letter Accompanying flag remnant

Other Materials:
How to Read an Object graphic organizers -- available at
http://www.cr.nps.gov/museum/tmc/docs/How_to_Read_an_Object.pdf

Assessment Rubrics- available at the end of this document

H. Vocabulary:
Exchange- the act of trading prisoners
Guidon-the identification flag of a military unit, most often a cavalry unit, or the soldier carrying it
Legacy- anything handed down from, or as from, an ancestor.
Parole Pass- a document issued to Confederate prisoners of war surrendered at Appomattox Court House that allow them safe passage through military lines they might encounter on their way home.
Parole – derived from Latin, to give your word – or on your honor During the Civil War to be paroled basically meant you were not to take up arms against the enemy unit until you were notified that you had been exchanged for an enemy parolee.
Reconciliation- an act of making friendly again or winning over to a friendly attitude.
Regiment- during the Civil War. a military unit typically consisting of 10 or more companies raised locally & commanded by their own captain
Surrender- to give one's self up to another's power or control, especially as a prisoner
Truce- a temporary cessation of warfare by agreement between those fighting- a halt in the fighting.

I. Teacher Tips:
This lesson plan is merely a suggestion for the use of these items. Although adequate time should be allowed for a thorough investigation of the artifacts and their history, these plans may certainly be tailored to the unique needs of your particular class.

J. Lesson Implementation Procedures:
This lesson plan may be tailored to suit the needs and abilities of specific classes and students.
All hand outs are contained herein or are available at website addresses found within this document.
Be sure to print out an adequate number of copies of all documents for the assignment. Allow adequate time for group discussion of all items associated with each artifact and preparation for group project.

INTRODUCTION:
Compare and contrast the different ways in which flags were made and used during the Civil War.
Explain what makes the flags of Appomattox Court House so important.
Create a product that relays the story collectively told by this group of Appomattox Court House flags.
1st Class Session
1. Ask students: "What is an icon?" Discuss with students the use of computer icons and how they are used as symbols. Ask students: "What symbols represent the Civil War to us today?" Have students brainstorm about the meaning of flags and symbols. Write down responses on board/overhead device. Ask students what they have learned so far (if in a Civil War unit) about the importance and use of flags during the war. (5 minutes)

2. Divide students into 4 groups. .Provide student groups with images of Appomattox flags (one flag per group). Have each group complete a *How to Read an Object* graphic organizer for their object. (15 - 20 minutes)

3. Provide students with other materials pertinent to their flags. Allow them time to read other materials & discuss them with their partners. (15 -20 minutes)
Direct student groups that they are to decide on a group project that they will complete to explain the significance of their assigned flag to the rest of the class. Some possible projects for this assignment include: multimedia presentations, oral presentations, skits, performance of songs, reading of poems, and creation of a poster.
Inform the groups they will have the next 2 classes to prepare their presentation and then 1 class for the presentations themselves. (5 minutes)
Homework- have students use the provided definitions in summaries in a creative writing piece (journal entry, letter home, etc.) describing the surrender at Appomattox Court House.

2nd Class Session

1. Begin class with discussion of students produced letters to reintroduce the lesson. (5-10 minutes)
2. Allow student groups the whole class to work on presentations if necessary (35-40 mins)

3rd Class Session

1. Begin class with discussion of student's efforts so far to reintroduce the lesson Establish schedule of presentations for next session. (5-10 minutes)
2. Allow student groups the whole class to work on presentations if necessary (35-40 mins)

4th Class Session

1. Allow student groups enough time (45 mins)
2. Have students complete brag sheet for their team and assignment rubrics for self evaluations. These items are to be turned in the next day for a homework grade.

K. Evaluation/Assessment for Measurable Results:

Use the included Assessment Rubrics to evaluate individual & group efforts.

L. Extension and Enrichment Activities:

http://www.cr.nps.gov/museum/exhibits/flags/

M. Resources:

http://www.cr.nps.gov/museum/exhibits/flags/
http://www.nkclifton.com/index61st.html
http://www.midyork.org/oneida/OPL_LOCAL_HISTORY/OPL_OIC_HOME.htm

History of the 118th Pennsylvania Volunteers. Salem, MA: Higginson Book Company, 1998.

N. Site Visit:

Pre-visit: Use the lesson plans contained herein as an introduction to Appomattox Court House NHP. Also, visit the website (**www.nps.gov/apco**) to become familiar with the other significant stories you may want to incorporate into an actual visit. Contact the park (434-352-8987) to request material and schedule your visit.

Site visit: Once at the park, one idea would be to have the students attempt to locate their flag within the park collections and take notes on how the flag fits in to both the interpretation & the history at the park.

Post-visit: Have students write a summary of what they learned about the role their flag played in the Surrender at Appomattox Court House

GRAPHIC ORGANIZER RUBRIC

DIRECTIONS: Using the following criteria, choose the appropriate number from the following scale that reflects your assessment of the student's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The graphic organizer has an appropriate title and labels.	
2. The graphic organizer's lines, boxes, and text are neat and legible.	
3. The information in the graphic organizer is accurate.	
4. The spelling, grammar, and punctuation of the text on the graphic organizer are accurate.	
5. The graphic organizer presents the information in a manner that is easy to follow.	
6. The relationships presented in the graphic organizer are correct and clear.	
7. The form in which the graphic organizer portrays the information is appropriate to the relationships being represented.	
8. The graphic organizer demonstrates an understanding of the topic, its relationships & related concepts.	
9. The graphic organizer fulfills all the requirements of the assignment.	
10. Overall, the graphic organizer represents the student's full potential.	
TOTAL:	

Comments:

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MULTIMEDIA PRESENTATIONS RUBRIC

DIRECTIONS: Using the following criteria, choose the appropriate number from the following scale that reflects your assessment of the student's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The topic of the presentation meets the requirements of the assignment.	
2. The presentation appears to be well researched.	
3. The content of the presentation is accurate and appropriate.	
4. The presentation indicates an understanding of content.	
5. The presentation indicates an ability to synthesize information.	
6. The presentation includes the required number of elements.	
7. The presentation is neatly executed and inviting.	
8. The presentation makes good technical use of the capabilities of multimedia.	
9. If a group project, each group member appears to have participated in the development of the presentation.	
10. Overall, the presentation represents the individual's or group's full potential.	
TOTAL:	

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ORAL PRESENTATIONS RUBRIC

DIRECTIONS: Using the following criteria, choose the appropriate number from the following scale that reflects your assessment of the student's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The topic of the presentation meets the requirements of the assignment.	
2. The presentation appears to be well researched.	
3. The presentation is well organized and cohesive.	
4. The presenter is adequately prepared for the presentation.	
5. The presentation indicates an understanding of the topic presented.	
6. The presenter employs a speaking and delivery style appropriate to the presentation topic.	
7. The presenter delivers ideas in a clear and concise fashion without too much reliance on notes.	
8. The presenter speaks loudly and clearly enough to be heard by the audience.	
9. The presenter maintains eye contact with the audience.	
10. Overall, the work represents the presenter's full potential.	
TOTAL:	

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PERFORMANCE/SKIT RUBRIC

DIRECTIONS: Using the following criteria, choose the appropriate number from the following scale that reflects your assessment of the student's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The presentation includes the appropriate number of performance elements.	
2. Each group member makes an appropriate contribution to the presentation.	
3. The group works together to present a cohesive theme.	
4. The presentation reflects the chosen topic and time period.	
5. The presentation indicates an understanding of the topic or events portrayed.	
6. Factual information is appropriate and accurate.	
7. Group members speak clearly and loudly enough to be heard by the entire audience.	
8. Group members perform in a dramatic and effective style.	
9. Group members perform with confidence.	
10. The presentation is informative and entertaining.	
TOTAL:	

Comments:

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PERSONAL LETTERS RUBRIC

DIRECTIONS: Using the following criteria, choose the appropriate number from the following scale that reflects your assessment of the student's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The letter has a heading, greeting, introduction, body, closure & signature.	
2. Each paragraph in the letter starts with a topic sentence.	
3. The organization of the letter is clear and easy to follow.	
4. The letter focuses on the writer's personal thoughts and feelings about a topic or experience.	
5. The letter shows the personal meaning or value of the topic or event to the writer.	
6. If appropriate, the letter expresses a firm opinion, along with supporting reasons.	
7. The letter is neat and well written.	
8. The spelling, punctuation, and grammar of the letter are accurate.	
9. The letter's content fulfills all the requirements of the assignment.	
10. Overall, the work represents the writer's full potential	
TOTAL:	

Comments:

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POEMS & SONGS RUBRIC

DIRECTIONS: Using the following criteria, choose the appropriate number from the following scale that reflects your assessment of the student's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The content of the poem or song fulfills all the requirements of the assignment.	
2. The organization of the poem or song is clear and easy to follow.	
3. The poem or song is descriptive, expressive, and creative.	
4. The contents of the poem or song demonstrate an understanding of the appropriate events, concepts, or topics.	
5. The poem or song is well written.	
6. For songs: the lyrics and tune go together well.	
7. The spelling, punctuation, and grammar in the poem or song are accurate.	
8. The poem or song is neatly typed or handwritten.	
9. The student did a good job in presenting the poem or song to the class.	
10. Overall, the work represents the student's full potential.	
TOTAL:	

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POSTER RUBRIC

DIRECTIONS: Using the following criteria, choose the appropriate number from the following scale that reflects your assessment of the student's work.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

1. The poster contains appropriate items and information.	
2. The poster is clean and neat, and the information on it is well organized.	
3. The poster is colorful and creative.	
4. The spelling, punctuation, and grammar of any text on the poster are accurate.	
5. Any artwork on the poster is appropriate and carefully executed.	
6. The information on the poster is appropriate to the topic.	
7. The poster shows an understanding of the topic and related concepts.	
8. The poster fulfills the requirements of the assignment.	
9. The student or group did a good job presenting the poster to the class.	
10. Overall, the final result represents the student's or group's full potential.	
TOTAL:	

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