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

A. Lesson Plan Title: *Silent Witnesses: Surrender Souvenirs from the McLean House*

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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 campaign leading up to the surrender of General Robert E. Lee's Confederate Army of Northern Virginia. Because of the monumental historical significance of these events, in April of 1865, many of the furnishings from the McLean parlor, where the surrender meeting occurred, became, voluntarily or involuntarily depending on whose account you read, mementos of this watershed event in American history. Over the years some items have found their way to various museums and collections throughout the country. But a precious few have made their way back to Appomattox Court House; made their way back home.

Essential Question:
What can the stories of the McLean House items taken as souvenirs tell us about the Surrender events that took place there and the reactions of those that participated in them?

C. Museum Collection Objects Used in Lesson Plan:

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

1. "Silent Witness" Doll.

Textile, W: H: 29 cm W: 17 cm APCO 4014

This doll belonged to Lula McLean - one of the McLean's daughters. Lula left this doll in the parlor before the officers of the two armies arrived. It was found on the sofa and moved to the mantel where Captain Thomas Moore, a young Union officer, noticed it there and referred to it as the "Silent Witness." This young officer took this doll home with him and it stayed with descendents of his family until it was donated to the park in 1992.

2. Surrender Pencil

Wood, lead L: 8.89 cm APCO 2775

This pencil was used by General Robert E. Lee to mark General Grant's draft of the Surrender Terms. It was loaned to him by General Porter on Grant's staff and was kept by Porter for years afterward. Today it is exhibited at the visitor center of Appomattox Court House National Historical Park.

3. "Lee's Surrender Table"

Mahogany wood with Marble Top,
L: 20.5 cm W: 21 cm H: 44.5 cm
APCO 162 (reproduction table-see above)

This table was used by General Lee while he was in the McLean's parlor for the Surrender Meeting with General Grant. It was at this table that Lee made notations on Grant's draft of the Surrender Terms and signed the letter of acceptance Lieutenant Colonel Charles Marshall had penned at Lee's request. Following the meeting, the table ended up becoming the property of Major General Edward O.C. Ord until his death when it became part of the collection of the Chicago Historical Society. An exact replica of this table is on display at the McLean house at Appomattox Court House National Historical Park today.

4. "Lee's Chair"

Wood, W: 88.9 cm H: 76.2 cm
APCO 205 (reproduction chair-see above)

This chair was used by General Lee while he waited in the McLean's parlor for the Surrender Meeting with General Grant. Colonel Edward Whitaker took this chair with him when he left Appomattox Court House. Today, the original chair resides at the Smithsonian Institution while an exact replica is displayed at the McLean house at Appomattox Court House National Historical Park.

5. "Grant's Table"

Wood, L: 81.2 cm W: 51.1 cm H: 69 cm
APCO 204 (reproduction table-see above)

It was upon this table in the McLean's parlor that General Grant drafted the Surrender Terms. Major General Phil Sheridan ended up with this table & presented it to General George Custer to give to his wife. The table eventually found its way to the Smithsonian Institution. An exact copy of this table is on display at the McLean house at Appomattox Court House National Historical Park today.

6. "Grant's Chair"

Wood, W: 17.75 cm H: 21 cm
APCO 206 (reproduction chair-see above)

This chair was pulled out from the nearby secretary to be used by General Grant while he worked on the Surrender Terms in the McLean's parlor. It was taken home by General Capehart & changed hands yet again before finding a permanent home at the Smithsonian Institution. An exact copy of this chair is on display in the McLean house at Appomattox Court House National Historical Park today.

7. Brass Candlesticks

These candlesticks were taken home by General George H. Sharpe. They are on loan to Appomattox Court House National Historical Park from the Senate House Museum of Kingston, New York.

Wood, W: 17.75 cm H: 21 cm
APCO 206 (reproduction chair-see above)

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 stories that accompany "surrender souvenirs" and explain what each can tell us about the various ways in which people memorialize events and pass down their own versions of history. Create a product that tells the story of one or several of these "surrender souvenirs."

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 Union General Ulysses S. Grant. All in all, close to 30,000 Confederates surrendered their arms and their fate to their Union victors according to the terms agreed upon by the two generals.

The surrender of General Lee's forces was the culmination of the Appomattox Campaign that began the first week of April 1865. On April 2nd Union forces successfully cut the beleaguered Confederates off from the last remaining rail line supplying the Confederate capital of Richmond. These events convinced General Lee to call for the evacuation of Confederate forces and the Confederate government from Petersburg and Richmond.

Union forces pursued the Confederates through the Virginia countryside for a week clashing several times before the concluding events at Appomattox Court House. Following the exchange of several letters during the course of a weeks fighting and marching, a final attempt to break through General Grant's forces was made, on April 9th at Appomattox Court House. The thwarted breakout led General Lee to conclude that *"… there is nothing left me to do but to go and see General Grant, and I would rather die a thousand deaths."*

When Generals Grant and Lee met in the village of Appomattox Court House, they met at the brick home of Wilmer and Virginia McLean. The beginning of the Civil War had found the McLean family living at their Yorkshire "plantation" in Manassas, Virginia; a place that would be witness to some of the events prior to the first Battle of Manassas. Indeed, while being used by Confederate officers, a Union artillery shell destroyed the chimney of the McLean's kitchen house at Yorkshire. By December of 1863, Wilmer McLean had moved his family to Appomattox Court House. There McLean & his wife Virginia along with their four children: two daughters from Mrs. McLean's first marriage - Maria (age 20 by 1865) & Osceola (age 19), Wilmer Jr. (age 11), Lula (age 7) settled into their new home in the rural central Virginia. In January of 1863 another daughter, Nannie, was born.

The afternoon of April 9th, Mr. McLean happened to be the first homeowner that General Lee's aide, Lieutenant Colonel Charles Marshall, found when he entered the village with orders to "find a home" suitable for the Surrender meeting. When Marshall asked McLean if he knew of a residence where the generals could meet, McLean initially showed him another building, one which Marshall described as *"dilapidated and lacking in furnishings."* Eventually though, McLean offered up his own nicely furnished home for the meeting of Generals Lee and Grant. Mrs. McLean and the children most likely removed themselves from the portion of the house that was to be used for the conference, giving little thought to the furnishings in their parlor and Lula's rag doll that had been left there.

Lee, Marshall, and Grant along with a number of other Union army commanders and staff officers made their way into the McLean parlor that Sunday afternoon. Lee and Grant were together for an hour and a half before departing, leaving many overjoyed Federal officers behind. The events that occurred after Lee and Grant left stand in stark contrast to the reconciliatory tone of the surrender terms crafted by Grant. Many of the officers, who stayed behind, sought souvenirs from the room that had just played host to one of the most important events their lives; in American history. It has been written that many officers paid for their souvenirs; some even claiming that Mr. McLean was holding a veritable auction of his parlor furnishings. Contrary to all other accounts though, the McLeans and their descendents have steadfastly denied that any items left the home that day with the blessing of the family.

G. Materials Used in Lesson Plan:

Images

"Silent Witness" Doll
Surrender Pencil
"Lee's table"
"Lee's chair"
"Grant's table"
"Grant's chair"
Brass Candlesticks

Item Support Materials

"Silent Witness" Doll
Callero Article
Kunhardt Excerpt
Laurant Article
Surrender souvenir accounts

Surrender Pencil
Horace Porter Account
Surrender souvenir accounts

"Lee's table"
Photography- "Lee's Table" with General Ord at the Confederate White House 1865
Photograph- reproduction "Lee's Table"
Surrender souvenir accounts

"Lee's chair"
Lee's Chair Newspaper Clippings
Photograph- reproduction "Lee Chair"
Surrender souvenir accounts

"Grant's table"
Photograph- reproduction "Grant Table"
Surrender souvenir accounts

"Grant's chair"
Photograph- reproduction "Grant Chair"
Surrender souvenir accounts

Brass Candlesticks
Photograph- Candlesticks Plaque
Surrender souvenir accounts

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:
Grand Army of the Republic (G.A.R.)- *a Union veterans group active in the late 1800's.*
Legacy- *anything handed down from, or as from, an ancestor.*
Reconciliation- *an act of making friendly again or winning over to a friendly attitude.*
Surrender- *to give one's self up to another's power or control, esp. as a prisoner*

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 stories that accompany "surrender souvenirs" and explain what each can tell us about the various ways in which people memorialize events and pass down their own versions of history. Create a product that tells the story of one or several of these "surrender souvenirs."

1st Class Session
1. Consider beginning this lesson with an introduction such as the following: "Imagine it is a time of war. Now imagine you're at home one Sunday afternoon doing whatever when your home is overrun by soldiers from 2 armies needing a conference space. Not knowing what's going to happen next, you and your family stay put in another part of the house while the soldiers meet in another room. When your house finally clears of soldiers and generals you return to your 'living room' to find the furnishings in the room have left with some of the soldiers. Even a little rag doll belonging to you or your little sister is gone!" Discuss with students what could have possibly happened. Why did it happen? How would a family feel after this? Why would a group of soldiers do this? Would it be okay if they paid for them? Pair up or group students to brainstorm responses to these questions. After discussion in their pairs/groups, have students share their ideas. Write down responses on board/overhead device. (5 minutes)

2. Divide students into groups. .Provide student groups with images for their surrender souvenirs (one souvenir 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 objects. 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 objects to the rest of the class. They must tell the story from the viewpoint of the family, the soldier who ended up with the souvenir or from the viewpoint of the souvenir itself! Some possible projects for this assignment include: multimedia presentations, oral presentations, skits, performance of songs, reading of poems, 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 glossary and information received in a creative writing piece (journal entry, letter home, etc.) describing the surrender at the McLean's house.

2nd Class Session
1. Begin class with a think/pair/share exercise in which pairs are created out of students with different souvenirs. Students have 2 minutes EACH to tell each other about their souvenirs & then share with the rest of the class.

2. Allow student groups the whole class to work on presentations if necessary (35-40 mins)

3rd Class Session
1. Consider beginning class with the following discussion prompt: It has been said that the McLean at the time of the Surrender served as a microcosm of human behavior. Explain what you think that means. Based on what you have learned, do you agree or disagree? (5-7 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 to be turned in the next day as 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.nps.gov/apco
Cauble, Frank P Biography of Wilmer McLean Lynchburg, VA: H.E. Howard Incorporated, 1987.
Porter, Horace Campaigning With Grant. New York: The Century Company, 1897.
Thomas, Banjamin P. editor Three Years with Grant as Recalled by war Correspondent Sylvanus Cadwallader NewYork: Knopf. 1955.

N. Site Visit:

Pre-visit: Use the lesson plans contained herein as an introduction to Appomattox Court House NHP. Also, visit the website 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 souvenir (or reproduction in the case of the tables and chairs) within the park collections and take notes on how their objects fit into both the interpretation and the history of 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