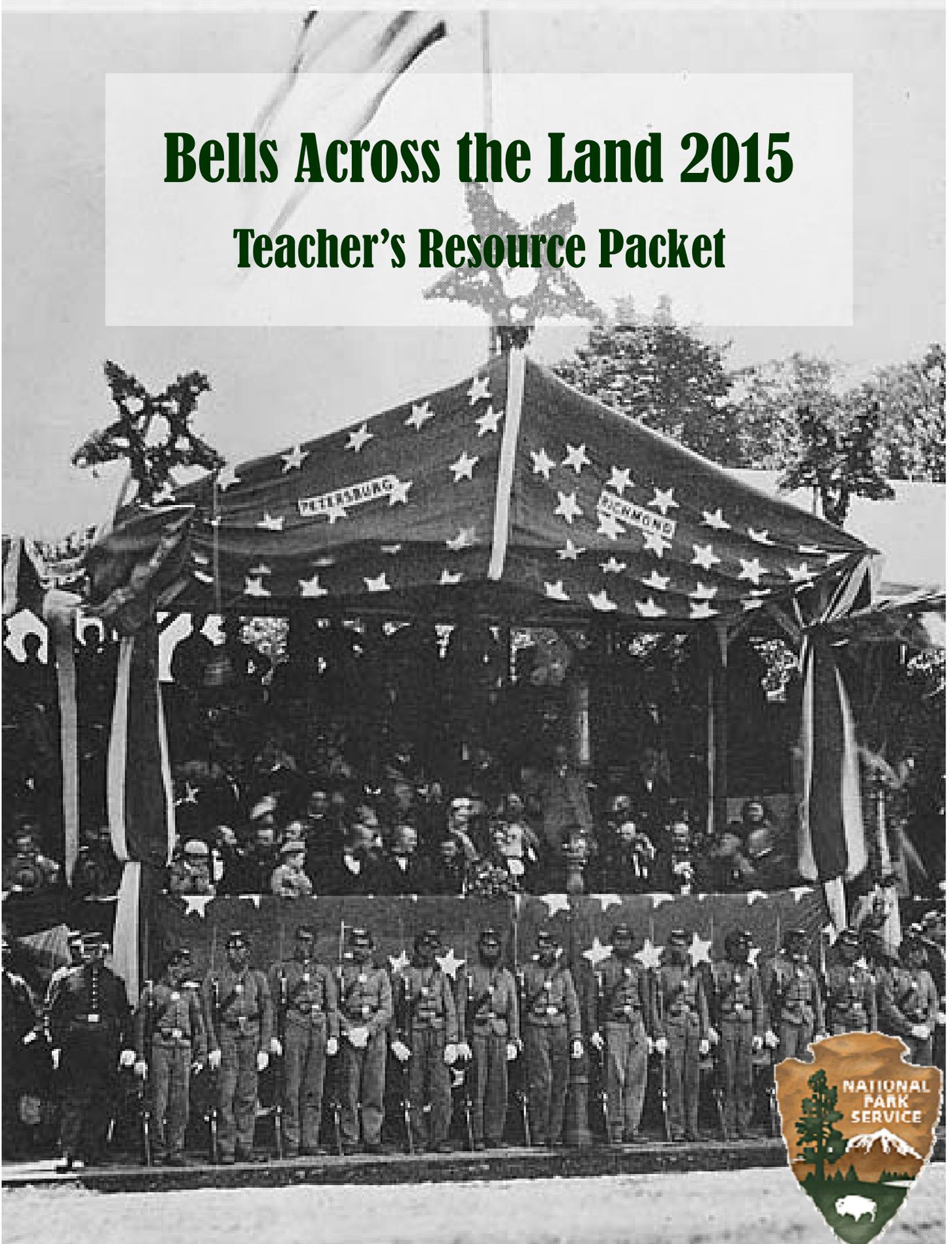
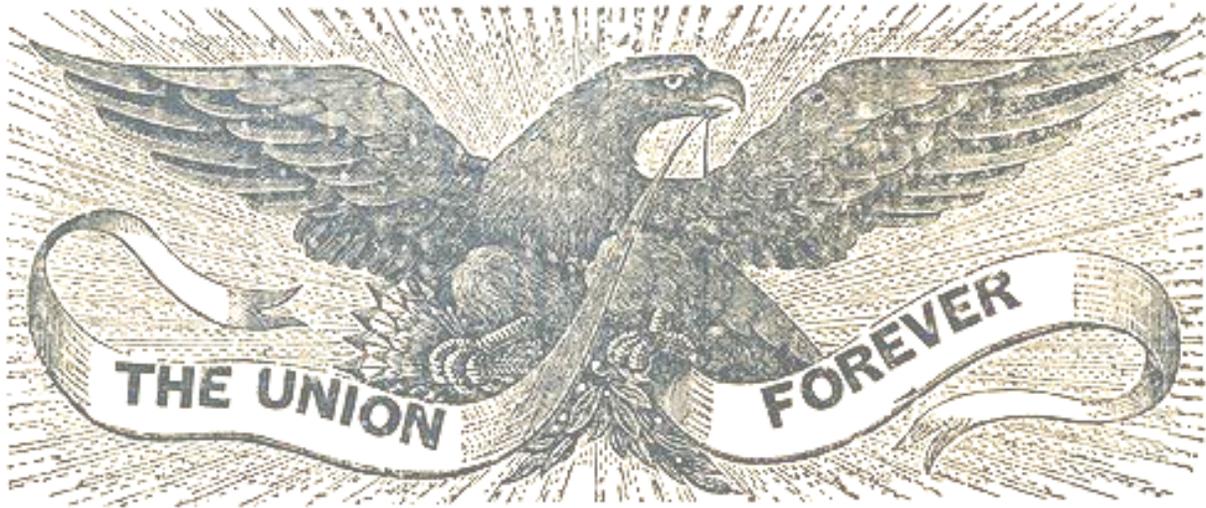


Bells Across the Land 2015

Teacher's Resource Packet





Help us write history!

2015 marks the **150th anniversary** of the end of the United States **Civil War**. The National Park Service will have numerous commemorative events to observe the end of America's most costly war, but we need your help! On **April 9, 2015** bells will ring throughout the country in honor of the meeting between Generals Ulysses Grant and Robert E. Lee at **Appomattox Court House**, Virginia. This meeting marked the beginning of the end of the Civil War, which would eventually restore peace and unity to the nation.

Students and schools are invited to participate in this event by ringing bells along with us on the 150th Anniversary of that moment on April 9th. A historic bell will be rung at Appomattox at 3:00 pm Eastern. Then, with your help, we hope bells will reverberate across the country starting at 3:15 for four minutes (one for each year of the war). Share your event by posting it to Facebook or Twitter with **#BellsAcrossTheLand2015**. We'll collect your stories to record how Americans remembered this important event. Your posts will also help us write a national story, which you can see at: <https://storify.com/Bells2015/bells-across-the-land-2015!>

In association with the bell-ringing event, this packet contains **suggested lesson plans** on the events at Appomattox in 1865, the legacy of the Civil War, and the historical significance of bell ringing in the United States.

So what's in here anyway?

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Peace at Last: A Nation Reacts to Appomattox

Overview:

On April 9, 1865 Generals Grant and Lee met to discuss the terms of surrender of the Confederate Army of Northern Virginia. Though this meeting did not officially end the Civil War, it was the beginning of the end. Lee's Army of Northern Virginia was the Confederacy's most successful army, commanded by its most capable leader. Perhaps most importantly, this was the army fighting closest to the warring capitals at Washington, D.C. and Richmond, Virginia. As news spread across the United States, communities in various places responded in different manners. For the North, this meant that victory and reunification were on their way. For the South, it meant that four years of conflict had resulted in failure and the destruction of the Confederate States of America. For both, it meant that a costly and grueling war was finally coming to an end. In this lesson, students will explore the different ways newspapers across the country announced the surrender at Appomattox and the varied ways communities responded to the news.

Goals:

- Examine various newspapers headlines to determine how the surrender at Appomattox was announced to the public
- Explore primary sources
- Illustrate how responses to the news differed in Northern and Southern communities and hypothesize the reasons for this difference

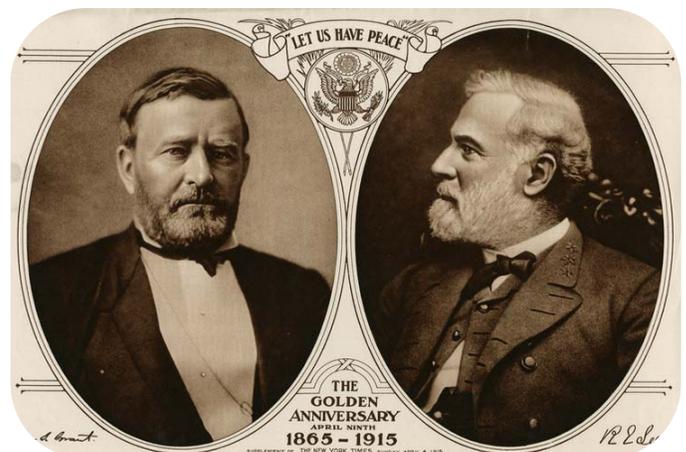
Objectives:

By the end of this lesson, students will be able to:

- Compare and contrast reactions to word of Lee's surrender in communities in the North and South
- Analyze primary sources more effectively
- Reflect on the meaning of peace after four years of civil war

Materials:

- Copies of primary source materials
- Copies of question sheets



Peace at Last: A Nation Reacts to Appomattox

Directions:

- Introduce the topic by explaining that Appomattox was the last of a series of battles between forces commanded by Ulysses Grant, and those commanded by Robert E. Lee. Lee surrendered his army to Grant, meaning that he and his men would not keep fighting. However, this did not end the Civil War, but it did mean that one of the largest Confederate armies had stopped fighting. This was a major turning point because the Army of Northern Virginia was the Confederacy's most successful army. In the weeks following the surrender at Appomattox, the other Confederate forces surrendered too.
- Explain that everyone knew that Lee's surrender was important, and news spread quickly in the North and the South. Ask students how they think different groups might have reacted to this news. Introduce the newspaper articles.
- Depending on your grade level, you can explore the following primary sources as a class or in groups. For younger ages, it might be useful to project the newspaper articles on the board and discuss them collectively, as some wording may be unfamiliar.
- For older ages, break students into groups of 3-4. Distribute one article per group. Prompt students to investigate the article and prepare a short summary to share with the class. You can suggest that they explore questions like,
 - ⇒ Where was this newspaper printed?
 - ⇒ Which side did that state fight on? North or South?
 - ⇒ Do they sound excited about the surrender? Why or why not?
 - ⇒ Do they think the war is over or do they want to keep fighting?
 - ⇒ Why do you think they felt this way?
- Once they have investigated their articles, have each group share their findings with the class.
- Before finishing the lesson, note that the end of the Civil War did not just mean that peace was restored. For many on both sides, it was hard to forget the reasons why they were fighting and move on. Additionally, the war brought great change to the United States, including the end of slavery. The fight for freedom started with the end of slavery, but it would continue and continues even today. If your students are old enough, you might discuss how they think the fight for freedom continues in modern times and ask them to give examples.



Alexandria Gazette April 20, 1865

Alexandria, Virginia

Lee took with him Colonel Marshall, of his staff. At about 2½ o'clock the party reached Appomattox Court House, where Gen. Grant awaited his visitor at the house of a citizen named Wilmer McLane. In the little reception-room were pens, ink, and paper—all the simple paraphernalia of a military conference.

Grant received his guest with the simple, soldierly frankness that is part of his nature.—As Lee, calm, dignified, perfectly self-possessed advanced into the room, the Lieutenant-General arose, and both clasped hands. Gen. Lee sank into the offered chair, and within a few minutes both were earnestly engaged discussing the terms of the capitulation.

Gen. Lee desired to know distinctly what General Grant had to propose.

Gen. Grant assured him that the language of his previous dispatch explained all his wishes.

Being completely at the mercy of his conqueror, General Lee was evidently pleased with the liberality of these terms. He expressed no dissent to them whatever. After making particular inquiry as to the private baggage and horses of his officers, he requested to know whether General Grant would permit those among his men who owned private horses to retain them.

General Grant responded that although he disliked to put such a condition into the terms of surrender, he would instruct his officers who would have charge of such matters to see that General Lee's wish was complied with.

Whereat General Lee expressed himself satisfied.

Lee then remarked upon the extreme destitution of his troops. They had had no supplies of any consequence, he said, for the last two days. "Even the prisoners I have taken from you, general," he remarked, "have suffered from lack of food. I could not help it. My own men have been almost starving.

Grant promptly declared to Lee that he would divide with him. He fulfilled his promise before nightfall by ordering rations of beef and coffee for twenty five thousand men to be sent to the Confederate commissary.

Augusta Chronicle, April 12 1865

Augusta, Georgia

'DON'T GIVE UP THE SHIP.'

The words which are our text to-day, were once uttered in circumstances of as extreme peril, as those which now threaten the Confederate States. Come and let us reason together, and see how yet we may save the ship and the cargo, and the honor of the crew. We are not so particular about the fate of some of her officers. We have so often had the task of exploding the air bubbles of the administration party, that the task has lost all the charm of novelty.

We are not ruined, but it will take the most skillful management to bring back the two-thirds of the army that President Davis says have deserted their colors. It will take the greatest kindness and care of the men, and pay and clothing, and entire stoppage of all abuse, to get them to win more victories. It will take more victories—something like the defeat of Pope in Virginia—to get us as good a peace as we could have got then. Therefore, we appeal to the war spirit of the country to arouse once more, not to prolong the war!—God forbid!—but to gain once more a position for peace.

Remember that we may even yet save slavery. We may even yet teach England and France that sending arms and the pauper millions to the North to fight us, is a debt we are able to repay.

When we say we want an honorable peace, we mean that the vote of the people will never dishonor themselves, and that what they vote to accept, be it what it may, will be an honorable peace.

Boston Herald April 10, 1865

Boston, Massachusetts

BOSTON HERALD.

MONDAY MORNING, APRIL 10.

TELEGRAPH TO THE HERALD

**GREAT! GRAND!
GLORIOUS!**

**The Death Blow of
the Rebellion!**

SURRENDER
—OF—
GENERAL LEE
—AND HIS—
ENTIRE ARMY!

WAR DEPARTMENT, WASHINGTON, }
April 9, 1865—9 o'clock P. M. }

To Major General Dix, New York:—

THIS DEPARTMENT HAS RECEIVED THE OFFICIAL REPORT OF THE SURRENDER THIS DAY OF GENERAL LEE AND HIS ARMY TO LIEUT. GENERAL GRANT, ON THE TERMS PROPOSED BY GEN. GRANT. DETAILS WILL BE GIVEN AS SPEEDILY AS POSSIBLE.

EDWIN M. STANTON,

**How the News of Lee's Surrender
was Received in Washington.**

[Special Dispatch to the Boston Herald.]

WASHINGTON, April 9.

Praise Grant, "from whom all blessings flow."
The mighty news of the surrender of Lee and his army was received here to-night soon after nine o'clock, and among the few who are out on one of the stormiest of nights, the enthusiasm is tremendous. People meet and embrace each other, and general congratulation prevails that the Commander-in-Chief of the rebel armies, by his complete submission, has decided that the cause of the Union must prevail and peace reign overmore.

Charleston Courier April 14, 1865

Charleston, South Carolina

THE END OF THE REBELLION!

—○—
LAUS DEO!

—○—
**Surrender of Gen. Robert
E. Lee and the Entire
Army of Northern
Virginia.**

—○—
TWO SOLDIERS IN COUNCIL.

—○—
**A GREAT CAPTAIN PERFORMS A HUMANE
ACTION.**

—○—
GLORY TO GRANT!

—○—
**FULL DETAILS OF THE TERMS OF THE
CAPITULATION.**

—○—
**CORRESPONDENCE BETWEEN THE TWO
GENERALS.**

—○—
**WILD ENTHUSIASM OVER
THE NEWS.**

—○—
The glorious news of the surrender of General
R. E. LEE and the entire Army of Northern
Virginia to Lieutenant General GRANT is con-
tained in the New York papers of the 10th, for
copies of which we are indebted to Purser E. H.
ROCKWELL, of the steamer "Oceanus." The fol-
lowing are the official orders and correspondence
as published:

Daily Constitutionalist April 21, 1865

Augusta, Georgia

THE CAPITULATION OF GEN'L LEE.

Rumors of a very painful and depressing character have been prevalent in our city the past day or two, involving the loss by capture of a portion of the gallant Army of Northern Virginia, and the capitulation of the heroic General Lee to the enemy. Reluctant to give credence to these stories of disaster, and hoping against hope that they might prove false, we have refrained from giving them publicity. It is, however, no longer the part of wisdom or prudence to withhold the facts of the case, so far as they have reached us—facts that are gloomy enough in all conscience, but which by no means necessitate our abandonment of the struggle or the folding of the hands of the people in mute despair. Rather should they nerve men resolved to be free to more determined and united action.

It appears that the first considerable engagement between General Lee and the forces of Grant after the uncovering of the Capitol, occurred at Amelia C. H., thirty-six miles south of Richmond, where the enemy were repulsed. Gen. Lee subsequently withdrew to Jetersville, a point still farther southward, on the line of the Danville railroad, where making a stand behind temporary breastworks, he again gave battle to the pursuing enemy, and again repulsed him, inflicting a heavy loss.

The Press April 10, 1865

Philadelphia, Pennsylvania

The Press.

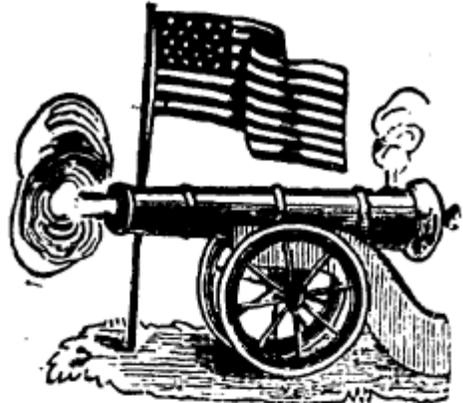
MONDAY, APRIL 10, 1865.



GLORY BE TO GOD!

The intelligence of the surrender of General LEE and his whole army to Lieut. General GRANT arrived at this office at twenty-five minutes to 10 o'clock last night. It was communicated in a despatch from Secretary STANTON, and confirmed what we have felt, from the first, must be the ultimate result of LEE's crushing defeat at Petersburg and demoralizing abandonment of Richmond.

To this great and blessed news it is absolutely needless to add a single word. We can but bow our heads in thankfulness to Him whose mercy has at last dispelled the darkness hanging over us, and, as we trust, for ever.



VICTORY!!

DEATH-BLOW TO TREASON.

REBELLION IN VIRGINIA ENDED.

SURRENDER OF LEE AND HIS
WHOLE ARMY.

Our Lieutenant General Dictates his
Own Terms.

Lee Compelled to Accept Them.

THE BULWARK OF THE "CONFEDERACY"
RAZED TO THE GROUND.

The Southern Chivalry Demoralized
beyond Redemption.

THE SUN OF VICTORY

ITS RADIANT DAWN AT RICHMOND.

THE BRILLIANT NOON-DAY GLORY.

Jackson Daily Courant April 14, 1865

Jackson, Michigan

Returning Reason in Virginia!

**ADDRESS OF THE VIRGINIA
LEGISLATURE.**

Virginia to Return to the Union.

SECRETARY SEWARD'S DISPATCH.

**He Declares the Rebel-
tion Crushed.**

**AND SAYS THIS GOVERNMENT EX-
PECTS NO MORE PIRATES WILL
BE ALLOWED TO ENTER
FOREIGN PORTS.**

DETAILS OF LEE'S SURRENDER

**20,000 Men Surrendered, and
Cavalry, Artillery, &c.**

Important Order from the War Dep't.

**NO MORE DRAFTING OR RECRUIT-
ING IN LOYAL STATES.**

GOLD 146.

**Address of the Members of the Vir-
ginia Legislature.**

Western Clarion April 15, 1865

Helena, Arkansas

THE WAR ENDED.

Lee Surrenders his Entire
Army on Grant's
own Terms.

READ AND REJOICE.

FORREST'S ARMY ROUTED.

From our Extra of Wednesday.]

We clip from the Cairo Leader, of the 10th, second edition, the following correspondence:

[Official.]

WAR DEPARTMENT,
WASHINGTON, April 9, 9 P. M. }

To Major General Dix:

This Department has received the official report of the surrender this day of Gen. Lee and his army to Lieut. Gen. Grant, on terms proposed by the latter.

Signed, E. M. STANTON.

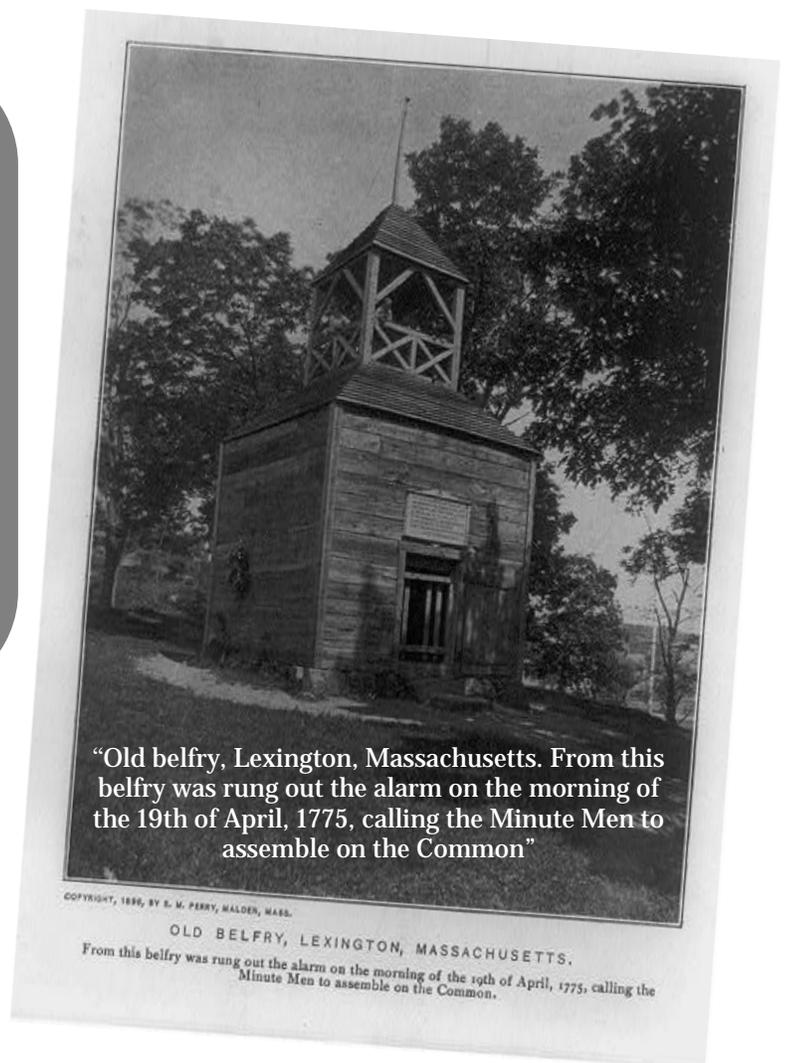
Headquarters, Armies of the U. S. }
April 9, 4:30 p. m. }

Hon. E. M. Stanton, Sec'y of War:

Gen. Lee surrendered the army of Northern Virginia, this afternoon, upon the terms proposed by myself. The accompanying additional correspondence will show the conditions more fully. U. S. GRANT,
Lieutenant General.

Bell Ringing in the United States

The United States borrowed its tradition of bell ringing from a long history of using bells for communication in Europe. Church bells, as well as those located in government buildings, signaled many different things to early Americans. They could be used to signal distress—like the bell in Lexington, Massachusetts—or for less unusual things like noting when a church service was to be held. Bells kept time and marked special occasions, as the image below suggests, they even reminded citizens when it was time to go home.



Perhaps the most famous bell in the United States, the Liberty Bell, illustrates the many uses for bells. During the time that it was still in use, the bell—known as the 'old bell'—rang to mark the signing of the Constitution, as well as the deaths of Ben Franklin, George Washington, Alexander Hamilton, and Thomas Jefferson. Consequently, the sound of bells ringing could signal both celebration and mourning.

Let Freedom Ring:

The Liberty Bell and the Continued Fight for Freedom

Overview:

From the nation's founding, to the Civil War, and into the modern era, Americans have struggled to define the true meaning of freedom. During the Civil War, this question came to a head when the Union decided to outlaw slavery. However, ending slavery did not settle these enduring questions regarding the nature of freedom. As evidenced by the Civil Rights Movement, there was still much work to do when the war ended.

The Liberty Bell is one of the United States' most well-known symbols of freedom, but this was not always the case. An examination of the history of the Liberty Bell reveals that ideas about the meaning of the Bell and what it represents developed along with ideas about the true meaning of its inscription, "Proclaim Liberty through all the Land." This lesson uses the Liberty Bell as a lens through which to understand Americans' struggle to define freedom and fully achieve the promise of liberty for all.

Goals:

- Examine various primary sources to trace the history of the Liberty Bell as a symbol for freedom
- Explore the contested meanings of freedom before and after the Civil War
- Trace the development of ideas of freedom and Civil Rights from the nation's founding to the Civil Rights Era

Objectives:

By the end of this lesson, students will be able to:

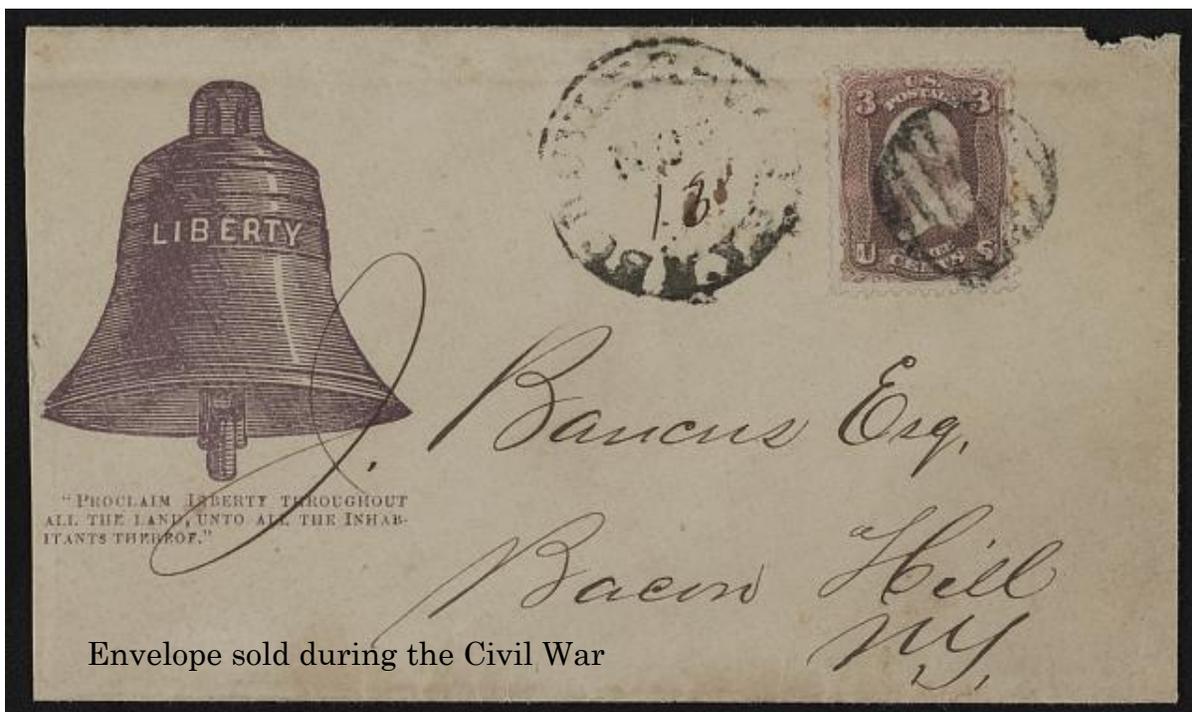
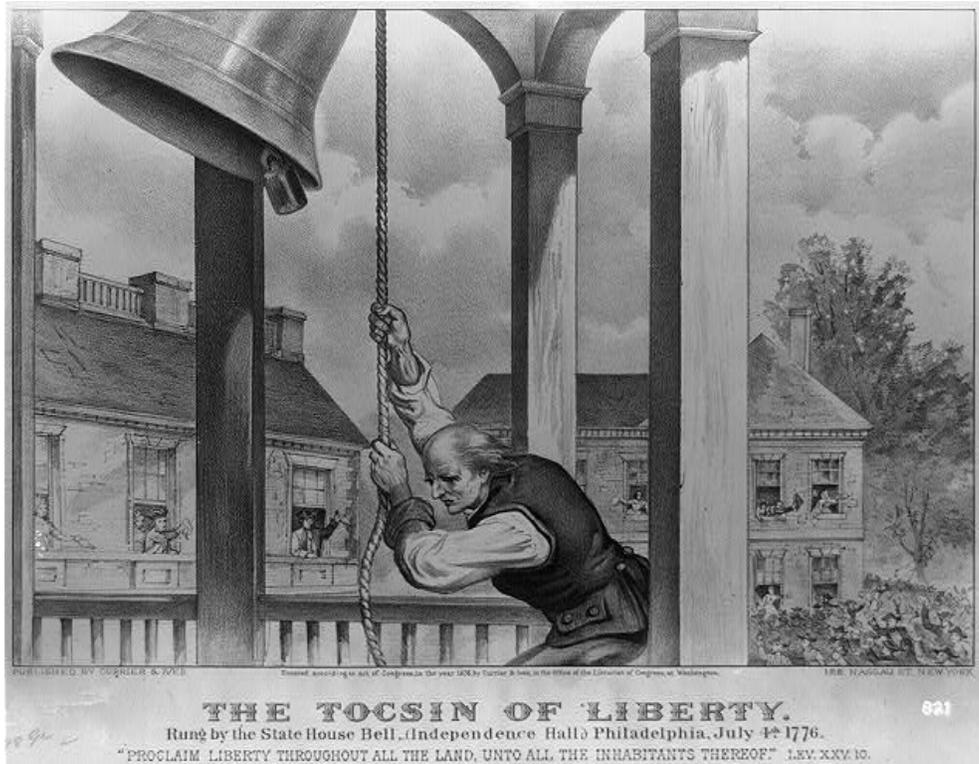
- Identify the differences in definitions of freedom before and after the Civil War by answering questions such as, "Who did freedom apply to before and after the Civil War?"
- Present specific examples of the changing meaning of freedom as displayed by developing ideas about the Liberty Bell
- Remember a basic history of the Liberty Bell and the ongoing fight for Civil Rights

Materials:

- Copies of primary source materials
 - ⇒ Excerpts derived from Teaching with Historic Places Lesson Plan on the Liberty Bell
 - ⇒ Images courtesy the Library of Congress (www.loc.gov)
- Copies of question sheets

James Silk Buckingham visited Philadelphia around 1840 when the bell's reputation as a relic of the American Revolution was beginning to grow.

This bell [the Liberty Bell] though no longer used for general purposes, still occupied the place in which it was originally hung, and, like the great bell of St. Paul's in London, used on special occasions such as the anniversary of the Declaration of Independence and visits of distinguished visitors such as Lafayette...it will no doubt be preserved as a national treasure.
--James Silk Buckingham, *American Historical, Statistic and Descriptive*, London, 1841



Envelope sold during the Civil War

Preparation for the 100th anniversary of the Declaration of Independence led to a resurgence of interest in the American Revolution and in the Liberty Bell.

This is true, there appears to have been no first jubilee to all the inhabitants on our fiftieth anniversary--too many millions of our inhabitants were then in slavery--we then could not fully carry out the text and proclaim liberty to all. But now upon the second fiftieth year we are able to do so. Cracked and shattered as the bell may be, the base upon which that motto is cast remains firm and solid, and shaken has our country been with the din of battle and bloody strife, that principle remains pure and perfect for all time to come and the whole text, Liberty Jubilee, will be literally carried out in 1876. 'Liberty can now be proclaimed throu [sic] all the land to all inhabitants thereof.'

--John Shoemaker, Chairman of the Philadelphia Centennial Committee, in "The Centennial," Philadelphia, 1873



The liberty bell back in its birth-place again now that it has proclaimed liberty throughout the land unto all the inhabitants thereof, it is perfectly at home.

I believe there is to-day, *because of the war*, a broader and deeper patriotism in all Americans; that patriotism throbs the heart and pulses the being as ardently of the South Carolinian as of the Massachusetts Puritan; that the Liberty Bell, even now, as I write, on its Southern pilgrimage, will be as reverently received and as devotedly loved in Atlanta and Charleston as in Philadelphia and Boston.

-From *Manassas to Appomattox: Memoirs of the Civil War in America* by James Longstreet



Civil rights sit-in at Liberty Bell, 1965. (Photograph courtesy of Urban Archives, Temple University, Philadelphia, Pennsylvania)

Civil rights protestors claimed they chose the Liberty Bell as their symbol because of its association with American freedoms and the struggle for black equality.

On March 12, **1965**, twenty-five civil rights demonstrators entered Independence Hall and began a sit-in around the Liberty Bell. The demonstration was to dramatize the need to send Federal authorities to Selma, Alabama, to protect the rights of African Americans.

--"The Liberty Bell: A Special History Study," National Park Service, 1986

Let Freedom Ring:

Primary Source Investigation Questions

After exploring the primary sources, answer the questions below.

- 1. Eventually, the Liberty Bell cracked and could no longer be used for “general purposes,” like marking funerals of presidents or important events. However, James Silk Buckingham’s quote mentions that the bell remained in its place, though no longer in use. Why do you think people would have wanted to keep the bell in the bell tower?**
- 2. The Liberty Bell became a symbol for many ideas Americans thought were important. Given the two pictures on the first page, what do you think Americans thought the bell stood for prior to the Civil War?**
- 3. According to John Shoemaker’s quote, what change occurred in the United States that allowed the Liberty Bell to *truly* proclaim liberty for all? What do you think he meant by this?**
- 4. Why do you think Civil Rights protesters, 100 years after the Civil War, decided to use the Liberty Bell as a symbol for their movement? What do you think they were trying to say?**
- 5. Given the differences in how the Liberty Bell was represented and used over time, how do you think it represents changing ideas of freedom in the United States?**
- 6. In the 150 years after the Civil War, the United States has continued to fight to live up to the ideals of freedom, equality, and liberty started by the Founding Fathers. How well do you think we have accomplished this, and do you think there is anything we still need to do?**

But I want to know more...

Online Resources:

Appomattox Court House National Historical Park Curriculum Resources

<http://www.nps.gov/apco/forteachers/curriculummaterials.htm>

Interactive Timeline of the Civil War to Civil Rights

<http://www.nps.gov/civilwar/customcf/timeline.html>

The Appomattox Campaign

<http://www.nps.gov/apco/appomattox-campaign.htm>

The Civil War Trust on Appomattox

<http://www.civilwar.org/video/video-the-appomattox.html>

<http://www.civilwar.org/video/appomattox-the-surrender.html>

Lee's Farewell Address to his Troops

http://www.civilwar.si.edu/appomattox_lee_farewell.html

President Abraham Lincoln's Second Inaugural Address

http://avalon.law.yale.edu/19th_century/lincoln2.asp

National Park Service Curriculum on Civil Rights

<http://www.nps.gov/teachers/teacher-resources.htm?q=civil+rights>

Teaching with Historic Places: the Liberty Bell

<http://www.nps.gov/nr/twhp/wwwlps/lessons/36liberty/36liberty.htm>

Virtual Classroom Exploring the Civil War Experience

<http://www.nps.gov/frsp/forteachers>