



Fort Vancouver National Historic Site
Washington, Oregon





Civil War 150

Park Podcast Plan

DRAFT



Clara Barton is famous for her fierce determination and courage to save lives on the Civil War battlefields and, later, for founding the American Red Cross.

Clara Barton lived, worked, and stored medical supplies on the third story of this building when she was not on the Civil War battlefields.

1865-1868: After the Civil War, Clara Barton created the Missing Soldiers Office on the third story of this building.

**MISSING
SOLDIERS.
OFFICE.
3RD STORY, ROOM 9.
MISS. CLARA BARTON.**

The President's Commission on the Celebration of Women in American History and the U.S. General Services Administration dedicate this plaque in March of 2000.

Civil War 150
Park Podcast Plan





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Objectives

As noted in *Holding the High Ground: A National Park Service Plan for the Sesquicentennial of the American Civil War*, due to the commemorative and reconciliatory nature of the era in which they were established, many of our national park units

emphasize military outcomes, with little discussion of the relationship of those military events to social, economic, and political evolution of the Nation. As a result, large segments of the population fail to see the war's relevance. The NPS has failed to find ways to engage large segments of Americans in ways that demonstrate how the war is relevant to them. They fail to see the many human experiences and perspectives that comprised the war: the trials of civilians, the triumph of newly freed slaves, the prodigious efforts of women in the North and South, and the presence or absence of political and managerial leadership at every level of government.

It is the objective of this plan to help fill this gap. In order to connect visitors to a broader understanding of the significance and relevance of the American Civil War through NPS sites and resources, this plan:

1. Utilizes the new, inclusive thematic context for the NPS Civil War 150 commemoration established by the NPS and leading historians in such documents as the *Holding the High Ground: A National Park Service Plan for the Sesquicentennial of the American Civil War*, *The Civil War Remembered: Official National Park Service Handbook*, the *Civil War 150th Anniversary Vision Statement*, and the *Harpers Ferry Center media plan Civil War 150th: Podcasts*, and other NPS documents.
2. Interprets and applies these themes and guidance, identifies national parks with resources related to each, and forges prospective thematic connections with NPS parks and resources.
3. Crafts the core historical content to inform a 48-episode audio podcast series for the Civil War 150th that meets NPS professional standards and gives public history university students a unique hands-on experience.
4. Demonstrates how the NPS' thematic context for the Civil War 150 can be applied to units throughout the national park system, with an emphasis on connecting parks that may not be traditionally or popularly associated with the battlefield sites and military aspects of the Civil War era.

Plan

Guiding NPS documents identify 16 specific themes for interpreting the Civil War 150 commemoration. This plan provides background and suggested content for 48 podcast episodes: three episodes addressing each of the sixteen themes. Each individual podcast episode proposal includes the following content:

A list of specific tangibles, intangibles, and universal concept(s) from the selected park. Students strived to make these as compelling and narrowly focused as possible, identifying a particular item such as an artifact, photograph, collection item, monument, landscape item, or something similar. With only a few exceptions (nonresponsive parks) these were identified with the input of with park staff.

1. A list of specific primary source materials to be used to support and enhance the podcast episode, including letters, quotes, artifacts, and at least 3 images.
2. A minimum of three secondary source materials that may provide context or further reading.
3. A list of names and titles of the NPS staff contacts with whom students worked and with whom someone enacting this plan could use as points of contact.
4. A compelling one-sentence interpretive theme statement for each prospective podcast that meets existing NPS standards. This statement links at least one tangible to at least one universal concept from the above list.
5. An abstract of approximately 500 words that a) describes and summarizes the proposed episode and b) places it in context. For the latter contextual portion, the narrative articulates – using specific references – how the episode will:

- A. support the NPS goals and fits the thematic framework established in guiding documents;
- B. tie to current research and scholarship (including NPS projects);
- C. fill in any gaps in current and past interpretation;
- D. help foster public understanding, connection, and stewardship.

While these 48 episodes could be ordered in any number of ways, this plan recommends a monthly audio podcast series, with each episode lasting approximately 20 minutes. As envisioned, one of the sixteen themes will be featured each quarter (3 month period) during the four years of the Civil War sesquicentennial, and the three monthly audio podcast episodes that quarter will directly tie to it.

Audience

The intended audience for this podcast series includes, but is not limited to, social studies students at the fourth and fifth grade level. As such, this plan supports major components of the National Council for the Social Studies' National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment, including its ten themes:

1. Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity;
2. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy;
3. People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments;
4. Individual, Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity;
5. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups,

and institutions;

6. Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance;
7. Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services;
8. Science, Technology, and Society: Social studies programs should include experiences that provide for the study of relationships among science, technology, and society;
9. Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence; and
10. Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship

Planning with this audience in mind also increases the opportunity for other listeners to connect and find value due to the universality of core concepts like an understanding of our shared past, the development of a democratic citizenry, engaging in civic discourse and problem-solving, and fostering stewardship and informed civic action.

Technical

The focus of this project is on identifying content and connection. It does not address the mechanics of producing a podcast, technical recommendations, and the publishing process. Luckily, the NPS has many resources –including National Park Service 7 ing hardware, software, and expertise –available online and through organized regional groups such as the Pacific West Region's Media, Interpretation, and Technology (MIT) Committee.

Generally speaking, equipment to produce podcasts can vary depending on the budget, audio quality, emphasis on field or desktop use, and operator skill-set. A basic equipment package could include a handheld digital recorder with sufficiently-sized SD High-Capacity memory card or hard drive, a handheld and/or wireless microphone, connecting cables, headphones, and computer editing software.

- Handheld Digital Audio Recorder: \$300 to \$1,000
- Wireless lavalier microphone: \$500 to \$700
- Handheld microphone: \$100 to \$200
- SD High-Capacity memory card (8GB minimum): \$30 to \$100
- Misc. Cables: \$50
- Headphones: \$100
- Audio editing software: Free to \$1,200
- Total Basic Package – \$1,080 to \$2,150

All multimedia programs, including audio podcasts, must adhere to Section 508 guidelines

to provide accessible content to all people. Captioning and transcription of any audio podcasts provides a hard of hearing or deaf audience with an on screen transcription of all audible voice, sound effects, and music. Accessibility should be factored into any resulting implementation of this plan.

Background

The Course

This plan was created by the students enrolled in the Portland State University (PSU) course HST 409 & 509, Historic Site Interpretation: NPS Public History Field School, taught by Greg Shine at Fort Vancouver National Historic Site (FOVA) during Winter Term 2011. Students included PSU undergraduate students Andrew Carlson, Mary Curtin, Melissa Lang, and Makenzie Moore, and graduate students Shawn Daley, Doug Kenck-Crispin, Amy Platt, Melissa Swank, and Dianna Woolsey.

The course was designed to provide a focused, hands-on immersion into how history is promulgated by one of the leading stewards of our nation's history – the NPS. At Fort Vancouver National Historic Site, students actively applied knowledge gained through lectures, group discussion, directed readings, research, interviews, and hands-on lab work to a practical final project: this plan.

The NPS Public History Field School at FOVA began in 2005 as a partnership with Portland State University. In past years, students utilized local resources at FOVA to create sitespecific media or programs. For example, the 2009 Public History Field School inventoried and examined interpretive media at Fort Vancouver, identified gaps in interpretation of the site's history, and then crafted an online exhibit that helped give visitors a more complete understanding of the site and its significance.

In 2011, after consultation with WASO and HFC staff, the course focus expanded to the national level. The year 2011 marks the sesquicentennial of the start of the American Civil War, and much is being done to commemorate it. From state commissions and committees to Twitter feeds, from secession balls to newspaper blogs, it is becoming harder to escape the deluge of interest in the war, its causes, and its aftermath.

The NPS is no exception. It began preparation for the sesquicentennial several years ago, crafting a watershed plan *Holding the High Ground* that “urges a broader approach to the Civil War — it seeks to have parks challenge people with ideas, challenge them to not just understand the nature and horrid expanse of the bloodshed, but the reasons for it, and the consequences of its aftermath. . . This plan expands the accepted definition of what constitutes Civil War site and proposes a more nuanced approach to interpretation — one that goes beyond stereotypes toward a clearer National Park Service 8 (though more complex) understanding of the war.”

The goal of this plan is to follow and build upon this spirit of inclusion. This plan is designed to be an effective example of employ-

ing digital media to help weave a more holistic, warts-and-all narrative of the American Civil War — one that helps all Americans understand the war's relevance and legacy today.

In structuring the class, Shine combined three learning threads: 1) the NPS' role as a purveyor of public history, complete with its own history, traditions, policies, regulations, and guidelines; 2) the field of historical interpretation, with an emphasis on digital storytelling and audio podcasting; and 3) specific knowledge of the Civil War and the sesquicentennial, with an emphasis on its public memory (what has/has not been told, what is/isn't being told, why, and who is doing the telling) and its past and present commemoration.

Together, these three threads provided the focus for the course and the foundation for this plan. Upon completion of this course, students gained:

- a strong working knowledge of professional work opportunities in history outside of academia;
- in-depth knowledge, via a case-study format, of how systematic history-based programming is planned and created in an agency such as the National Park Service;
- practical training you would not normally receive in the traditional history classroom setting;
- experience creating and presenting a history-based management plan that meets professional standards in historic interpretation to national leaders in the field of public history;
- a practical and marketable skill set in historical interpretation;
- experience planning and crafting a new media project that interprets the American Civil War as a struggle between competing visions for a Nation, experienced differently by different people – depending on race, gender, politics, geography, socioeconomic status, and cultural background;
- a fun, creative, and challenging learning experience in a national park.

Causes

Melissa Lang

Independence National Historical Park

Philadelphia, Pennsylvania

Contacts: Patricia Jones, INDE Chief of Interpretation and Education
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Silver Ink stand used to sign the U.S. Constitution.



Theme Statement

With simple strokes of pen and ink, the signers of the United States Constitution institutionalized rights for many Americans in 1787, yet also prohibited Congressional action against the institution of slavery for twenty years, leading to eventual Civil War.

Tangible

Silver inkstand by Peter Syng, used to sign the U.S. Constitution

Intangibles

Slavery, freedom, freedom deferred, emancipation, liberty, compromise

Universal Concepts

Slavery, freedom, freedom deferred, emancipation, liberty

Primary Sources

The Constitution of the United States of America

Secondary Sources

Holding the High Ground: A National Park Service Plan for the Sesquicentennial of the American Civil War

The Civil War Remembered: Official National Park Service Handbook

Abstract

The discussion regarding the causes of the Civil War is a contentious and long-standing one. Evidence of early avoidance of abolishing slavery, one of the primary causes of the war, can be found in the United States Constitution itself.

On September 17, 1787, the United States Congress signed the Constitution which included Article 1, Section 9 stating:

The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

By including this Article in the Constitution, the governing body of the United States effectively postponed any address of the litigious and divisive slavery issue for another twenty years.

With the help of Patricia Jones, INDE Chief of Interpretation & Education, I identified the silver inkstand as a key implement in the signing of the Constitution. The document was signed in the park's Assembly Room, and the original silver inkstand used to sign the document is housed in the park's West Wing.

This inkstand is an iconic and provoking representation of the act of instituting the law of slavery with ink onto paper and thereby sealing the fate of the nearly 700,000 slaves living in the U.S. in 1790 as well as those brought to the U.S. in the decades prior to emancipation in 1863.

In observing this inkstand, visitors to the park can reflect on how the institution of slavery was perpetuated at a founding moment for our nation. Visitors can also reflect on the longevity of the controversial topic of slavery, and note its early presence in one of our nation's most treasured documents.

Cane River Creole National Historical Park

Natchitoches, Louisiana.

Contacts: Dustin Fuqua, CARI Cultural Resources Specialist
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Laura Gates, CARI Superintendant
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Theme Statement

The coffee thermos and case carried by an African American slave boy for his Confederatesoldier master, J.A Prud'homme, represent the conditions, complexities and perplexities of the slave and master relationship during the Civil War era.

Tangible

Coffee thermos and carrying case

Intangibles

Slavery, freedom, liberty, war, interpersonal relationships, ownership

Universal Concepts

Slavery, interpersonal relationships

Primary Source

"Code Noir" <http://www.nps.gov/cari/historyculture/loader.cfm?csModule=security/getfile&PageID=178357>

Secondary Sources

"Cane River Creole National Historic Park." National Park Service. Web. <<http://www.nps.gov/cari/historyculture/AfricanAmericanhistory.htm>>.

Holding the High Ground: A National Park Service Plan for the Sesquicentennial of the American Civil War

The Civil War Remembered: Official National Park Service Handbook

Zinn, Howard. *A People's History of the United States of America*

Horton, James Oliver and Lois E. Horton. *Slavery and the Making of America*. Oxford: Oxford UP, 2005. Print.

Abstract

Although debate continues today as to the primary causes of the American Civil War, the institution of slavery remains the major contrib-

uting factor. Slavery on the North American continent built the nation we all live in today yet it was wrought with violence, debilitating emotional consequences, the severing of family units, and the denial of basic human rights.

Resources in Cane River Creole National Historic Park represent the longevity of an American slave plantation from the accrument of land by the Prud'homme family in 1789, the growth of the slave system in the antebellum years, emancipation in 1863, and through Reconstruction and the life experience of freed slaves after the Civil War.

Cane River houses an extensive collection of artifacts, yet one in particular, a coffee thermos and carrying case, provides us with a key example of not only the terrible nature of the institution of slavery but also the ironic nature of slave plantation life during the Civil War era. The coffee case is said to have been carried by a young slave boy for J.A Prud'homme of Bermuda/Oakland Plantation during the

Red River Campaign, a series of battles fought along the banks of the Red River in 1864. To carry for one's master what seems like such a trivial accessory must have been a mind bending experience.

Though the horrors and tragedy of slavery can be more explicitly portrayed by other tools of bondage like shackles, whips and weapons, the coffee thermos and carrying case offer the park visitor and Civil War 150 podcast audience an opportunity to reflect on the conditions and perplexities of the slave and master relationship, especially during a war that could determine a slave's possible freedom and emancipation.

This resource was handpicked by Dustin Fuqua, CARI Cultural Resources Specialist, as a primary example of the institution of slavery housed at the park. Through its 67 historical buildings and Resources relating how slavery was conducted and maintained on over 200 acres of southern land, Cane River provides an all encompassing portrayal of the legacy of slavery. National Park Services. Web. <<http://www.nps.gov/cari/historyculture/AfricanAmerican-history.htm>>.



Magnolia slave fireplace, Cane River Creole National Historic Park.

Palo Alto Battlefield National Historic Site

Palo Alto, California

Contact: Douglas Murphy, PAAL Chief of Operations
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Theme Statement

The forceful acquisition of new land through war with Mexico—including the very acreage visible from the Battlefield Overlook at Palo Alto National Historic Battlefield—opened additional economic opportunities for many white Americans yet further fueled the debate and conflict over the perpetuation of slavery in the United States.

Tangibles

Battlefield Overlook, views, natural landscape

Intangibles

Slavery, state and nationhood, war, opportunity, conflict

Universal Concepts

War, slavery, nationhood

Primary Sources

President Polk's Declaration of War: <http://www.loc.gov/rr/program/bib/mexicanwar/>

Treaty of Guadalupe Hidalgo <http://www.loc.gov/rr/program/bib/mexicanwar/>

Secondary Sources

Holding the High Ground Document, The Civil War 150 Handbook

Libura, Krystyna, Luis Gerardo Moreno, and Jesus Velasco Marquez. *Echoes of the Mexican American War*. Toronto: Greenwood, 2004.

Abstract

Despite the easy appearance of being on united nation today, the individual states that comprise the North and the South are distinguishable from each other in many ways, especially when examining them as they existed in the nineteenth century.

Northern states built much of their economies on manufacturing and business while the South was primarily founded on an agricultural and slave labor system. As the abolition movement gained momentum in the antebellum era, conflict over the institution of slavery grew more contentious between the regions.

Of importance to both was the admission of new states as the U.S. expanded westward.

A contributing factor toward the fight over the slave or free status of new western territories was the Mexican American War (1846-1848) which ultimately opened up territory for statehood in what is now the American Southwest. This particular war captured the imagination

Oakland Slave/Tenant Cabin, Cane River.





Historic drawing of the Battle of Palo Alto (above).



Overlook at Palo Alto National Historic Battlefield (below).

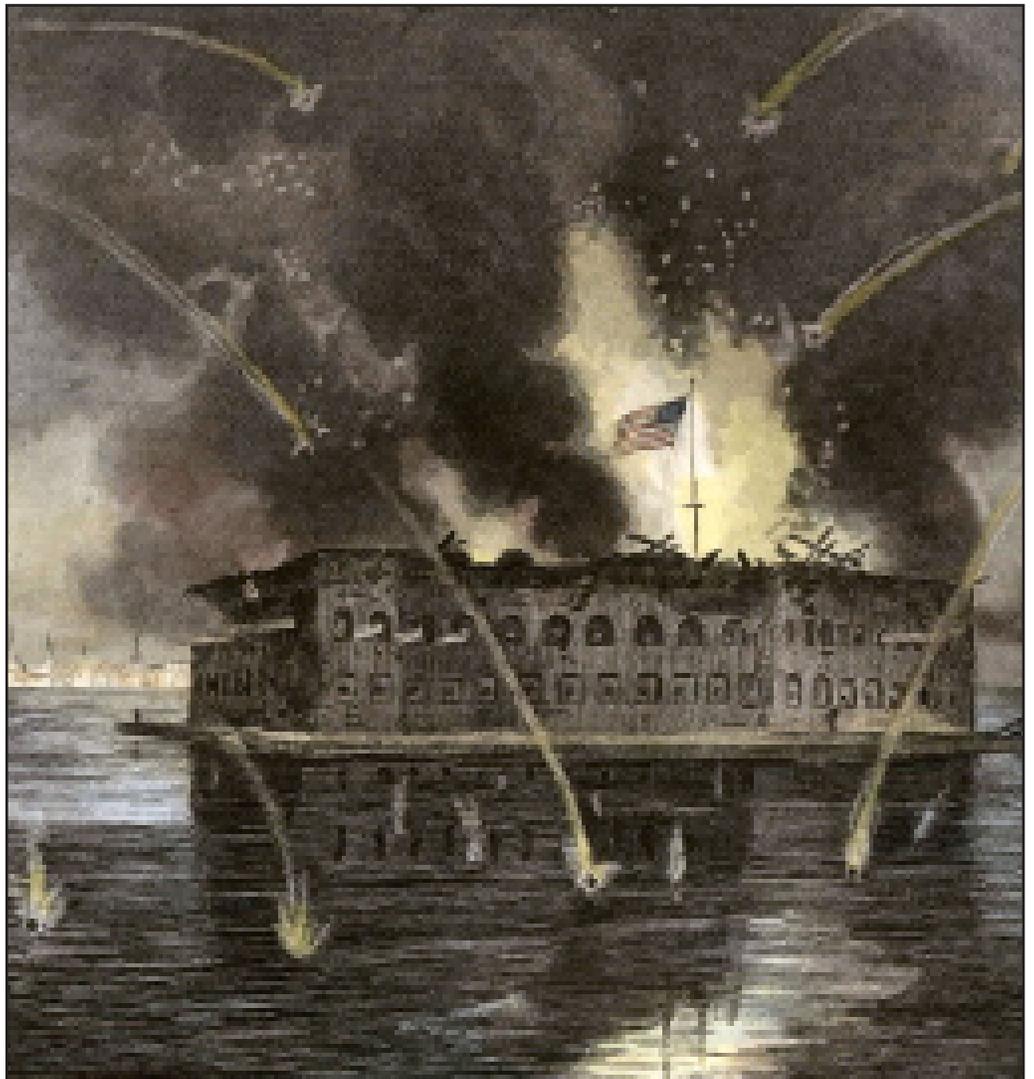
and interest of the nation as anti-war protesters contested the brutality and necessity of the war while other Americans looked toward the west as the land needed to secure their own—and the nation’s—future.

The first major land battle after the declaration of war against Mexico in 1846 by President James K. Polk occurred on the site of today’s Palo Alto Battlefield National Historic Site. This park and its Resources represent the contentious period before the Civil War when both the North and the South struggled over the admission of new territories and states to the Union, a polarizing debate that ultimately led to the outbreak of the Civil War in 1861.

Not only is this park key to showing westward expansion as one of the causes of the Civil War, it also provides context to the early military experience of U.S. Army soldiers who would later fight in the Civil War—many as adversaries. The Mexican American War was a training ground of sorts for soldiers who fought in the battle and who would later play both major and minor roles in the American Civil War, including Ulysses S. Grant.

This relatively new park with more than 3,400 acres remains similar to what it looked like 165 years ago: an open, flat prairie field covered in thick razor sharp cord grass, minimal trees, prickly-pear cactus, and yucca plants. From the Battlefield Overlook, which offers an expansive view of the battlefield site, visitors and podcast listeners can experience the landscape and its sounds much as it appeared to soldiers during the battle of Palo Alto on May 8, 1846.

DRAFT



The United States on the Eve of the Civil War

Andrew Carlson

Fort Sumter National Monument *Charleston Harbor, South Carolina*

Contacts: Nate Johnson, FOSU Park Guide
and Acting Curator
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Theme Statement

The 33-star Storm Flag flown from Fort Sumter in 1861 symbolizes the transformation of values that led to war; its lowering on April 14, 1861 represented disunion and loss to many Northerners but independence, fortitude, and perseverance to many Southerners. The flag's preservation and re-raising several years later reversed many values held by North and South, providing the North with a momentum that helped to spur the war's end.

Tangible

33-star U.S. Storm Flag

Intangibles

Division, unity, freedom, loss, sympathy, loyalty, fear, anger, resentment, fighting, peace, resistance, independence, fortitude, perseverance

Universal Concepts

Disunion, loss, independence, fortitude, perseverance

Primary Resources

Great photo gallery from the FOSU NPS site:
<http://www.nps.gov/fosu/photosmultimedia/photogallery.htm>

Anderson Family Papers, 1810-1848, <http://www.oac.cdlib.org/findaid/ark:/13030/kt98700720>

Secondary Sources

http://www.nps.gov/fosu/planyourvisit/upload/Flags_of_Fort_Sumter.pdf

Abstract

This artifact enables us to see how dedicated and loyal Major Robert Anderson, a Kentucky

slave-holder, remained to the Union on the eve of the Civil War. It also shows how values, like military forts, can shift sides during war-time.

After the battle of Fort Sumter, Anderson took the flag to New York City where he participated in a Union Square patriotic rally, the largest public rally of any kind in the United States at the time. The flag was then taken from town to town in an effort to raise money for the war effort. The flag would be "auctioned off" but whoever "won" the flag was forced to return it upon payment; the cycle would continue.

Four years later, on April 14th, 1865, Anderson raised the flag over the ruins of the fort in triumph of the Union victory (<http://www.nps.gov/fosu/forteachers/index.htm>).

This discussion should be the last podcast for the theme The U.S. on the Eve of the Civil War because it speaks to a continuing and unfazed devotion to keeping the country intact and stable just a few days prior to the first battle. Ironically, the first American victory over the British Navy in 1776 happened at nearby Fort Moultrie. This helped build the patriot's confidence and led to independence of a nation that had been controlled for so many years. The first gunfire of the Civil War would occur less than a hundred years later at Fort Sumter. As one can see, patriotism is vital to this discussion. As mentioned previously, statistics are important, but not as important as personal feeling and emotion from those who experienced firsthand what it means to love one's country.



Portrait of President Martin Van Buren from the Main Hall of the Van Buren House

Martin Van Buren National Historic Site

Kinderhook, New York

Contact: Patricia West, MAVA Supervisory Staff Curator
Patricia_West@nps.gov

Theme Statement

The thoughts and observations that Martin Van Buren, the eight President of the United States, recorded in his Bible candidly articulate this former leader's views on political resistance, fear, and national turmoil at a time when America was on the eve of the Civil War.

Tangible

Martin Van Buren's Bible (diary)

Intangibles

Insight, fear, hope, family, politics, peace, opportunity, uncertainty, spirit, anguish

Universal Concepts

Fear, hope, peace, politics, family

Primary Resources

Van Buren's Bible (check Patricia West's piece from an earlier newsletter)

Christine Cantine Papers 1819-1887 (niece who gave MVB the Bible/Diary)

*MAVA Site Photos of Lindenwald, Virtual Tour: <http://www.nps.gov/features/mava/feat01/>

Secondary Sources

Widmer, Ted. *Martin Van Buren*. New York: Macmillan, 2005.

Earle, Jon. *Jacksonian Antislavery and the Politics of Free Soil*. Chapel Hill: U. of N. Carolina Press, 2003.

Kornblith, Gary J. "Rethinking the Coming of the Civil War: a Counterfactual Exercise." *The Journal of American History* 90.1 (June 2003): 76-105.

"A Return to his Native Town: MVB's Life at Lindenwald, 1839-1862," www.nps.gov/history/history/online_books/mava/lindenwald_hrs.pdf.

Abstract

MVB's Bible helps us to understand the sentiment of the time and offers his candid, personal feelings and insights into the political atmosphere as the nation approached war. I decided to depart from the Civil War Handbook's take on The Eve of the Civil War because I wanted to take on more personal, intimate subjects instead of just statistics about the economy of the country prior to the war.

This podcast should come first in this theme's series, as it reflects the political atmosphere in the 1850s, just as the United States was becoming divided politically, socially, and economically. Being that this Bible is from a former president, it is an extremely vital document that looks into the heart and soul of a previous leader of a nation that had been overwhelmed with conflict and despair.

President's Park

Washington, D.C.

Theme Statement

The Kansas-Nebraska Act, signed into law by President Pierce in 1854, began a series of events leading up to the American Civil War that would cause death, destruction, anger, and resentment between the North and the South that ultimately caused political unrest and social fatigue, leading to the most costly war in the history of the United States.

Tangible

Kansas-Nebraska Act

Intangibles

Death, fear, anger, resentment, fighting, conflict, battle, rage, opposition, weakness, strength, endurance, uncertainty

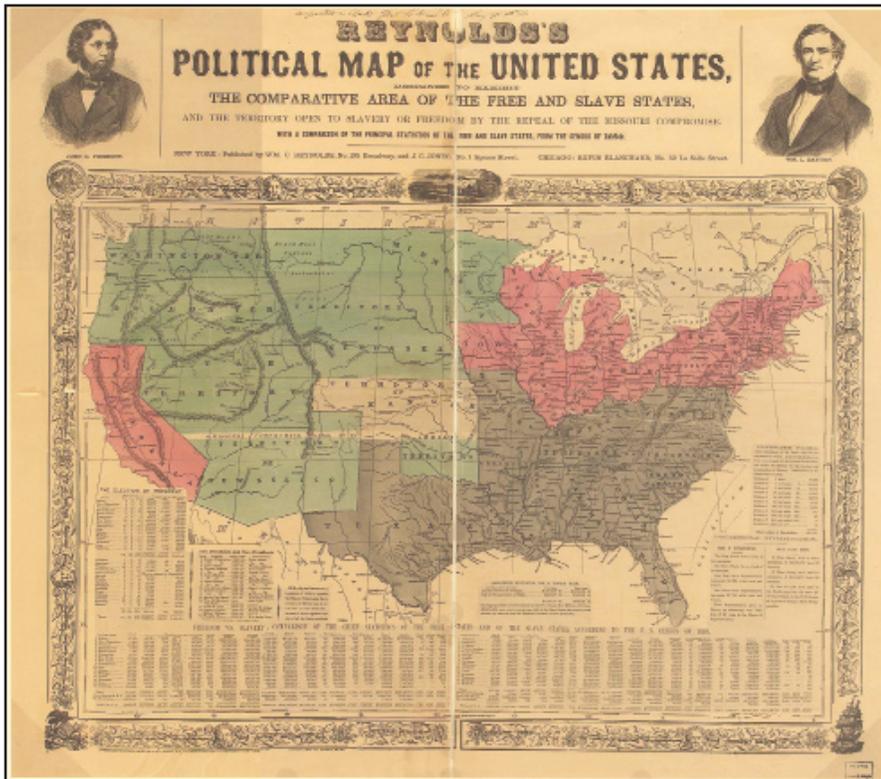
Universal Concepts

Death, anger, resentment, uncertainty

Primary Resources and Images

Scott v. Sanford, <http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=US&vol=60&invol=393>

Kansas-Nebraska Act, <http://www.loc.gov/rr/program/bib/ourdocs/kansas.html>



Reynolds's "Political Map of the United States, designed to exhibit the comparative area of the Free and Slave States," 1850.

http://upload.wikimedia.org/wikipedia/commons/f/f7/Reynolds%27s_Political_Map_of_the_United_States_1856.jpg

May be of interest: James Buchanan's Fourth Annual Message to Congress on the State of the Union, Dec. 1860: <http://www.presidency.ucsb.edu/ws/index.php?pid=29501#axzz1GzH3Pw8C>

Secondary Sources

Donald, David. *Charles Sumner and the Coming of the Civil War*. New York: Knopf, 1960.

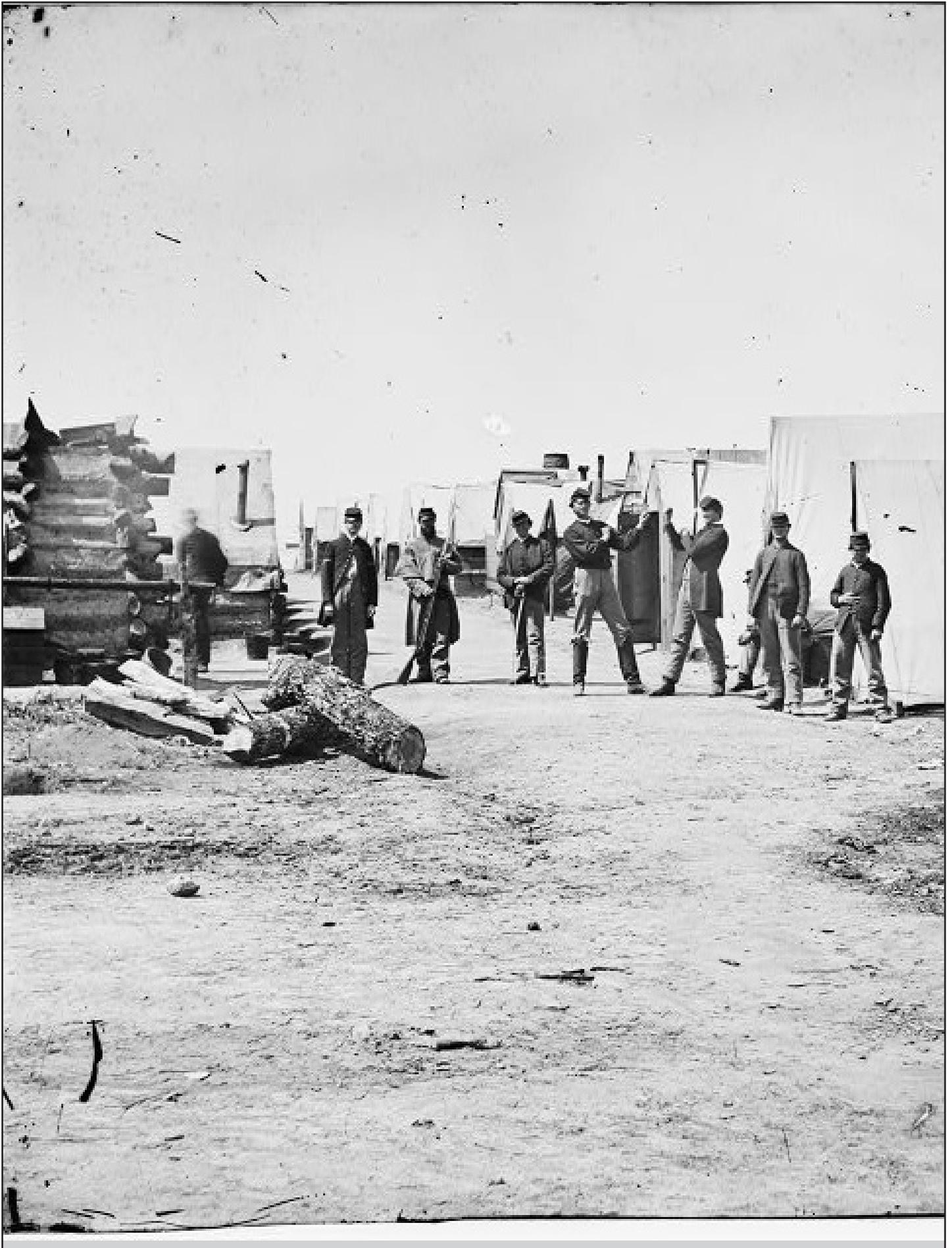
Gara, Larry. *The Presidency of Franklin Pierce*. Lawrence: University Press of Kansas, 1991.

Abstract

On May 30th, 1854, President Franklin Pierce signed the Kansas-Nebraska Act into law, creating the territories of Kansas and Nebraska. It opened new lands and allowed settlers in those territories to determine if they would allow slavery within their boundaries. Initially, the act served as an opportunity to establish a Mideastern Transcontinental Railroad. Senator Stephen A. Douglas had originally hoped that the act would help the North and South come together but, as it turned out, many people thought that the act was a concession to the slave power of the South. This conflict

in opinion would lead to "Bleeding Kansas," a series of violent and often bloody events involving anti and pro-slavery groups.

It can be argued that "Bleeding Kansas" was a preliminary Civil War in the United States between the North and South over Slavery. This also relates to the theme of "the Ordeal of the Border States," which might be a nice tie-in. However, this was only the start of political and social tensions in the United States. In 1856, Senator Charles Sumner, who opposed the Kansas-Nebraska Act, was beaten in his office by Representative Preston Brooks. A year later in 1857, in *Dred Scott v. Sanford*, the Supreme Court ruled that persons of African descent cannot be, nor were ever intended to be, citizens under the U.S. Constitution and that the Due Process Clause of the Fifth Amendment prohibits the federal government from freeing slaves brought into federal territories. These three events, beginning with the signing of the Kansas-Nebraska Act by President Pierce at the White House, speaks volumes to the heightened level of scrutiny that was being placed upon the nation and the differing views, politically, socially, and even economically, that opposing sides held. These events, on the eve of the civil war, culminate into the bloodiest and most costly battle in American history.



The Military Experience: Strategy, Tactics, Technology, and Humanity

Makenzie Moore

Manassas National Battlefield *Virginia*

Contacts: Jim Burgess, MANA Museum Specialist
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Theme Statement

The carnage experienced at Battle of First Manassas was a shock for both the military and civilians, causing both sides of the Civil War to re-evaluate everything from strategy and training tactics to uniforms and battle flags, transforming military experience and changing the fabric of the war.

Tangibles

Coat worn by VMI Cadet Charles Norris (KIA while leading Company B, 27th Virginia Infantry on Henry Hill).

Flag of the 10th Virginia Infantry carried at First Manassas (The 10th Va. was part of Elzey's brigade which helped push the Union forces from the field.

Original field map of battlefield drawn by Captain David B. Harris (Topographical engineer on General Beauregard's staff).

Intangibles

Strategy, disorganization, preparation, chaos, death, fear, shock

Abstract

The firing on Fort Sumter on April 12, 1861 is, for all intents and purposes, the start of the Civil War. Soon afterward both sides began enlisting armies and preparing to fight. Winfield Scott's "Anaconda Plan" would squeeze the resistance from the confederacy while the Confederate army under Jefferson Davis began setting up a "Cordon Defense." The war both sides were preparing for would be a quick one; the coming conflict was romanticized in the national imagination. The war would be a great adventure, and won quickly

and easily put behind the North and South. However, that would all change just three short months later.

On July 16, 1861, the untried Union army under Brig. Gen. Irvin McDowell marched from Washington against the Confederate army, which was drawn up near Manassas Junction. The ensuing battle on July 21, 1861 was something neither side was prepared for. The battle started off with a Union advantage, but the poor execution and inexperience of McDowell's officers and men cost them the battle when Confederate reinforcements showed up and began a counter attack. Though it would pale in consideration to later numbers, the 4,900 casualties at the battle of First Manassas shocked the nation. Both sides were sobered by the violence and casualty count. It became apparent that the war would be much longer, and much bloodier, than had been anticipated; the country was at war with itself, and it was a war that would consume not only the armies, but the nation as a whole.

Attention will, of course, be given to the movements that played out on the battlefield. But the central importance of Manassas is its position as a point of realization to both sides. A majority of the podcast should spend time examining the utter shock this engagement brought to all involved. This begins with a discussion of what military practices had been up until this point. Neither side had prepared their new recruits for battle or provided them with the appropriate gear. The lack of standardized training and materials resulted in discord on the battlefield.

The outcome of this battle was felt on every level, from who was in charge to what uniforms were worn. From this chaos emerged a stronger focus on training, technique, and uniformity. This influence had an effect on the progression of the larger war effort in the way the war was planned and experienced as the battles became bloodier and more prolonged.



Primary Sources

The War of The Rebellion: The Official Records of the Union Army

All for the Union: The Civil War Diary and Letters of Elisha Hunt Rhodes

For Country, Cause, and Leader: the Civil War Journal of Charles B. Haydon

Longstreet's Aide: The Civil War Letters of Major Thomas J. Goree

A Rising Thunder: From Lincoln's Election to the Battle of Bull Run: An Eye Witness History

Sword and sash of Captain James B. Ricketts, 1st U.S. Artillery (wounded and captured on Henry Hill).

Gravestone of Private Benjamin F. Ward, 7th Georgia Infantry (mortally wounded on Henry Hill).

Brogan worn by George Lyle, 17th Virginia Infantry, (wounded in same foot by case shot at Blackburn's Ford, July 18, 1862.).

Cased photograph of William Paxton, 4th Virginia Infantry (KIA on Henry Hill).

Cased photograph of Felix Butler, 4th Alabama Infantry (mortally wounded on Matthews Hill).

Images

The battlefield at First Manassas, 1861: bull-runbattlefield (Library of Congress)

Ruins of the Old Stone Bridge: Stonebridge (NPS)

Dead at the Battlefield of First Manassas: deadatmanassas (Library of Congress)

Secondary Sources

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National Park Service, Manassas National Battlefield Park. *Eyewitness to History: The First Battle of Manassas*. Williamsburg, Virginia: Metro Video Productions, Inc., 1994. 13 minutes (video).

Shiloh National Military Park Tennessee, Mississippi

Contact: Heather Smedly, SHIL Park Guide
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Theme Statement

Though often overshadowed by the fighting in the east, the letters and artwork of those who fought at the Battle of Shiloh reveal the significance and reality of the war in the Western Theater which adapted itself to its unique geography and left a lasting impression on the land and in the minds of the people who participated and lived in its legacy.

Tangible

Letters from soldiers including Franklin Bailey Letters, R.F. Learned Letters, and the D. W. Reed Letters.

Photographs of Steamboats at Pittsburg Landing

Painting of old Shiloh Church done by one of the men who fought there

Universal Concepts

Geography, Strategy, Suffering, Death, Determination

Abstract

For this topic I would like to be able to highlight the unique experience of the western campaign and the techniques and technology that served the geographic terrain. By 1862 the war was divided into two: the eastern and western theaters. In the east, attention was focused on the capture of Richmond. West of the Appalachian mountains, armies fought over centers of transportation, population, and agriculture. Early in 1862 the Union claimed a series of victories in the west which had broken through the Confederates' western defensive cordon and elevated the stature of General Ulysses S. Grant. Under Grant, the Army of the Tennessee was moved by



Dead at the Battlefield of First Manassas (top).

The battlefield at First Manassas, 1861 (center).

Ruins of the Old Stone Bridge (bottom).



"The Battle of Shiloh, or Pittsburg Landing, April 6th & 7th, 1862." J.H. Bufford.

river deep into the state of Tennessee towards Corinth. After encamping at Pittsburg Landing, Grant and his army found themselves under attack from Confederate forces under the command of Generals Albert Sidney Johnson and P.G.T. Beauregard.

Fought between April 6th and 7th, the battle of Shiloh was one of the most memorable of the western theater. The Confederates intended to drive Union forces into the swamps and defeat Grant's army before reinforcements could arrive. The Confederates managed to push back Grant's troops, but in the wrong direction, back toward Pittsburg Landing. The Union was able to stabilize itself towards the end of the day, and when General Johnston was killed, General Beauregard decided against a final night time assault. That turned out to be a costly mistake for the Confederates as Grant's reinforcements did indeed arrive. The Union Army launched an effective counter attack the next day and the Confederates were forced to retreat from what was ultimately a temporary, bloody stop on the Union advance into northern Mississippi.

What stands out to me most in this story is the importance of geography and positioning. The

use of the Tennessee River for both transportation and artillery fire demonstrates the way geographical features were being harnessed as military advantages. Still other geographic features such as Shiloh Church and the Hornet's Nest are highlighted by the remembrance of the men who fought there. Furthermore, the importance in being able to communicate a plan, and the determination it took to come back from near defeat in a terribly violent conflict shine through and are made accessible through the writings of those who were there. This battle is also an indication of where the military experience was heading in the latter years of the conflict, particularly with the attention paid to Grant. Producing more than 23,000 casualties, the battle was the largest engagement in the Mississippi Valley campaign during the Civil War. Many were outraged by this loss of life. Grant's superior Gen. Halleck called for his removal to which Lincoln replied "I cannot spare this man, he fights." This sentiment that would lead to Grant's promotion to head of the Union forces in the final stages of the war.

Primary Sources

- John Ruckerman Letters
- William Skinner Records



Henry George, "The Seventh Kentucky at Shiloh," (All found at Shiloh National Battlefield).

"Fill your canteens boys! Some of you will be in hell before night and you'll need water!"

-A union Colonel's cry to his reinforcements during the battle of Shiloh.

"The Drummer Boy of Shiloh." Song by William Hays, 1862 (copy of lyrics at http://www.cr.nps.gov/history/online_books/hh/10/hh10h.htm).

Images

Coversheet to The Drummer Boy of Shiloh: shilohdrummer (NPS).

"Shiloh Church," painted by Capt. A. M. Connett, 24th Indiana Volunteer Infantry, a participant in the battle: shiloh_church (NPS).

Steamboats at Pittsburg Landing: steamboats

The Battle of Shiloh, or Pittsburg Landing, April 6th & 7th, 1862 / J.H. Bufford's lith., Boston.: Shiloh (Library of Congress).

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Petersburg National Battlefield Park
Virginia

Contact: Tracy Chernault, PETE Park Ranger
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Theme Statement

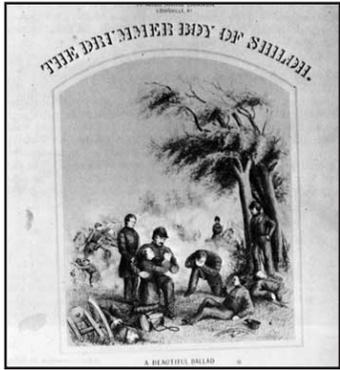
Under the leadership of Grant and Lincoln, the Union Army adopted a new strategy in the final stages of the war that necessitated new techniques and technology, transformed the military experience, and ushered in the era of trench warfare.

Tangible

Photographs of the elaborate earthworks surrounding the siege of Petersburg and the men who lived and died in them.

Universal Concepts

Desperation, innovation, death, disease, time



"Shiloh Church," painted by Capt. A. M. Connett, 24th Indiana Volunteer Infantry, a participant in the battle (top).

Coversheet to The Drummer Boy of Shiloh (bottom).

The "Dictator," a thirteen-inch mortar, in position, Petersburg.





Dead Confederate soldier, in a trench beyond a section of chevaux-de-fris (top).



Dead Confederate soldiers in the trenches of Fort Mahone (middle).



Earthworks in front of Petersburg (bottom).

Abstract

In 1861 no one could have predicted what the war would become over the course of three years. The patriotic adventure had morphed into a drawn-out bloodbath; where once people had been shocked to hear about casualties nearing five thousand, reports more than doubling that number had become commonplace. By 1864, the romantic optimism of a pre-Manassas nation was replaced by a hard and weary pragmatism in light of the long, increasingly bloody fight.

In March of 1864 Grant was named commander of the Union Army. He was to initiate a new war plan. Whereas beforehand the Union had been primarily concerned with the capture of geographical targets, the new plan called for a systematic destruction of the Confederate armies. This change in strategy had an effect on the way the war was conceptualized and on the way it was experienced by the men fighting it. Elaborate earthworks now crossed battlefields, and artillery fire and hand-to-hand combat took the place of volleys and charges across open fields. And nowhere was this more on display than at the siege of Petersburg.

The siege lasted from June 15, 1864 to April 2, 1865: 292 days. During the siege over sixty miles of trenches were built and casualties totaled approximately 70,000 people. For this podcast it is important to emphasize the just how much time was spent at this siege. There were occasional attempts at assault (the Battle of the Crater, for example) which arose out of a growing sense of desperation for the war to be over. But it was the overall siege, the 292 days of existing among piles of dirt and stacks of bodies, that is the lasting legacy of Petersburg.

Photographs show the soldiers existing in the trenches in all of their humanity. They juxtapose earthworks with tiny people, of life with death, and of creation with destruction. The soldiers embodied their experiences in the trenches, learning how to fight and survive in this new environment and how to find moments of enjoyment while surrounded by death. For those 292 days, men on both sides lived, worked, and died in those expansive earthworks. These images and experiences call to mind those of a war that would take place

in the coming century, the trench warfare of World War I. These soldiers were living on the precipice of a new age of warfare which would change the military experience forever.

The totality of what took place is huge, and speaks to the all consuming nature of the Civil War and the military experience on the lives of the people fighting it and on the ground on which they fought. Reminders of these earthworks leave scars in the ground that persist to this day.

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Taylor, Walter H. *Four Years with General Lee*. New York: D. Appleton & Co., 1878.

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Images

Earthworks in front of Petersburg: Petersburg (Library of Congress)

Chevaux-de-frise in front of Fort Sedgewick: Petersburg (Library of Congress)

Federal soldiers “boxing”: Petersburg (Library of Congress)

The “Dictator,” a thirteen-inch mortar, in position: Petersburg (Library of Congress)

Dead Confederate soldier, in a trench beyond a section of chevaux-de-fris: Petersburg (Library of Congress)

Dead Confederate soldiers in the trenches of Fort Mahone: Petersburg (Library of Congress)

The Changing War: Interplay of the Military, Economic, Social, and Political

Shawn Daley



Andersonville Prison, Georgia

Andersonville National Historic Site

Georgia

Contacts: Eric Leonard, ANDE Chief of Interpretation and Education
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Theme Statement

The Monument to Captain Henry Wirz, while not in the park but certainly “of” the park, is not only a memorial to a Confederate officer, but a symbol of the political debate that has raged on over the living memory and meaning of Andersonville for Northerners and Southerners.

Tangibles

Andersonville Earthworks (small, built by the actual prisoners)

Andersonville National Cemetery: Georgia Monument (inside the cemetery); New York Monument (inside the cemetery)

Providence Spring House

Captain Wirz Monument (Rests outside park boundary within town of Andersonville.)

Intangibles

Despair/Hope; Retribution/Revenge; Remembrance/Memorializing; Politics; Apportioning; Revision

Universal Concepts

Justice; Sacrifice/Martyrdom; Meaning

Abstract

The tale of Andersonville prison may have one of the longest shelf lives of any Civil War event when it comes to the emotions tied into it. Unlike the battles, where the ferocity of the war apparently died down enough to allow for reunions at the “High Tide,” Anderson-

ville is still the source of contention today, in 2011, as protesters of the treatment of former Commandant Henry Wirz gather in the town square and sing Dixie in his honor. Arguably, no post for Civil War Interpretation is more challenging than at Andersonville, and because of that, the rich history of Andersonville requires a dramatic and thoughtful (and maybe lengthy) podcast.

While I give a draft outline for this podcast below, I think that in summary, the podcast has to center around the Wirz debate, as through Wirz you arrive at all the other elements of the site. In talking to Dr. Benjamin Cloyd, who wrote (2010) an account of historical memory and Andersonville, the “meaning” of Andersonville has been claimed on several occasions by multiple sides and each of those aspects deserves attention and “a hearing.”

Thematically, focusing the podcast on the Wirz saga works because this thus covers the political angle of the Changing War theme. Although there should be substantial discussion of the life of prisoners, as desired by the site, the facts of their conditions derive from a political circumstance. Whether you believe that it was Southern refusal to maintain African American prisoners of war or Northern desire to reduce Confederate ranks, military protocol was less at play than political goals. Beyond that, once conditions were revealed to the general public, all bets were off in terms of keeping the situation quiet, as politicians began to use (and would for the next 30 years) the cry of “Andersonville” to bludgeon their political opponents.

To be fair, the podcast must include elements of the situation for the prisoners, as this is more closely aligned to park goals. Eric Leonard did indicate that he would like a podcast to look at the various monuments that were erected in the cemetery as well as the earthworks that were made by the prisoners when they were in the camp. As such, out of respect

of this request, they would be worked into the script for the podcast.

Where I think this podcast serves the park is that it provides an opportunity for the park to express the story of Wirz, and the ensuing controversy, in a thoughtful interpretive way. I do think that Mr. Leonard also indicated that he was okay with the Wirz piece partly because he is planning a cell phone tour of the area so that people can negotiate the town and park and not need an audiotape. In that regard, the podcast would be an easy fill for that stop. While Wirz' experience is something that I can imagine being a lightning rod if handled poorly, I also think that if it were handled thoughtfully, the public debate could at least become a bit more civil than yearly vigils and protests. The park may want to remove itself from this scenario in the current political climate, but one of the things it does have going for it is that the debate is alive and well in the town .

I think it also serves the public and is a good park steward because it takes control of the event as opposed to leaving it in the hands of this outside group that perpetuates it. The park has an opportunity to properly frame the debate in a civil way that allows for greater historical understanding, and I think it can and should seize that opportunity.

Primary Source Materials:

Letter from the Secretary of War ad Interim in answer to a resolution of the House of April 16, 1866, transmitting a summary of the trial of Henry Wirz

United States. 40th Congress, 2d Session. 1867-1868. House Executive Document No. 23

“The Diary of Charles G. Lee in the Andersonville and Florence Prison Camps, 1864.” Paul C. Helmreich—Connecticut Historical Society Bulletin 41 (January, 1976)

“Imprisoned at Andersonville: The Diary of Albert Harry Shatzel, May 5, 1864-September 12, 1864.” —Donald Danker, Nebraska History 38 (June 1957)

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Harper's Weekly Sketches—September 16, 1865—“Andersonville Prison Scenes, Illustrating Captain Wirz”

Harper's Weekly, November 1865—“The Execution of Henry Wirz”

Thomas Nast, Political Cartoon, “The Union Prisoners at Andersonville/ The Rebel Leader, Jeff Davis at Fortress Monroe.” <http://www.loc.gov/exhibits/treasures/images/vc43.8.jpg>

“Federal prisoner, returned from prison, full-length, seated, nude, facing front” Digital ID: (color film copy transparency) cph 3g07966 <http://hdl.loc.gov/loc.pnp/cph.3g07966>; Reproduction Number: LC-USZC4-7966 (color film copy transparency) LC-B8184-5526 (b&w film copy neg.) ; Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Secondary Source Materials:

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Marvel, William. *Andersonville: The Last Depot*. Chapel Hill: University of North Carolina Press, 1994.

Burkhardt, George S. *Confederate Rage, Yankee Wrath: No Quarter in the Civil War*. Southern Illinois University Press, 2007.

Futch, Ovid. *History of Andersonville Prison*. University of Florida Press, 1968.

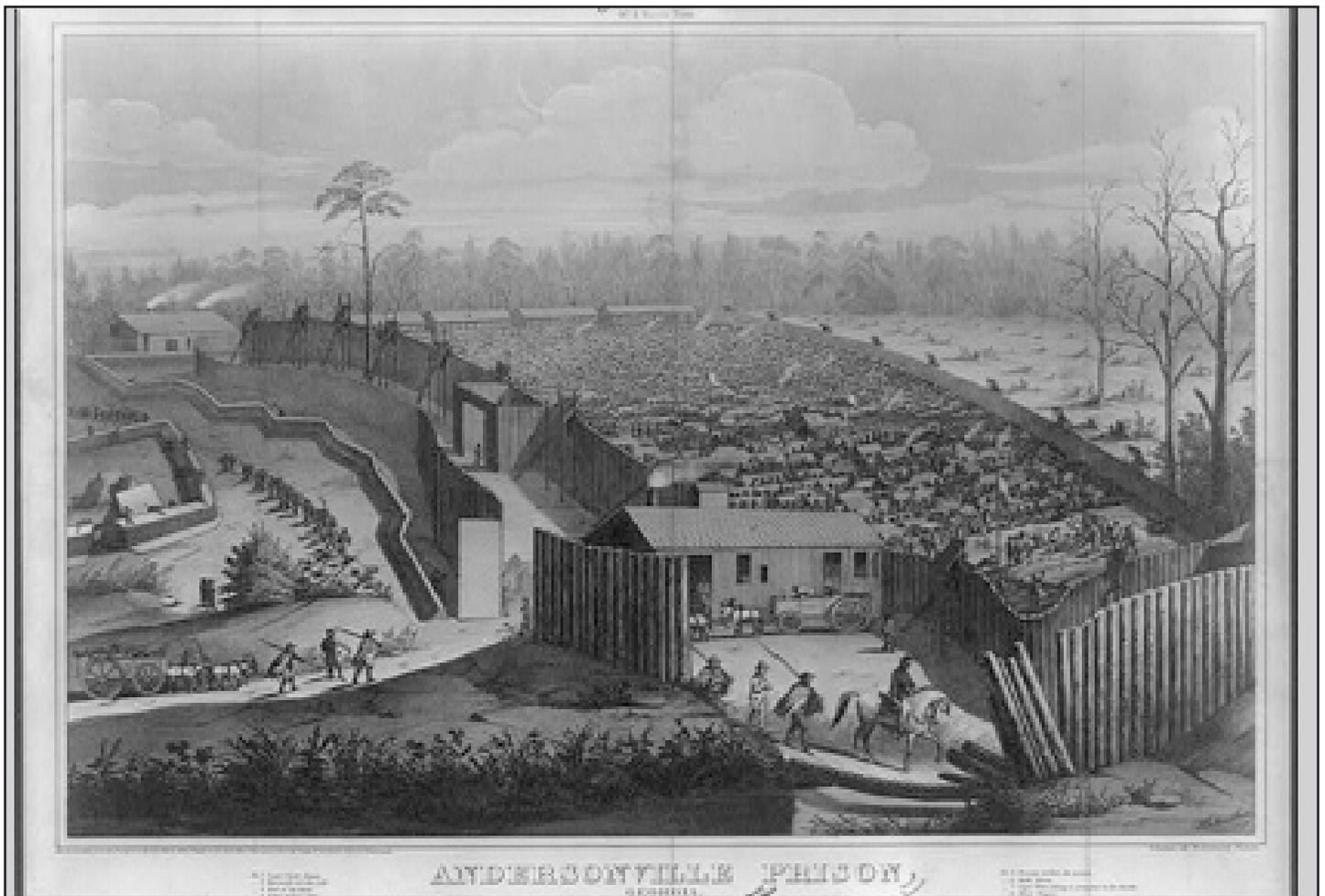
The Famous Trials of Henry Wirz: <http://law2.umkc.edu/faculty/projects/ftrials/wirz/wirz.htm> - site created by student at University of Missouri-Kansas City School of Law.

Neely, Mark. *The Civil War and the Limits of Destruction*. Boston: Harvard University Press, 2007.

Optional Narrative “Draft”:

Intro:

(Actor) Courtroom sequence (hum of the crowd). Gavel strikes the bar a few times and order is called for. Judge asks the convened jury for their verdict of Confederate Captain Henry Wirz. The jury spokesperson delivers



Andersonville Prison

the verdict: guilty. And thus condemned the former Commandant of the notorious Andersonville prison, one of only two Confederates executed by the Federal government after the Civil War.

(Transition—climbing steps in heavy boots)

(Podcast Narrator) Henry Wirz was executed on November 10, 1865 in Washington, D.C., vilified by the Northern Press in periodicals like Harper’s Weekly, and scarcely mentioned in the south. But, were you to walk just outside of Andersonville National Historic Site in Andersonville, Georgia, you’d find a curious artifact—a monument to this “war criminal,” erected in the early part of the 20th century.

The monument reads (Southern Female Voice): “To rescue his name from the stigma attached to it by embittered prejudice this shaft is erected by the Georgia Division United Daughters of the Confederacy.”

Embittered prejudice? Surely the Daughters of the Confederacy aren’t claiming that Wirz was

innocent in the deaths of nearly 13,000 Union troops held captive at Camp Sumter, known to the North as Andersonville prison. But maybe that was exactly what they were doing when in 1908 they unveiled the obelisk in the center of Andersonville town. If so, why?

Script Stop:

Segment on understanding the political history of Andersonville toward the later end of the Civil War and far after the war. (Dr. Benjamin Cloyd, Hinds Community College, Mississippi, has offered to play this role for the podcast).

Cloyd then generally describes use of Andersonville as rallying cry (“Bloody Shirt” for Northern Radicals and Veterans, as early as 1864. Andersonville was not only seen as a military affair, but a political issue worthy of national attention. Candidates for President like James Garfield use Andersonville as a persistent reminder of the “barbarism” of the Confederates in the South.

“The Flying Dutchman (Wirz) offers to give any two at a time twelve hours the start, and if caught to take the punishment for the runaways. The offer is made to intimidate those thinking to escape. Half the men would take the consequences with two hours start.”

Script resume:

(Actor’s Voice) James G. Blaine (R-Me), commenting on an attempt to pardon Jeff Davis in 1876 and tying David to Andersonville)—“I now assert deliberately before God, as my judge, knowing the full measure and import of my word, that the cruelties of the Duke of Alva in the Low Countries, the massacre of St. Bartholomew, and the screws and tortures of the Spanish Inquisition did not approach in cruelty the atrocity of Andersonville.”

(Transition—clamor of voices after Summer finishes)

(Narrator) Barbarism? Was that Political rhetoric or could that claim have merit? When one walks along the cemetery at Andersonville, however, and sees the rows of Union grave-stones, it may not seem very far-fetched. Were Andersonville a battle, it would have a Union higher death rate than even Antietam, the bloodiest engagement of the war. What led so many men to die near these earthworks here in Andersonville, the result of their “captive labor” was conditions that observers could easily refer to as inhumane. The South had never been prepared for the vast numbers of captives it would receive, and it never became a priority for the Confederate government. At the start of the war, an exchange had been worked out between the two sides, but when the North realized that giving soldiers back to the South was not in its best interests, the

exchanges stopped. And the Confederates, who had no plan for their increasing numbers of captive Yanks, found themselves unable to properly take care of them.

(Actor’s voice, reading from diary excerpt of union prisoner about inhuman conditions— suggestion is to use from diaries above, since they were written prior to “Andersonville Craze”—not meant for a popular audience of readers but for family/posterity).

“Very small rations given to us now. Not more than one quarter what we want to eat and that of the poorest quality. Splendid weather, but too warm; occasional rains. The Flying Dutchman (Wirz) offers to give any two at a time twelve hours the start, and if caught to take the punishment for the runaways. The offer is made to intimidate those thinking to escape. Half the men would take the consequences with two hours start.” John Ransom, Andersonville, April 30, 1864.

(Transition—shovel digging dirt)

(Narrator) For years the Andersonville story remained a tale of Confederate atrocity. To this day, a major thrust of park interpretation is telling the stories of those union soldiers who died there. As site for the National POW museum, part of Andersonville NHS’s mission is to relate the story of the American prisoner even in the present day.

The dying prisoner’s last thoughts. “Those little ones.” Andersonville Prison, 1864. Thomas O’Dea.





A federal prisoner, returned from prison (top).



Providence Spring House (bottom).

Yet Andersonville would come to mean more than just the story of prisoners.

During Reconstruction, for example, the prison site even became home to a Freedman school and a yearly celebration of the war's conclusion for local black Americans. White-run publications would rail against the festivities that involved black citizens and white public officials to no avail in those years following the war. However, Southern pride could only withstand the bloody shirt claim for so long, and, eventually an emboldened Southern leadership decided to challenge the popular concept of Andersonville:

(Actor's voice)—Sen. Benjamin Hill, challenging Blaine, 1876, after speech on pardoning Confederate President Jefferson Davis)

“Whatever horrors existed at Andersonville grew out of the necessities of the occasion, which necessities were cast upon the confederacy by the war policy of the other side.” (Can quote more from this speech if desired).

(Narrator) Hill's resistance would mark the start of Confederate resolve to take back Andersonville from the Northern interpretation, and a Ku Klux Klan detachment would unceremoniously break up the black celebrations taking place on the site when Reconstruction ended. As black codes were established and Jim Crow laws expanded throughout the south, signaling a major challenge to Northern hegemony after the war, the Daughters of Confederate veterans sought to reappropriate the memory of Henry Wirz as well. But the National Women's Relief Corps, a lady's auxiliary to the Union Grand Army of the Republic, was administrating the site at the time, and would have no part of a monument honoring Wirz inside the park.

(Narrator) Undaunted, the DCV built it in the town's main square, where it remains to this day, and where, for the past 35 years a band of Southern Sympathizers still meets to proclaim Wirz' innocence.

(Singing of Dixie, which sympathizers do every year at vigil).

Script Stop:

At this juncture the podcast would ask a sympathizer to speak about why they come to this particular event, considering that at this stage Wirz has been dead for over 140 years. Hopefully an articulate sympathizer is found and they will discuss the Wirz family trying to clear Wirz' name with a presidential pardon and the fact that he was a scapegoat for others (maybe a really lucid participant will blame BOTH Jefferson Davis and Abraham Lincoln for allowing the prisoner situation to reach the levels it did)

Script Resume:

(Narrator) Even though the town is officially taking care of the monument, conversations in recent years with the National Park Service and the town may lead to a greater role of the monument in Andersonville site interpretation, either in its inclusion on Andersonville tours or through NPS maintenance of the memorial.

Script Stop:

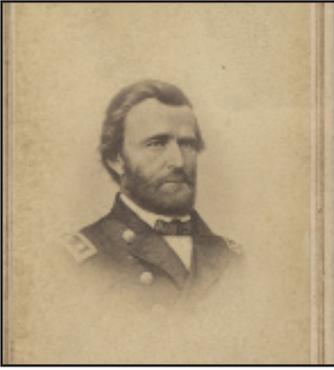
At this point, we'd hope an NPS park manager would offer some commentary about the relationship of the town and the park, and the role that the Wirz Monument plays in the park's interpretative scheme. We also would like to get a comment from a citizen of Andersonville that could offer their take on living in the town and what it means to live there. Theoretically this is someone who is going to offer some detailing insight on the park's meaning to them.

Script Resume

(Transition—sound of Taps playing at the National Cemetery)

Conclusion/Outro

While the dead lay in at Andersonville, serenely nestled near massive and intricate monuments from their native states, the controversy of its former Commandant, Henry Wirz and through him, all of Andersonville, remains live to this day.



Ulysses S. Grant (top).
The Battle of Shiloh, print (bottom).

Ulysses S. Grant National Historic Site

Overland Campaign, 1864, Missouri

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Joan Waugh, Professor of History, UCLA.
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Theme Statement

The letters that Ulysses S. Grant wrote home to his wife and others throughout the war provide a personal, intimate perspective of his shift toward a more aggressive but costly military strategy that would result in unheard of carnage but also lead to the war’s conclusion less than a year after he assumed command.

Tangibles

Hardscrabble (offsite)—Grant Farm

Letters of Ulysses S. Grant—Memoir piece in primary sources would be ideal tangible for an interpreter to read; do not believe that actual document is presently being used this way on site.

Intangibles

Determination; Courage; Ingenuity; War Strategy; Popular Opinion; Freedom of the Press

Universal Concepts

Sacrifice; Leadership; Heroism

Abstract

Author’s Preface: At the present moment, the Grant National Historic site has several displays and reprints of quotes, letters, and writings about and by Grant, but very little in way of Grant artifacts (at least, this is what I’ve been lead to believe). The NPS is considering purchasing Hardscrabble, the house that Grant built in the 1850s and briefly lived in, which sits on private property adjacent to the Grant National Historic Site. This could be used to show Grant’s determination or ingenuity from an early age, but that admittedly is a stretch. I would still see the writings of Grant as being pivotal to this site’s podcast.

My proposal for this podcast would have a grim Grant writing out a note to himself in the immediate aftermath of the Cold Harbor battle, where his troops were bloodily repulsed by Lee’s forces. Grant had felt before

the battle that hurling his troops at Lee would lead to a decisive victory, but at Cold Harbor, he was wrong. It came at the tail end of a two month campaign to constantly try to position his army between Lee’s army and Richmond, and while in absolute numbers it wasn’t working yet, it was an approach that was different for its bloodiness and for the willingness of General Grant to continue the attack.

From this initial moment, I would have the podcast retrace two journeys—for one part the journey of Grant to Cold Harbor—through Shiloh, Vicksburg, etc, and how he molded his army with the appropriate leadership to lead it to victory. I would also take the time here to chronicle some of the Army of the Potomac’s history, and how at this point they were rather beleaguered by 3 years of near misses and outright defeats. Once I got to the point of the letter being written, I would discuss the strategy employed in the Overland Campaign, examining how it was perceived by popular press that day and then by historians afterwards. I would make sure to include the insights of both Mark Grimsley, who studied the strategy, and Joan Waugh, who studied Grant’s mindset (worthy of note is that Waugh is willing to be recorded for the podcast).

The discussion of the Overland Campaign is thematically appropriate because it shows the thought process employed by Grant to bring the war to its conclusion. Research also shows that the way that Grant has been depicted in this process may not be entirely apt (more the result of sour grapes than based on his battle strategy). Grant recognized that in order to “win” the war, he had to not just win a battle or even a series of battles, but defeat Confederate armies, occupy enemy territory, and remove the ability of the South to sustain the war. This covered several fronts, some of which he pursued (seizing vital transportation hubs like Petersburg) and some he maintained (the non-exchange of prisoners from the various camps). His determination to send Generals like Sheridan into the Shenandoah Valley to essentially raze the area were out of a desire to remove the ability of the Confederates to feed their armies, as opposed to pure savagery, and historical record (as indicated by Grimsley) supports this take on Grant’s process. Part of the podcast would thus address the “economic” theme of the war’s conduct, in how

Grant approached (as an entire war plan) trying to stifle the Confederate economy.

The podcast would support the Grant NHS process by assisting Pam Sanfilippo in her presentations on Grant, who she frequently has to defend to detractors who arrive at the site ready to criticize Grant. To this end, Grant NHS already has a series of displays with Grant letters, quote, etc, that all draw the simplistic categorizing of Grant into question. By addressing this area of the war and Grant's conduct through a military lens, you could offer some of his more strident critics (the ones who feel he was unnecessarily cruel in how he campaigned, and that he had a lack of respect for life as a whole) a reasonable alternative angle.

I think that this podcast works with contemporary scholarship because it follows along the lines of trying to carve away at the myth of Grant. As such, it aligns with Joan Waugh's book on the historical Grant, and allows for an even greater discussion of why Grant has been appropriated by history the way he has. It thus serves the public through raising questions about why the victorious general of the war has been characterized as several horrible traits (drunk, butcher) and his peer, who fought for sustaining slavery and lost, Robert E. Lee, is usually highly regarded. While it will not necessarily lead to a reawakening with regards to Grant on a national level, I think it will serve the public by allowing us to understand Grant in context. As an educator I also see value in looking at how Grant was interpreted over time, as we can teach about how historiography works through the example of Grant's mythology.

Primary Sources

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"Letter to Julia Dent Grant." From Ulysses S. Grant. May 13, 1864

"GLORIOUS NEWS: Defeat and Retreat of Lee's Army. TWO DAYS BATTLE IN VIRGINIA. Lieut-General Grant Against Gen. Lee. The Struggle of Thursday and of Friday in the Wilderness. IMMENSE REBEL LOSSES. Lee Leaves His killed and Wounded in Our Hands. OUR LOSS TWELVE THOUSAND. GEN.

BUTLER'S OPERATIONS. Capture of City Point and Reported Occupation of Petersburg. Railroad Communication Destroyed. Gen. Sherman's Movements in Georgia. ADVANCE TO TUNNELL HILL. Retreat of Joe Johnston's Army Toward Atlanta. DISPATCHES FROM THE WAR OFFICE. FIRST DISPATCH. Gen. Grant Successful Lee Reported to be Retiring Gen. Sherman Advancing Tunnel Hill Occupied.." New York Times (1857-1922), May 9, 1864, <http://www.proquest.com/> (accessed March 7, 2011).

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Waugh, Joan. *U.S. Grant: American Hero, American Myth*. University of North Carolina Press, 2009.

Sanfilippo, Pam. "White Knight, Drunken Butcher." Presentation/Paper delivered to Grant Association National Conference. May 2010.

Governor's Island National Monument

New York

Contact: Michael Shaver, Michael_Shaver@nps.gov

Theme Statement

The 1863 New York Draft Riots were a reflection of anti-war sentiment shared by elements of Manhattan society, and were suppressed, somewhat haphazardly, by local police forces aligned with troops from nearby harbor forts, including Castle Williams at Governor's Island National Monument.

Tangibles

Castle Williams; Fort Jay

Intangibles

Ethnic Tension; Class Warfare; Political Strife

Universal Concepts

Diversity; Difference; Patriotism

Abstract

Failures on the battlefield and the expansion



Aftermath of Ewell's attack, near Spottsylvania, 1864.

Matthew Brady photograph, Governor's Island.



of the Union war effort to include the abolition of slavery, degradation of the Confederate economy, and the imposition of hardship on Southern civilians hardened the resolve of white Confederates to carry the war to a successful conclusion in some cases, while it demoralized some to the point of such desperation, they deserted. It also engendered intense debate within the North, giving rise to opposition to the draft, urban violence, and a vocal peace party that threatened to defeat Lincoln's efforts to reunify the Nation and expunge slavery.

The story of Governor's Island spans a much longer period than the Civil War era. Michael Shaver probably summed up the transfer of Governor's Island to the National Park Service the best, by saying that Governor's Island wasn't given to NPS for any specific historical event, but simply because it was assumed to be a historical place. This said, the island does play a significant role in several Civil War stories—as a prison facility for Confederates, as a recruiting station for the Union, and as a supply depot and arsenal for the entire armed forces. However, in this particular podcast, the focus would be on Governor's Island's limited but substantial role in the 1863 New York City Draft Riots.

The suggestion for this podcast would be to begin with the harried arrival of draft documents to Governor's Island for safe-keeping the morning the riots broke out in July, 1863. I think that a messenger detailing why the

records needed to be brought to the base of the Department of the East (because the draft office was attacked) would start the episode off with the right amount of action and purpose. From there, the episode can flash back to the start of the riots, or go back further to give additional context on why the draft was as unpopular as it was in New York City. From there it would detail the various command issues that arose between the New York City government and police, the National Guard and the military garrisons, and the Federal and state leadership.

Governor's Island would thus be featured in several instances afterwards. As an arsenal—a story in Barnet Schecter's book details how a newspaper worker went to the island to get weapons to defend the New York Tribune building. It also was an important cache for the various troops that would be deployed. Interestingly, as Michael Shaver indicated, the arsenal at Governor's Island didn't produce weapons, but procured many from contractors (as well as uniforms and rations) in the region. It also was staging area for the small number of troops that were left in the city, since the majority were sent to Pennsylvania to repel Lee's attack earlier in the summer.

Where this podcast would assist Governor's Island would be by further helping the site to define its role in Civil War history. It would be an appendage to the report done in the 2007 resource study, which gives a great overview of the time period, particularly during



Castle Williams during the Civil War. Brady Collection.

the riots, and it would bring to life some of those tales. The site is also working on its own CW 150 materials, detailing the use of Castle Williams as a prison site on its website and indicating that more history will follow. Castle Williams does present a strong tangible, even though it is a sizable building. Its distinct look and positioning on New York Harbor helps make it stand out to visitors on the island, and even though we would preferably want to go smaller, the building presents more opportunity for interpretation than anything smaller on the island.

The hope would be that this podcast would serve their needs in expanding the story.

From the stance of the public record and gaps in historical knowledge, there is a great deal that is not discussed when it comes to the New York City riots, and this podcast would be an opportunity to expand on it. The North is usually portrayed as the moralistic side that fought against slavery, but these riots indicate that people were not 100% behind the war effort. Whether they were merchants in the city who profited from cotton trades or Irish immigrants that were nervous about newly-freed blacks taking their jobs, people in the city were upset at what the war was doing to their livelihoods. This would be seen clearly in the violence that erupted, in that buildings associated with freed blacks were destroyed or burned, and several African Americans who walked in the wrong place at the wrong time and ended up dead.

Thematically, the riots are crucial to understand the nature of the changing war. As the war progressed, and made further demands in terms of manpower and financial commitment, many in the north felt either overburdened or unfairly dragged into the conflict against their will. Detailing their story, and the government response through Castle Williams, will offer a more complete image of New York's role in the Civil War.

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Collection of The New-York Historical Society (retrieved from <http://www.mapsites.net/gotham01/DraftRiotsDBQ.html>)

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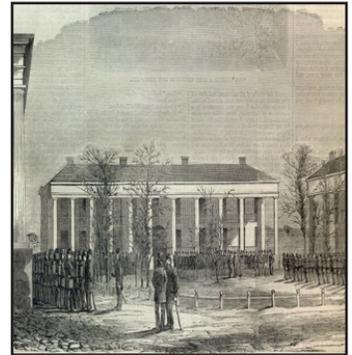
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Governor’s Island National Monument Historic Resource Study. National Park Service, 2007.

The Fourth Ward: Life and Death in New York, 1860-1870. <http://vm.uconn.edu/~pbaldwin/ward4.html> * This is an excellent site created by Dr. Peter Baldwin at the University of Connecticut. Many of the primary sources were located via this site, as it links to the New York Times, Harper’s Weekly, and the New York Tribune. Highly recommended (and commended in its creation)



Lynching in Clarkson Street, from Harper’s Weekly, 1863 (top).

Parade of U.S. troops on Governor’s Island, from Harper’s Weekly, 1861 (bottom).

Emancipation and the Quest for Freedom

Dianna Woolsey

Lincoln Memorial National Memorial

Washington, D.C.

Contact: Rebecca Karcher, Supervisory Park Ranger, National Mall and Memorial Parks

Theme Statement

Lincoln's deep ambivalence about his responsibilities toward slavery, and the uneasy political maneuvering that accompanied the Emancipation Proclamation, show that in Lincoln's mind as in much of the nation, emancipation was neither an obvious choice nor an easy process.

Tangible Resources

Carved 2nd Inaugural Address (center panel), Emancipation mural

Intangibles concepts:

Lincoln's reluctance, political experiment, delayed freedom, colonization and other alternatives to full citizenship, the eventual issuance of the Emancipation Proclamation.

Universal Concepts

Freedom, strategy, responsibility, and uncertainty

Abstract

The first podcast for the Emancipation theme will highlight the Lincoln Memorial National Memorial in Washington, D.C., using Abraham Lincoln's personal and political grappling with slavery as a lens to examine the nation's

grappling in turn.

Elements of this process include the moral contradiction slavery presented to the national narrative of freedom, the centrality of slave labor to economies in North and South alike, the challenge of integrating (or not integrating) newly-freed African Americans into the existing social order, and, over and above all of this, how emancipation could possibly occur without a backlash that the Union could not survive.

In this podcast we will examine Lincoln's judgmental, yet conciliatory, language as it appears in the Second Inaugural Address carved in the north wall of the monument, and the mural on the opposite wall depicting the classical Angel of Truth bestowing what turns out to be a somewhat limited and delayed liberty upon an African American slave. Using these tangible objects, we will discuss the Intangibles concepts of Lincoln's reluctance, political experiment, colonization, and other alternatives to full citizenship, and the eventual issuance of the Emancipation Proclamation, and the universal ideas of freedom, strategy, responsibility, and uncertainty. Excerpts from Lincoln's wartime letters, the "I Have A Dream" speech delivered at the monument by Martin Luther King, Jr., in 1963, and National Mall ranger Kathryn Williams' video reflection on the Second Inaugural Address will help give life to the subject.

This thematic focus provides an opportunity to connect with the work done recently by





National Mall staff to produce reflective multimedia presentations highlighting elements of the Lincoln Memorial and Lincoln’s work. These reflections, like the proposed podcast, seek to expand upon the popular image of Lincoln as an uncomplicated visionary, without diminishing the significance of his actions in regard to the Civil War and emancipation.

In keeping with recent scholarship on Lincoln and slavery, this podcast will use an anthropological approach that places Lincoln and his beliefs in their cultural context in order to ask present-day questions about racism, nationalism, and paternalism in a historically-meaningful way. To present Lincoln as an individual who made sense in his political context allows listeners an opportunity for empathy—elegantly represented by ranger Kathryn Williams’ narrative of becoming friends with Lincoln—that may be absent from either praise or condemnation of the distant historical figure.

While the incorporation of the Lincoln Memorial in a Civil War narrative is certainly no challenge to the conventional definition of the war’s scope, the approach used here will help to frame the central issue of ending slavery as a complex negotiation rather than a simple opposition between North and South.

Primary Sources

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Lincoln, Abraham 1864 Letter to John A. J. Creswell March 7, 1864

Lincoln, Abraham 1861 Draft of Bill for Compensated Emancipation in Delaware, November, 1861

King, Martin Luther 1963 Address to March on Washington for Jobs and Freedom, August 28, 1963

Images Emancipation mural; Center panel of Inaugural Address; Lincoln memorial exterior

Secondary Sources

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Escott, Paul D. *The Confederacy: the slaveholders’ failed venture*. Charlottesville: University of Virginia Press, 2009.

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Fort Raleigh National Historic Site

North Carolina

Contacts: Josh Boles, District Interpreter, Wright Brothers National Memorial

Michael Zatarga, Park Guide, Cape Hatteras National Seashore

Theme Statement

The Roanoke Island Freedmen’s Colony was an experiment in which freed people and relief workers alike saw a glimpse of the hardships that would characterize the coming struggle to deal with national emancipation.

Tangibles

Black stone colony marker, Roper and Burnap 1864 school progress report

Intangibles

Social experiment, optimism, paternalism, autonomy, home ownership, crowding, poverty, education, evangelism, dependence, neglect, and loss of livelihood

Universal Concepts

Freedom, need, and loss of community

Abstract

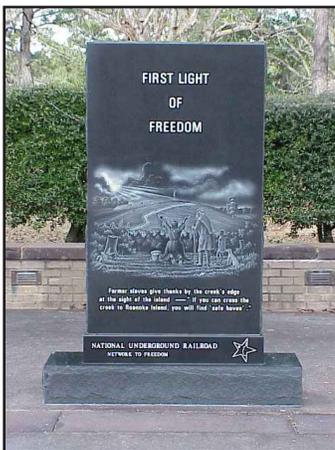
The second podcast for the Emancipation theme will highlight Fort Raleigh in North Carolina, the site of the Roanoke Island Freed-

men's Colony, a community that grew from a camp of contraband or refugee slaves to a formal colony of emancipated African- Americans between 1862 and 1867.

Under the oversight of the Union Army and Northern missionary organizations, the colony demonstrated a range of the hardships that awaited free African Americans around the country after emancipation became national: the fundamental poverty in which the newly free immediately found themselves, the inadequacy of relief efforts to deal with the sheer number of needy freed people, the difficulty of transitioning from dependence to autonomy, the government's inability to pay its new free laborers, and the resentment generated among white neighbors by haphazard appropriations in the name of providing for the freed people.

Because the physical presence of the colony has been essentially eradicated with the help of that resentment, this podcast will use primary-source voices of colony residents and organizers in place of tangible objects to illuminate the Intangibles concepts of social experiment, optimism, paternalism, autonomy, home ownership, crowding, poverty, education, dependence, neglect, and loss of livelihood, and the universal concepts of freedom, need, and loss of community. The one physical reminder of the colony's presence, the marker commemorating the "first light of freedom," will be used to contrast the optimism of the colony's founding with the legal and political backlash under which it closed in 1867 and faded from Roanoke Island's collective memory and identity.

This podcast, more than the others in the Emancipation theme group, fulfills the challenge offered in "Holding the High Ground" to redefine a Civil War site and incorporate perspectives that have been excluded from the typical Civil War narrative. The Freedmen's Colony represents a small portion of Fort Raleigh's interpretive offerings and almost none of its physical Resources, and the erasure of the physical remains of the colony reflects the power in the Roanoke Island community of the post-war reimagining of identity and meaning that prioritized white reconciliation over black accomplishment.



Prior to Patricia Click's work in writing the 2001 book *Time Full of Trial*, the task of assembling the colony's story from what remains would have made this podcast prohibitively difficult. By using that research to bring the colony's story back into the complex narrative of the war, this podcast gives life to an unconventional Civil War site—a free black civilian settlement intimately affected by the military actions of the war but not involved in them —and an unconventional Civil War story in which freedom is associated not only with opportunity but also with hardship and unmet need. As an early and fairly short chapter in the national story of emancipation (a "dress rehearsal for Reconstruction," in the words of Raymond Gavins), the colony's story allows the listener to understand both the opportunity and the hardship on the approachable scale of a single community. The contrast of the story's power with the colony's erasure provides an opportunity for listeners to appreciate the strands of memory and identity that served to privilege reunion and shared glory over the recognition or preservation of black communities' rights and successes.

Primary Sources

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Secondary Sources

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Swint, Henry L. *Dear Ones At Home: Letters from Contraband Camps*. Nashville: Vanderbilt University Press, 1966.

The contrast of the story's power with the colony's erasure provides an opportunity for listeners to appreciate the strands of memory and identity that served to privilege reunion and shared glory over the recognition or preservation of black communities' rights and successes.

Booker T. Washington National Monument

Virginia

Contact: Timothy Sims, Chief of Interpretation & Resource Management, Booker T. Washington National Monument

Theme Statement

Booker T. Washington's life and emancipation experience shaped an optimistic political philosophy, embodied in his conciliatory address at the 1895 Atlanta Exposition, that was not naive but carefully crafted to protect free blacks' interests in a dangerous era of white retaliation.

Tangibles

Small emancipation sculpture based on *Up From Slavery*, Emancipation moment living history, and Washington's autobiography

Intangibles

Freedom, slavery, life-changing moments, self-protection, decisions, managing hostile environments, education, memory, industrialization, segregation, and changing park interpretation

Universal Concepts

Freedom, education, and self-protection

Primary Sources

Washington, Booker T. 1901 *Up From Slavery*; An Autobiography.

Washington, Booker T. 1895 Atlanta Exposition Address

Images Emancipation bronze at BOWA; Historic photo of kitchen cabin on Burroughs farm, from illustration plates of *Up From Slavery*; Historic photo of Washington at desk at Tuskegee

Secondary Sources

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Norrell, Robert J. *Up From History: the Life of Booker T. Washington*. Cambridge: Belknap Press, 2009.

West, Michael Rudolph. *The Education of Booker T. Washington: American Democracy and the Idea of Race Relations*. New York: Columbia University Press, 2006.

Abstract

The third and final podcast for this theme will highlight Booker T. Washington National Monument in Virginia, examining Washington's well-known political philosophy of compromise and industrial education in light of his childhood and emancipation, and the post-emancipation conditions of white resentment and retaliation that made such a philosophy a sensible adaptation.

In this podcast we will discuss the small bronze reconstruction of the moment of emancipation described in Washington's autobiography, *Up From Slavery*, and how interpreting Washington's rosy recollections to contemporary park visitors presents a challenge to justify his conservatism and forging public voice. Excerpts from *Up From Slavery* and the "Atlanta Compromise" speech can be used in the podcast, juxtaposed with the historical context of Jim Crow, white supremacist organizations, and controlling violence, to highlight the protective strategy in Washington's public words and to evoke the Intangibles concepts of life-changing moments, self-protection, decisions, managing hostile environments, education, memory, industrialization, segregation, and changing park interpretation. Underlying these, the universal

Emancipation Bronze





Historic photo of kitchen cabins on Burroughs farm (top).



Booker T. Washington (bottom).

concepts of freedom, education, and self-protection will bring this final chapter of the Emancipation podcast segment closer to listeners' experience and leave them with a sense of the difficult negotiation that was involved in securing meaningful liberty in the aftermath of the war.

This thematic focus provides an excellent opportunity to discuss the park's current research, which seeks better support for elements of its emancipation-related interpretive products (such as what document was read to the newly-freed slaves and how many Union army personnel came to the site to do so) in light of the tendency of informed and confident visiting audiences to rise to the occasion and challenge interpretive products based on Booker T. Washington's autobiographical writings. By focusing on the contextual re-examining of both emancipation and Washington's strategy, the podcast will find an appropriate niche within current scholarship on Washington (such as Robert Norrell's "Up From History") and the park's current interpretive focus on the journey from slavery to freedom. In the selection of this site to represent a part of the Civil War story, this podcast will expand what is considered a Civil War story or site, incorporating a location unrelated to the military actions of the war and recognized primarily because of the memory and experience of an African American civilian.

Race in the Civil War Era

Andrew Carlson



African Burial Ground National Monument

New York

Contacts: Cyrus Forman, Cyrus_Forman@nps.gov

Theme Statement

Buttons found at the African Burial Ground, former land upon which abolitionist Frederick Douglass once slept and close to David Ruggles' bookstore, represent "connections," bringing things together, and enable society to become aware of issues of slavery and inequality. However, once buttons become disconnected, fear can begin to overwhelm someone or something, uncertainty can become normal, and "the unwanted" can be invited in.

Tangible

Buttons found at the African Burial Ground

Intangibles

Escape, freedom, risk, new-life/rebirth, old, dull, worn, fear, death, uncertainty, fight for rights.

Universal Concepts

Freedom, death, fear.

Abstract

David Ruggles' bookstore and boardinghouse is less than a mile from the AFBG. He provided Douglass with succor, reading materials, and helped him find his wife. Ruggles also provided references and transportation funds

to Douglass, which helped him make his way to the safe Quaker city of New Bedford where he worked in the maritime industry. Prior to this, Douglass once spent a night in the streets where the African Burial Ground is today. Buttons were found on that site: http://www.nps.gov/ner/images/AFBG_buttons_100px.jpg. As you can see, these buttons are faded and worn. Could these buttons have belonged to someone who died? Can a connection be made between these buttons, death, and the metaphor for death, "sleeping," just as Frederick Douglass did in those streets? An important Douglass quote mentions buttons: "Once let the black man get upon his person the brass letter, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, there is no power on earth that can deny that he has earned the right to citizenship." This also speaks to Douglass' view that African Americans should be soldiers, fighting for their rights, their freedom, and their country. The dull, faded buttons that Douglass spent a night "above" can be contrasted with that of the bright, golden buttons that he speaks about in that quote, representing the change from a "do-nothing" attitude for African Americans to "do-everything" in order to improve their lives. Although this seems complicated and confusing, with the help of my instructor Greg Shine, I believe that this can be a GREAT story to tell and a great tangible to link universal concepts of death, freedom, and fear to.

Primary Resource and Images

*http://www.nps.gov/ner/images/AFBG_buttons_100px.jpg

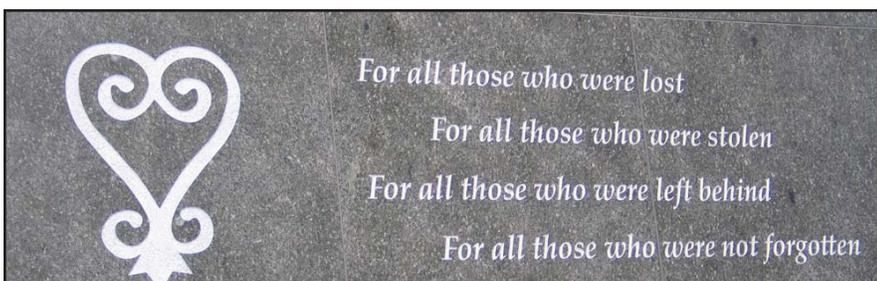
Frederick Douglass' writings/speeches.

Secondary Sources

David Ruggles's Home. <http://maap.columbia.edu/place/7>

Address Book: 36 Lispenard Street in Tribeca. New York Observer, <http://tw1.ls.gq1.yahoo.com>

Memorial dedication



com/address-book-36-lispenard-street-tribeca-new-york-observer?woeid=28751217

“Honoring a Homegrown, Forgotten Freedom Fighter.” *New York Times*, Feb. 18, 2010, <http://cityroom.blogs.nytimes.com/2010/02/18/honoring-a-homegrown-forgotten-freedom-fighter/>

<http://www.archives.gov/education/lessons/blacks-civil-war/>



Boston African American National Historic Site

Massachusetts

Contacts: Ryan McNabb, Park Ranger, Ryan_McNabb@nps.gov

Theme Statement

The Robert Gould Shaw Memorial, commemorating the 54th Massachusetts Regiment (the first Northern black regiment in the Civil War), is a prime example of sacrifice and the costs of freedom during war time, representing biracial cooperation for a common goal during the Civil War.

Tangible

Augustus Saint-Gaudens Robert Gould Shaw Memorial—commemorates the 54th Regiment in Massachusetts—first Northern black regiment in the Civil War.

Intangibles

Sacrifice, freedom, cooperation, citizenship, leadership, bravery, responsibility, death, valor, heroism

Universal Concepts

Freedom, death, heroism, sacrifice

Abstract

Although it would be several decades before blacks would achieve total equality, the Civil War and Robert Gould Shaw brought to light the importance that African Americans had in the war and their lasting impact on black representation in art, military service, and citizenship. BOAF is the perfect site to represent Race in the Civil War because it is “comprised of the largest area of pre-Civil War black owned structures in the U.S. It has roughly

two dozen sites on the north face of Beacon Hill.” (nps.gov) Many buildings and statues represent the black struggle for freedom in a time of great divide between the nation and races, as well as the fight for equality. The Robert Gould Shaw Memorial, commemorating the 54th MA Regiment, speaks to the primary theme from the Civil War Handbook but, more importantly as the first Northern black regiment in the Civil War, the secondary theme: The use of black troops angered Southerners, especially those who regarded soldiers of color as the main threat to the established order of the South. This regiment came to prominence after the battle of Fort Wagner in South Carolina in 1863, where Colonel Shaw was killed. Also, Sergeant William H. Carney, who was severely injured in the battle, saved the regiment’s flag from being captured. He was eventually awarded the Congressional Medal of Honor, the first African American to receive it.

Primary Resource and Images

*<http://www.nps.gov/boaf/historyculture/shaw.htm>

*http://www.sherpaguides.com/georgia/civil-war/coastal/robert_gould_shaw.jpg

Secondary Sources

Robert Gould Shaw Memorial discussion: http://picturingamerica.neh.gov/downloads/pdfs/Resource_Guide_Chapters/PictAmer_Resource_Book_Chapter_10A.pdf

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Duncan, Russell. *Where Death and Glory Meet: Colonel Robert Gould Shaw and the 54th Massachusetts Infantry*. Athens: University of Georgia Press, 1999.

Robert Gould Shaw Memorial





Cox Family at Elkhorn Tavern

Dryfhout, John H. *The Works of Augustus Saint-Gaudens*. Reprint. Hanover, NH: UPNE, 2008.

Pea Ridge National Military Park Arkansas

Contacts: Troy Banzhaf, Park Ranger,
Troy_Banzhaf@nps.gov

Theme Statement

The Elkhorn Tavern represents the Battle of Pea Ridge and Colonel Stand Watie, who commanded the 2nd Cherokee Mounted Rifles, symbolizing Native American involvement in the Civil War and unity and cooperation among the different military forces.

Tangible

The Elkhorn Tavern

Intangibles

Unity, cooperation, race, fear, collaboration, destruction, sadness, anguish

Universal Concepts

Race, fear, destruction, sadness

Abstract

The Battle of Pea Ridge (or Battle of Elkhorn Tavern) is significant because it took place on land that was trampled on by thousands of Native Americans known as the Trail of Tears, a relocation westward from their homeland. PERI has one of the last intact sections of the trail. The tavern was built in 1833 by William Ruddick and his son-in-law Samuel Burks.

Slave labor was used to build the rock foundation and chimneys. It was first known by many as the Ruddick Inn. From 1837-1839, the two families watched the Indian migration on the Trail of Tears from the house and an early detachment of 336 Cherokees camped near the Inn on December 23rd, 1837. During the war it served as a make-shift hospital for wounded troops and headquarters for commanders. Destroyed by Union troops during the war, it was rebuilt in 1865 and is currently used as the centerpiece of the park with restored battlefields and a stretch of the pre-war Telegraph Road surrounding it.

Elkhorn Tavern and Pea Ridge speaks to the secondary theme from the Civil War Handbook in that “American Indians saw the war both as an opportunity and a threat.” Although not directly related, the Tavern, the battle itself, and Stand Watie all stand for important Native American contributions and representations in a war that is often looked at as being primarily “white vs. black.”

My goal is that this podcast would address American Indian involvement in the Civil War and the history that the Elkhorn Tavern and Pea Ridge encompasses related to them.

Primary Resources

http://www.nps.gov/archive/peri/tour_stop7.htm (multiple pictures on this page)

<http://www.civilwarhome.com/pearidge.htm>

Secondary Sources

“The Battle of Pea Ridge.” *Arkansas Historical Quarterly* 20.1 (Spring 1961): 74-94



Women Amidst the War

Mary Curtin and Makenzie Moore

Stones River National Battlefield *Tennessee*

Contacts: Gib Backlund, Chief of Operations
Stones River National Battlefield, Gib_Backlund@nps.gov

Theme Statement

Despite a lack of evidence in the historical record, the story of Frances Clayton as a female soldier at the battle of Stones River has captured the American public's imagination since 1863, raising interesting questions about the role of gender and the responsibilities of women in the radically changing Civil War years.

Tangibles

Regimental files

Photos of Frances Clayton

Intangibles

Patriotism, Womanhood, Romance

Universal Concepts

Gender, Duty

Abstract

From December 31, 1862 to January 2, 1863 U.S. Maj. Gen. William S. Rosecrans's Army of the Cumberland faced off against Gen. Braxton Bragg's Confederate Army of Tennessee at the Battle of Stones River. At the end of the three days of heavy fighting the Union claimed victory, but just barely. The victory was at a great cost. The two armies suffered approximately 24,000 casualties; it was the highest percentage of killed and wounded soldiers of any major battle in the Civil War.

From those numbers many stories were told, and many still remain, of the great bravery and sacrifice of those who fought on those fields. But in the ensuing years one story came to stand out. In 1863 a train carrying Frances Clalin Clayton was attacked by Confederate guer-

rilla party and her papers and money stolen. When newspapers picked up on this story, the life and adventures of Frances Clayton made headlines, capturing the imagination of the nation.

Accounts differ, depending on who wrote them at what time, but the basic story is as follows:

Sometime during the fall of 1861, Frances Clayton disguised herself as a man and adopted the pseudonym Jack Williams. She enlisted in a Missouri regiment of the Union army under the alias alongside her husband, Elmer Clayton despite the fact that their farm was in Minnesota. From there accounts differ as to the chain of events and how Clayton was discovered. The most romantic, however, told of Clayton fighting alongside of her husband at numerous battles including Stones River. It was at Stones River, according to legend, that Clayton witnessed her husband being killed in battle right in front of her. The story stuck, and sites like Stone's river have become tied to her memory despite the fact that evidence of her time at Stones River cannot be substantiated by primary sources at the site.

Romance, intrigue, adventure, and heartache, Frances Clayton's story had all that and more. The papers and the public ate it up spreading her tale from headline to headline. But was Clayton's story based in fact or fantasy? Or was it both? What did her story say about women and the wartime experience? And what does all that have to do with Stones River? This podcast would address each of these questions, tying this singular account to national discussions of gender roles and national conceptions of a woman's place in the war.

Regardless if Francis Clayton did or did not fight at Stones River, the legacy of women in the civil war is still felt at Stones River. The role of women in the battlefield is not limited to just those who took up guns. And while

Frances Clalin Clayton (below).

Clayton in her Union Army uniform (left).



they may not have gotten the same amount of media attention, their presence should not be ignored for lack of glamour. At the end of the podcast the narrative should tie back to the sight of Stones River to discuss the lasting, and often overlooked contributions of women to the battlefield by looking at efforts of local women to bury the dead. As was the case throughout the country, the fighting tore through the land and the people and it was often the women who were left to pick up the pieces and remains of what was lost.

Primary Sources

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“Woman in Male Attire.” (St. Louis) *Missouri Democrat*, 29 September, 1862.

Images

Harpers Weekly illustration featuring womanhood during the war: civil-war-women

Frances Clayton in uniform and in dress.

Secondary Sources

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Women’s Rights National Historical Park

New York

Contacts: Lee Werst, Chief of Interpretation, Lee_Werst@nps.gov

John Stoudt, Phone: (315) 568-2991, ext. 3004

Theme Statement

The Women’s Rights movement had a long-standing relationship with the abolition movement and other forces leading up to the Civil War—as seen in the memory of the McClintock House and Frederick Douglass’s signature on the Declaration of Sentiments—and though the official movement was put on hold for the duration of the conflict, women continued to negotiate space in the public arena and to enter into political discourse.

Tangibles

The McClintock house; The Wesleyan Chapel

Intangibles

Equality; Advocacy; Politics

Universal Concepts

Citizenship

Abstract

In the years leading up to the Civil War the abolition movement and the nascent woman’s rights movement were intimately tied. Many of the leading women’s rights organizers and leaders such as Elizabeth Cady Stanton and Lucretia Mott had met and organized through their abolition connections. Still others such as the McClintocks provided their home as a stop on the Underground Railroad. The association went both ways; noted abolitionist Frederick Douglass signed his name to the list of male supporters for the Declaration of Sentiments in 1848.

When the Civil War broke out in 1861 the drive for women’s suffrage was largely put on hold in deference to putting on a united front in the face of destruction. But that did not mean women stepped out of the political realm altogether. In fact, the war gave women opportunities to step further into the public sphere and explore new roles in politics. In 1863 Stanton, Susan B. Anthony and Ernestine Rose formed the Women’s National Loyalty League (WNLL). The WNLL continued the long-standing tradition of abolitionism to sponsor a petition demanding emancipation for all enslaved people. The petition gathered four-hundred thousand signatures, and was instrumental in pushing emancipation legislation through congress. Still other women organized themselves in “ladies aid societies” and the United States Sanitary Commission.



Civil War Women, in *Harper's Weekly*.

These efforts provide women an important stepping stone to post war careers and political work while inspiring ideas of citizenship and loyalty that would influence the continuing fight for equal suffrage.

This podcast would focus on the emergence of women as influential public and political figures during the war years, while highlighting the lengthy and complex relationship between the women's rights movement and the abolition movement. Though much of Women's Rights National Historical Park surrounds the women's rights movement in the pre-war years, many of those themes can be traced through the war years.

I recommend beginning the podcast with a brief contextualization that not only traces the emergence of the women's rights movement, but also demonstrates its long-standing connection to the abolition movement. The McClintock House served as a stop on the underground railroad, and in 1848 Wesleyan Chapel, a well known haven for antislavery activity, political rallies, and free speech events,

housed the first Women's Rights Convention where the Declaration of Sentiments was signed. Establishing this connection ties women to the rising conflict that led up to the war and allows them to take their place as primary figures in national discussions of citizenship, womanhood, and race. These conversations continued through the war years. Though there is no direct link from the founding of the WNLL and Women's Rights National Historical Park, by 1862 Elizabeth Cady Stanton had moved back to New York City, the prospect of disenfranchised women organizing themselves for a larger political aim can be traced back to that gathering in Wesleyan Chapel.

In concluding the podcast it should be noted that while one war had ended, another, the fight for female suffrage, was just beginning. The continuing struggles and triumphs of women in politics can be brought forward to the struggles and battles still being fought by women today.

Primary Sources

"And now, women of the North, I ask you

Forget conventionalisms; forget what the world will say, whether you are in your place or out of your place; think your best thoughts, speak your best words, do your best works, looking to your own conscience for approval.

to rise up with earnest, honest purpose, and go forward in the way of right, fearlessly, as independent human beings, responsible to God alone for the discharge of every duty, for the faithful use of every gift, the good Father has given you. Forget conventionalisms; forget what the world will say, whether you are in your place or out of your place; think your best thoughts, speak your best words, do your best works, looking to your own conscience for approval.”

-Susan B. Anthony at a meeting of the Women's National Loyal League in New York City, May 14, 1863

Full transcription of the Debate and Resolution available at: <http://www.sscnet.ucla.edu/history/dubois/classes/995/98F/doc21.html>

“Proceedings of the meeting of the Loyal Women of the Republic, held in New York May 14, 1863.” New York: Phair & Co., 1863.

“The Prayer of One Hundred Thousand-Speech of Hon. Chas. Sumner on the presentation of the first installment of the emancipation petition of the women's national league.” This speech is available through the following link: [http://memory.loc.gov/cgibin/query/h?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+12501000\)\)](http://memory.loc.gov/cgibin/query/h?ammem/rbpebib:@field(NUMBER+@band(rbpe+12501000)))

It includes a demographic breakdown as well as a letter written by Susan B. Anthony asking for help in increasing the number of signatures on behalf of the Women's Loyalty League.

Transcript of the Declaration of Sentiments: <http://www.nps.gov/wori/historyculture/declaration-of-sentiments.htm>

The Elizabeth Cady Stanton Papers collection located in the Library of Congress. This collection houses many of Stanton's wartime speeches and correspondence.

Images

Letter by Elizabeth Cady Stanton on behalf of emancipation petition: ECS Petition

Petition after the war asking that suffrage be extended to women: Post War Petition

Susan B. Anthony and Elizabeth Cady Stanton at work: cadyanthony

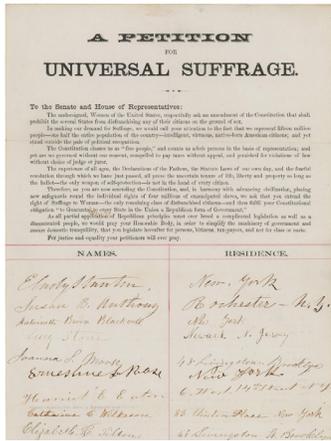
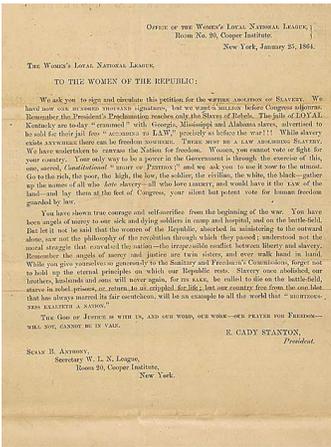
Plaque outside of Wesleyan Chapel: Wesleyan Chapel Plaque

Secondary Sources

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Susan B. Anthony and Elizabeth Cady Stanton at work.

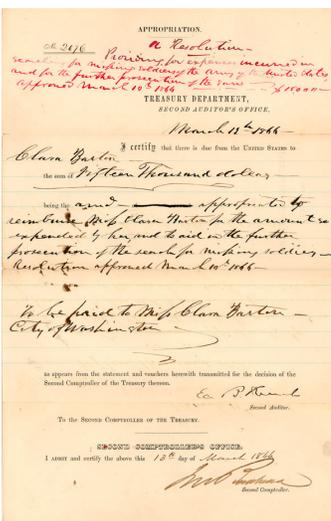




Letter by Stanton on behalf of emancipation petition (top).

Petition after the war asking that suffrage be extended to women (bottom).

Original copy of the U. S. Treasury document appropriating \$15,000 to reimburse Clara Barton for expenses incurred in her search for the missing men of the U. S. Army (below).



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Sizer, Lyde Cullen. *The Political Work of Northern Women Writers and the Civil War, 1850-1872*. Chapel Hill: The University of North Carolina Press, 2000.

Stanton, Elizabeth Cady, Susan B. Anthony, and Matilda Joselyn Gage. *History of Woman Suffrage*. Rochester: Susan B. Anthony, Charles Mann, 1881. Vol. 2: 1861-1876.

Venet, Wendy Hamand. *Neither Ballots Nor Bullets: Women Abolitionists and the Civil War*. Charlottesville, VA: University Press of Virginia, 1991.

Clara Barton National Historic Site Maryland

Contacts: Susan Finta, Park Ranger

Susan Rosenvold at the National Museum of Civil War Medicine

Theme Statement

In the aftermath of the Civil War, thousands of soldiers were unaccounted for, dead, buried, relocated, or deserters, their families unaware of their fate, and their government unwilling to address the matter until Clara Barton volunteered to determine the whereabouts of those men listed on the Roll of Missing Men, and other forms like it, in order to bring closure to grieving widows and their families and helping ensure that struggling loved ones received the pensions promised.

Tangible

Roll of Missing Men No. 3 http://www.nps.gov/history/museum/exhibits/clba/exb/Work/Office_of_correspondence/CLBA11_rollOf-MissingMen.html

Intangibles

Loss, hope, closure, need, purpose, despair, acceptance

Universal Concepts

Closure, relief

Abstract

In 1865 the American Civil War came to an end. The country began the slow process of reconciliation and worked hard to put the war behind them, but for the families of tens of thousands of soldiers the healing could not begin until some news of their loved ones could be received. Many did not even know if their loved ones were alive or dead, let alone where they had been interred.

Over half of the Union soldiers killed in battle were unidentified. Clara Barton learned of the issue while working with released prisoners from Confederate war prisons, such as Andersonville. During this time, she began to correspond with the relatives of former prisoners seeking information of their missing loved ones.

In March of 1865 Barton approached President Lincoln requesting and receiving permission to address the issue. The sheer number of missing men and the difficulty in locating their remains led Barton to establish an Office of Correspondence with the Friends of the Missing Men of the U.S. Army to cope with the workload. Barton was contacted by a former Union prisoner of war at Andersonville Prison named Dorence Atwater, who had kept records of the soldiers who died and were buried at the prison. With the help of this list, Barton led a group of volunteers who identified and marked the graves of nearly 13,000 soldiers and established the Andersonville National Cemetery.

In spite of losing her job and bankrupting her savings, Barton returned to D.C. and continued her work to locate and identify missing soldiers. Congress appropriated \$15,000 for Barton to continue her work in 1866. Between 1865 and 1869 Clara Barton responded to 63,182 information requests and was responsible for having over 22,000 soldiers removed from missing lists.

This podcast should focus on Clara Barton's efforts to establish the Missing Soldiers Office in the aftermath of the Civil War and her efforts to track down missing soldiers to bring their families closure and to facilitate the disbursement of pension-money to the families of the deceased. It may be beneficial to begin by introducing Clara Barton's work during the Civil War as a relief worker and facilitator



Clara Barton's rooms at 437-441 Seventh Street were the headquarters for her Civil War activities and her Missing Soldiers Office. Through her efforts, 22,000 missing men were located after the Civil War.



in bringing aid to the wounded. Some discussion about her character; determined, active, and energetic may help audiences to understand why she took on the task of locating missing soldiers herself, rather than lobbying for the creation of an organization to handle the issue. Placing her work with the Missing Soldiers Office in the context of her activities during the war, and her establishment of the American Red Cross years later will allow the audience to develop an understanding of Barton's motivations and may help them to gain a better understanding of her work. I recommend making connections between the families that were touched by Barton's work and those families that face the same kinds of worry and loss today. It may be useful to mention that today, the Armed Forces Emergency Services program of the American Red Cross provides information to the families of military personnel.

This topic is particularly timely as there has been renewed interest in the Missing Soldiers Office since the discovery in 1997 of artifacts pertaining to the MSO and Barton's occupancy of the attic rooms at 437 Seventh Street in northwest Washington, District of Columbia. The Clara Barton National Historic Site has been working with the National Museum of Civil War Medicine to develop a program about Clara Barton's work with the Missing Soldiers Office, but does not currently focus their own programs on this era of her life. It will be beneficial to the Clara Barton National Historic Site and to the National Park Service

to connect visitors to this part of her legacy and to remind them of the work the American Red Cross and its programs, such as Armed Forces Emergency Services program, provide to families of military personnel. Only by preserving the memory of her work can we remind people how vital these programs really are.

Primary Resources

A Resolution providing for Expenses incurred in searching for missing Soldiers of the Army of the United States, and for the further Prosecution of the same. APPROVED, March 10, 1866. <http://www.nps.gov/clba/historyculture/66res.htm>

Excerpts From Clara Barton's Diary 1864-1866 <http://ncr.gsa.gov/historicpreservation/clarabarton/diary/default.htm>

Letter To Returned Soldiers and Others Office of Correspondence with the Friends of the Missing Men of the United States Army. Barton, Clara. Washington, DC, May 30, 1866

Letter to Soldiers and Friends of Soldiers. Barton, Clara.

The Reports of the Committees of the House of Representatives, 39th Congress, First Session, 1865-1866. <http://www.nps.gov/clba/historyculture/cbcongress.htm>

The Women Who Went to the Field, Clara Barton. Read at a reception on November 18,



1892 at the Willard Hotel in Washington, D. C., for the Potomac Relief Corps, a unit of the National Woman's Relief Corps. <http://www.nps.gov/clba/historyculture/fieldpoem.htm>

Images

http://www.nps.gov/history/museum/exhibits/clba/exb/Work/Office_of_correspondence/CLBA4501_Front.html

http://www.nps.gov/history/museum/exhibits/clba/exb/CLBA_ThePerson/historicPhotos/LC_USZ62_o8565.html

<http://ncr.gsa.gov/historicpreservation/clarabarton/missingsign.htm>

<http://ncr.gsa.gov/historicpreservation/clarabarton/obuilding.htm>

Secondary Sources

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Pryor, Elizabeth Brown. *Clara Barton: Professional Angel*. Philadelphia: University of Pennsylvania Press. 1987

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The Civilian Experience

Mary Curtin

Fort Donelson National Battlefield

Tennessee-Kentucky

Contact: Doug Richardson, Chief of Interpretation

Theme Statement

The wartime newspaper reporting from men and women of the “Bohemian Brigade”—including Winslow Homer, Alexander Simplot, and Thomas Morris Chester—not only provided essential information to the American public about battles such as Fort Donelson during the Civil War, but it also provides modern-day researchers with valuable documentation of wartime landscapes and structures, such as those interpreted today at Fort Donelson.

Tangibles

“News from the War” [Drawn by our Special Artist, Mr. Winslow Homer] <http://www.sonofthesouth.net/leefoundation/civil-war/1862/june/winslow-homer-self-portrait.htm>

Interior Of The Lower Water Battery At Fort Donelson.- Sketched By Mr. Alexander Simplot. [see page 183.]

<http://www.sonofthesouth.net/leefoundation/civil-war/1862/march/fort-donelson-interior.htm>

Intangibles

Anticipation, Worry, Connection, Information, Art, Bravery, Fear, Community, Rebuilding, Restoration, Continuity.

Universal Concepts

Connection, Restoration

Abstract

This podcast should begin by discussing the role of civilian reporters in the Civil War and addressing their importance to the civilian

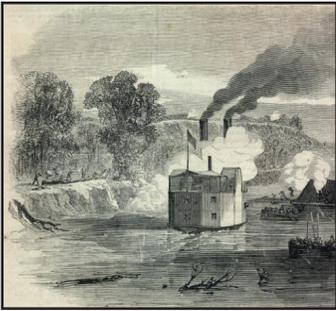
population. Civilians in small towns and big cities frequently gathered at post offices and stores to await the arrival of the daily printing of the newspaper, or the arrival, by mail, of the news from other cities across the country. For many, this was the only way of determining the health and safety of loved ones serving in far-flung units of the military. Many a family could tell you the entire service record of a loved one’s military unit, gleaned from readings of major newspapers such as the Harper’s Weekly, the New York Herald, and the Philadelphia Press.

The civilian reporters of the Bohemian Brigade often saw as much action as any Civil War General, but they approached the front lines armed with pencil or pen and paper rather than muskets and revolvers. Reporters braved the dangers of the front lines in order to send back accurate reports of the war and the battles fought. Writers were able to send dispatches straight to their papers’ main offices thanks to the telegraph, which proved its usefulness to the media in the previous Mexican-American War. The sketch artists assigned to the war-front were not so lucky, their materials had to be sent by mail or private courier, and once received, had to be rendered, or carved in relief, onto copper or lead sheets in order to be mass-printed.

Once the basic details of the Bohemian Brigade have been discussed, the podcast should look at the specific lives of three reporters: Winslow Homer, Thomas Chester Morris and Alexander Simplot. These three men have been chosen because they each carry certain significance. Winslow Homer is the obvious choice, because after the war, he goes on to become a famous artist and painter. Homer uses his art to promote the reunification of the country with nostalgic images of days gone by and idealized scenes of bucolic village life. Thomas Chester Morris is included here as the only currently known African American reporter, to balance the stories of the two art-



ists selected, and in his own right as one of the first Northern reporters to visit the Confederate capital of Richmond, Virginia, after it fell to Union forces on April 2, 1865. Of particular interest is the story of Morris entering the Confederate House of Representatives, where he sat down at the Speaker's desk, and started to write a dispatch. It was a poignant moment—an African American sitting down in the home of a government dedicated to racism and black slavery. As he was writing, a paroled (freed POW) Confederate officer came in, demanding Chester leave at once. The reporter stood his ground, and the enraged southerner stormed off.

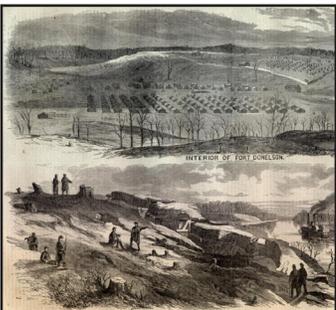


Alexander Simplot was a simple man, an artist, who chose, for the duration of the war, to serve his country by providing clear, concise drawings of the events he was lucky enough to witness, but his main importance lies in the work his images are being used for today. Simplot's images for Harper's Weekly of Ft. Donelson have been instrumental to the National Park Service in rebuilding the fort and in directing their archeological digs.



Primary Resources

[http://www.google.com/custom?hl=en&safe=active&client=pub-0597607016984461&cof=F](http://www.google.com/custom?hl=en&safe=active&client=pub-0597607016984461&cof=FORID:1%3BGL:1%3BLBGC:003030%3BBGC:%23003030%3BT:%23ffffcc%3BLC:%2300cc99%3BVLC:%23cc9966%3BGALT:%23CC9900%3BGFNT:%23cc9966%3BGIMP:%23cc9966%3BDIV:%23FF9900%3B&domains=www.sonofthesouth.net&sitesearch=www.sonofthesouth.net&channel=7577453319&oe=ISO-8859-1&ei=8656TezoNYzpgAfAtsXJBw&q=alexander+simplot&start=0&sa=N)
http://www.sonofthesouth.net/Winslow_Homer.htm



From the Winslow Homer collection held at Fort Donelson.

Negro self-respect and pride of race; speech of T. Morris Chester, Esq., of Liberia, delivered at the twenty-ninth anniversary of the Philadelphia Library Company, December 9, 1862. <http://lccn.loc.gov/72077047>

Images

Harper's Weekly Images by Alexander Simplot and Winslow Homer:

<http://www.sonofthesouth.net/leefoundation/the-civil-war.htm>

Image of Thomas Morris Chester c. 1870
<http://digitalgallery.nypl.org/nypldigital/dgkey-searchdetail.cfm?trg=1&strucID=745793&imageID=08SCCDV&total=1&e=w>

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“Civil War Reporter.” *Ebony*. Chicago, Ill. (November 1959): 131-136

Vicksburg National Military Park Mississippi

Contact: Tim Kavanaugh, Interpretive Program Lead

Theme Statement

By 1863, the Union Army’s shifting military strategy utilized tactics such as siege warfare to surround and force surrender of key southern cities, including Vicksburg—tactics that forced civilians, who were unable or unwilling to flee, to bear the burden of warfare and its effect on mobility, safety, property, and basic survival.

Tangible

A suitable tangible would be an item recovered from the Caves with a civilian connotation such as a child’s toy or a kitchen implement.

Intangibles

Fear, Uncertainty, Loss, Panic, Helplessness, Pride, Community, Strength, Bravery

Universal Concepts

Helplessness, Bravery, Suffering

Abstract

During the American Civil war, control of the Mississippi River was vital to the eventual victory of both North and South. Beginning in the spring of 1862, the Union Army, led by

Civilians took measures to minimize their danger by building caves in the surrounding hillsides to protect against the bombardment of the cannonade, but all who survived would bear the scars of their experience.

General Grant, sought to occupy Vicksburg as a means of controlling traffic along the river. Grant made his first push for Vicksburg but was repelled by Confederate troops. The following year he succeeded, with much bloodshed and loss of life to place the city under siege and after 47 days accepted the surrender of Vicksburg.

On May 18, 1863, Grant laid siege to the city, with troops surrounding the city from north to east to south and with the Union navy on the river. Many women, children, and other noncombatants tried to leave, but with Confederate troops retreating into Vicksburg, and most of the roads out of town leading east into Grant's army, many were forced to return. Civilians took measures to minimize their danger by building caves in the surrounding hillsides to protect against the bombardment of the cannonade, but all who survived would bear the scars of their experience.

The podcast should begin by introducing the major military decisions that led up to the siege of Vicksburg and the strategic importance of the city to the continued war efforts of the Confederacy. From there it should discuss why civilians, in situations like this, might remain in harm's way, using diary and first person accounts to add veracity to the variety of reasons. From here the podcast should

look at the effects of the siege on Vicksburg's smallest inhabitants, the children. There are many diary entries from and about children, in addition to the article, "I'se So 'Fraid God's Killed Too": The Children Of Vicksburg by Patricia Caldwell, which provide information on the experience of children during the siege of Vicksburg. Delving into the children's experience promotes listeners to ask themselves, how they might have responded to the siege and what their experience might have looked like.

Primary Resources

Emma Balfour Diary. Mississippi Department of Archives and History, Jackson.

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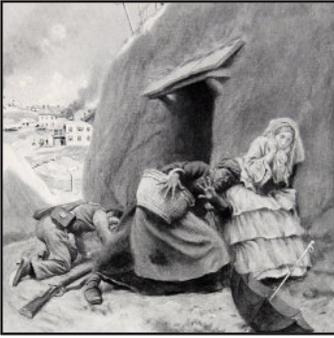
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Images

Cover for *My Cave Life in Vicksburg* by Mary Ann Loughborough <http://mshistory.k12.ms.us/images/395.jpg>; Non-Combatants Tak-

Man by Vicksburg cave, 1890s





Howard Pyle's "Non-combatants" (top).



Cave Life in Vicksburg (bottom).

ing Shelter During the Siege of Vicksburg by Howard Pyle; Cave Life at Vicksburg Sketch; Mr. Tom Lewis standing in front of a cave on Grove Street, Circa 1890's.

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Marsh-Billings-Rockefeller National Historical Park
Vermont

Contact: Rolf Diamant, Superintendent

Theme Statement

Today, when we think about African American involvement in the American Civil War we do not automatically think about the State of Vermont; but in Woodstock, Vermont, in 1862, thirteen men, in a community of sixty free African Americans stepped forward to fight for the freedom of their brethren with the assistance and support of their community, both

black, and white, during the war and after their return.

Tangible

Pension Records For African American Residents of Woodstock, VT.

Intangibles

Solidarity, Patriotism, Pride, Liberty, Equality, Community, Support, Bravery

Universal Concepts

Freedom, Unity

Abstract

"Once let the black man get upon his person the brass letters, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pockets, and there is no power on earth which can deny that he has earned the right to citizenship in the United States." - - Frederick Douglass

Woodstock was home to the second largest African American community in Vermont in 1860 consisting of sixty men, women, and children. When the Civil War began in 1861 thirteen men would rush to join the Union army in any capacity they could, not because they had experienced the injustice of slavery firsthand, but because they stood in solidarity with their brothers and sisters and because they believed in the United States of America and the promise of Liberty and Justice for all.

In an era when racism was a way of life, the town of Woodstock, Vermont was an integrated community that supported the Abolitionist cause. The state of Vermont sent an inordinately large number of men to swell the ranks of the Union forces during the war and suffered extremely high losses. At the end of the Civil War the town of Woodstock made every effort to support its veterans. Returning veterans, both black and white, received jobs commensurate with their abilities, and black Civil War veterans are buried side by side with white veterans in River Street Cemetery.

This podcast should detail the journey of Woodstock residents as soldiers of the 54th Massachusetts and as veterans returning to Woodstock. It should focus on the community support these men received, first as soldiers and later as veterans of the war. The podcast should act as an extension of the ex-



isting efforts of the Marsh-Billing Rockefeller National Historic Site, such as the “Causes & Consequences” Home-front Walking Tour and “Woodstock’s Civil War: A Speakchorus” developed by Woodstock Union High School Theater Director Harriet Worrell and performed by WUHS students.

Primary Resources

Woodstock, VT Enlistment Papers for 54th Massachusetts

Pension Records for Woodstock, VT Veterans

Images

Images of African Americans during the American Civil War from the Library of Congress including the Images of cooks and soldiers in army camps

Image of Billings’ integrated forestry crew from Woodstock area- with Civil war veterans.

Secondary Sources

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New York, NY: Da Capo, 1989.

Swint, Henry Lee, Lucy Chase, and Sarah Chase. *Dear Ones at Home: Letters from Contraband Camps*. Nashville: Vanderbilt UP, 1966.

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Industry/Economics

Doug Kenck-Crispin



The Tredegar Ironworks.

Richmond National Battlefield *Virginia*

Contacts: Robert E. L. Krick, Historian, Bob_Krick@nps.gov

Theme Statement

The Tobacco Warehouse and The Tredegar Iron Works at the Richmond Site help to illustrate the Confederates's slave-based economy and also the remarkable adaptability of the South to the economic blockade imposed by President Lincoln.

Tangibles

The Tredegar Ironworks—Details the industry of the South and the amazing machinations of Josiah Gorgas.

Richmond's African American Heritage <http://www.nps.gov/nr/travel/richmond/AfricanAmericanessay.html>

Intangibles

Economy, profit, labor, slavery, supply, production, salvage, and importation

Universal Concepts

Commerce, industry, slavery, gain, suffering, shortages, labor

Abstract

The Southern economy was a society built on slavery. The Richmond National Battlefield site offers the visitor a wonderful opportunity to connect with tangibles at the resource to connect with the themes that run throughout the conflict, in addition to memes that are unique to the park.

Industry is represented at the park, in one of the most famous fabricating institutions in the South, the Tredegar Iron Works. The Iron Works was in operation before the war, but found itself at the eve of the conflict to be the only foundry capable of mass producing weapons for the Confederate cause. Through

the sophisticated manipulation of battle field salvage and genuine industrial ingenuity, Josiah Gorgas was able to create functional results producing munitions manufacturing with an extremely limited supply of raw materials.

Slavery is also represented at the site, as well, for the Iron Works utilized slave labor; one of the largest industrial enterprises to do so in the Confederacy. Indeed, this facility transitioned with the end of the war, and many of the same slaves were employed as workers after emancipation, and enjoyed the same wages as white workers at that point.

In addition, Confederate blockade runners were able to escape the wide net of the naval blockade that President Lincoln had ordered deployed along the Southern coast in a bid to limit the import of European goods in exchange for Southern cotton. Weapons and munitions manufactured in Europe were important goods being smuggled in, but additionally medicines and shoes were snuck past the watchful eyes of the Union Naval forces. As so much at the park was provided by this illicit trade, it is not too difficult to emphasize or even mention this direct connection.

Primary Source Materials

John Wilkinson's *The Narrative of a Blockade Runner* can be found here <http://www.gutenberg.org/files/21977/21977-h/21977-h.htm#>.

The U.S. Navy has a list of Ships of the Confederate Navy, including several blockade runners, with descriptions, unit histories and some illustrations here <http://www.history.navy.mil/photos/sh-us-cs/csa-sh/csa-name.htm>

Confederate Currency featuring images of slaves and slavery

Secondary Sources

Encyclopedia Virginia has a wonderful entry on Josiah Gorgas here http://encyclopediavirginia.org/Gorgas_Josiah_1818-1883

“Arms of the Confederacy” National Park Service Brochure, Department of the Interior, Springfield Armory National Historic Site www.nps.gov/.../Arms%20of%20Confed%20bulletin%201106-2.doc

Hartzler, Daniel, and James Whisker. *The Southern Armory*. Pennsylvania: Old Bedford Village Press, 1996.

Towers, Frank. “Job Busting at Baltimore Shipyards: Racial Violence in the Civil War-Era South,” *The Journal of Southern History* Vol. 66, No. 2 (May, 2000): pp. 221-256

Eric Foner, *Give Me Liberty; An American History*. New York: Norton & Co., 2006.

Springfield Armory National Historic Site

Massachusetts

Contact: Alex MacKenzie, Ranger
Alex_MacKenzie@nps.gov

Theme Statement

Factories in the North, such as the Springfield Armory, were able to mass produce arms and equipment for an invasion force in a war of attrition, destroying the will of the enemy and greatly expanding the financial industrial superiority of the United States.

Tangibles

Mass-produced weapons that have also been personalized. <http://www.nps.gov/spar/historyculture/personalized-weapons.htm>

Forging Room image demonstrates the level of manufacturing pre-Civil War <http://www.nps.gov/spar/historyculture/images-of-forging-at-springfield-armory.htm>

Machines also connect the visitor with the production process. <http://www.nps.gov/spar/historyculture/machines.htm>

Intangibles

Mobilization, financial restructuring, centralization, capitalism, profits, inflation, attrition.

Universal Concepts

inflation, plenty, opulence, economy, industry, wealth, patriotism, union.

Abstract

The economy of the North benefitted greatly from the conflict between the states. The mass production required of this nation was phenomenal, and industrialists and capitalists rose with the opportunity, cementing themselves into the permanent fabric of American society and power structures. The Civil War provided the occasion for the North to consolidate financial institutions into a Federal system, and establish a big government system that would be entrenched after the war.

The moment the Union Army invaded the South, the army camp instantly became the second largest city in Confederate territory. All of these soldiers needed to be fed, clothed, shod and armed. The ramp-up of Northern industry to support such an endeavor was incredible. The endeavor was unprecedented, and the industry of the North was able to meet the challenge, and indeed utilize those Resources in a post war economy, helping to propel the United States to the economic powerhouse the nation became in the 20th century. It could be argued that the roots of this opulence were in the expansion of the industrial North during the Civil War, easily demonstrated at the Springfield Armory.

In addition, with a war of attrition, pushed by President Lincoln and willingly executed by General Grant, these Northern soldiers kept dying, and newly equipped replacements kept appearing with shiny new rifles and freshly manufactured boots. Capitalists such as Phillip Armour supplied beef to the army; Andrew Carnegie sold the foundries steel and iron to make the guns; John D. Rockefeller's oil helped fuel the war machine; and Jay Gould and J.P. Morgan were wartime “financers.” These men made great profits, and built huge corporations off of the conflict and the money that seemed to rise from the battlefield like so much smoke and stench.

Personalized weapons on display at Springfield offer a unique opportunity to showcase the manufacturing prowess of the Northern economy, but also accentuate how mass pressed and forged and punched steel items can be individualized by soldiers in the field. “Any old gun” becomes a work of art with a soldier's name, a list of battles fought, or a date all scrawled into a buttstock.



A Replica of a Blanchard lathe.



Springfield Armory on fire.

Adding to all of this economic fortitude, a brand new national financial system arose out of this conflict. The first federal income tax was created, and was revered as an almost patriotic contribution to the war effort. Massive inflation rose like the tally of the battle dead, and again, helped to make great profits for war time investors. Currency consolidations and other monetary manipulations emerged from the conflict, as did a staggering national debt. All of these stories could find some enthusiasm from a select group of park visitors.

Secondary Source Materials

Foner, Eric. *Give Me Liberty: An American History*. New York: Norton & Co., New York, 2006.

Chesapeake and Ohio Canal NHP

Maryland, West Virginia, District of Columbia

Contacts: Ahna Wilson

Theme Statement

Straddled between the combatants, the economy of the Border States preserved slavery and prospered from extensive—and strategically important—transportation networks, like the C and O Canal.

Tangibles

Ferry Hill Plantation <http://www.nps.gov/choh/historyculture/ferryhillplantation.htm>
 Slaves were utilized to operate this plantation on the banks of the canal.

Payment for Services of a negro man, 1829 <http://www.whilbr.org/itemdetail.aspx?idEntry=5954&dtPointer=0>. Demonstrates the labor conducted to build the canal with slave labor.

The Chesapeake and Ohio Canal (C and O Canal) was an engineering marvel when it was constructed in the early nineteenth century.

The Canal itself. <http://www.nps.gov/choh/index.htm>

Intangibles

Commerce, industry, transportation, sabotage, slavery, labor, communications, war, construction, trade.

Universal Concepts

Industry, transportation

Abstract

The Chesapeake and Ohio Canal (C and O Canal) was an engineering marvel when constructed in the early nineteenth century. The 185 mile line of communication brought a huge financial benefit to the region, and allowed agricultural products, manufactured goods, raw materials and people to be transported to markets and distribution centers with ease. Constructed by artisans of a multinational ethnicity, as well as by slave labor, the Canal itself is a fantastic tangible for our theme of Industry and Economics. It is also a unique location for our argosy of the Civil War.

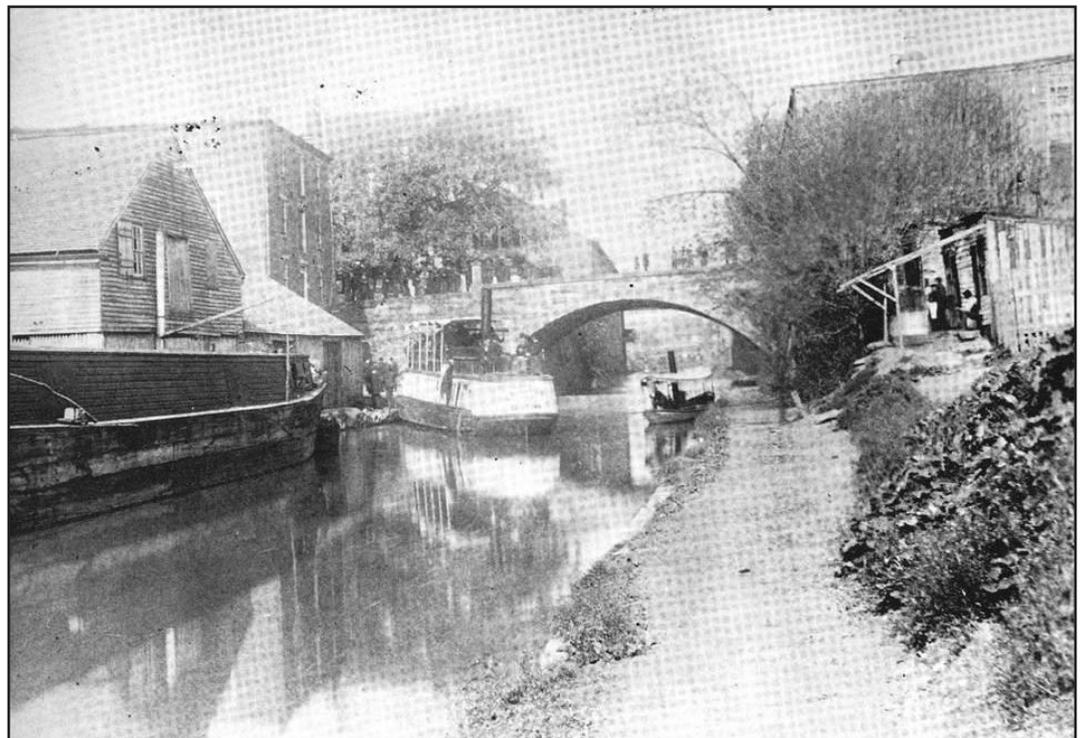
The Canal was also the literal border between the combatants in the Civil War. As the canal was in the Border States, it allows the visitor a chance to see the dichotomy that President Lincoln offered. Here were states in the Union that held slaves, and were allowed to hold

slaves, that “peculiar institution” that Lincoln is regarded as being so opposed to. In fact, the Emancipation Proclamation did nothing to free these slaves that toiled in bondage along the C and O Canal—these slaves living in the Union remained enslaved even when Lincoln “freed” the slaves in the Confederacy. Examining the continuance of this economic contribution to the coffers of the North allows the park visitor chance to step out of the binary arguments of the North/ South, Freedom/ Slavery construction and have a chance to recognize the complexity of the conflict.

Ferry Hill Plantation is a tangible at the site that allows the visitor a chance to connect with this theme, and also the resource. This was an operating, slave holding plantation during the conflict, and indeed, the family was imprisoned but not charged for accusations of sedition. Opportunities for connections with other themes in the war (such as the suspension of habeas corpus, for example) are provided at this exciting site.

The Canal was also a military logistical network, and of course, a strategic target. Both combatants used the canal and its tow paths to move troops, and the canal was crossed numerous times by armies and raiding parties travelling north and south. Several newspaper articles from the era detail Confederate at

Canal Boat Operation





Scenes from the Chesapeake & Ohio Canal.

tempts to damage the canal, and offer a real tangible to the resource, and in this case are very accessible on the web, being available to park visitors or even far away e-visitors who may access these articles remotely.

The C and O Canal has wonderful connections with local historical and interpretive groups and would be an enthusiastic partner with any production. It is an exciting site to be able to demonstrate these themes of industry, transportation, war, economics, slavery and nationalism.

Primary Source Materials

John Blackford, who owned the plantation, left a journal that is located here <http://doc-south.unc.edu/fpn/blackford/blackford.html>.

Description from a news paper article on the damage done to the Dam No. 5 <http://www.whilbr.org/itemdetail.aspx?idEntry=5829&dtPointer=3>

Troops moving along the Canal

<http://www.whilbr.org/itemdetail.aspx?idEntry=5934&dtPointer=1>

Secondary Source Materials

NPS Study on slaves at Ferry Hill Plantation <http://trid.trb.org/view.aspx?id=870310>

Foner, Eric. *Give Me Liberty; An American History* New York: Norton & Co., New York, 2006.

Machines

<http://cc.bingj.com/cache.aspx?q=springfield+armory&d=4954292187693093&w=66e5f9f,91f3e6d2>

Forging

<http://cc.bingj.com/cache.aspx?q=springfield+armory&d=4985014087649582&w=5cedd63d,7388ae82>

Dioramas!

<http://cc.bingj.com/cache.aspx?q=springfield+armory&d=4548387717186091&w=7983e991,a2762db8>

The Ordeal of the Border States

Dianna Woolsey



George W. Clarke writing desk.

Fort Scott National Historic Site *Kansas*

Contact: Barak V. Geertsen, Park Ranger, Fort Scott NHS

Theme Statement

The nationwide argument over slavery, meant to be solved peacefully at the ballot box in Kansas, instead erupted into a bloody guerilla war that factions on all sides sought to win with campaigns of fear and force planned in the hotels of Fort Scott.

Tangibles

Western Hotel (now in use as site museum), Free State Hotel, photograph of George W. Clarke's bullet-holed desk, photograph of free-state emigrant party with cannon

Intangibles concepts:

Popular sovereignty, guerilla warfare, emigrant societies, frontier justice, and unofficial hostilities

Intangibles concepts:

Murder, grief, majority rule

Abstract

The first podcast for the theme of The Ordeal of the Border States will highlight Fort Scott, Kansas, using the fort's central position in the Bleeding Kansas struggle to demonstrate how the question of permitting slavery—meant to be solved peacefully through the ballot instead of coming to bloody war—brought violence and a breakdown of order to the western border states even before the war began in earnest.

Using the still-standing premises of the rival Western and Free State Hotels as foci for discussion, we will examine how pro- and anti-slavery factions sought to prevail over each other in the state's popular sovereignty with campaigns of violence and intimidation planned in Fort Scott. Historic photographs of

pro-slavery activist George W. Clarke's bullet-holed writing desk and a free-state emigrant party cannon crew illustrate the sincerity of the threats of violence. Primary-source voices of figures such as James Montgomery, George W. Clarke, and Sene Campbell give life to the anger, resentment, and moral superiority felt by those on all sides of the political debate, which was complex and non-unanimous within the pro-and anti-slavery factions as well as between them. Using these Resources, the podcast will evoke the Intangibles concepts of popular sovereignty, guerilla warfare, emigrant societies, frontier justice and unofficial hostilities, and the universal concepts of murder, grief, and majority rule.

This podcast expands the Civil War narrative backward in time, using a site of active fighting that was technically outside of the timeline and formal military actions of the Civil War to tell the story of Bleeding Kansas as an early chapter in the war rather than as a political curiosity. By contrasting the formal campaigns of the eastern war with the relatively inchoate actions of individuals and small groups in the western territories, the podcast provides a sense of the confusion created by the mix of loyalties found in border state communities. By hearing the western territories' popular sovereignty struggle as a parallel to the war's formal hostilities, listeners have an opportunity to appreciate how peaceful and seemingly reasonable strategies such as majority rule could fail to keep a conflict from boiling over.

Primary Sources

Medary, Samuel 1859 Letter to My Dear Sir in Washington, D.C., January 12, 1859

Williams, J 1858 Letter to Governor James W. Denver, May 16, 1858

Falker, Charles W. 1865 Letter to his wife, Ft. Scott, Kansas, May 2, 1865

Campbell, Sene 1859 Letter to James Mont-

gomery, January 4, 1859

Clarke, George W. 1858 Letter to Samuel J. Jones, June 2, 1858

Montgomery, James 1860 Letter to George L. Stearns, December 12, 1860

Images George W. Clarke writing desk (with bullet hole); Free-state emigrant party cannon crew; Portrait of James Montgomery

Secondary Sources

Dirck, Brian R. "By the Hand of God: James Montgomery and redemptive violence." *Kansas History: A Journal of the Central Plains* 27 (2004):100-115.

Fellman, Michael. *Inside War: the guerilla conflict in Missouri during the American Civil War*. New York: Oxford University Press, 1989.

Nelson, Scott Reynolds and Carol Sheriff. *A People at War: Civilians and soldiers in America's Civil War, 1854-1877*. New York: Oxford University Press, 2007.

Sutherland, Daniel E. *A Savage Conflict: The decisive role of guerillas in the American Civil War*. Chapel Hill: University of North Carolina Press, 2009.

Welch, G. Murlin. *Border Warfare in Southeastern Kansas 1856-1859*. Pleasanton: Linn County Publishers, 1977.

Monocacy National Battlefield *Maryland*

Contact: Barbara Justice, Acting Chief of Interpretation, Monocacy National Battlefield

Theme Statement

Monocacy Junction exemplified the border state experience: too divided to belong to either Union or Confederacy, but so strategically located that it would be occupied, and demanded, by both.

Tangible

Thomas farmhouse, Special Order 191, Ransom receipt for Frederick town

Intangibles concepts:

Unrest in Baltimore, civilian arrests, habeas corpus, spying, impressment by the Union army, friendships with occupying soldiers, mixed sympathies, the secessionist minority, the Maryland campaign, armies passing at close quarters, border areas as rightful property of both sides, extortion, and the armies' uneasy reception from border state civilians

Universal Concepts

Mixed sympathy, unexpected danger, lost freedoms, and being unable to find safety

Abstract

The second podcast for the Border States theme will highlight Monocacy National Battlefield in Maryland, using the ordeals of the Southern-sympathetic Thomas family as an example of the ways that the war infringed upon the lives of those who lived in border regions, including arrest, impressment, and fighting occurring at places thought to be safely out of harm's way.

The Thomas family farmhouse will provide a tangible resource from which to discuss the unrest in Baltimore that drove the Thomases to Monocacy, civilian arrests, habeas corpus, spying, impressment by the Union army, friendships with occupying soldiers, mixed sympathies, and Maryland's small but worrying secessionist minority.

Special Order 191 (the Confederate lost dispatch recovered at Monocacy) and the ransom receipt for the nearby town of Frederick will provide the opportunity to also discuss the Intangibles concepts of the Maryland campaign, the close quarters at which the competing armies passed, the degree to which both armies regarded the border areas as their rightful property, and the armies' uneasy reception from border state civilians, as well as the universal concepts of mixed sympathy, unexpected danger, lost freedoms, and being unable to find safety. Primary-source voices from pro-Confederate journalist William Wilkins Glenn and from young observer Glenn Worthington's 1932 book "Fighting for Time" bring to life a variety of perspectives on the battle.

Monocacy National Battlefield is hardly an unusual site to incorporate in the Civil War

narrative; because of Monocacy's role in protecting Washington, D.C. and the finding of the Lost Dispatch, the battlefield is a well-known part of the story of the Maryland campaign. The experiences of the Thomas family, described as early as 1932 by Glenn Worthington and well-incorporated into the site's interpretive offerings, continue to present a unique opportunity for listeners to relate to the number and variety of burdens associated with the border areas.

Rather than abandon these familiar stories, this podcast seeks to clarify and support them, using additional primary sources and newer works such as Charles Mitchell's compilation *Maryland Voices of the Civil War* to provide more voices and more documentation for Worthington's observations, and incorporating additional reflections on wartime civil liberties into the discussion of the danger and hardship presented by arrest and imprisonment. With these additions, the opportunity for listener connection expands beyond the important personal sympathy to include broader questions of wartime ethics and liberty that resonate with the other podcasts of the Border States theme as well as those of *The Changing War*.

Primary Sources

Worthington, Glenn H. *Fighting for Time, or, the battle that saved Washington and mayhap the Union*. Baltimore: Day Printing Company, 1932.

Glenn, William Wilkins. *1864 Journal*, July 11, 1864.

Confederate troops march through Frederick, 1862



Images: Confederate troops marching through Frederick, Maryland; Special Order 191; Recent photograph of Thomas farmhouse.

Secondary Sources

Marks, Bayly Ellen and Mark Norton Schatz, eds. *Between North and South: A Maryland journalist views the Civil War, the narrative of William Wilkins Glenn 1861-1869*. Cranbury: Associated University Presses, 1976.

Mitchell, Charles W., ed. *Maryland Voices of the Civil War*. Baltimore: Johns Hopkins University Press, 2007.

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Rehnquist, William H. *All the Laws But One: Civil liberties in wartime*. New York: Knopf, 1998.

Harpers Ferry National Historical Park

West Virginia

Contact: Dennis Frye, Chief Historian, Chief of Interpretation, Education, & Partnerships, Harpers Ferry NHP

Theme Statement

Harpers Ferry was too desirable of a resource to be ignored by either Union or Confederacy, and as a consequence it both suffered extraordinary destruction (as in the case of the Potomac River Bridge) and enjoyed extraordinary opportunities.

Tangible Resources

Ruins of the Baltimore & Ohio Potomac River bridge, restored/living history Provost Marshal's Office, 1865 stereophoto of contraband camp at armory entrance.

Intangibles concepts:

tug-of-war, destruction, martial law, suspending civilian freedoms, strategic importance, mobile boundaries, contraband camps, bystanders

Universal Concepts

loss of freedom, hope for freedom



Confederate troops marching through Frederick, Maryland.

Abstract

The third and final podcast of the Border States theme will focus on Harpers Ferry National Historical Park, West Virginia, using its repeated capture and destruction as another example of hardships visited upon border places as Union and Confederate armies struggled over strategic border Resources.

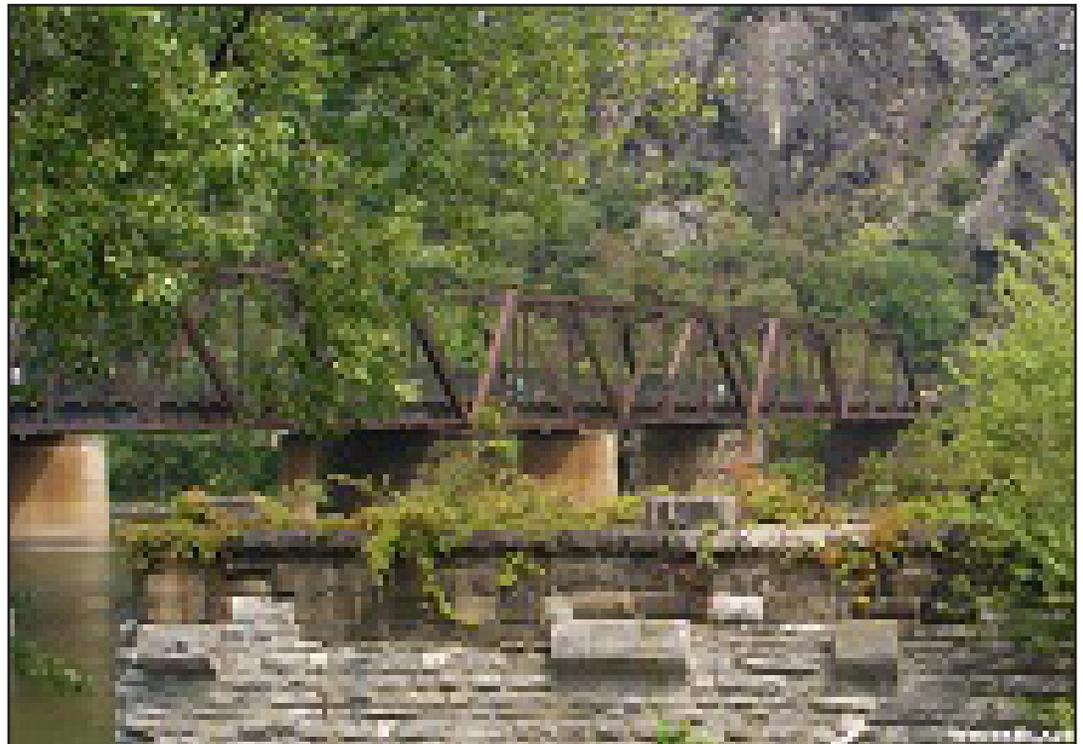
The ruins of the frequently-destroyed Baltimore and Ohio railroad bridge, which spanned the Potomac River as a tenuous international boundary, will provide an opportunity to discuss the border places' military tug-of-war, the mobility of boundaries between North and South, and the extraordinary collateral destruction that resulted from these conditions. The restored Provost Marshal's office, where Charles Moulton worked and wrote, will serve as a locus for examining the conditions of martial law and infringed civilian liberty and the universal concepts of lost freedom and innocent bystanders. An 1865 stereophoto of the contraband camp at the armory's entrance provides a connection to Fort Raleigh and the Emancipation podcasts. First-person reflections on civil liberties from Charles Moulton, and the story of the complex journey to freedom of the Isaac Gilbert family, give color and immediacy to both the hardships and the opportunities of the border environment. Closing on this mix provides the

listener a chance to see the border experience as not only chaotic and violent but also rife with possibility.

This podcast, by highlighting issues of civilian liberty and collateral damage, provides an opportunity for listeners to find ongoing relevance in the Civil War narrative, as reflections on the Harpers Ferry experience echo the nationwide discussions of wartime ethics that have accompanied military actions from Pearl Harbor to Iraq. The fact that these discussions have spanned seventy years and experiences both at home and abroad makes the opportunity for personal connection extremely broad and listeners' points of reference numerous and varied.

This podcast also has the potential to introduce listeners to a variety of perspectives and experiences from Harpers Ferry itself — for instance, complicating the traditional image of slavery by exploring the active legal and commercial negotiations in which slaves engaged to remedy their status, or revealing the ambivalence with which military personnel fulfilled their assignments to enforce martial law upon civilians. Because these stories are made accessible to visitors by Harpers Ferry's status as a well-preserved and well-supported site with extensive, effective interpretation and living history, this provides an illustration for

Ruins of the Baltimore and Ohio Railroad Viaduct





Contraband camp wayside exhibit (top).



Provost Marshal's office (bottom).

listeners of how preservation and support can transform ruins and relics into truly powerful places for visitor connection.

The podcast, by drawing on recent work made possible by the site's Resources, such as Dennis Frye's soon-to-be-published interpretive handbook and the "Black Voices at Harpers Ferry" exhibit, can reveal to visitors just how essential preservation and support are in creating the connection opportunities they are experiencing.

Primary Sources

Moulton, Charles 1863 Letters to mother, October 18, 1863 and November 1, 1863

Moulton, Charles 1864 Letter to sister Jennie, January 25, 1864

Images: Ruins of the Baltimore and Ohio Railroad Viaduct; Provost Marshal's office; Contraband camp wayside exhibit

Secondary Sources

Dirck, Brian. "Lincoln as Commander-in-Chief." *Perspectives on Political Science* 39 (2010): 20-27.

Drickamer, Lee C. and Karen D. Drickamer, eds. *Fort Lyon to Harper's Ferry: On the border of North and South with "Rambling Jour."* Shippensburg: White Mane Publishing, 1987.

Frye, Dennis. In press. "Civil War Harpers Ferry Handbook."

Neely, Mark E., Jr. *The Fate of Liberty: Abraham Lincoln and Civil Liberties*. New York: Oxford University Press, 1991.

Rehnquist, William H. *All the Laws but One: Civil liberties in wartime*. New York: Knopf, 1998.

Application }
No. 1. }

Homestead
Land Office

Brownville N.T. January 1st 1863

I Daniel Freeman of Gage County Nebraska Territory
do hereby apply to enter under the Provisions of the
act of Congress approved May 20th 1862 entitled; an act
to Secure Homesteads to actual Settlers on the Public Domain
The South half of N. 1/4th & N. 1/4th of N. 1/4th & S. 1/4th of N. 1/4th Sec. 26.
in Township ~~34~~⁽⁴⁾ N. in Range Five East. containing 160 acres
Having filed my Pre-emption Declaration there to on
the Eighth day of September 1862

Daniel Freeman

Land office at:

Brownville N.T. January 1st 1863

I Richard F. Barrett Register of the Land Office do
hereby certify that the above application is for
lands of the Class which the applicant is legally entitled to enter
under the Homestead act. of May 20th 1862 and that there is no
prior valid adverse Right to the same

Richard F. Barrett
Register

The War and Westward Movement

Amy E. Platt

Introduction

Both leading up to the Civil War and during, the fact of the West—as contested land to be won and as a symbol of American progress and expansion—occupied the thoughts of both the Union and Confederate armies. It is apparent that the ideologies and politics that defined the Civil War period were being played out in the West long before hostilities broke out in the East. Congressional balance, the issue of slavery, how land could be settled and incorporated into the Union (in order to thwart the interests of the South), race, and federal policies regarding Native Americans, all determined the physical and political shape of the West in the first half of the nineteenth century.

The population of the West—that is, to populate it—was in the interest of both North and South, and the legislative, military, and industrial decisions made during the Civil War reflect the strategic importance of a largely unsettled land made tame and accessible and its Resources available. Lincoln’s signing of the Homestead Act in 1862, the maintenance of volunteer army forces in the West (in spite of the need for numbers in the eastern theater), and the battles over land and Resources in New Mexico tell a story of deliberate and strategic expansion—expansion that both energized the country’s citizens who took up the mantle of Manifest Destiny, and devastated the Native populations who were forcefully ejected from their lands and from their sources of cultural and economic well-being.

Homestead National Monument of America

Nebraska

Contact: Blake Bell, Monument Historian,
Blake_Bell@nps.gov.

Theme Statement

The many homesteaders who took on the monumental task of settlement in unfamiliar

landscapes endured the uncertainty and hardships of homesteading in exchange for the self-possessing satisfaction and economic promise of land ownership, and in so doing took up an important tool in the battle over citizenship, land, and federal power over Native populations during the Civil War: the plow.

Tangibles

the plow; buffalo skins

Intangibles

Homestead Act of 1862, settlement, Indian policy, Manifest Destiny

Universal Concepts

possession and dispossession, home, destiny, death

Abstract

The podcast can be divided into four parts:

1. The political environment which held homesteading legislation back in Congress, and how secession changed the balance in the Senate, opening the door to passage.
2. The Homestead Act itself (its provisions); the people who took advantage of it.
3. Federal Indian Policy (the Indian Removal Act), the displacement of Native Americans, and the devastation of Native communities.
4. The way the stories of possession and dispossession must be told together, how homesteading changed the landscape, and how homesteading and the control of Native populations fit into the federal government’s pre- and post-war plans for the West.

Part One

The Homestead Act of 1862 was part of a larger scheme by the federal government to both populate the West with agricultural and ranch-



The Western Prairie Farmer “bussing” the “fire-guard.” Sketch by Theodore R. Davis, 1869.

ing settlements and to make it accessible. Beginning in 1852, Congress debated homesteading legislation that would encourage rapid settlement, but the bill failed. It failed again in 1854 and 1859, and President Buchanan vetoed it in 1860. Why?

The answer can be found in the same tensions that culminated in the Civil War, and the Homestead Park podcast should begin with a look at the political debates surrounding the legislation. By focusing on this pre-passage period, it is possible to make more direct connections between the causes of the Civil War and what we know about homesteading in the 1860s (the Homestead Act was a policy that lasted into the 1970s, so much of the scholarship predictably focuses on the long-term effects of this sweeping legislation. The point of this podcast is to place the Act within its Civil War context). Historians understand this connection, the general public may not. Republicans, who in large part represented the industrialized North, advocated for the individual farmer or rancher; the Democrats, who represented the slave-owning South, desired that the plantation model of farming be reflected in the terms of the legislation. In 1852, 1854, and 1859, the Democrats killed the bill in the Senate because they anticipated a rapid settlement of free farmers who would likely vote for non-slave state constitutions. The frustration of the Republicans—and their clear intent to encourage a free West—can be found in the address to the House by Galusha Grow in 1860. By explaining the progress of the Homestead Act in Congress, and the nature of the objectives and disagreements, it becomes clear that the same factors leading to the Civil War were driving the debate over the Homestead Act in Congress. The tensions between North and South extended into the West both before and during the war.

Significantly, the passage of the Homestead Act—with the specific provisions it provided—was a direct result of the secession of the South for the simple reason that the Democrats no longer had the numbers to vote it down. Abraham Lincoln was president (having replaced Buchanan), and he was eager to settle the West with free farmers (and Northern sympathizers), so he signed the Bill in 1862, and the first Homesteader filed a claim in 1863.

Part Two

The terms of the Homestead Act should be excerpted in the podcast, with special attention to the rights of women and freed slaves who could benefit from its provisions. Because the passage of the Act was accompanied by grand ideas like Manifest Destiny, opportunity, and freedom, the experiences of the men and women who staked claims can help illuminate those ideas or, perhaps, bring them down to size. The excitement of getting free land is illustrated by Daniel Freeman’s Homestead application—the first. The story about him waking the clerk ten minutes after midnight to file his claim—and that he was followed by over 400 others in the same day—gives us insight into how effective and popular the Act was going to be, and how completely it changed the lives of the people who signed the applications. (Interesting: the story that Freeman was a Civil War veteran is apocryphal—there is no record of his enlistment. NARA records repeat this historical inaccuracy. Evidence puts him, possibly, in the western Indian wars. The podcast doesn’t need to address this, but it certainly shouldn’t propagate the story.)

It’s important to explore, however, how difficult homesteading was. Those with farming experience fared better than those without. The land had to be farmed (and improved), so all homesteaders had a plow, or access to one. The plow was hand- or horse-powered, cumbersome, and slow. It meant the difference between survival and failure, and its importance cannot be underestimated. It was backbreaking, often demoralizing work, but worth it for many homesteading families. The combination of hardship and feelings of success and happiness are illustrated in Mattie Oblinger’s letter.

Part Three

The pushing of Indians off their lands to make room for white settlement was legalized by the Indian Removal Act of 1830—some of its provisions are quite stark and should be quoted, and Jackson’s comments make the intent of the Act clear. Although the two acts are separated by three decades, the Homestead Act is in many ways a continuation of the methods and objectives in the IRA, and it’s not inappropriate to bring together our understanding of the two separate legislations. Throughout the nineteenth century, the federal government used negotiation and force to displace



View of the Rocky Mountains on the Platte 50 Miles from their Base.

the Indians in order to expand west—this was the crux of federal Indian policy, and this policy held firm through the Civil War. By the time homesteaders were moving in, most of the Native populations had been pushed back, and so the interaction between homesteaders and Native Americans should be understood in a post-dispossession context; which is to say, the white settlers held title to land Native Americans had just previously called their own—land they raised their families on, hunted and gathered food on, built extensive trading networks through, and protected as community territory. All that had been lost, and so much of white/Native contact was the result of the literal starvation of the displaced Native populations. The co-opting of the land, its natural Resources, and of access to food and land may be discussed through the buffalo hide. The starving Indians and others were paid handsomely for the mass slaughter of buffalo herds because buffalo hide was discovered to be useful in the machinery of northern factories (this is a recent discovery). The comprehensive and rapid loss of a major source of food and material (hundreds of dead buffalo

stripped of their hides lying in the dust) is emblematic of what was happening to the Native Americans in the course of homesteading.

Part Four

Although the story of the homesteader and the story of the Indian appear to compete, it should be clear in the podcast that they are two halves of the same story. The homesteaders who braved the West were full of hope, welcomed the chance to settle and cultivate their own land, had families to raise, and embraced the ideals of Manifest Destiny and the opportunities that came from being free men and women. All of those things are accurate descriptions of the people who transformed and shaped the West after the passage of the Homestead Act. But none of that could have happened if the federal government hadn't systematically dispossessed the Native populations of their land, access to Resources, and sovereign control over territory. That story must be told at the same time as the other.

I suggest returning to the primary tangible, the plow: it fed the homesteaders, but it also

For if a man has a right on earth, he has a right to land enough to rear a habitation on. If he has a right to live, he has a right to the free use of whatever nature has provided for his sustenance—air to breathe, water to drink and land enough to cultivate for his subsistence;

forever changed the shape and meaning of the landscape for the Native Americans—the rows of tilled earth effectively barred the Indians from accessing the land in the ways they always had. The plow conquered the West as effectively as any army!

Primary source material:

The Homestead Act of 1862 (document) <http://www.ourdocuments.gov/doc.php?flash=true&doc=31>

Speech by Representative Galusha Aaron Grow in 1860 titled “Free Homes for Free Men”:

What disposition shall be made of this vast inheritance is a question of no small magnitude. Three times within seven years, a homestead bill has passed this House, and been defeated by the Democratic majority in the Senate.

For if a man has a right on earth, he has a right to land enough to rear a habitation on. If he has a right to live, he has a right to the free use of whatever nature has provided for his sustenance—air to breathe, water to drink and land enough to cultivate for his subsistence; for these are the necessary and indispensable means for the enjoyment of his inalienable rights of ‘life, liberty, and pursuit of happiness.’ And is it not for a Government that claims to dispense equal and exact justice to all classes

of men, and that has laid down correct principles in its great chart of human rights, to violate those principles, and its solemn declarations in its legislative enactments?

Indian Removal Act of 1830 (document)

Andrew Jackson’s comments on Indian removal (<http://www.ourdocuments.gov/doc.php?doc=25&page=transcript>)

Letter from Mattie V. Oblinger to George W. Thomas, from Fillmore County, Nebraska, 1973: (<http://memory.loc.gov/ammem/award98/nbhtml/pshome.html>)

I was never in a neighborhood where all was as near on equality as they are here Those that have been here have a little the most they all have cows and that is quite a help here I get milk & butter from Mrs Furgison who lives 1/4 of a mile from us get the milk for nothing and pay twelve cents a pound for butter she makes good butter Most all of the people here live in Sod houses and dug outs I like the sod house the best they are the most convenient I expect you think we live miserable because we are in a sod house but I tell you in solid earnest I never enjoyed my self better. . .

Daniel Freeman’s Homestead Application (<http://www.archives.gov/education/lessons/homestead-act/images/application-01.jpg>)

Pawnee Indians in Nebraska, 1873.

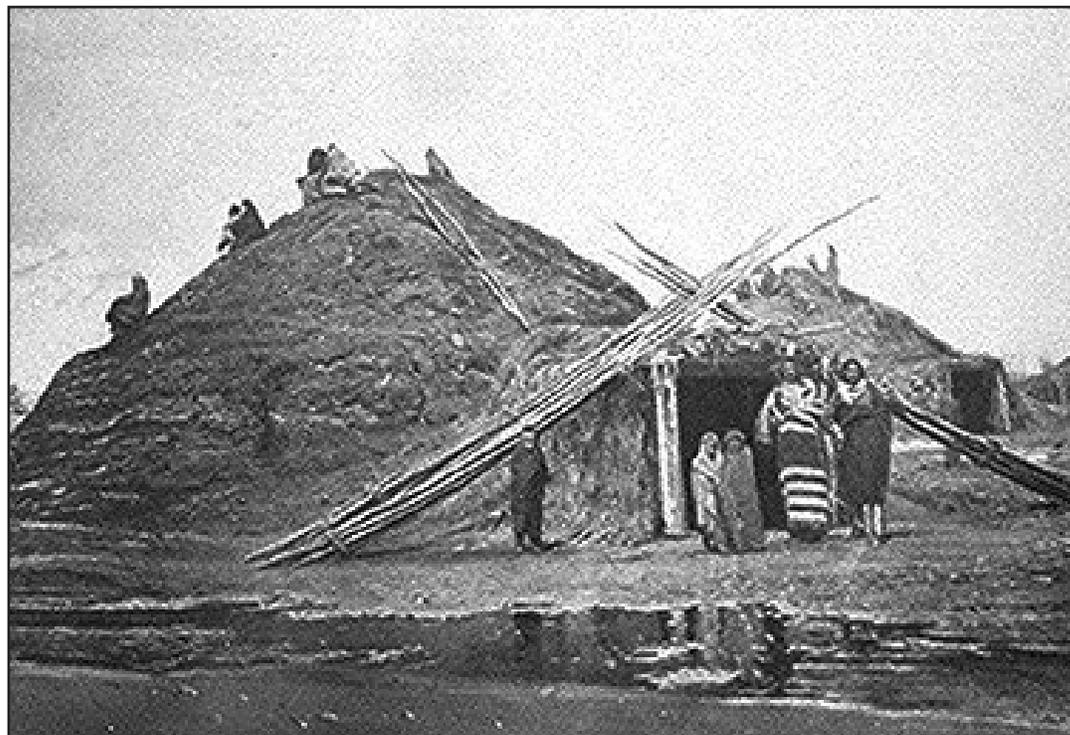




Photo of Indian family in Loup Nebraska, 1873.

Print: “The Western prairie farmer running the ‘fire-guard.’” (Print of farmer pushing a plow)

Print: “View of the Rocky Mountains on the Platte, 50 miles from their Base.” By Samuel Seymour, c. 1822.



Sod house, Custer County, Nebraska.

Hand-made marbles, formed, baked, and painted by children on homesteads.

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Pecos National Historic Park *New Mexico*

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Theme Statement

The Civil War’s most western battle raged for three days in Glorieta Pass, marking the merging of eastern armies and western volunteers—including Hispanic New Mexicans and southern sympathizers in Utah and Colorado—who chose sides based on loyalty to governments or loyalty to the lands they called home; their efforts won the battle for the South, but the war over the western lands and its material wealth was won by the North, when Union soldiers led by a New Mexican native devastated the Confederate Army’s supply train.

Tangibles

Uniforms and equipment

Intangibles

The West, military tactics and strategy, native resistance

Universal Concepts

loyalty, cooperation, victory, defeat, race

Abstract

The podcast should be divided into at least four parts:

1. The importance of the West to the Confederate and Union governments, in terms of determining the legality of slavery, controlling Resources, and strengthening the legitimacy of their respective governments by gaining loyalty from the country’s western inhabitants.
2. The Battle of Glorieta Pass, its participants, and its outcome.
3. The Hispanic soldiers in the volunteer armies.
4. Outcome for the Union government.

Part One

Both the Union and the Confederacy wanted the West. Before the war, control over the land meant control over its legal status: new Confederate states would expand and support the slave economy; new Union states would be free, and the West’s Resources available to facilitate the ambitious industrial plans of Northern businessmen and politicians. After secession and during the war, both governments created legal territories in the West in an effort to secure their hold on the land and the people living on it. Colorado, Nevada, Dakota, Arizona, Idaho, and Montana territories were all formed during this period, and the Confederacy claimed New Mexico and Arizona territories. It’s important to note that the Confederacy and Union laid claim to much of the same land—New Mexico, for one. The efforts by the two governments to recruit volunteers and secure the loyalties of the residents were extensive. The broadside sent to the trans-Mississippi West in 1863 by the Confederate government is a good illustration of the rhetoric the South used to persuade westerners against Lincoln, and the artifact itself brings to mind busy printing presses, piles of paper, and hundreds of couriers sent west to distribute them all.

that secured Union control of the area. After his discharge, he remained in New Mexico, first fighting in the Indians wars, then ranching. Col. Santos Benavides was a Confederate officer—but he did not fight at Glorieta. I was unable to find detailed information on a Hispanic Confederate soldier at this battle, but I don't think it would be inappropriate to take the opportunity to talk about Hispanics fighting for both sides in many battles throughout the country.

Part Four

The men who were captured after the battle were tried for treason by the Union government. New Mexican Patrick McIntier, for example, was tried and convicted for taking the side of the Confederate army. The accusations against him are many. It is not insignificant that a territorial win by one side or the other gave the government the opportunity to exert its legal might, thus giving it legitimacy on paper and in real demonstrations of power. This power translated into control over Resources and influence over local governments—a particular concern in such a vast contested space that was the West.

Primary Source Material:

Roy Anderson's painting "Battle of Glorieta Pass—Pigeon's Ranch."

Photos of General Henry Hopkins Sibley; General Edward Canby; New Mexico Native volunteer; Photo of Colonel Manuel Chaves

Map of the Battle of Glorieta Pass

Document charging New Mexican Patrick McIntier of treason for fighting for the Confederacy at Glorieta Pass (<http://www.archives.gov/rocky-mountain/education/materials/lessons-new-mexico.pdf>):

The Grand Jurors for the United States impaneled [impaneled], sworn and charged to inquire within and for the body of the First Judicial District of the Territory of New Mexico, and the county of Santa Fe, United States of America, upon their oath do present that Patrick McIntier, late of said county and District, being a citizen of the United States of America, not regarding the duty of his allegiance to the Government of the said United States, nor having the fear of God in his heart, but being moved and instigated by the Devil, as a false traitor to the Government of the United States

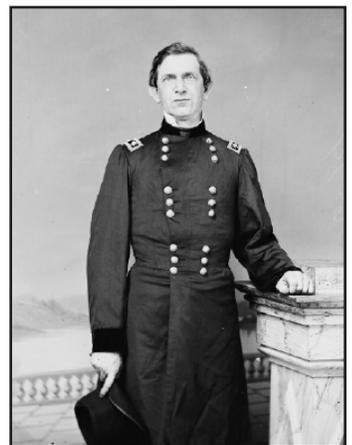
of America, and wholly withdrawing the allegiance, fidelity and obedience, which every true and faithful citizen of said Government should and of right ought to bear toward the same, on the twenty-fifth day of March, A.D. 1862, at the county of Santa Fe and the Judicial District of the Territory afore said, together with other false traitors to the Jurors afore said unknown, armed and arrayed in warlike manner, that is to say with guns, muskets, rifles, pistols, swords, bayonets, pikes, and other weapons, being then and there maliciously and traitorously assembled and gathered together against the said Government of the United States of America, most wickedly, maliciously, and traitorously did levy and make war against said Government of the United States of America, within the jurisdiction of the said Government of the United States of America, to wit, within the said Territory of New Mexico and county of Santa Fe and did then and there maliciously and traitorously attempt by force of arms to subvert and destroy the Constitution and Government of said Government of the United States of America by their representatives by them chosen for that purpose in contempt of said Government, Constitution and Laws, contrary to the allegiance of him the said Patrick McIntier against the Constitution of said Government of the United States and its Statutes in such case made and provided and against the peace and dignity of the Government of the United States aforesaid.

- J. Houghton U.S. District Atty. [Attorney] Acting

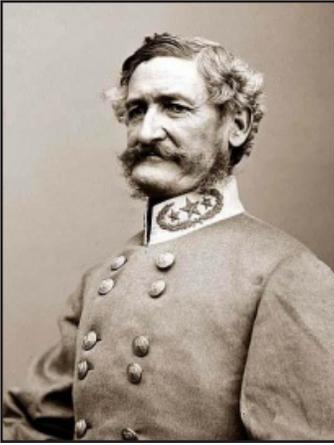
Account of soldier at the battle. Colonel W.R. Scurry (U.S. War Department, *The War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies*. Vol. 9 (Washington, DC: Government Printing Office, 1883) 541-42:

I arrived here this morning with my command and have taken quarters for the present in this city. I will in a short time give you an official account of the battle of Glorieta, which occurred on day before yesterday, in the Canon [sic] Glorieta, about 22 miles from this city, ...when another victory was added to the long list of Confederate triumphs.

The action commenced at about 11 o'clock and ended at 5:30, and, although every inch of the



Lt. Col. Manuel Chaves (top).
The New Mexico Volunteer, Civil War (center).
General Edward Canby (bottom).



General Henry Hopkins Sibley (top).



Wagon trains cutting through Glorieta Pass (bottom)

ground was well contested, we steadily drove them back until they were in full retreat our men pursuing until from sheer exhaustion we were compelled to stop.

Our loss was 33 killed and I believe, 35 wounded. ...Major Pyron had his horse shot under him, and my own cheek was twice brushed by a Minie ball, each time drawing blood, and my clothes torn in two places. I mentioned this simply to show how hot was the fire of the enemy when all of the field officers upon the ground were either killed or touched...

Our train was burned by a party who succeeded in passing undiscovered around the mountains to our rear. ...The loss of the enemy was very severe, being over 75 killed and a large number wounded.

The loss of my supplies so crippled me that after burying my dead I was unable to follow up the victory. My men for two days went unfed and blanketless unmurmuringly. I was compelled to come here for something to eat. At last accounts the Federalists were still retiring towards Fort Union. The men at the train blew up the limber-box and spiked the 6-pounder I had left at the train, so that it was rendered useless, and the cart-burners left it.

...From three sources, all believed to be reliable, Canby left Craig on the 24th. Yours in haste, W.R. SCURRY

P.S. I do not know if I write intelligently. I have not slept for three nights, and can scarcely hold my eyes open. W.R.S.

Broadside directed "To the People of the Trans-Miss. Department" from the Confeder-

ate government (attached)

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Fort Vancouver National Historic Site

Washington State

Contact: Greg Shine, Chief Ranger and Historian, Greg_Shine@nps.gov

Theme Statement

When professional soldiers stationed in the West were called east to fight the war, the Army filled the gap they left behind with western volunteers, ordinary men who donned a soldier's uniform in order to subdue a Native population and facilitate the rapid settlement of western lands—the era of cooperative existence (and a common language) between Native Americans and fur traders had passed.

Tangibles

Enlisted men's infantry hat insignia (looped bugle horn); Gibb's Chinook Jargon dictionary (1863)

Intangibles

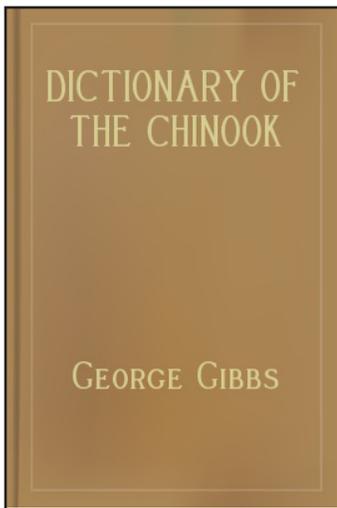
Indian policy, fort life, western settlement, volunteerism

Universal Concepts

Race, patriotism, boredom, displacement

The Battle of Glorieta Pass. Roy Anderson (below)





Gibb's version of the Chinook Jargon Dictionary, 1863.

Abstract

The podcast can be divided into two parts:

1. Pre-Civil War role of the army (and well-known personalities) in the Northwest involving control of Native populations and settlement.
2. Fort Vancouver during the Civil War—the politics and the mustering of volunteers, and the effect on Native Americans.

Part One

Fort Vancouver served as an important regional headquarters, base of operations, and as a supply station just prior to the Civil War. When Capt. Ulysses S. Grant arrived in 1852, his principle duties were to facilitate the settlement of the area—a job that included building houses, establishing posts, and outfitting surveying expeditions, mostly for military road building. Road building was also important for the growing communities in the Northwest—connecting towns improved economic trade, government formation, and provided protected routes for white settlers worried about Indian unrest. It should be emphasized that the primary role of the army—and of the federal government—was to secure the land: to survey it, map it, build on it, provide access to it, and to control the Native populations.

To that effort, soldiers were sent to survey routes and boundary lines. George B. McClellan was among the soldiers sent west for that purpose. Up until the 1850s, settlers had few serious conflicts with the Indians in the area around the Fort. Starting in 1851, however, army troops were sent to fight the Rogue River Indians (and later the Yakimas), a symptom of the aggressive federal Indian policy in place. The Walla Walla Treaty of 1855, which refers to the U.S. government as the “Great Father,” gives us insight into the agenda of the federal government and the price the Native populations were forced to pay. It is important to note that relations between Indians and the Hudson’s Bay Company (and other fur traders) were largely cooperative and peaceful (although the effect of the fur trade on the communities and landscapes is not insignificant. Disease, violence, and the disruption of traditional social and economic systems marked the period of contact; but the interactions between fur companies and Indians was nevertheless markedly different from the relation-

ships between the government and Indians, which can best be illustrated by declarations of war on entire groups). The Chinook Jargon dictionary is an effective example of how Native Americans and whites collaborated with each other in order to encourage commerce and social interaction.

The arrival of the Army to Fort Vancouver marked a shift away from that collaborative existence to an antagonistic one, although they made use of the dictionary and published their own version. Army officers who served at Fort Vancouver also exported Chinook Jargon to the East Coast during the Civil War era, employing it in official and less-than-circumstances: One night Nesmith told General Grant the story of the cipher correspondence he and Ingalls had carried on the year before. He said: “One day the Secretary of War sent me a message that he would like to see me at the War Department, at the earliest moment, on a matter of public importance. Well, I was rather flattered by that. I says to myself: Perhaps the whole Southern Confederacy is moving on Stanton, and he has sent for a war Democrat to get between him and them and sort of whirl ‘em back.’ I hurried up to his office, and when I got in he closed the door, looked all around the room like a stage assassin to be sure that we were alone, then thrust a telegram under my nose, and cried, Read that! I suppose I ought to have appeared scared, and tried to find a trap-door in the floor to fall through, but I didn’t. I ran my eye over the despatch, seeing that it was addressed to me and signed by Ingalls, and read: ‘Klat-a-wa ni-ka sit-kum mo-litsh weght o-coke kou-amox him.’ Stanton, who was glaring at me over the top of his spectacles, looking as savage as a one-eyed dog in a meat-shop, now roared out, ‘You see I have discovered everything!’ I handed back the despatch, and said, ‘Well, if you ‘ve discovered everything, what do you want with me ‘ He cried: ‘I ‘m determined, at all hazards, to intercept every cipher despatch from officers at the front to their friends in the North, to enable them to speculate in the stock-markets upon early information as to the movements of our armies.’ I said: ‘Well, I can’t help but admire your pluck; but it seems to me you omitted one little matter: you forgot to read the despatch.’ How can I read your incomprehensible hieroglyphics?’ he replied. ‘Hieroglyphics—thunder!’ I said; ‘why that’s

Chinook.’ ‘ And what’s Chinook!’ he asked. ‘ What! you don’t know Chinook? Oh, I see your early education as a linguist has been neglected,’ I answered. Why, Chinook is the court language of the Northwestern Indian tribes. Ingalls and I, and all the fellows that served out in Oregon, picked up that jargon. Now I’ll read it to you in English: “ Send me half barrel more that same whisky.” You see, Ingalls always trusts my judgment on whisky. He thinks I can tell the quality of the liquor by feeling the head of the barrel in the dark.’ That was too much for the great War Secretary, and he broke out with a laugh such as I don’t believe the War Department had ever heard since he was appointed to office; but I learned afterward that he took the precaution, nevertheless, to show the despatch to an army officer who had served in the Northwest, to get him to verify my translation.” As General Grant knew a good deal of Chinook, he was able to appreciate the joke fully, and he enjoyed the story greatly. Nesmith had served to enliven the camp for several days with his humorous reminiscences of life in the West, and when he left every one parted with him with genuine regret.”

This section of the podcast is also a reminder that there is more to the history of Fort Vancouver than the Hudson’s Bay Company, and that the transition from fur company to army base was part of a policy of settlement and Indian removal being played out throughout the West—Fort Vancouver is an important reminder of the government’s interest in west-

ward settlement as a military endeavor that was part of the overall military strategy during the Civil War.

Part Two

The territories of Oregon and Washington were knee-deep in the debate over slavery, and the government’s use of Fort Vancouver should be seen within this larger political context. The exclusion laws (making it illegal for African Americans to settle in the region) in Oregon’s constitution enraged Northern Republicans in Congress and held up ratification for two years. Washington’s landscape was better suited for small farms (rather than large plantations), and so its statehood was a threat to the Southern Democrats. The substance of state constitutions in the West was of great interest to the federal government; and the politics of the Union and Confederacy split the western populations, even in the Northwest. Prominent citizens, including Oregon’s first senator, Joseph Lane, joined the anti-Union Knights of the Golden Circle. Most scholarship does not make the important connection between the tensions between Union and Confederate sympathizers and the presence of a Union army on the Columbia—the political leanings of Oregon and Washington Territory were of concern to Lincoln (the Lincoln letter held by the Oregon Historical Society tells us this) and the need to hold the Northwest for the Republicans spoke to the important debate over slavery in western territories (for example).

The status of Fort Vancouver as a Union army post was never much in question; however, it’s arguable that the stationing of significant regiments settled the question once and for all. When hostilities broke out in South Carolina, the regular army was sent east, leaving only one regiment at the Fort. Rather than suspend its military operations in the West regarding settlement and the control of Native populations, the Army brought in volunteers, many of whom signed on in hopes of fighting Confederates in the east.

Clearly, the settlement of the West remained an important objective of the government even during the worst of the fighting. The Volunteer Employment Act was passed in 1861, and men from throughout the West joined for periods of 6 months to 3 years, most don-

Enlisted men’s infantry hat insignia, 1858-1972.



ning an army uniform for the first time (bugle insignia). It may be useful to note that they belonged to the same army that was fighting the South, and that their uniforms identified them as such. This made them Civil War veterans.

Most of the volunteer soldiers in Fort Vancouver were part of California companies, and their main duties were to protect the settlement communities and suppress the Native Americans. The relationship between Native Americans and soldiers was one of distrust and mutual resentment, although there are many instances of mutual amity between men. The diary of Captain Bensell describes this period—both in terms of duties and the boredom and frustration of the volunteers more interested in the battles between North and South than in building roads and dealing with the culturally unfamiliar Indian population. Although the Army was concerned about protecting the coast from Confederate invasion, the threat never materialized, and it was clear that the volunteers were there for one main purpose: controlling the land for settlement.

The end of the podcast should turn again to the two main tangibles—the insignia and the Chinook Jargon dictionary—in order to reiterate how important it was for the army to maintain forces in the West, to identify them as agents of the Union army acting in the interests of the Union army, and as a reminder that these volunteers came to an area that had a history of Native/white collaboration (indicated by the adoption of Chinook Jargon by all major ethnic groups) that was being undone in part by the presence of the army at the old fur trade fort.

Primary Sources

Walla Walla Treaty of 1855

Gov. Stevens's iteration of federal government policy:

What shall we do at this council? We want you and ourselves to agree upon tracts of land where you shall live; in those tracts of land we want each man who will work to have his own land, his own horses, his own cattle, and his home for himself and his children. . . Now we want you to agree with us to such a state of things: You to have your tract with all these things; the rest to be the Great Father's for his

white children. . . Besides all these things, these shops, these mills and these schools which I have mentioned, we must pay you for the land which you give to the Great Father.

Seal of the Knights of the Golden Circle

Photo of Ulysses S. Grant

Volunteer Employment Act of 1861

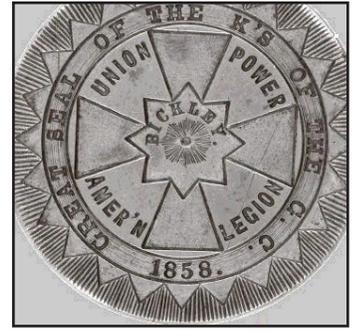
Capt. Royal A. Bensell's diary ("Rowing After Indians is not a real soldier's duty"). Published as "All Quiet on the Yamhill Front."

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Knights of the Golden Circle seal.



SURRAT.



BOOTH.



HAROLD.

War Department, Washington, April 20, 1865,

 **\$100,000 REWARD!**

THE MURDERER

Of our late beloved President, Abraham Lincoln,
IS STILL AT LARGE.

\$50,000 REWARD

Will be paid by this Department for his apprehension, in addition to any reward offered by Municipal Authorities or State Executives.

\$25,000 REWARD

Will be paid for the apprehension of JOHN H. SURRATT, one of Booth's Accomplices.

\$25,000 REWARD

Will be paid for the apprehension of David G. Harold, another of Booth's accomplices.

Consequences

Amy E. Platt

Introduction

What straight lines can we draw between the four years of the Civil War and the time just after? The fact of the war—the devastating losses, the destroyed towns and landscapes, the broken families, the rebuilding—these are consequences of all wars: significant, relevant, necessary to document and describe. But there is another discussion about consequences to be had: the consequences of the Union victory. In the midst of the Confederate surrender, before the country could even recognize itself again, John Wilkes Booth shot Abraham Lincoln and left the victorious Union leaderless in one short moment, unleashing a legacy of martyrdom and regional resentment that has stayed with us. But the country stayed intact past his death because of the massive and comprehensive actions of a Republican-dominated government intent on imposing its influence on the land and its citizens, thus cementing its legitimacy with economic and legislative power. The rapid building of railroads across the country marked the triumph of years of legislative wrangling by Northern politicians and businessmen, and so the ceremony of the Golden Spike in Utah only a few short years after the end of the war was both a symbolic and very tangible demonstration of federal presence and influence from coast to coast. Significantly, what it meant to be a citizen of that government was legislatively redefined by the passage of the 13th, 14th, and 15th amendments; but citizenship had been transforming during the war by the mustering of former slaves into the Union army. The all-black town of Nicodemus marks this transformation of slave to citizen—it marks the freedom to move, the right to incorporate, and the right to memorialize the African American contribution to the Northern victory.

Ford's Theater National Historic Site

Washington, D.C.

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Theme Statement

The gun that killed Abraham Lincoln is shockingly tiny, and the surprise we feel looking at its insignificant size next to the enormity of Lincoln's assassination and legacy must be a fraction of what the country felt in 1865 when Booth killed the most powerful man in the country, unleashing at once the frustrations and anger of the South and the martyrdom of the man determined to maintain the Union and end slavery.

Tangibles

Booth's gun; the theater box; the bed

Intangibles

Murder plot, political crisis, the martyrdom of Lincoln, Union victory/Confederate surrender

Universal Concepts

Martyrdom, revenge, shock, mourning

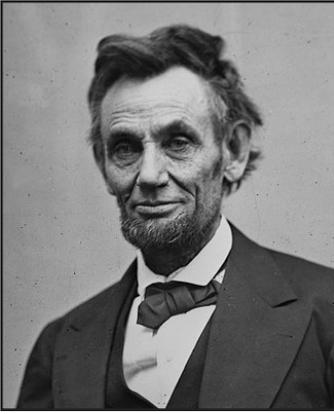
Abstract

The podcast can be divided into three parts

1. Sentiment toward Lincoln during the war from Confederate sympathizers, how he responded to it, and his legislative plans for a post-war South.
2. The assassination itself, including the conspiracy plot.
3. The aftermath: Lincoln as martyr in North and southern reaction.

Part One

The South had no faith in Lincoln's presidency to attend to its interests—primarily, the protection of a slave-based economy—and so they seceded, beginning with South Carolina in 1860, before he had even been inaugurated. (The Confederate States of America had, in fact, formed under President Buchanan.) As



Lincoln near the end of his life.

president-elect/senator, Lincoln worked to avoid secession, but failed in his attempts to reach agreements with southern governors. Beginning the podcast this way tells us much about the southern attitude toward Lincoln, the person (as opposed to his role in the Republican party), as a man influential enough to change the economic course of the country and affect legislative action. It was a Lincoln presidency that worried the South, and his impending residency in the White House precipitated secession.

With this in mind, the first part of the podcast can be used to set up the ideological tension between Lincoln and the people in the South in order to show how individual southerners felt personally affronted and attacked by their would-be president. Lincoln's actual approach to the fact of slavery and secession may be examined, as well, through his proclamations and speeches. Accounts of southern sympathizers labeling Lincoln as infidel and aggressor are useful here, and his measured and optimistic responses to these charges in his Second Inaugural Address provide an interesting contrast. His complex attitude toward slavery can be briefly summarized by his refusal to pass the Crittendon Compromise (which would have extended the Missouri Compromise line), but agreeing to vote yes on the Corwin Amendment (which would have legalized slavery in existing states). Like many pragmatic Republicans, Lincoln began his presidency convinced that slavery would end eventually, but in slow increments. That he could see the end at all was the problem—that, and he tied slavery to anti-republicanism (or anti-Americanism) in the Lincoln-Douglas debates, which cemented his reputation as an abolitionist sympathizer, regardless of his more nuanced political positions. (By the end of the war, most scholarship puts him firmly in the abolitionist corner.)

The pain of the war itself, particularly after Grant brought its horrors directly to southern civilians, created much bitter resentment toward Lincoln and his Union army and compounded the dread of Northern control over the South with the devastation of families and communities. That the thing they feared—federal interference in their slave-based economy and social systems—was coming true despite their heroic efforts and massive losses, must

have been difficult to bear. The moral certainty of southerners is evident in the accounts of Lincoln in the Texas papers. And the Wade-Davis Bill gave Southerners a good look at a South in the hands of a victorious Union. The surrender of Lee should end this section.

Part Two

With Lee's surrender on April 9, 1865, the defeat of the South was certain. It seems clear that inevitable Union victory and the assassination of Lincoln a few days after should be spoken of in the same breath. Booth's diary entry explains his motives, and what he feared would be the consequence of Lincoln continuing as president. It should be noted that Booth's motives were retaliatory and he had no hope for a country headed by Lincoln. The conspiracy plot (including the attack on several political leaders) and how it was carried out should be described, with particular attention to Lincoln's death. James Knox's eyewitness account and the *NY Times* account both provide details about the events and the shock of the assassination. I don't think the description of the assassination can be too detailed. Since the sites have been so carefully preserved, I think the description of place (the box and the bed) can make some of that visceral experience accessible to the audience. The reactions of the people in the room with him as he died are powerful (and available). The capture of Booth and his co-conspirators, the trial, and his execution can also be briefly described.

Part Three

This final part is important, because it complicates our understanding of how southerners and northerners reacted to Lincoln's death—the reactions were not divided down the middle. As despised as Lincoln was by many southerners, the written record shows that community leaders feared that Lincoln's death would lead to retaliation by the North, and that his absence meant the absence of a mitigating force on the radical Republican agenda against the South. The two *NY Times* articles on the subject provide an interesting contrast—one projects vengeful feelings on the South and the other reports the subdued reaction of its citizens to the news. The journal entries give another glimpse at the personal feelings of southerners; and the diary of Emma Holmes describes the uncertainty Lincoln's death brought to the South. Many newspapers did express triumph over the assassination,



The gun that killed President Lincoln.

but many more showed restraint—whether from fear of retaliation or because a president had been killed for the first time in the history of the country, I’m not certain. More research on this would be helpful—Harrell’s book could help.

The martyrdom of Lincoln began immediately, as the transcript of the public meeting in Albany shows. Our fascination with him, as hero or as villain, continues—certainly because politicians, journalists, writers, and poets began the process of mythologizing him almost the day that he died. It would be interesting to end this part with the *NY Times* article about the death of the last witness to the assassination, and with the artifacts we keep to remind ourselves of his significance and of the meaning behind his murder. The gun, small and almost harmless looking, still exists for us to see and to imagine the hand that held it, and the man who died by it.

Primary Sources

Lincoln-Douglas debates regarding slavery and republicanism.

Lincoln’s Second Inaugural Address <http://www.ourdocuments.gov/doc.php?doc=38>

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.

San Antonio, TX, account of Lincoln as “Infidel” <http://www.utttyler.edu/vbetts/SA%20Semi-Weekly%20News.htm>

Has Mr. Lincoln and his infidel army had any manifestations of God in their favor? No; but, to the reverse, God has been against them in nearly every battle. We weak mortals must only judge of God’s future designs, by what we see he has already done; and from the evidences before us, we come to the conclusion that God intends to civilize and christianize the

I struck boldly, and not as the papers say. I walked with a firm step through a thousand of his friends, was stopped, but pushed on.

cannibal people of the continent of Africa, by and through the means of the African slaves, and their descendants, that are now on this continent. And when we behold the great stream of time that is drifting the inhabitants of the earth Southwest, we may reasonably suppose that the same stream will flow on in the same direction, till we, with our servants, have crowded together on the extreme Southern part of South America; then, if God's great design is to emancipate the African race, and if, by that time they may be sufficiently civilized and christianized, to act as leaven upon the heathen and cannibal tribes of Africa, then God may open a channel through that narrow neck of the Atlantic ocean, that lies between South America and Africa and let them pass through on dry land, as the hosts of Israel passed through the Red Sea. Again, if it was possible for Mr. Lincoln to accomplish his hellish abolition designs, at the present crisis, it would result in the greatest evil that ever befell the children of men; for it would finally result in the extinguishment of the African race now in America; for they are not yet prepared for that great change. They would starve and perish for lack of knowledge and industry. I have not time to enumerate the woes that would befall them.

Wade-Davis Bill <http://www.ourdocuments.gov/doc.php?flash=true&doc=37>

Articles of Agreement in Regard to the Surrender of the Army of Northern Virginia Under General Robert E. Lee. <http://www.ourdocuments.gov/doc.php?doc=39>

Journal of William Wilkens Glenn from Maryland, April 16, 1865:

Lincoln was elected President under the constitution. After four years of war during which crimes have been committed, by his permission & with his approval, which would have disgraced Nero, he steps into his [job] as dictator. This is the plain fact. The people of the North are only fit for a Despotical form of government.

John Wilkes Booth's diary (last entry):

Until today nothing was ever thought of sacrificing to our country's wrongs. For six months we had worked to capture, but our cause being almost lost, something decisive and great must be done. But its failure was owing to others, who did not strike for their country with a heart. I struck boldly, and not as the papers say. I walked with a firm step through a thousand of his friends, was stopped, but pushed on. A colonel was at his side. I shouted Sic semper before I fired. In jumping broke my leg. I passed all his pickets, rode sixty miles that night with the bone of my leg tearing the flesh

Lincoln's Funeral Procession





A portrait of John Wilkes Booth (top).

Lt. Edward Doherty helped capture Booth, and carried his body back to Washington (bottom).

at every jump. I can never repent it, though we hated to kill. Our country owed all her troubles to him, and God simply made me the instrument of his punishment. The country is not what it was. This forced Union is not what I have loved. I care not what becomes of me. I have no desire to outlive my country.

Eye-witness account of assassination by James S. Knox: [http://memory.loc.gov/cgi-bin/query/r?ammem/mal:@field\(DOCID+@lit\(d4362700\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mal:@field(DOCID+@lit(d4362700)))

Photos of Booth and his conspirators and his captor Capt. Edward P. Doherty

War Department. Bureau of Military Justice. Office of the Special Judge Advocate for the Trial of the Lincoln Assassination Conspirators. (04/22/1865 - 08/1865)

Case Files of Investigations by Levi C. Turner and Lafayette C. Baker

NY Times account of assassination, April 15, 1865 <http://www.nytimes.com/1865/04/15/news/president-lincoln-shot-assassin-deed-done-ford-s-theatre-last-night-act.html?scp=79&sq=lincoln+assassination&st=p>

Lt. Edward P. Doherty's account of Booth's capture and death, <http://www.bivouacbooks.com/bbv4iis3.htm>:

It was a kind of tobacco house, and rather small. Of course he was on the alert and heard us closing in upon him. We called upon him to surrender, but he refused. Some one set fire to the barn and I rushed up to the door. Booth's companion came forward and surrendered to me. At this juncture the soldiers were closing in rapidly, and none too soon, for Booth raised his gun to shoot me when the report of Corbett's rifle rang out clear and sharp upon the morning air. The actor fell forward as I rushed to him and caught him in my arms. The ball had penetrated his head in the same spot where he had shot Lincoln. I lifted him in my arms and carried him out of the burning barn. I spoke to him, but the only words he uttered were: "Useless! Useless!" I think he had reference to the surrender of his companion and that he meant resistance would be useless. He waved his right hand when uttering the words as if he would have his companion leave. He evidently believed him a traitor. He sank back

into my arms unconscious and shortly afterward died. I sewed his body up in my army blanket and went with it to Washington. His face was not badly mutilated as reported, and he was recognized beyond question as John Wilkes Booth. His body was not spirited away, but kept a long time in Washington, and finally carried to Baltimore. It now lies in a cemetery there.

I received quite a sum of money as part of the reward offered for his capture. Many stories have been written about the death of Booth, but the bare details I have given you are correct. I could go into minute particulars, but they would fill columns of your paper and occupy more time in telling than I have at my disposal now. I remember that night as if it were yesterday, and the picture of that burning barn, the fatal shot and Booth's death is still vivid.

Account of a public meeting in Albany, New York, April 15, 1865: <http://www.nytimes.com/1865/04/16/news/national-calamity-popular-feeling-new-york-country-remarkable-meeting-wall.html?scp=84&sq=lincoln%20assassination&st=p&pagewanted=2>:

Of the deed and the actor, but one feeling is manifested—utter loathing, absolute astonishment. No words can fitly describe the appearance of our city, the excitement (deep-seated and sympathetic) of our people; no language can portray the tender regard in which the memory of the departed one is enshrined; no pen can adequately photograph the scenes of dramatic intensity which were vivid in all the city yesterday. Actions speak louder than words; let the deeds and speeches of the people testify for themselves.

...and while we melt in sympathy with the grief-stricken ones about us, let us see to it that we remember our higher, nobler, sterner duty—for getting not that his death must be made serviceable to his country; that this dreadful lesson, fraught with significance, is not permitted to be lost to the people. Other rebellions in other lands have begun in assassination, have been inaugurated by the assassin's knife, but it would appear that it has been left for free America to exhibit a spectacle of a rebellion, crushed in life, in strength, in form and shape, revivifying its soul by assassination and death. With a blind hatred, characteristic of the rebellion, they have struck down the most forgiving,



The box in Ford's Theater where Lincoln was assassinated (top).



The bed in the Petersen House (bottom).

gracious, lenient, kind-hearted friend the rebels had. ["That's so." "True to the letter," and applause.] If the rebels can do a deed like this to the kind, good, generous, tender-hearted ruler, whose every thought was purity, whose every desire a yearning for forgiveness and peace.

U.S. District Atty, Daniel Dickinson:
Let our amnesty extend to all faithful men— [applause]—to all men whose hearts are right to-day—[applause]—and then let us march on to the destruction, the absolute annihilation, of slavery, digging up its roots and burning its very seeds. [Applause.] Everything pertaining to or connected with this infernal rebellion must be crushed out. [Applause.] I have spent the best years of my life in trying to reconcile the differences between the North and the South, but without success, and I feel now that these murderers and thieves must be hunted out of and away from the abodes of men. [Great applause.] I tell you that I will neither slumber nor sleep until all things belonging to this rebellion are ground out in number, person, gender and case.

General Garfield:
The spirit of rebellion, goaded to its last madness, has recklessly done itself a mortal injury, striking down with treacherous blow the kindest, gentlest, tenderest friend the people of the South could find among the rulers of the nation. ["That's so." Applause.] It would really seem, if I lean say it without irreverence, that this tragedy almost parallels that of the Son of God, who died saying. "Father, forgive them: they know not what they do." So here the rebellion has removed the barrier between themselves and justice, implacable; [applause;] and he, dying with words of tenderness and magnanimity upon his lips, forgave them all they had done. In taking away this life, the rebels have left the IRON HAND OF THE PEOPLE to fall upon them.

NY Times editorial about southern resentment and Lincoln's murder: <http://www.nytimes.com/1865/04/20/news/the-assassination-and-the-rebellion.html?scp=107&sq=lincoln+assassination&st=p>

It was purposed it should come when all else had failed, when every other mode of expressing hate and rage had been tried, and still left their dark and passion-riven hearts unsatisfied.

NY Times article on southern reaction to assassination: <http://www.nytimes.com/1865/05/02/news/our-charleston-correspondence-assassination-ex-gov-aiken-arrested-oath.html?scp=4&sq=south+lincoln+assassination&st=p>

On the reception of the sad tidings of the President's death, one or two unprincipled creatures in the city ventured to express their joy at the occurrence, whereupon they were immediately arrested and visited with proper military punishment. The citizens of Charleston are wise enough to discern that the assassination will in no way benefit the South.

Journal of William Star Bassinger, Savannah:

Lincoln was not a martyr for, as much as we may object to and condemn assassination, he committed a monstrous crime in making war upon us, and his tragic death was no more than just punishment for the crime.

Journal of Caroline Jones, Georgia:

then the righteous retribution upon Lincoln. One sweet drop among so much that is painful is that he at least cannot raise his howl of diabolical triumph over us.

Journal of Kate Stone, Texas:

All honor to J. Wilkes Booth, who has rid the world of a tyrant and made himself famous for generations.

Diary entry of Emma Edwards Holmes (Camden, S. Carolina) on the news of Lincoln's Assassination. <http://www.teachingushistory.org/documents/HolmesDiary.htm>

Wanted poster for Booth, Surratt, and Harold.

NY Times account of trial: <http://www.nytimes.com/1865/05/14/news/assassins-court-decides-admit-reporters-for-press-appearance-demeanor-prisoners.html?scp=14&sq=lincoln+assassination&st=p&pagewanted=all>

Photo of bed

NY Times article about death of S.J. Seymour, last witness to the assassination <http://query.nytimes.com/mem/archive/pdf?res=F60F13FD3E54177B93C6A8178FD85F428585F9>

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Golden Spike National Historic Site

Utah

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Theme Statement

That moment in 1869, when the golden spike joined the tracks of the first transcontinental railroad, marks the symbolic and literal unity of the post-Civil War nation—northerners worked next to southerners, black next to white, and all left their mark on a landscape in the midst of rapid development and economic recovery.

Tangibles

The spikes (“Wedding of the Rails”)

Intangibles

1862 and 1864 Railroad Acts, expansion, federal rail policy, cooperation (between northern and southern workers), industrialization

Universal Concepts

Unity, power, opportunity, prosperity

Abstract

The podcast can be divided into three parts, and I recommend organizing them out of chronological order.

1. A description of the Golden Spike ceremony: the speeches made, the people present.
2. The pre-war politics and the passage of the Railroad Acts.
3. The experiences of the laborers, demographic shifts, and the relationship between government and industry in the post-war period.

Part One

In order to demonstrate how quickly the federal government was able to mobilize its Resources and recover from the Civil War (at least in one significant way), I suggest the podcast start with the day of the ceremony on May 10, 1869—a short four years after the Union won the war. The speeches made by the representatives of California, Nevada, and Arizona refer to “unity” and progress—in the wake of a brutal Civil War, these words seem significant. A telegrapher from Western Union, W.N. Shilling, was on hand to send a telegraph to the entire country and parts of Europe the moment the Golden Spike was driven into the rails, demonstrating the interest the nation (North and South) had in the project. A work group of Chinese carried one rail and a work group of Irish carried another. Hispanics, African Americans, northerners, southerners, Chinese—all worked on the railroad and many were present for the ceremony.

Part Two

The second part of the podcast should make the connections between pre-war politics and the economic interests of the nation explicit. That a transcontinental railroad should be built was not at issue; rather, the debate between congressmen (and between men in the railroad business) centered around where the tracks should be laid. It is not surprising that southerners wanted a southern route and northerners wanted a northern or central route. T.D. Judah, an engineer and early proponent of the project, submitted his “practical plan” for the railroad and outlined the issues holding up legislation. As a result, he suggested that the legislature should be left out of the process and the railroad companies cooperate to complete the line:

No one doubts that a liberal appropriation of money or of public lands by the General Government, ought to insure the construction of this Railroad, but the proposition carries



The Golden Spike.

the elements of its destruction with it; it is the house divided against itself; it cannot be done until the route is defined; and, if defined, the opposing interest is powerful enough to defeat it.

The railroad companies, however, had trouble coming to agreements, as well, and most were unwilling to go forward without the promise of land grants—and the help of the army to survey lands, build roads, and clear the area of Native peoples. Congress was so divided and the executive branch so weak, that railroad legislation had stymied. Meanwhile, western territories were petitioning the government for the railroad (see the request for right-of-way from Nebraska), so the issue stayed relevant throughout the mid-century.

Significantly, the passage of the Kansas-Nebraska Act in 1854 was an attempt to secure Nebraska Territory for the transcontinental railroad. The author of the bill, Stephen Douglas, made two concessions to his southern colleagues in order to guarantee a northern route: he allowed slavery to be legal in Nebraska and he split the territory into two pieces—Nebraska and Kansas (the legality of slavery was to be determined by popular sovereignty in those two states). The passage of that law enflamed the slavery debate and led to what many consider to be the defining speeches of Lincoln’s senatorial career and his move to the Republican Party, which precipitated secession and

war. This discussion makes the railroad and the Civil War part of the same conversation.

Once the Civil War started, the need to control and gain access to the West became even more urgent, and so Congress revisited the railroad legislation in 1862 and passed it—free from the objections of southern senators from states that had seceded. The Act was revised in 1864, and more legislation passed in 1865 and 1866, but work on the railroad was suspended during the war—lack of Resources and labor prevented it. But the Union victory allowed the newly powerful Republican congress to designate land, help determine the route, and allocate Resources to the railroad companies. The names of the railroads and the men who pushed the project forward should be mentioned—in particular, the interests of northern industrialists are relevant. But at the heart of this section should be the evolution of a sectional, stymied federal government to a post-war strong, unified one that had economic and political power enough to facilitate building a railroad across the country in four short years. The northern route—the ceremony in Utah—was a direct result of a Union victory.

Part Three

One of the remarkable results of the need for massive labor, was that workers from around the country were called on to work for the railroads. Both Confederate and Union veterans worked for Union Pacific, as did African

“The Wedding of the Rails,” May 10, 1869.





Workers on the transcontinental railroad.

Americans (though opportunities were still limited for freed slaves). Central Pacific relied heavily on Chinese labor. It's worth taking a look at the men who worked their way west laboring for the railroads, to get a feel for their experiences and to show how labor had changed in a post-slavery America dominated by the industrializing North. Photos show the diversity of the labor force and the songs from that period serve as a record of the people who built the railways. The thousands of men who worked on the rails and moved west with it caused a marked demographic shift, changing the face of the West—so much so that anti-Chinese immigration laws were not uncommon in the latter part of the nineteenth century. The railroad was also a place where workers used strikes to control their economic conditions (even a sentence about this is interesting).

The meeting of the rails made the West accessible in a way it had never been before, and it marks the beginning of the Gilded Age in America (a time of industrial barons). The demand for goods in the West by the many new communities sprouting up, and the ease and low cost of transporting those goods, created enormous business opportunities for private industry—with the help of government incentives and support. It's important to note that the railroad, and the economic opportunities it promised, brought with it the powerful notion of Progress. This is not insignificant, and the opening of the West did help many people recover from the war, including thousands of newly freed slaves. But progress came at a cost: thousands of Native communities were destroyed and the landscape forever changed. A strong federal government could show its force in many regretful ways, and this podcast should acknowledge it.

Primary Sources

The Railroad Acts

Telegraph announcing the completion of the railroad: "Done"

Champagne photo: Golden Spike ceremony

Letter from the Secretary of the Interior regarding the intersection of the lines in Utah.

"Memorial and Joint Resolution relative to a

grant of Lands," February 11, 1858. http://www.archives.gov/exhibits/treasures_of_congress/page_15.html#

Kansas-Nebraska Act

"A Practical Plan for Building the Pacific Railroad," by T.D. Judah. <http://www.sfmuseum.net/hist4/practical.html> "It is the most magnificent project ever conceived."

Newspaper account of the Golden Spike ceremony, Salt Lake Telegram, May 10, 1869. http://railroads.unl.edu/documents/view_document.php?line=Central+Pacific+Railroad+Company&id=rail.reed.0109

The long looked for day has arrived. The inhabitants of the Atlantic seaboard and the dwellers on the Pacific slopes are no longer separated as distinct peoples, they are henceforth members of the same great family, united by great principles and general interests.

Dr. Harkness, of Sacramento, on presenting to Governor Stanford a spike of pure gold, delivered the following speech: "Gentlemen of the Pacific Railroad: The last rail needed to complete the greatest railroad enterprise of the world is about to be laid. The last spike needed to unite the Atlantic and Pacific by a new line of travel and commerce is about to be driven to its place. To perform these arts, the east and the west have come together. Never, since history commenced her record of human events, has she been called upon to note the completion of a work so magnificent in conception, so marvelous in execution. California, within whose borders and by whose citizens the Pacific Railroad was inaugurated, desires to express her appreciation of the importance, to her and her sister states, of the great enterprise which by your joint action is about to be consummated. From her mines of gold she has forged a spike, from her laurel woods she has hewn a tie, and by the hands of her citizens she offers them to become a part of the great highway which is about to unite her in closer fellowship with her sisters of the Atlantic. From her bosom was taken the first soil, let hers be the last tie and the last spike. With them accept the hopes and wishes of her people that the success of your enterprise may not stop short of its brightest promise.

Hon. F. A. Tritttle, of Nevada, in presenting

Doctor Durant with a spike of silver said: “To the iron of the east and the gold of the west, Nevada adds her link of silver to span the continent and wed the ocean.

Governor Stanford, of Arizona, in presenting another spike said: “Ribbed with iron, clad in silver and crowned with gold, Arizona presents her offering to the enterprise that has banded the continent and dictated the pathway to commerce.

Songs of work gangs

Diary accounts of workers

Primary Resources

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Nicodemus National Historic Site Kansas

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Tangible

gravesites of former slaves in the Union army

Intangibles

citizenship, 13th, 14th, and 15th amendments, enfranchisement, settlement, civil rights

Universal Concepts

freedom, race, home, hardship, memory

Theme Statement

The gravestones of former slaves who served in the Union army in the Nicodemus cemeteries tells us much about the effects of a Union victory and the end of slavery: the transition from slave to citizen (through conscription into the army and emancipation), the iteration of citizenship as a member of a self-deter-

mined community, and the memorializing of those efforts in the community cemeteries.

Abstract

The podcast can be divided into three parts.

1. The legislative changes to the legal status of African Americans during and after the Civil War
2. The exodus of blacks from the South and the story of settlement in Nicodemus
3. The legacy of the town and its residents

Part One

Lincoln issued the Emancipation Proclamation on January 1, 1863, well before a Union victory was certain. For this reason, we continue to debate the purpose and meaning of the Proclamation (and I believe the question of who was winning and who was losing in 1863 is the main reason we debate it still). If none of the other podcasts address this controversy, this one should, mainly because the effect of the Emancipation Proclamation is one of the most misunderstood and debated moments of Lincoln’s presidency and it is, on its face, intimately tied to the anticipation of the North winning. I’m guessing, however, that the Emancipation theme will tackle it and this podcast need only remind us that over four million African Americans were effectively freed by Lincoln’s Proclamation. Aside from those few slaves who escaped, bought their way to freedom, or were freed by their owners, this was the first moment in the country when emancipation and citizenship seemed possible for southern slaves. As the Union gained ground, the significance of the Proclamation became more clear—certainly to the millions of people who knew each Union victory brought them closer to legal emancipation.

The “legal” part should be stressed, because the actions of Congress in the last few months of the war and just after reshaped the Constitution in ways that set the country on a profound new course, one that redefined citizenship deliberately and decidedly. The 13th Amendment abolishing slavery was passed by the House in January, 1865—before the end of the war—but it was ratified by a reunified country in December of that year. The 14th and 15th amendments passed soon after. The Reconstruction theme will address both of





Nicodemus in 1885

these in greater detail, so it is enough to say that the nation-wide ratification of the Reconstruction Acts granting African Americans legal status in the United States gave former slaves the right to move freely, to vote (if you were a man), and equal protection under the law.

This part of the podcast can be brief (if the controversy is not examined): the laws granting slaves citizenship under the law should be listed and described and their passage made a consequence of a Union victory. Although we can't know if slavery eventually would have been abolished had the South won (and much scholarship makes this claim), we can be certain that abolition in the South would not have occurred when it did had the Union lost.

Part Two

Although African Americans had the same legal status as whites, the social and economic realities of newly freed slaves in the South (and the North) were another matter. Throughout the late 1860s and into the 1870s, African Americans were leaving the South in huge numbers—so many that the movement was referred to as an exodus. Kansas was a popular destination, not only because it had land made available by the Homestead Act of 1862, but because it had a reputation as a tolerant state before the war and during. The Kansas Exodus, or “Exodust,” in 1879 prompted

Congress to form a committee to study the migration—the loss of labor on southern lands certainly precipitated the Resolution. The report determined that the treatment of African Americans by whites was so egregious that many felt they could fair better in an entirely new place. This, and the end of Reconstruction—which had many former slaves fearing for the reinstatement of slavery—prompted mass movement west.

The story of the settlement of Nicodemus is not entirely unique—many all-black towns were established in the post-war period; rather, it is significant because the town is still inhabited, making it the oldest all-black community in the country. The six founders—W.H. Smith, Benjamin Carr, Jerry Allsap, the Reverend Simon Roundtree, Jeff Lenze, and William Edmonds, all from Lexington, Kentucky—named the town Nicodemus after the slave legend, and, like all homesteaders, began the hard work of settlement. The photos show how stark the landscape was and how the town looks much like any other western settlement town. The idea here is to show how self-determination and the resolve to wrest a living from the land in order to build communities and make things better for later generations look the same—the connection between citizenship and homesteading should be made explicit. One of the results of living in a community free from racial tension is demonstrat-

Nicodemus Kansas
 Nov 19 1864
 To the Pension Commissioner
 Washington D.C.
 your honor My Dear Sir
 I being raised a slave I have
 no record of my age, and if there
 is any, I do not know anything of
 my first Master, was a Batchler
 and he died when I was a baby
 and willed all of his slaves to
 sister Mary, who had married
 a man by the name of Anthony
 Robb, and she died in a few
 years, and we was all bound out
 with her children 12 and we never
 all got together until after the
 war, in the year of 1856-57 I was
 bound out to a man by the name
 of Isaac Davis, as a race rider
 he died in 1863, I stayed with his
 family until June 1864 at which

2
 time I joined the army,
 and 2 days later, my mistress
 (Mrs Ellen Davis) came in to
 my camp and tried to get
 me out, on the ground
 that I would not be 19 years old
 until the 12th of August of the
 same year, but as I had on my
 uniform + had been sworn in, I
 could not get me out.
 Next I went back to see my father
 just before he died in 1912 and I
 told me that I was bound Aug 12,
 the same year that Zachary Taylor
 fought the Mexican War, and the
 my master Robert Fletcher being
 the same political party named,
 after him Zachary Taylor, Fletcher
 the above is the best history that
 I can give you of my age, as all
 of my old white people + all of

3
 of my Brothers + Sisters
 of 10 are dead, Mother died
 when I was 9 years old and my
 father died 13 years ago at the
 age of 93.
 We colored slaves knew nothing
 of census, and all
 all of the above acts was in
 Melrose Co Ky 5 miles west
 of Paducah. The nearest po
 to us the above will be
 satisfied I remain as ever
 your devoted
 Zachary Fletcher
 co B-8 reg 110th
 pvt. no 279479
 Subscribed and sworn
 before me this 12th day of
 December 1918
 H. M. Sayers
 Notary Pub
 Com expires 3/15-1920

Zachary Fletcher's letter to the Federal Pension Office.

ed in the newspaper account of a citizen being insulted by a white man from another town. The man from Nicodemus publicly cuts the man down in print, without fear of retribution or rioting—unheard of just a few years before or in almost any other part of the country.

The town prospered until the railroads passed it by (a death knell to many small western towns) and a storm destroyed much of its crops. People started moving out, but not completely. The town has always been inhabited and is now a National Historic site. Why did it endure while others did not? I'm not sure the podcast needs to answer that question, but asking it is interesting all by itself.

Part Three

This last section should focus on the significance of the town—both its formation and its endurance. The cemetery tells us much about the marked social and legal change of African Americans in the post-Civil War period: the names, death dates, military service, and often family relationships are recorded on the headstones. For a population that had its history obscured, unrecorded, and un-memorialized because of slavery, these things are noteworthy. The letter from hotel owner Zach Fletcher to the Pension Office is a good illustration of this change. As a slave, he had no record of his birth; but as a free man, he could apply and receive a pension for his military service in the Union army, and he was entered into the permanent federal record as a citizen eligible for the tangible benefits of citizenship.

Significantly, the other Intangibles that come with citizenship—political freedom, economic opportunity, freedom of expression, education, and so on—were all occurring in Nicodemus because its population was away from the racism and deliberate oppression in interracial communities. The town is a lesson in civics, and reminds us how insidious slavery was and how racism continues to be. In many ways, Nicodemus is a demonstration of the post-war amended Constitution at work, free of the encumbrance of prejudice or unequal application of the law, and free of the three-fifths clause, the Maxon-Dixon line, the fugitive slave laws, and compromises over whether African Americans could be free in this state or that. The Union victory transformed the Constitution in profound ways that speak to our humanity and sense of justice, and

Nicodemus is an example of how that change *should have looked* across the entire country—not just in a few small towns in Kansas. That is one of Nicodemus's many legacies, and one that should be emphasized.

Primary Sources

13th, 14th, and 15th amendments

Emancipation Proclamation

Senate resolution, 1879, investigating the causes of black migration:

In the spring of 1879, thousands of colored people, unable longer to endure the intolerable hardships, injustice, and suffering inflicted upon them by a class of Democrats in the South, had, in utter despair, fled panic-stricken from their homes and sought protection among strangers in a strange land. Homeless, penniless, and in rags, these poor people were thronging the wharves of Saint Louis, crowding the steamers on the Mississippi River, and in pitiable destitution throwing themselves upon the charity of Kansas. Thousands more were congregating along the banks of the Mississippi River, hailing the passing steamers, and imploring them for a passage to the land of freedom, where the rights of citizens are respected and honest toil rewarded by honest compensation. The newspapers were filled with accounts of their destitution, and the very air was burdened with the cry of distress from a class of American citizens flying from persecutions which they could no longer endure.

Zachary Fletcher's letter to the Pension Office:

Your honor, My Dear Sir,

I being raised a slave, I have no record of my age, and if there is any, I do not know anything of it. My first master was a batchler, and he died when I was a baby, and willed all of his slaves to his sister Mary, who had married a man by the name of Anthony Robb; . . . she died in a few years, and we was all divided out with her children . . . and we never all got together until after the war. [I]n the year 1856-57, I was bound out to a man by the name of Isaac Davis as a race rider. He died in 1863. I stayed with his family until June 1864 at which time I joined the Army, and two days later, my mistress (Mrs. Ellen Davis) came in to my camp and tried to get me out on the grounds that I would not be 19 years old until the 12th

of August of the same year. But as I had on my uniform & had been sworn in she could not get me out.

Photos of Nicodemus, 1885, and homesteaders

Newspaper account of interracial scuffle from the *Nicodemus Enterprise*

...minute description of my hair, race, and color, for which I return many thanks, for it doubtless sets to rest the many disputes as to what race I did belong to. Thank-you, sir, for your information ... the Record tells us that I played the "smart aleck" buying hogs in Stockton ... the deep-seated prejudices of this miserable puke would not by any means allow him to utter one word of praise for a negro Sir, if I had appeared on the streets of Stockton as a hotel porter, a bootblack, or as monkey for the amusement of the general public he would not have seen any of the characteristic traits in me of a "smart aleck" but would have been [sic]-"he's a good nigger"-but [my] being in a good business avocation was quite too much for him ... it is quite time you were going into your hole and pulling it in after you, and the next time you answer an article, answer the things contained therein, and not branch off into politics to gain sympathy. If you have not the ability to answer, keep quiet and don't make such a complete ass of yourself again.

Nicodemus cemetery records: <http://skyways.lib.ks.us/genweb/graham/Cemeteries/cem-nicodemus.html>

Photos of Nicodemus

Secondary Resources

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O'Brian, Claire. "'With One Mighty Pull': Interracial Town Boosting in Nicodemus, Kansas." *Great Plains Quarterly* 16 (Spring 1996): 117-29.

Chu, Daniel and Bill Shaw. *Going Home to Nicodemus: The Story of an African American Frontier Town and the Pioneers Who Settled It*. New York: Julian Messner, 1995.

Promised Land on the Solomon: Black Settlement at Nicodemus, Kansas. U.S. Department of the Interior, National Park Service, 1986.



"Exodusters" in Nicodemus.



Reconstruction

Shawn Daley

Natchez National Historic Park *Mississippi*

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David Wyrick: Chief of Interpretation and
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gov

Theme Statement

The experience of Hiram Revels, who began his political journey from the pulpit of the Zion AME Chapel in Natchez, demonstrates how the task of Reconstruction, to pursue equality and secure human rights for African Americans was going to be constantly challenged by opponents and completed only with measured support.

Tangibles

Zion Chapel African Methodist Episcopal
Church, Natchez

The Constitution (14th Amendment)

Speeches/Sermons of Hiram Revels

Intangibles

Political Freedom; Manipulation; Constitu-
tional Law; Determination

Universal Concepts

Equality; Endurance; Democracy; Human
Rights

Abstract

During Reconstruction, the Federal govern-
ment pursued a program of political, so-
cial, and economic restructuring across the
South—including an attempt to accord legal
equality and political power to former slaves.
Tying the themes available to Natchez Nation-
al Historic Park is helped by the presence of
the AME Zion Chapel, which was purchased
by the AME Zion Congregation from its
original occupants in 1866. Shortly thereafter,

Hiram Revels arrived to be the minister of the
congregation, and from there, his interests and
abilities led him to political office, culminat-
ing in his election to the United States Senate
from Mississippi. The challenge of this pod-
cast would be to craft a story that ties the site
of Hiram Revels' start in Mississippi politics,
the chapel, to the current interpretation being
completed in Natchez, which primarily cen-
ters on an antebellum estate called Melrose
and the house of a freedman named William
Johnson.

According to Kathleen Jenkins, who is the su-
perintendent of Natchez, interpreting Revels'
presence in the town is agreeable to the park,
as the community and the park maintain a
positive relationship. It was Jenkins who in-
dicated the historical connection in the initial
conversation, and, for the dedicated research-
er, more could be investigated in terms of
Revels' roots in Natchez. In an additional link
to the park, Revels' daughter ended up marry-
ing the youngest son of William Johnson, the
freed black for whom Natchez NHS devotes
significant attention.

This said, where a podcast could effectively
focus to stick with the theme and to help the
park would be to talk about the 1868-1872 pe-
riod for Hiram Revels, beginning with his ar-
rival and initial sermons in Natchez during the
Reconstruction period. From there it could
focus on his building of a network to support
his election to the Mississippi State Senate and
from there, the United States Senate.

The “meaty” story of Revels, however, would
probably be the initial fight that took place
in the halls of Congress, where the Demo-
crats blocked his initial seating because they
claimed he did not meet Senate requirements.
Since African Americans were only granted
citizenship officially through the 14th Amend-
ment in 1868, Revels had only technically
been a citizen since then, a period of years
(while Senate rules required members to be



AME Zion Chapel

a U.S. citizen for nine years). The ensuing debate would captivate the nation for several days, and would lead to Revels being seated (since Radical Republicans had the majority, the debate was more theater than much else). The power of this moment, however, is how it demonstrates the NPS theme of how there was a concerted attempt to get political representation for African Americans, which was met with limited success.

An interesting aside would be the claim (which I read in some spots was claimed by Revels himself, and others who denied this) that Revels was half-white, and therefore he was a citizen because of that. Were Revels to have claimed this I would find it interesting that he would feel compelled to have to say it as opposed to letting the Congress argue that he was a citizen regardless of his precise ethnic background.

The seating of Revels is historically significant since he was the first African American to be seated in Congress, and (sadly) he is only 1 of 6 African Americans to ever have a spot in the Senate. It is telling though that Revels did not remain long in his post, and returned to Mississippi after a little over a year. Even though he, by all reports, served thoughtfully and well, it appears the pressures of Washington, D.C. life took their toll and he went on to be the President of Alcorn State University.

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The Facts of Reconstruction. John Lynch. Available through Project Gutenberg: <http://www.gutenberg.org/files/16158/16158-h/16158-h.htm>

*The New York Public Library holds the “Hiram R. Revels” collection in its archives, which includes diaries, photographs, speeches and sermons by Hiram Revels and family members. Material from this would be suitable for this work, although it could not be collected in time for this plan.

Secondary Sources

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Forever Free: The Story of Emancipation and Reconstruction. Joshua Brown. Alfred Knopf, 2005.

Black Scare: The Racist Response to Emancipation and Reconstruction. Forrest G. Wood. University of California Press, 1968.

“The Riddle of Hiram Revels.” Richard Primus. *The Harvard Law Review*, Vol 119, No. 6 (April, 2006): 1680-1734. *

*This source goes into legal detail about the Senate discussion about seating Hiram Revels and its implications.

Political cartoon of Jeff Davis as lingo after Hiram Revels wins his seat in the U.S. Senate.



Andrew Johnson National Historic Site Tennessee

Contact: Kendra Hinkle, Museum Technician, Kendra_Hinkle@nps.gov

Tangibles

Impeachment Tickets (although presently authentic one is on loan)

Presidential Pardons

Intangibles

Revenge; Political Maneuvering; Argumentation; Presidential Power/Congressional Power; Checks and Balances



Lincoln/Johnson Ticket Pairing

Universal Concepts

Justice/Injustice; Democracy; Power

Theme Statement

The impeachment of Andrew Johnson, announced on a ticket kept at the Andrew Johnson National Historic Site, was the culmination of an ongoing disagreement about how Reconstruction should be conducted throughout the South, but which centered on who truly had the power to decide how the nation should rebuild after the war.

Abstract

During Reconstruction, the Federal government pursued a program of political, social, and economic restructuring across the South—including an attempt to accord legal equality and political power to former slaves.

Andrew Johnson National Historic Site has one of the most controversial moments in American history to utilize for a podcast, that being the first ever impeachment of a United States president. Remarkably, the details of the impeachment are somewhat forgotten by

the American public, and the only thing that people know is that Andrew Johnson was impeached (although many still do not realize that this doesn't mean he was officially thrown out, but only brought to trial). From a certain standpoint, the fact that this story isn't as well known would probably baffle those who were in attendance, as the ferocity of the debate and the drama of the fanfare made it one of the pivotal events of the Reconstruction period.

In fitting with the theme of Reconstruction, the Andrew Johnson-Congress polemic about how Reconstruction would be handled set the tone for the entire period. You cannot look at the rest of Reconstruction without seeing the bitter resentment fostered between Radical Republicans hell-bent on making Southerners pay and Johnson's remarkable (and sudden) leniency. Had Johnson been able to work with the initial Congressional group, of which a majority were moderate Republicans looking to collaborate with Johnson on a reasonable approach to bringing the Confederacy back into the Union, it is arguable (although a stretch) to conceive of a more peaceable Re

He also demonstrated a complete lack of sympathy for newly freed black Americans, and vetoed legislation introduced by moderate Republicans, including Civil Rights bills, at a pace that up to that point had not been done by any previous President.

construction period that helped Southerners adopt the changes that were necessary for the integration of former slaves.

What the park presently does regarding the impeachment is give everyone a copy of the ticket for their own “entry” into the study of the impeachment trial. After a visitor also goes to Andrew Johnson NHS, they are asked to vote on whether or not they found Johnson “guilty” or “innocent” when it came to the actual charges of the Articles of Impeachment. At the end of a given year the staff posts a final tally for the year to its website.

The podcast objective then would be to offer a bit more detail when it came to this event, so that non-visitors would have a chance to weigh-in on the vote, as many spectators did at home throughout the nation in 1868. I would recommend the addition of an online poll for consistent voting to sustain listener interest. There is interest though, as evidenced by the two included major secondary sources on the impeachment that were published in the past five years.

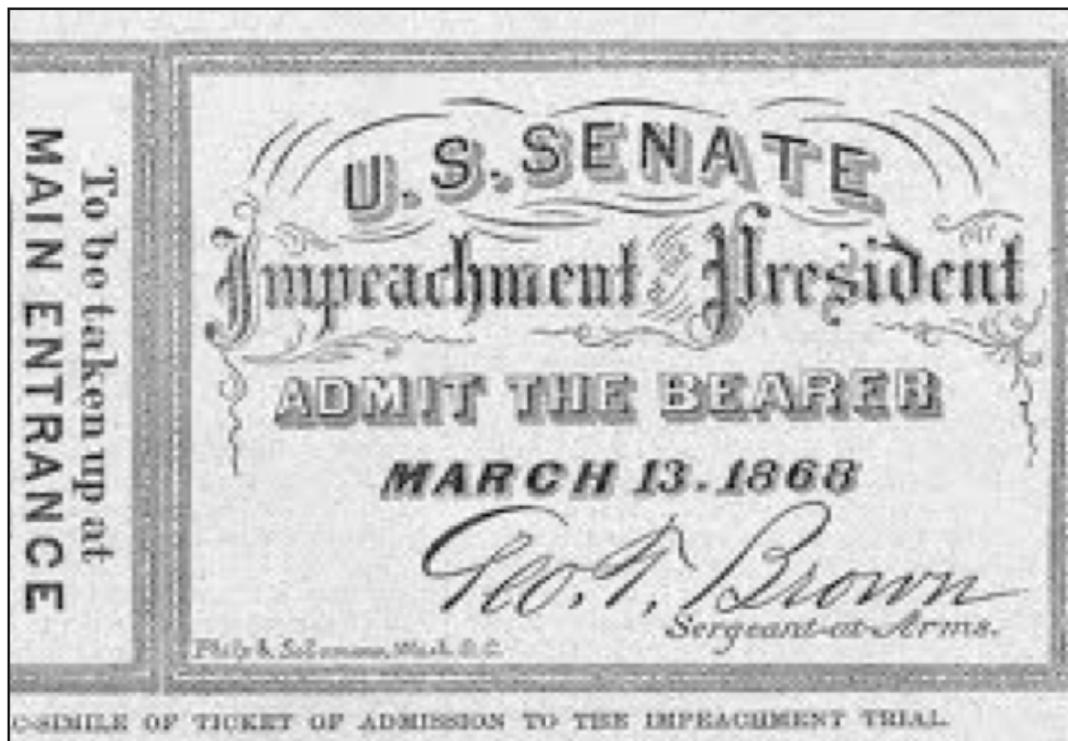
In terms of content, I think the podcast should begin with the call for a vote for Impeachment by the House of Representatives, and possibly having an actor read some part of the articles as if he were speaking to Andrew Johnson

when he received them. From there, I would have it go back to Johnson’s past, examining his life in the time when he was vice president and then upon succession to the White House.

The most pivotal period to explain, however, is between April of 1865 and November of 1866, a period where most things began to go wrong for Johnson. Before Lincoln’s death, Johnson seemed to mirror Northern feelings toward the Confederate states and Confederates leaders in terms of their reentry, and after he assumed the office of President, he almost completely reversed his public sentiment. He also demonstrated a complete lack of sympathy for newly freed black Americans, and vetoed legislation introduced by moderate Republicans, including Civil Rights bills, at a pace that up to that point had not been done by any previous President. His further reluctance to work with moderates lead to their ouster in the 1866 Congressional elections, and hastened his own downfall as the incoming “Radical” republicans would effectively render Johnson powerless (being the first Congress to ever muster enough votes to override his vetoes).

While this episode of history surely isn’t a gap (there is plenty of documentation, and the secondary sources provided given ample coverage of the trial; the University of Mis-

**Ticket to Senate Chambers
impeachment trial of President
Johnson, 1868.**





"The Cruel Uncle and the Vetoed Babes in the Wood." Political cartoon criticizing Johnson's response to Reconstruction.

souri-Kansas City website is extraordinary in what it would provide the casual student), it is not well known enough that I think it would benefit the public to hear more about. The ramifications for the theme are certainly there, as when Johnson makes his decisions, he set the stage for the relatively brutal plan for Reconstruction set by the Radicals. Their plan will make southerners chafe, in some cases violently rebel against leadership, and then collapse all together (leaving black Americans to be victimized by white supremacists).

Primary Sources

Impeachment Ticket—normally located at Andrew Johnson National Historic Site

Presidential Pardons—located at Andrew Johnson National Historic Site

"Pardon of General Richard Ewell by Andrew Johnson"— Title: Letter from Andrew Johnson, dated July 17, 1865, paroling R. Ewell from Fort Warren. Date Created/Published: 1865 July 17. Reproduction Number: LC-USZ62-87012 (b&w film copy neg.) Call Number: Item in MSS Coll. [Manuscript RR] Repository: Library of Congress Washington, D.C. 20540 USA.

IMPEACHMENT: Final Vote in the Senate on the Eleventh Article. The President Acquitted of the Offences Charged. Adjournment of the Court Without a Further Vote. An Investigation to be Made of the Bribery and Corruption Charges." (1868, May 17). *New York Times* (1857-1922), p. 1. Retrieved March 9, 2011, from ProQuest Historical Newspapers *The New York Times* (1851 - 2007). (Document ID: 78944881).

Articles of Impeachment of Andrew Johnson—available through <http://law2.umkc.edu/faculty/projects/ftrials/impeach/articles.html>

Secondary Sources

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The Avenger Takes his Place: Andrew Johnson and the 45 Days that Changed a Nation. How-

ard Means. Harcourt, Inc., 2006.

Andrew Johnson: From Tailor to President. Site Maintained by the Greenville Sun. <http://www.discovergreenville.com/andrewjohnson/index.php>

The Impeachment Trial of Andrew Johnson. Part of Famous Trials Website created by the University of Missouri-Kansas City Law School. <http://law2.umkc.edu/faculty/projects/ftrials/impeach/impeachmt.htm>

Tuskegee Airmen National Historic Site

Alabama

Contact: Shirley Baxter, Park Ranger, George Washington Carver National Historic Site. Shirley_baxter@nps.gov

Theme Statement

In the wake of Reconstruction's failure to provide security for newly freed blacks, institutions like Tuskegee Institute of Alabama were literally built (bricks, desks, etc) by the hands of the African American community, who knew that to persevere in the South would require a still greater sacrifice from their ranks.

Tangibles

Hand made Desk; Brick and Nails (Tangibles can be accessed from website: <http://www.nps.gov/history/museum/treasures/index.htm>)

Intangibles

Dedication; Ingenuity; Accommodation; Frugality; Consistency; Education; Hardship

Universal Concepts

Perseverance; Sacrifice; Scholarship; Wisdom

Abstract

Faced with increasing opposition by white Southerners and some Northerners, the government abandoned efforts for black equality in favor of sectional reconciliation between whites.

In examining Tuskegee's plan for its Centennial Celebration, it seems that one of their programming areas is to demonstrate the importance of Tuskegee to American history—to



Tuskegee Institute Staff and Students, 1906

establish its relevance as a National Park site. I think that if you look at Tuskegee as an outcropping of the Reconstruction period, you can certainly see the roots of that relevance. Looking at our theme, this podcast would sort of be the “next sentence”—that when efforts were abandoned by the whites, here’s what the African Americans did.

Any podcast made about Tuskegee would have to discuss the context for which it was created, and that would entail a discussion of the first few years—initially as the brainchild of Lewis Adams and George Campbell. Part of the interest to that story is that it comes out of Reconstruction, where a white Democrat, W.F. Foster, was running for the Senate and was trying to figure out ways to earn the black vote (which they hadn’t needed to before), and bargained with Adams that if he was able to deliver it, than Adams would see that the Alabama legislature would provide a normal school for the training of black teachers. On its own, that conversation, intriguing in that 20 years earlier a white man would never have to think about how to get ‘the black vote,’ is something worthy of focus for a significant part of the podcast.

But beyond that, I think that the initial experience of Washington at Tuskegee is a good second act for a Reconstruction podcast. Looking at Foner’s comments about the deaths that took place in Tuskegee, I imagine that Washington’s arrival from Hampton, Virginia was both nondescript (to the whites) and a saving grace (to the African American population). I can imagine too that Washington, who does always appear in his writings as confident, had to be a little unnerved by what he arrived to see. Considering how much Tuskegee has grown, the fact that Washington started this university in converted barns with former slaves who certainly feared the local white population is gripping drama. There is also the element of uncertainty—we take for granted that there is a Tuskegee, but at any point it could have been viewed as a threat to the white population and attacked to the point that it would not return. Add to this that most of the first students were trying to become educators to empower their peers and that they would work to construct EVERY part of the university on their own, and you have a really uplifting story about successful in the midst of overwhelming difficulty.

Part of the “gaps” these stories cover:

1. While Booker T. Washington is often criticized, both in his time and later, for being too accommodating to the white majority, that obscures the origins of Tuskegee and his remarkable efforts (as a 25 year old) to build a center for African American learning from close to scratch. Since Washington became such a well known figure nationally (and in our history books) to get back to the tale of his arrival in Tuskegee, with nothing, helps highlight how far he really went with his dream. While you can't talk about Tuskegee without mentioning Washington, I think the podcast would seek to make him more an ensemble character as opposed to his role as the usual lead.
2. The story of historically black colleges is also rife with inspiration. Since the white community had failed them during Reconstruction, the realization on the part of many in the African American community that education was the way out is a profound response to adversity. Their dedication to it also helps explain their willingness to build literally every part of the campus.
3. One thing I think that is worthy of noting is that the public doesn't link the historically black college and university with the end of Reconstruction. As a former teacher, I used to have students who would ask why those colleges existed and continued to be labeled that way. I think that misunderstanding, which is shared by most of the American public, could be adjusted were this podcast to show how they sprung from the challenges of the end of the Reconstruction period.

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Bricks and nails used to build Tuskegee Institute (top).

Table made by students (middle).

Reconciliation, Commemoration, and Preservation

Melissa Swank (Gettysburg and Appomattox)

Shawn Daley (Fredericksburg/Spotsylvania)



The Blue welcomes the Gray at Gettysburg, 1913 (top).

Gettysburg National Military Park

Pennsylvania

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Theme Statement

The Civil War reunion of 1913 at Gettysburg celebrated the bravery of soldiers and a new national heritage—marking not only unity, but also disillusionment.

Tangibles

Reunion Site; Reunion Photos; 1938 “Peace Eternal and Nation United” Monument

Intangibles

Reconciliation; Reunion of 1913; Heritage; Bravery; Politics

Universal Concepts

Unity; Freedom; Compromise; Disillusionment; Race; Liberty; Sacrifice; Progress; Rebellion

Abstract

Seeking political and cultural reconciliation.

The recognition and commemoration of shared sacrifice hastened and solidified the reconciliation of former enemies. Northerners permitted white Southerners their regional identity, acknowledged their collective suffering, yet rejoiced in the reunited Nation. White Southerners permitted Northerners to revel in the glow of wartime victory and consoled themselves with images of their wartime sacrifices and order their racial relationships without interference from the North. Civil War reconciliation was epitomized in the 1913 reunion at Gettysburg, however, this reconciliation failed to focus on the key causes of the Civil War—race and slavery.

The Great Civil War Reunion of 1913, held at Gettysburg, was the largest combined reunion

of Civil War veterans, Yankees and Confederates. Every surviving soldier was invited to the event hosted by the Commonwealth of Pennsylvania, and in all over 50,000 veterans attended the event. Although previously enemies of war, the veterans settled into the Great Camp located on the site battlefield, walked the war line, and relived the terrible memories of war—together. The Great Reunion of 1913 is the single-most symbolic event of celebration in the nations’ reunification and reconciliation as a result of the Civil War. Highlighting Gettysburg National Military Park, this podcast will narrate and describe the celebration of reconciliation during the 1913 reunion, the outcome of political reconciliation between the North and the South, and the failure of cultural and racial reconciliation after the Civil War.

The four-day battle of Gettysburg was the bloodiest overall battle of the Civil War with an estimated 51,000 casualties. In 1878, a fifteen-year reunion of a much smaller scale was celebrated strictly by the Grand Army of the Republic, and the United Confederate Veterans were understandably absent. With such a large gathering expected for the 1913 reunion, the planning for the event began in 1911, providing two years for financial and logistical planning.

Pennsylvania Governor John K. Tener, having insisted from the initial stages of planning the reunion that his state would host of the reunion and provide financial funding for the state’s veterans, pressed for other states to do the same. Many states had veterans that had relocated after the war and could not afford the costs of transportation or funding the reunion effort. Many northern states and the United Daughters of the Confederacy, provided funding for uniforms, transportation, food, clothing, and medical assistance. After recognizing the expenses, Governor Tener also began to see the financial difficulty of conducting such a reunion. Growing costs

“Mine had a ramrod...”





The Great Camp of 1913.

and political oppositions led Tener to the Federal government for assistance. The Federal government approved a half million dollars of Emergency Federal Funds for the reunion, agreed to provide food and shelter for the veterans during the reunion, and the United States Army would supply the reunion with cooks, bakers, and troops for crowd management and control.

“The Great Camp” was divided into sections for Union and Confederate veterans, equipped with hundreds of tents, one hundred seventy-three field kitchens, picnic tables, lights, water fountains, benches, and boardwalks throughout the camp. In all, the Great Camp occupied 280 acres. On June 25, 1913, the first veterans arrived at the Great Camp.

The event was marked by scorching heat and accompanied by heat exhaustion, fatigue, and the resulting hospitalization of hundreds of veterans. The American Red Cross and United States Army Medical Corps were on site for medical purposes. Despite the physical situation and weather ailments, the men continued to travel the battlefield and reminisce over the long past war. The Army personnel on site provided the opportunity to discuss the changes in weaponry and times over the past fifty years, creating a heritage of continuance—another form of reconciliation—for the

old and young alike.

Every day of the reunion was scheduled with meetings, ceremonies, and programs with speeches by dignitaries and governors. The event concluded July 4, with a forty-eight gun salute, the playing of taps, and a speech given by President Woodrow Wilson, a Virginia native. “The president spoke to the veterans with compassion and gratitude: “These venerable men crowding here to this famous field have set us a great example of devotion and utter sacrifice. They were willing to die that the people might live. But their task is done. Their day is turned into evening. They look to us to perfect what they have established. Their work is handed unto us, to be done in another way but not in another spirit. Our day is not over; it is upon us in full tide.”

In 1913, the world was on the brink of the Great War. The world market and national identities were impacted by the role of alliances, political, and territorial disputes. And at the center of it all, was the elephant in the room that had yet to be addressed, the lack of reconciliation between whites and black after the Civil War. Slavery’s end began in earnest with the Emancipation Proclamation of 1863, yet in 1913, Jim Crow continued to be the law of the land, and the reunification that resulted from the end of the Civil War had not reconciled



black and white Americans or addressed the issue of slavery. The Great Reunion of 1913 was the largest Civil War reunion ever to be held and was symbolic for white reconciliation, fostering a notion that everyone—Yankee and Confederate alike—was brave and good, and yet ironically, the changes in race relations and the emancipation were left absent, because reunification for some was not reconciliation for all. The final podcast production should emphasize this point.

In 1938, the recognition of racial reconciliation was likewise absent at the seventy-fifth anniversary of the Battle of Gettysburg with the erection of the “Peace Eternal and Nation United” monument. The Nation was still far from “peace” and national “unity,” and yet political reconciliation between the North and the South was absolutely essential for the racial and cultural reconciliation that would follow nearly one hundred years later. In keeping with the goals established in *Holding the High Ground*, this podcast will help expand the Gettysburg site beyond the battlefield and into the greater historical narrative and outcomes of the Civil War as an ongoing legacy in American history; the podcast will expand on a view that reconciliation is something that is instantaneous or complete, but rather an on-going process that develops and changes over time; and finally, the podcast will incor-

porate perspectives and create an emotional appeal to portions of the population that may have previously felt excluded from the Great Reunion of 1913 by linking the event to its necessity in the progress of racial reconciliation in America.

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The Nation was still far from “peace” and national “unity,” and yet political reconciliation between the North and the South was absolutely essential for the the racial and cultural reconciliation that would follow nearly one hundred years later.

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Pennsylvania at Gettysburg: ceremonies at the dedication of the monuments erected by the Commonwealth of Pennsylvania to Major General George G. Meade, Major General

Old Soldiers in Blue and Gray pose side-by-side in 1913.





Presentation of the flags (top).



Veterans at the Lincoln Speech Memorial (bottom).

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"Comrades and friends, these splendid statues of marble and granite and bronze shall finally crumble to dust, and in the ages to come, will perhaps be forgotten, but the spirit that has called this great assembly of our people together, on this field, shall live for ever."-Dr. Nathaniel D. Cox, July 2, 1913

Artifacts:

1938 "Peace Eternal and Nation United" Monument

Images

Courtesy of—<http://www.nps.gov/archive/gett/getttour/sidebar/reunion13.htm>. (Photos are reproduced from Lt. Col. Lewis E. Beitler (editor), Fiftieth Anniversary of the Battle of Gettysburg: Report of the Pennsylvania Commission, Wm. Stanley Ray- State Printer, Harrisburg, 1914.)

1. The Blue Welcomes the Gray at Gettysburg, 1913
2. Old Soldiers in Blue and Gray Pose Side by Side for the Camera Near the Great Camp in 1913
3. The Great Camp of 1913
4. Mine had a Ramrod...
5. Veterans at the Lincoln Speech Memorial
6. Confederate Veterans Pause in the Shade
7. Presentation of the Flags

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Appomattox Court House NHP Virginia

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Theme Statement

The formation, expansion, and changes of Appomattox Court House National Historical Park since 1865 are symbolic of the progress and evolution of Civil War national memory and commemoration.

Tangibles

UDC Marker; Confederate Cemetery; McLean House; North Carolina Monument; Village; The Memorial Bridge

Intangibles

Commemoration; Memory; Expansion; Dedication Ceremony 1950; Centennial Celebration 1965; Living History

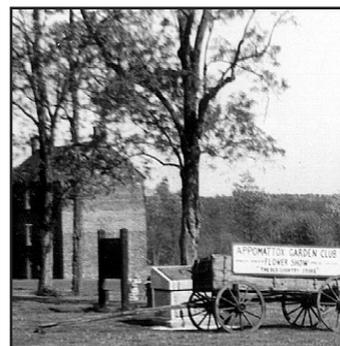
Universal Concepts

Change; Power; Unity; Culture; Progress; Heritage

Abstract

Commemoration is an expansive effort. The varied efforts of commemoration by succeeding generations illustrate society's evolving values and views on the Civil War. Appomattox National Historic Park is no exception to the expansive efforts of Civil War memory—in fact, the park itself is an epitome of the evolutionary efforts to preserve and enlarge the national memory of the war. This podcast will highlight Appomattox NHP's efforts and changes throughout the park's history in Civil War commemoration.

The long, changing process of Civil War commemoration at Appomattox NHP began long before Appomattox was integrated into the National Park Service—indeed long before the National Park Service existed. The first efforts at Civil War commemoration began shortly after the war ended. In 1866, women that had lived in the village at Appomattox formed a Ladies Memorial Association to gather and reinter the Confederate dead in a cemetery on the hill (the one Union soldier that is buried in the Confederate Cemetery was added later). As a first act of commemoration, these women wanted to represent and honor the soldiers



Tavern complex, 1893 (top).

Flower Show Sign at Courthouse Site (bottom).

that did not make it home for war, the lives of the brave soldiers that were lost and left unclaimed. In all, the village women were able to bury and commemorate eighteen confederate soldiers, with all but eight identified.

Up to 1890s, there was little evidence of the site's significance as it faced serious decline. However, in the 1890s, the McLean House was purchased out of recognition of its historic significance and the War Department began placing plaques marking historical events at the site. In 1891, the Myron Dunlap firm of Niagara Falls, New York purchased the McLean House with the intent to move the house to Washington D.C. as a permanent memorial. Just prior to Dunlap's purchase, there was a separate attempt to sell the house to the Columbian Exposition for the World's Fair that occurred in Chicago 1893, however that attempt failed. In 1893, Dunlap dismantled the home in preparation for its move to Washington, but ultimately ran out of money and the project was abandoned. The building materials never left the site and the house sat in ruins for years to come, Washington D.C. never received the house as a memorial.

The same year, the Federal War Department placed a series of metal plaques at important historical sites, including: the location of the courthouse, McLean's home, and the site of Confederate artillery. Ten cast-iron tablets

marked the location of events on the site. Today, some remain and some have been removed and are in curatorial storage.

In 1905, North Carolina veterans returned to the site to commemorate the fortieth anniversary of the Confederate surrender. The veterans placed three monuments marking their positions during the final battle on April 9, 1865, including the "North Carolina Monument," commemorating their personal role in the battle. Interest in the site as a Civil War commemoration site diminished once again until the late-1920s and 1930s.

Finally in 1926, in response to local interest, the Federal Government first investigated the possibility of preserving Appomattox as an historic site. That year, Congress passed an act to investigate the battle sites in the United States and Appomattox Court House was to be recognized as a National Monument rather than a National Military Park (separating it from the likes of Gettysburg, Vicksburg, Antietam etc.) based on the size of the engagements and number of casualties. The War Department thus had control of the war sites, and in 1930 acquired one acre at the site of Appomattox. This was the first instance in Federal involvement to commemorate the site as a Civil War Site. At the time, a monument was proposed for the courthouse site, however plans were never followed through



McLean House Dedication, April 16, 1950



Virginia State Police aerial, 1965

in essence to avoid hurt feelings and inflamed emotions. A memorial at the time was considered to be too celebratory and would likely upset the former Confederacy. The focus thus shifted so as not to be inflammatory.

In 1935, the site focus shifted to reconstruction, rather than merely a monument, with the War Department transferring all historic sites and battlefields to the National Park Service. The National Park Service saw it fit to restore the historic village at Appomattox to its 1865 appearance. The monument of Appomattox became a place rather than a marker. With a one and a half-mile radius of land, both the land and structures were decidedly used to tell the historic story of the Civil War and its people at the site of.

From 1935 on, the acquisition of site acreage can be viewed as a major analytical factor in the Civil War commemoration process. On April 10, 1940, Congress created Appomattox Court House National Historical Monument to include approximately 970 acres. With the 1935 plan of reconstruction still in place, in February of 1941, archeologists began work at the site. Historical data was collected, and architectural working plans were drawn up to begin the meticulous restoration process.

As the United States entered World War II on December 7, 1941, the whole project stopped,

only to be resumed in 1947. On November 25, 1947, bids for the reconstruction of the McLean House were reopened. And on April 9, 1949, eighty-four years after the historic meeting between Generals Robert E. Lee and Ulysses S. Grant, the McLean House was opened, for the first time to the public, by the National Park Service. The following year, in an historic and highly symbolic event, Major General U.S. Grant III and Robert E. Lee IV cut the ribbon at the dedication ceremony in front of a crowd of approximately 20,000.

The park itself has changed and expanded in land, size, name, and its process of historical interpretation. With only 970 acres given to the National Park service in 1937, to the 1700 acres the park possesses today, the interpretation of land mass acquisition is significant. While Congress has to approve boundary changes, and the park cannot own land outside of the boundary, this does not mean the park owns all the land within the boundary. This is an under discussed and important fact about the National Parks. The general public would comprehend the sites better if this aspect of the national parks was more clearly addressed. For Appomattox, the surrender site was the initial focus, but the land occupation of the site continued to expand corresponding to the expansion of historical interpretation.

In 1954, Appomattox Courthouse National Historical Park received its current name. The site included the slave quarters, tavern, and village as parts of the reconstruction process. In 1964, the Park Service reconstructed the courthouse and opened it as a museum and visitor center to the public the following year. This grand opening marked the Centennial Anniversary of the events at Appomattox. It is fascinating to note the correspondence and irony in the fact that racial discrimination was supposed to have ended with the surrender at Appomattox in 1865, and yet one hundred years later the United States was in the turbulent years of the Civil Rights Movement. In 1965, historians took control of Civil War interpretation at the National Park sites and the Civil War Commemoration Committee (CWCC) decided to make the occasion "Instructive and constructive" with the overarching goal of "unity." "A host of white Southerners died for what they believed a just cause; a host of white Northerners died for what they held a sacred duty; a host

of Negroes died, many in the uniforms of the United States, for the achievement of freedom and human equality. We must honor them all. When we finally reach the commemoration of Appomattox, we shall treat it not as a victory or defeat, but as a beginning—the beginning of a century of increasing concord, mutual understanding, and fraternal affection among all the sections and social groups of the republic.” It was at this point that Civil War commemoration reached beyond the military and political outcomes of the war and expanded into the social and racial interpretation of the war.

From the 1970s onward, great strides have been made in incorporating various perspectives and methods of interpreting and commemorating the Civil War. The 1970s introduced Living History Programs to National Park sites, including Appomattox NHP. Today’s living histories demonstrate an 1865-perspective and composite of experiences as a Union soldier, a former Confederate soldier, and some civilians when staffing permits.

In the last two years, Appomattox NHP has formulated a new Long-Range Interpretive Plan (LRIP), which includes new interpretive themes for the site, including: “The Final Campaign” from Petersburg to Appomattox—the whole last campaign and why it ended at Appomattox; The “Legacy of Appomattox”—national reunification and reconstruction; and “Memories and Meanings”—which were shaped and re-shaped by ideas about reunification, multiple points of view, and what has it meant at different times and to different people.

The narrative of the podcast is very linear for the purpose of a holistic view of commemoration changes; however, when an actual podcast is constructed, key events should be chosen that will best express the evolution of Civil War commemoration not only at Appomattox, but also within the greater context of American history. This podcast project will add to and enhance the work already being done at Appomattox, supporting their LRIP.

Primary source materials:

Artifacts:

UDC Marker

Confederate Cemetery

McLean House

North Carolina Monument

The Memorial Bridge

Images (Courtesy of Ernie Price at Appomattox NHP):

1. Memorial Bridge Looking East
2. Tavern Complex, 1893
3. McLean House Dedication, April 16, 1950
4. Virginia State Police Aerial, 1965
5. Flower Show Sign at Courthouse Site

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Fredericksburg and Spotsylvania County National Military Park
Virginia

Contacts: John Hennessy, Chief Historian/
Chief of Interpretation
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Theme Statement

Nearly 150 years after the first Battle of the Wilderness, the engagement where Ulysses S.



Memorial Bridge looking east.

Grant began his campaign to defeat the Army of Northern Virginia, modern day adversaries Wal-Mart and the Fredericksburg and Spotsylvania National Military Park waged the “Second Battle of the Wilderness” to maybe finally draw the distinction between the drive for progress and the need for remembrance.

Abstract

The varied efforts at commemoration and preservation by succeeding generations illustrate society’s evolving values and views on the Civil War.

The goal of this particular podcast would be to draw attention to the elements of the debate that recently ended between Wal-Mart and Fredericksburg and Spotsylvania by looking at the myriad interpretations of the “second battle.” In examining the secondary theme, we see that the goal is to examine how our most recent generations approached preserving parks. John Hennessy aligned to this in our conversation, and by giving me the tangibles that he did—the Salem Church and the Spotsylvania battlefield—offered me a lineage of preservation “attempts” to help explain the rationale behind the Wilderness confrontation. I also feel that explaining the mentality of preservationists to the general public would be illustrative, as in talking with Mr. Hennessy, it isn’t always clear to citizens why a park needs additional space beyond its legal borders in order to interpret history.

Since the Wal-Mart plan folded only 2 months prior to this printing (with a complete turnaround by Wal-Mart in the conversation), there has not been substantial research dedicated to the talk. Additionally, the majority of sources that were found were opinion pieces, giving one take on the debate, as opposed to that objective third party review. I think that those will begin to appear in short order, but like with the Manassas-Disney issue in the 1990s, it will take some time for the dust to settle before we get a balanced retelling of the story.

I think that the podcast would have to aim at offering multiple perspectives however, and in talking to John Hennessy it was pretty evident that he understood the business and community needs for space outside the boundaries of the park. In fact, I thought that hearing

his community collaboration model would be optimal for the public to hear, as I think it would show park detractors not only the tax benefits of having a National Park nearby your house (Mr. Hennessy commented on how usually pro-business types indicate that NPS sites are a tax burden, but research proves the opposite) but also how the parks are willing and have been so to try to both help develop a community to serve its population while maintaining sites. I do think that if possible, a Wal-Mart representative should be contacted to get their point of view. An integral part of this story was that Wal-Mart withdrew its plan and decided that it wanted to help preserve the park. The very fact that Wal-Mart “converted” in its opinion would be worthy of a few sound-bites, although I know from experience that Wal-Mart does not necessarily like to contribute to these types of media.

Discussion should be had about how Fredericksburg and Spotsylvania are grouped together (with Wilderness and Chancellorsville) in one large park, while other smaller battles are given far more “field” to work with.

I can think of several in the nearby area (Monocacy) that while important in their own right, do not have the same historical weight at Fredericksburg and Spotsylvania, but nevertheless have equivalent acreage. I know that the NPS has no plans to ask for an expansion of this park, but at the same time, based on the number of issues with preservation it has because of encroachment on its borders, I think it’s arguable that the park could use more than what it has (although Hennessy did indicate that the park is not pursuing that at the moment).

Tangibles

Salem Church, Chancellorsville Battlefield

Harrison and McCoul Farms, remnants, Spotsylvania Battlefield

Elwood Manor, Wilderness Battlefield

Intangibles

Commerce; Development; Progress; Remembrance; Respect

Universal Concepts

Sanctity; Experience

Primary Sources

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Additional Resources

Planned Opening:

“From standing in the center of the Spotsylvania Battlefield, somewhere between the remains of the McCoul farm of the Harrison house, you can look in any direction and see a landscape almost exactly as it was in June of 1864, when armies under Ulysses S. Grant and Robert E. Lee waged the second bloody confrontation of Grant’s Overland campaign. John Hennessey, Chief of Interpretation at Fredericksburg and Spotsylvania National Military park, sees such a situation as being a triumph of preservationist efforts, and something that all parks should strive to create.

(Stage Direction: Quote John at this point)

“About 9 miles east of the battlefield, however, sits what Hennessey refers to as one of the failures of preservationists, the Salem Baptist Church. Used a hospital in the 1863 Battle of

Chancellorsville, Hennessey recalls that the National Park Service once had the opportunity to purchase the Salem Church area, but declined to get the surrounding lands. Because of that decision, the Church today rests across the street from an Auto Zone, a Laundromat, and a Domino’s Pizza. Looking out from the steps of the chapel, contemporary commerce complicates any traveler attempt to conjure up images of the 1863 engagement.

“Nevertheless, the experience at Salem Church motivated men like Hennessey, who know they can’t necessarily stop businesses from building near National Parks, to blunt the efforts of retail giant Wal-Mart when the company arranged with the Orange County Commission to erect a new superstore just outside the borders of the military park.”

(End of Introduction)

The plan for the remainder of this podcast would be to talk with John Hennessey and/or members of the National Trust for Historic Preservation about the fight between Wal-Mart and preservationists between 2009 and 2011, and how the “fight” was the most recent preservation battle (of many) that have been happening in recent years.

The hope would be to offer a bit of a blow-by-blow of the steps that Wal-Mart took to get its store nearby, and allow for commentary from them about why they did have a right to build outside the park boundaries. Simultaneously, the podcast will ask preservationist to defend their claims against the cry that their work is fruitless since Wal-Mart will probably move to some other location.



Selma to Montgomery Civil Rights March, 1965.



Legacy of the Civil War

Melissa Lang & Doug Kenck-Crispin

Selma to Montgomery National Historic Trail

Selma, Alabama

Theme Statement

The Edmund Pettus Bridge situated on the Selma to Montgomery National Historic Trail is a monumental site that offers visitors the space to reflect on the legacy of the Civil War, and their own struggles for freedom and the American right to protest.

Tangible

The Edmund Pettus Bridge

Intangibles

The Civil rights Movement, marching for rights, non-violent resistance

Universal Concepts

Struggle for freedom, Liberty, Equality

Abstract

A key era of the civil rights movement took place in the United States from 1955 to 1968, from the ruling of *Brown v. Board of Education* to the Voting Rights Act of 1968. Yet, the legacy of the quest for equal civil rights for Americans actually extends well beyond those dozen years and can be interpreted as the never ending struggle that people of color have had to endure in the United States even after many secured their liberty via the Emancipation Proclamation signed by President Abraham Lincoln in 1863.

The Selma to Montgomery National Historic Trail is a unit of the national park system that commemorates the struggles of Americans during the Civil Rights Movement. This site includes the location of three separate marches during the centennial of the Civil War in 1965. By walking from Selma, Alabama to the State House located in Montgomery, Alabama, the protestors wanted to demonstrate nonviolently to then Governor George Wallace that

Black Americans deserved to be protected equally under the law. They also protested against their inability to register and vote at the polls without undue pressure from irregular poll taxes and unfair literacy tests.

Visitors to this park can follow in the footsteps of an estimated 11,000 marchers and cross the Edmund Pettus Bridge where during the first demonstration on the 7th of March 1965, hundreds of non-violent protesters were violently beaten, terrorized and arrested by police forces. The day would later become known as “bloody Sunday.” This civil rights march is also noted as particularly significant because the violence administered to the protesters by police forces was broadcast on national and worldwide television. The civil rights movement gained unstoppable momentum once the media exposed the atrocities taking place in the American South. The enormous amount of violence toward the nonviolent protesters helped to engender sympathy among Americans who did not live in the embroiled South. Many came forward to join with black Americans to show their solidarity whether by taking part in marches and protests or by canvassing neighborhoods and towns to allow many black Americans to register to vote.

Although the Selma to Montgomery March marks only one event during the struggle for liberty and equal treatment under the law during the Civil Rights Movement, the Edmund Pettus Bridge on this historic trail offers a unique opportunity for the visitors to follow in the actual footsteps of these protesters and to reflect upon the physical and mental struggles these Americans endured. As the visitor learns about the brutality and violence the marchers suffered while protesting for an end to discrimination, it is hard to ignore their pleas for equal civil rights which were granted to many enslaved Americans more than 150 years earlier.

The Bridge as a symbol of traveling from one

The Edmund Pettus Bridge, Selma.





Bloody Sunday, Selma, March 7, 1965 (top).

Martin Luther King National Parade (bottom).

point to another can encourage visitors to think about the civil rights movement, how far America has come in the fight against discrimination of any kind and what this legacy means to them today.

Primary Sources

John Lewis - March from Selma to Montgomery, "Bloody Sunday," 1965:

Secondary Sources

Lewis, John. "March from Selma to Montgomery, 'Bloody Sunday,'" 1965. <http://www.archives.gov/exhibits/eyewitness/html.php?section=2>

Fager, Charles. *Selma, 1965*. New York: Scribner, 1974

Fredericksburg and Spotsylvania County Battlefields Memorial
Virginia

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Arts and Literature: Walt Whitman

Theme Statement

Walt Whitman's book, *The Wound Dresser*, written from notes as a nurse at Chatham Manor during Civil War is an expressive example of the tragedy and sorrow associated with death at war time.

Tangible

The Wound Dresser

Intangibles

Expressions of War, War expressed through Art, Cultural Expressions

Universal Concepts

War, Death, Sorrow, Tragedy, Loss

Abstract

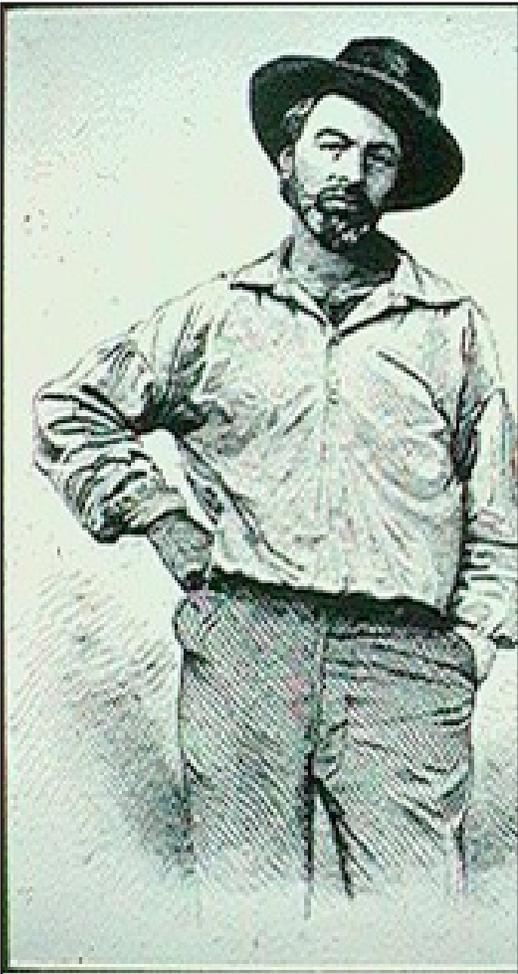
Chatham Manor located at Fredericksburg and Spotsylvania National Historic Park is an important location for the study of the legacy of arts and literature of the Civil War. Through the examination of Walt Whitman's contribution, people can draw a direct correlation between the Civil War, the author and the

book at the site, connect with the resource of Chatham House, and begin to explore some of these concepts of the banality of war, the carnage and death, and aspects of the fruitlessness of this conflict. The catalpas tree that Whitman wrote about is visible at the site; one can almost visualize the mound of piled, amputated limbs at the base of this tree. Whitman is such a known contributor to the argosy of American Literature that his work will be familiar to many Americans. To leave out his legacy would be a tragic omission.

Yet other voices deserve to be introduced to the park visitor, traditionally underrepresented voices, and by opening the door of the Legacy of the Civil War through arts and literature, we have such an opportunity. African American art and literature deserves to be presented to these Americans, and the bridge of Whitman allows us this opportunity. Sculptor Edmonia Lewis and photographer J.P. Ball were recently featured in a presentation of Civil War era African American artists at Old Dominion University, and would be accessible artists to begin this introduction.

Slavery was the major cause of the Civil War, and fantastic examples of American literature can be found in slave narratives, songs, and folk tales which in addition contributed greatly to the legacy of the African American struggle as tools used to unite a people through the civil rights movement and other movements of other marginalized communities. Indeed, Frederick Douglass wrote an extremely popular treatise against this "peculiar institution" that helped to increase abolitionist opposition to slavery. Again, many of these narratives are quite accessible, and using Whitman as an opening door to this topic is appropriate and favorable.

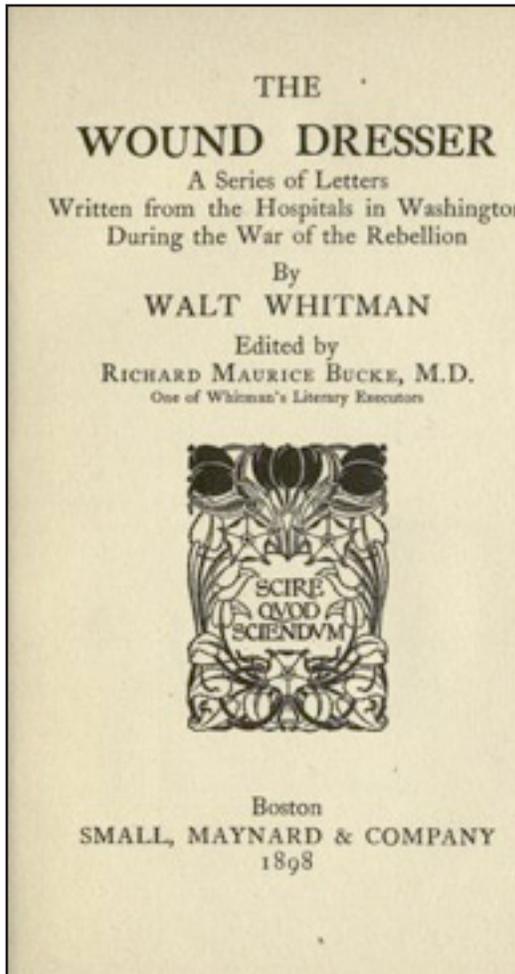
The legacy of the Civil War is expressed in many ways through arts and literature, and it is difficult to give a wide ranging survey in just a few minutes. But by using Walt Whitman a familiar introduction to the topic, by connecting the tangibles available at the Chatham House, we can draw Americans down a path of diverse legacy, and introduce many of them to a deeper representation of art and literature that was forged by the fires of the Civil War. These Americans will have a deeper understanding of the conflict through this progres-



Walt Whitman.

The Wound Dresser cover.

The amputated limbs tree.



sion, and will have a more complex reflection on the Legacy of the Civil War after this foray.

The Wound Dresser, (Chatham Manor houses an original copy) is a key resource in evaluating and reflecting on Whitman's time spent as a nurse at the hospital, and through his prose get a real sense of the horror, tragedy and sadness that occurred during the Civil War.

*I onward go, I stop,
With hinged knees and steady hand to dress
wounds,
I am firm with each, the pangs are sharp yet
unavoidable,
One turns to me his appealing eyes - poor
boy! I never knew you,
Yet I think I could not refuse this moment to
die for you, if that
would save you.*

.....
*I am faithful, I do not give out,
The fractur'd thigh, the knee, the wound
in the abdomen,
These and more I dress with impassive hand,
(yet deep in my breast a fire, a burning
flame.)*

Primary Sources

The Wound Dresser by Walt Whitman

All Units of the NPS with Connections to the Civil War

The Legacy of the Civil War Today

Americans' interpretation of the war today

Theme Statement

By collecting testimonials from visitors at various parks we would like to synthesize an ongoing reflection and bi-regional conversation to culminate in an all encompassing portrait of the meaning of the Civil War's legacy to Americans 150 years after the war.

Tangible

Public responses (paper or digital)

Intangibles

People's opinions, People's voices, People's

But ultimately, in that diversity of the legacy of the Civil War, we have opportunities to present a mosaic of what this war means to us, to Americans today.

experiences and interpretation.

Universal Concepts

Legacy, memory, nationalism, regionalism, reconciliation, interpretation

Abstract

The legacy of the Civil War is fluid, and is still being defined today. It seems that many Americans cannot even agree on the cause of the Civil War; why should determining a shared vision of the meaning of this conflict be any different?

But ultimately, in that diversity of opinions surrounding the legacy of the Civil War, we have opportunities to present a mosaic of what this war means to us, to American today, and provide a snapshot for future generations. Acknowledging and respecting today's differing opinions is important, both for the present and the future.

The proposal for the legacy podcast would be to collect feedback from park visitors on what the legacy of the Civil War is to them, individually, today. Collection systems to gather real, actual words from Americans would be provided. Options include something as simple as a paper form with a typed question and a collection box, a slip of paper with an email address, or a URL to a survey system on

the internet. A much more dynamic and interactive method would be to digitally interview park visitors about their thoughts, or even videotape their responses in a video "photo box" apparatus.

These responses would then be collected and assembled into the final podcast of the 48 sesquicentennial series. Actual words from actual American park visitors would comprise the text of this production. To this end, the digital versions of this feedback would be preferred, as nothing beats hearing the regional dialects and inflections of visitors' speech. With the paper and email responses, actors or those with artistic flourish may be enlisted to read these important reflections. A few parks may want to become vanguards in this project, and have video booths stationed in convenient locations for the length of the program. The options are many.

Feedback on this podcast series may be a valuable set of data to accumulate. As this is a ground-breaking program for the NPS, an evaluation may be helpful, to determine if additional productions such as this on other thematic topics would be appreciated by visitors and the parks in the future.

Ultimately, diversity of opinion is to be sought, collected, and presented. All expressions





about the Civil War should be considered, but a depth of contrast in opinions between respondents will help to demonstrate just how varied feelings on this conflict are today. Where are the combatants today? Has a reconciliation process happened? If so, is it complete? Where is the nation today in terms of race relations? How do you, as an American, feel about the Civil War today? By examining these questions, through the responses of park visitors, perhaps we can begin to move towards a sense of closure with the feelings of tension and regionalism that we still have today when digging down deep to express our feelings on this conflict.



Primary Sources

Visitors, viewers, public feedback

Secondary Sources

Civil War Handbook introduction.

DRAFT



National Park Service
U.S. Department of the Interior

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Address set in 8/10 Frutiger 55 Roman or
by using the style labeled "Mailing panel-
return address"

Cooperator name set in 8/10 Frutiger 65 Bold
Address here. Cooperator logo aligns with top
line of text as shown here.



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