General Grant

National Memorial
New York

National Park Service
U.S. Department of the Interior

Educator's Guide

Common Core-Aligned for New York State

Middle School (adaptable for elementary and high school students)

DRAFT

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Visiting President Grant's Tomb

FIELD TRIPS

General Grant National Memorial provides a unique opportunity for students to experience the physical manifestation of the public's appreciation for Grant's colossal achievements.

PLAN A FIELD TRIP

Educators are encouraged to bring their classes to "Grant's Tomb." Whether for self-guided tours, ranger-guided tours, or just for a quick peek, students of all ages are welcome to the final resting place of our 18th President. However, please note that one chaperone is required for every ten visitors that are under the age of 18.

RANGER GUIDED

Ranger-guided tours are available by reservation only. These reservations are subject to confirmation. To request a ranger-guided tour please complete the request form and fax it to **(212) 932-9631**. Requests are accepted for Mondays, Thursdays, and Fridays based on staff availability. Group requests must be received at least 2 weeks in advance. For more information about group requests call **(212) 666-1640**.

Visitors under the age of 18 must be accompanied by a chaperone. General Grant National Memorial requires one chaperone for every ten students or children. Students and children are required to remain with their chaperones at all times.

TOURS - 45 MINUTES

Who's buried in “Grant's Tomb”?

Constructed in 1897, Grant's Tomb is the largest mausoleum in North America. Take a ranger-guided tour of the memorial; learn about its construction, its exhibits, and its legends. If you want to find out more about its interred residents, the Ranger will lead you down to the crypt to answer all of your questions.

Grant's Life Through Architecture

Students explore Grant's Tomb, identifying the architectural styles and features utilized in this structure. Discussion topics include the reasons for memorializing Grant, how the tomb has changed over the years, and how previous architectural styles have influenced later ones. Students are challenged to compare this style of memorial to those created both before and after.

General Grant National Memorial

The General Grant National Memorial is the final resting place of General Ulysses S. Grant and his wife Julia Dent Grant. It is a unit of the National Park System, and managed by the National Park Service. The breathtaking structure, commonly called "Grant's Tomb," is not to be missed by anyone interested in history or architecture. With 150 foot soaring domed ceilings, a stunning 8,000 tons of white marble and granite, and sweeping river views, Grant's Tomb is not only the largest tomb in North America, but undoubtedly the most dramatic as well. It is matched in both form and function by the recently renovated Overlook Pavilion across the street in Riverside Park. The Pavilion serves as both an extraordinary lookout point (it is one of the highest elevations overlooking the Hudson) as well as a welcome center with visitor and community services. At the mausoleum, visitors have the opportunity to enter and view the actual sarcophogi while learning about the site's history. Outdoor concerts, memorial services, and other special events take place on the plaza.

Many believed that General Grant brought the Civil War to an end through his brilliant military leadership of the Union Army. Although Grant became President of the United States in 1868, many of the elements of the mausoleum focus on his military, rather than political, service. Constructed from 1892 to 1897 in the wake of the war by the Grant Monument Association, the memorial was designed by New York architect John Duncan who, inspired by Napoleon's Tomb at Les Invalides in Paris, was chosen through an international design competition.

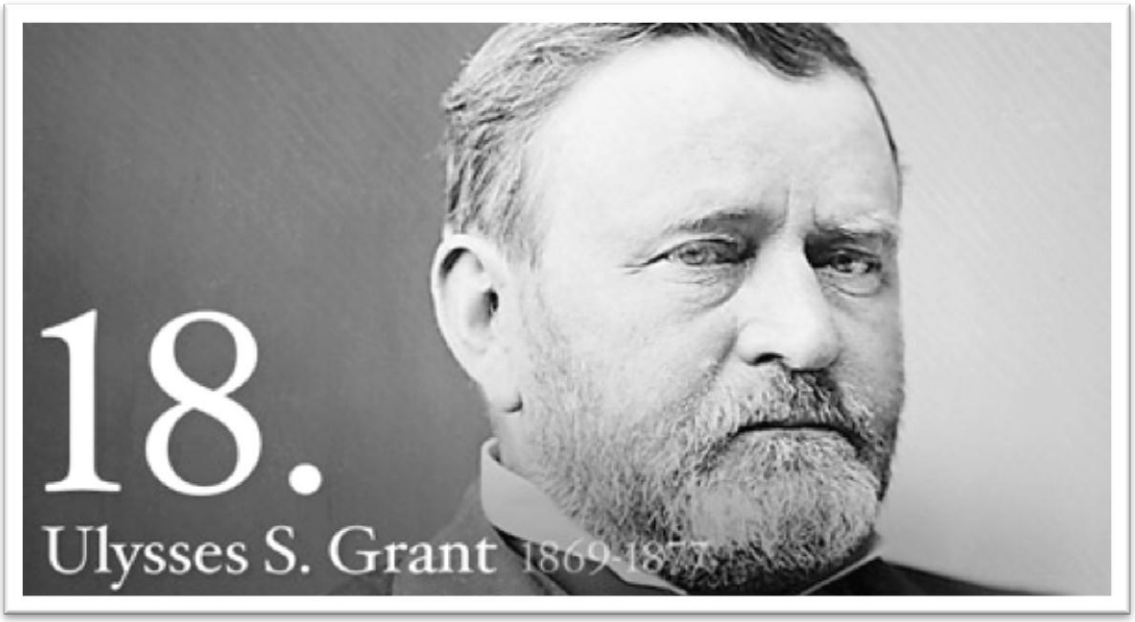
Initially a reluctant soldier, Grant had hopes of becoming a professor, but as a young man he served in the Mexican-American War, and then retired from the military and unsuccessfully tried his hand at farming. Grant reenlisted as a Colonel at the outbreak of the Civil War and rose rapidly through the ranks. Within five years he became the first four-star General of the Armies. After the Civil War, the popular general was easily elected president in 1868. Grant presided over Reconstruction and the re-assimilation of the South into the Union during his two-term presidency. Grant's Civil Rights legacy and support for the Constitutional amendment guaranteeing equal rights for former slaves would secure lifelong support by the African American community. However, though recent scholarship reinforces Grant’s good intentions, some appointees in his administration were involved in scandal.

Against the policies of both Arlington Cemetery and West Point (Grant's Alma Mater), Grant insisted that his wife, upon her death, should be laid to rest beside him. The Grant family made the decision that his memorial would be in New York so that Julia could see the mausoleum from her home in Manhattan. She joined him there 17 years after his death. A sarcophagus was carved for each out of a single piece of granite, and they remain side by side beneath the great rotunda.

Source: New York Harbor Parks (adapted)

http://nyharborparks.org/visit/gegr.html

Ulysses S. Grant - Biography



(Excerpt from The Presidential biographies on WhiteHouse.gov)

Born in 1822, Grant was the son of an Ohio tanner. He went to West Point rather against his will and graduated in the middle of his class. In the Mexican War he fought under Gen. Zachary Taylor.

At the outbreak of the Civil War, Grant was working in his father's leather store in Galena, Illinois. He was appointed by the Governor to command an unruly volunteer regiment. Grant whipped it into shape and by September 1861 he had risen to the rank of brigadier general of volunteers.

He sought to win control of the Mississippi Valley. In February 1862 he took Fort Henry and attacked Fort Donelson. When the Confederate commander asked for terms, Grant replied, "No terms except an unconditional and immediate surrender can be accepted." The Confederates surrendered, and President Lincoln promoted Grant to major general of volunteers.

At Shiloh in April, Grant fought one of the bloodiest battles in the West and came out less well. President Lincoln fended off demands for his removal by saying, "I can't spare this man--he fights."

For his next major objective, Grant maneuvered and fought skillfully to win Vicksburg, the key city on the Mississippi, and thus cut the Confederacy in two. Then he broke the Confederate hold on Chattanooga.

Lincoln appointed him General-in-Chief in March 1864. Grant directed Sherman to drive through the South while he himself, with the Army of the Potomac, pinned down Gen. Robert E. Lee's Army of Northern Virginia.

Finally, on April 9, 1865, at Appomattox Court House, Lee surrendered. Grant wrote out magnanimous terms of surrender that would prevent treason trials.

As President, Grant presided over the Government much as he had run the Army. Indeed he brought part of his Army staff to the White House.

Although a man of scrupulous honesty, Grant as President accepted handsome presents from admirers. Worse, he allowed himself to be seen with two speculators, Jay Gould and James Fisk. When Grant realized their scheme to corner the market in gold, he authorized the Secretary of the Treasury to sell enough gold to wreck their plans, but the speculation had already wrought havoc with business.

During his campaign for re-election in 1872, Grant was attacked by Liberal Republican reformers. He called them "narrow-headed men," their eyes so close together that "they can look out of the same gimlet hole without winking." The General's friends in the Republican Party came to be known proudly as "the Old Guard."

Grant allowed Radical Reconstruction to run its course in the South, bolstering it at times with military force.

After retiring from the Presidency, Grant became a partner in a financial firm, which went bankrupt. About that time he learned that he had cancer of the throat. He started writing his recollections to pay off his debts and provide for his family, racing against death to produce a memoir that ultimately earned nearly $450,000. Soon after completing the last page, in 1885, he died.

The Presidential biographies on WhiteHouse.gov are from “The Presidents of the United States of America,” by Frank Freidel and Hugh Sidey.

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Source: The White House

http://www.whitehouse.gov/about/presidents/ulyssessgrant/

How to use this Guide

This educator's guide is intended to complement and enhance your school visit to General Grant National Memorial. The guide contains resources as well as lesson plans that are aligned with New York State Common Core Standards and New York State Social Studies Standards.

These lessons are based on a collection of primary source documents, maps, and images. It is meant to be use with middle school students, but the lessons are easily adaptable for elementary and high school students and teachers can adapt the activities and worksheets to meet the needs of their particular mini-lesson, or create their own.

A short biography of Ulysses S. Grant and background information on the monument are provided as an introduction to the lessons and to support their instruction. The pre-visit lessons will provide helpful preparation for classes who will visit General Grant National Memorial. The post-visit lessons will enhance the students' visit by deepening their understanding of President Ulysses S. Grant's legacy as General and later President, and the special place he holds in the human memory.

Unit Overview:

In this unit students will explore, Ulysses S. Grant, one of the most revered Presidents in American history and the mausoleum that commemorates this great general of the American Civil War. In particular, students will explore how this monument honors Grant and embodies the American ideal of a great leader. As a general, Grant led his army to victory and held the Union together. However, General Grant's achievements were not limited to the battlefields. As president, he championed for the civil rights of African Americans, called for better treatments of Native Americans, and sought to settle international disputes through diplomatic solutions. In this unit, students will study and evaluate evidence (the memorial, artifacts, written documents, works of art, photographs, and other primary and secondary sources) from diverse sources to recognize the relationship between the design of the monument, President Grant's personal traits, and the ideals of people of that particular time in history. As a culminating task, students will write an informative essay, using texts read throughout the unit, to demonstrate their mastery of the content and ability to cite textual evidence to support their analysis of both primary and secondary sources. The essay will address how the memorial embodies President Grant's personal virtues and the American ideals of a democratic society, and a great military leader.

Instructional scaffolding is provided throughout the unit to support the students as they read complex texts. However, we recommend removing the scaffolds gradually, and then completely as the students advance toward independent reading of complex texts at the Common Core Reading level.

Big Ideas/Enduring Understandings:

- Recognize reasons for memorialization
- Recognize the contributions of Ulysses S. Gant to the emerging civil rights movement of African Americans and Native Americans in the United States
- Recognize that Ulysses S. Grant laid the foundation to some of the policies that led to combating discrimination in the United States
- Recognize that we are constantly seeking ways to improve our nation and that reaching an ideal democracy is an evolving process

Essential Questions:

What do monuments reveal about the person being honored?

What do monuments reveal about the people of that time period and their ideologies?

How can monumental buildings elicit our memory of the past?

How do monumental structures impact the collective memory of the people?

How can monumental buildings help establish the identity of the people of that time in history?

Lessons:

Lesson 1. President Ulysses S. Grant

Lesson 2: Geographical Location of General Grant National Memorial

Lesson 3: New York City - President Grant's Final Resting Place

Lesson 4: Building a Fitting Memorial

Lesson 5: Architectural design of General Grant National Memorial: honoring his legacy as a military leader, man of character, and statesman

Lesson 6: President Grant forging a more perfect union

Lesson 7: General Grant National Memorial: an embodiment of his legacy and the ideals of the people involved in the construction

Instructional Supports

We anticipate that many students, especially ELLs and struggling readers, will find some of the complex texts and writing tasks challenging. Based on your students' needs, we suggest instructional scaffolding to support your students as they learn. We recommend using the scaffolds strategically based your students' needs. In order to assess independent mastery of the standards, we suggest removing the scaffolds gradually, and then completely.

Final Performance Task

"Let us have peace." President Ulysses S. Grant.

When Ulysses S. Grant was elected to the presidency in 1868, the nation was still struggling with the effects of the Civil War. In his 1868 election message to a war-weary nation, President Grant stated, "Let Us Have Peace." In this task, you will read primary and secondary sources that provide firsthand and secondhand accounts of Ulysses S. Grant's domestic policies during his presidency. Write an argumentative essay in which you support, refute, or modify this quote. Read and analyze the documents provided and other texts read throughout the unit to help you with this task. Use the information from the documents to connect Grant's policies and actions during his presidency to the quote. Assess the impact of President Grant's message on the nation's collective memory of his legacy as a military leader and president, and the American ideals of an evolving democracy. Use all relevant documents to describe the problems Grant encountered during his administration and the legislative actions he took to address them. Cite evidence from both primary and secondary sources to present this information and explain how President Grant's actions and policies support his message of peace.

Your response should include the following:

- A description of the issues that President Grant faced during his administration.
- A description of the actions he took to address them.
- A connection between President Grant's action and his statement.
- Support, refute, or modify this statement based on specific textual evidence
- In your writing, introduce your claim and develop it carefully using evidence from the texts.
- Acknowledge alternate claims and create an organized, logical argument for why President Grant's quote does or does not reflect the changes he achieved or attempted to accomplish during this historical time period.
- Cited textual evidence from primary and secondary source documents to support your answer.
- Provide a conclusion that supports your claim and addresses the historical significance of this event.
- Clearly organized paragraphs with a clear introduction and conclusion.
- Use precise language that links the major sections of the text and creates an organized and cohesive essay.
- Edited and revised writing that follows standard writing. (spelling/grammar/punctuation) conventions and maintains a formal tone

(see appendix for texts and instructional supports to be used with this task)

Common Core Standards Assessed in the Final Performance Task:

Assessed Standards - Writing

- WHST.6-8.1 Write arguments focused on discipline-specific content.

  a) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

  b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

  c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

  d) Establish and maintain a formal style.

  e) Provide a concluding statement or section that follows from and supports the argument presented.

Addressed Standards – Reading

- RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Rubric For Final Performance Task

HISTORICAL CONTENT AND ANALYSIS				
Standard/Objective	**Exceeds Standard Level 4**	**Meets Standard Level 3**	**Developing Level 2**	**Rewrite Level 1**
Identify and describe the issues President Grant faced during his administration and the actions taken by him to address the needs of the nation and the extent to which his goals were achieved.	Identifies and describes the issues President Grant faced, his actions, and the extent to which his goals were achieved.	Identifies and describes the issues faced by President Grant and his actions, but does not include to which extent his goals were achieved.	Identifies and describes one to two issues faced by President Grant and does not include his actions, and to which extent his goals were achieved.	Identifies one issue faced by President Grant, but does not describe actions taken by him, and the extent to which his goals were achieved.
Connect President Grant's actions to the quote "Let Us Have Peace"	Quote is thoroughly explained and the connection between the quote and President Grant's actions is robustly developed	Quote is explained and the connection between the quote and President Grant's actions is developed	Quote is addressed, but connection to his actions is not attempted	Quote is not addressed at all and/or President Grant's actions are neither addressed nor connected
Support or refute this statement based on specific textual evidence	Statement is thoroughly supported or refuted based on specific evidence from the text.	Statement is supported or refuted based on some evidence from the text.	Statement is supported or refuted, but no evidence is provided.	Statement is not addressed, supported, or refuted.
Assign Points (Circle One)	**20 19**	**18 17 16**	**15 14 13**	**12 11**

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EVIDENCE, REASONING, AND ORGANIZATION				
Standard/Objective	**Exceeds Standard** **Level 4**	**Meets Standard** **Level 3**	**Developing** **Level 2**	**Rewrite** **Level 1**
(WHST.6-8.1a) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Includes an introduction that clearly introduces claim(s) about a topic or issue *and* clearly acknowledges and distinguishes the claim(s) from alternate or opposing claims, and organizes the reasons and evidence logically.	Includes an introduction that introduces claim(s) about a topic or issue *and* acknowledges and distinguishes the claim(s) from alternate or opposing claims, but does not organize the reasons and evidence logically.	Includes the attempts at an introduction that introduces claim(s) about a topic or issue; claim is vague *or* attempts to acknowledge and distinguish the claim(s) from alternate or opposing claims, does not organize the reasons and evidence logically.	Does not introduce a claim. Claim(s) about a topic or issue is unclear or not stated *and/or* does not acknowledge opposing claim(s), does not organize the reasons and evidence logically.
(WHST.6-8.1b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	Topic is fully developed *and/or* support claims with logical reasoning and relevant, accurate data *and/or* show evidence that demonstrate an understanding of the topic or text, using credible sources.	Topic is developed *and/or* support claims with logical reasoning and some relevant, accurate data *and/or* some evidence is used to demonstrate an understanding of the topic or text, using credible sources.	Topic is somewhat developed *and/or* does support claim(s) with logical reasoning and relevant, accurate data *and/or* no evidence is used to demonstrate an understanding of the topic or text.	Topic is not developed *and/or* does not support claims or contains logical reasoning and relevant, accurate data *and/or* All evidence used is irrelevant

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(WHST.6-8.1e) Provide a concluding statement or section that follows from and supports the argument presented.	Conclusion is a well-developed paragraph that follows the argument presented *and* supports the argument *and* does not introduce new ideas	Conclusion is a well-developed paragraph *and* attempts to follow and support the argument presented *and* Conclusion does not introduce new ideas	Conclusion is no more than a sentence and attempts to summarize information *and/or* Conclusion does not follow or support the argument presented. *and* Conclusion does not introduce new ideas	Conclusion is missing entirely *and/or* Conclusion is off topic and does not attempt support the argument presented *and/or* Conclusion introduces new ideas
Assign Points (Circle One)	**20 19**	**18 17 16**	**15 14 13**	**12 11**

LANGUAGE AND CONVENTIONS				
Standard/Objective	**Exceeds Standard Level 4**	**Meets Standard Level 3**	**Developing Level 2**	**Rewrite Level 1**
(WHST.6-8.1c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	Uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence to enhance the essay's clarity.	Incorporates some words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence to enhance the essay's clarity.	Uses some words, phrases, and clauses to create cohesion, but does not fully demonstrate understanding of key terms.	Does not use words, phrases, and clauses at all or uses terms incorrectly.

(WHST.6-8.2d) Establish and maintain a formal style and objective tone	Formal academic language are used throughout the essay *and* Formal prose is used throughout the essay in order to convey ideas clearly and objectively *and* 3rd person point of view is maintained throughout the essay	Formal language are maintained throughout the essay *and* No casual prose is used to convey ideas objectively *and* 3rd person point of view is maintained throughout the essay	Informal language and subjective tone are used at few points within the essay *and/or* Casual prose, such as slang and abbreviations, are rarely used *and/or* 3rd person point of view is maintained throughout most of essay	Informal language and subjective tone are used throughout essay *and/or* Casual prose, such as slang and abbreviations, are repeatedly used *and/or* 1st and/or 2nd person point of view is used throughout essay
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	All proper nouns are capitalized *and* All words are spelled correctly *and* All direct quotes are properly formatted and there are no punctuation errors	All proper nouns are capitalized *and* Most words are spelled correctly *and* Nearly all direct quotes are properly formatted and there are less than 2 punctuation errors	Some proper nouns are not capitalized *and* Few (3 -5) words are misspelled *and* Some direct quotes are improperly formatted and there are (3-4) punctuation errors	Proper nouns are not capitalized *and* Many (6+) words are misspelled *and* All direct quotes are improperly formatted and there are many (5+) punctuation errors
Assign Points (Circle One)	**20 19**	**18 17 16**	**15 14 13**	**12 11**

LESSON PLANS

Lesson 1. President Ulysses S. Grant

Lesson 2: Geographical Location of General Grant National Memorial

Lesson 3: New York City - General Grant's Final Resting Place

Lesson 4: Building Grant's Tomb

Lesson 5: Architectural design of General Grant National Memorial: honoring his legacy as a military leader, man of character, and statesman

Lesson 6: President Grant forging a more perfect union

Lesson 7: General Grant National Memorial: an embodiment of his legacy and the ideals of the people involved in the construction

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Lesson 1

PRE-VISIT

Lesson: President Ulysses S. Grant

Lesson Objectives: Students will learn …

- about President Grant and his achievements
- how to analyze written text
- how to determine the central ideas of informational text
- how to summarize text
- how to participate in discussions about the text with a small group and the whole class

Materials: Text #1 - Life of Gen. U. S. Grant: Description of Tomb by Mr. Burnside, Building Background Note Catcher, Jigsaw Recording Form, Annotation Guide for Reading Closely, ODELL EDUCATION Text-Centered Discussions Checklist

Instructional Notes

- Tell students that this lesson is designed to introduce them to President Ulysses S. Grant.
- Tell the students that today they are going to participate in a Jigsaw reading activity. They are going to read a booklet about the life of President Grant to gain background knowledge.
- Tell the students that the booklet, Life of Gen. U. S. Grant: Description of Tomb, was written by Mr. Burnside who was the custodian and steward for Grant's Tomb for nearly half a century.
- Explain to the students that the author's intent in writing this booklet was to give a brief description of President Grant's life, his resting place, and to outlines some of the important facts that ought to be remembered by the people. Remind the students that the purpose for this jigsaw reading activity is to obtain background knowledge on President Grant; therefore, they will only read the pages related to President Grant's life, not the tomb

ALIGNMENT TO CCSS.ELA-LITERACY

Standards Assessed: RH.6-8.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

New York State Social Studies Standards: S1 - History of The United States

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Mini-Lesson: Close Reading to Determine Central Ideas (Written Text - Brochure)

Model close reading to determine central ideas of text

- Tell students that there are things close readers do

  * Identify main idea - figure out what the text is mostly about
  *Determine central ideas
  * Reread for understanding and answer wondering questions
  *Asks questions
  *Annotate text
  * Cite evidence from text
  * Use details from the text to make inferences
  * Use context clues to figure out word meanings
  * Talk with others about the text
  * Notice details
  * Answer questions based on the text
- Remind students that today they are reading to gain background knowledge; therefore, they are only going to focus on identifying central ideas.
- Model for students by reading text aloud to students and actively annotating text.
- Tell students to read in their heads as the teacher reads aloud. Model for the students how to reread for central ideas.

Group Work - Jigsaw

- Distribute a copy of the booklet Life of Gen. U. S. Grant: Description of Tomb by Mr. Burnside. http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20622.0010&db=objects&dir=CR%20gegr&collid=GEGR.COLLECT.003&page=100

- Explain to students that the purpose for reading this text is to build basic background knowledge about President Grant.

- Remind the students that since the main goal is to obtain background information, they do not need to understand every single event in President Grant's life. However, they need to understand the events that shaped him and defined him as a person.

- Before reading the booklet, students collaborate with teacher to brainstorm some questions to think about while reading.

- Explain to the students that in this lesson, the students are going to apply a few reading strategies that will help them become better readers of complex informational text. They are going read to gather background information and determine the central ideas of the text. Students annotate their texts by highlighting/marking all the details they feel are relevant to their questions. They should use the note catcher to help them keep track of their notes.

- Explain Jigsaw Protocol to class. (Make sure the students understand the protocol before they begin the assignment.)

JIGSAW PROTOCOL:

- Divide the text into manageable sections. Provide the students with an *Annotation Guide for Reading Closely, Building Background Knowledge Note Catcher, and Jigsaw Recording Form* to help them organize their ideas and notes.
- Arrange the students into groups of 4 so there are the same number of people in each group as sections to read. Assign the sections to each member.
    - Readers of #1: Foreword and Page 1
    - Readers of #2: Page 2 and 3
    - Readers of #3: Page 4 and 5 (penultimate paragraph)
    - Readers of #4: Page 6 and 7
- Students read their section independently looking for key points, new information, or answers to questions brainstormed earlier. Students use graphic organizer to track notes.
- Readers get together in job-alike groups (All Readers of #1s, All Readers of #2s, All Readers of #3s, All Readers of #4s) to compare notes and ideas and to become experts on their passage:
    - Determining What is Important
    - Central Ideas
    - Clear Summary
- Assembling the Reading (synthesis):
- Small groups of readers meet to share notes and summaries. Small groups are each given a task, which requires the application of all pieces of information gathered from each passage expert (participant).

Self-Assessment Text-Centered Discussion Checklist:

- Ask the students to complete an ODELL EDUCATION Text-Centered Discussions Checklist. http://odelleducation.com/wp-content/uploads/2012/08/TCD-Checklist

Assessment

- Each member in turn shares their important points or summaries of the text.
- Have students independently write/reflect on their own understanding after the discussion. Ask the groups to share their reflections with the class.

Annotation Symbols For Active Reading Worksheet

It helps us understand what we read!

Before You Read

1. Consider your purpose for reading
2. Number the paragraphs
3. Scan for titles, headings, or subheadings
4. Begin Reading

As You Read

5. Circle any unknown words
6. Make brief notes about the central idea of each paragraph
7. Summarize each section/paragraph either in your notes or on the page
8. Highlight key phrases
9. Write down questions you have
10. Next to sentences, ideas or descriptions, put a

√ **I agree.**

X **I disagree.**

+ **That's new to me.**

! **Wow!**

? **I wonder…**

?? **I don't understand.**

***** **That's important. Remember it!**

∞ **This links/connects to:**

- A previous social studies lesson
- Another subject/class
- A book, article, movie, TV show, song
- A news story/current event
- A personal experience or conversation
- \

**<u>Add your own below</u> as you think about what you are reading.

Use whatever makes sense to you and is easy to use and understand.

Symbol	**Meaning**

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Building Background Knowledge Note Catcher

Observations: Information (details) from text	Interpretations: What I think (Wonderings, Connections, Conclusions)

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JIGSAW RECORDING FORM **GROUP: _____**

Document Title/Section: Presenter:	Important Details	Central Ideas	Summary
Document Title/Section: Presenter:	Important Details	Central Ideas	Summary
Document Title/Section: Presenter:	Important Details	Central Ideas	Summary
Document Title/Section: Presenter:	Important Details	Central Ideas	Summary

Lesson 2

PRE-VISIT

Lesson: Geographical Location of General Grant National Memorial

Lesson Objectives: Students will learn …

- how to identify the geographic location of General Grant National Memorial on a map
- how to read closely visual-based texts (maps)
- how to analyze written and visual-based texts (maps)
- how to read text closely and analyze textual evidence
- how to summarize text
- how to participate in discussions about the text (visual) with a partner and the whole class

Materials: Text # 2 - Area Map of Morningside Heights (General Grant's Tomb area), Map Annotation Guide, Think-Pair-Share Note Catcher, ODELL EDUCATION Text-Centered Discussions Checklist, Exit Slip

Instructional Notes

- Explain that they will learn about the geographical location of the mausoleum and its significance.

ALIGNMENT TO CCSS.ELA-LITERACY

Standards Assessed:

RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST.6-8.9 - Draw evidence from informational texts to support analysis reflection, and research.

New York State Social Studies Standards:

S1 - History of The United States

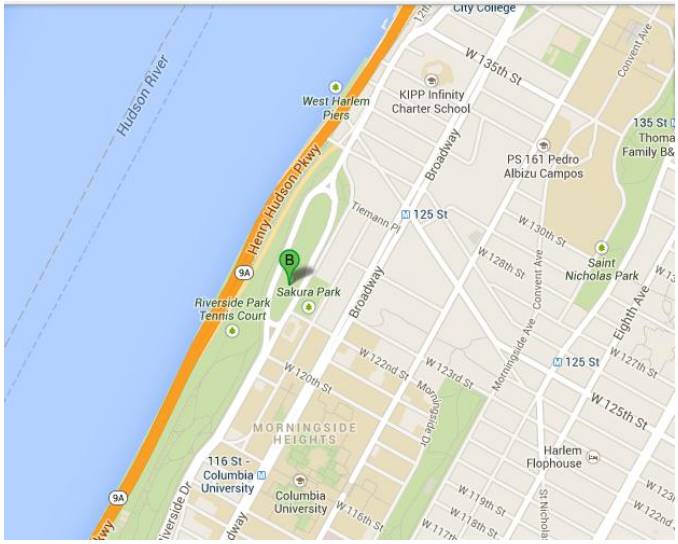
S3 – Geography

Mini-Lesson: Close Reading Map (Visual Text)

<u>Model – Close Reading Text</u>

- Tell students that today they are going to do a "close-reading" of a map of the geographical location of General Grant National Memorial.
- Using a document camera or other means of projection, show the class a map of the area where Grant's Tomb is located (zoom out so the students can see the relative location of the Tomb and model for the students how to "close-read" a map.

<u>Map – General Grant's National Memorial – Riverside Drive</u>



- Tell them that in order to do a "close reading" of the map they must closely examine it and annotate observations.
- Provide the students with a Map Annotation Guide.
- Model "close reading" through a think-aloud and talk through your observations and notations.
- Re-read through the text (map), searching for details related to Map Annotation Guide.
- Model marking and annotating the text. Show the students how to re-read the text, searching for details that will answer the questions on the Map Annotation Guide.

Group Work

Think-Pair-Share

- Students work in pairs to look for details and answer questions on the Map Annotation Guide.
- Pairs share their responses, discussing and refining their answers.

Write-Pair-Share

- Ask pairs to collaborate in writing 1-3 sentences describing the geographical location of Grant's Tomb using details from the maps.
- Have student pairs share their responses with the class.

Extended Activity

- Ask the students to create a grid map of the area. The map should include General Grant National Memorial and other neighborhood landmarks. Use graph paper to create your grid map. Make sure your grid map includes a title, legend, scale, and compass rose.
- Create a street map of the General Grant National Memorial area using National Geographic Interactive Mapmaker. http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1

Self-Assessment

- Ask the students to complete an ODELL EDUCATION Text-Centered Discussions Checklist to help them reflect on their understanding of the video, or have them complete this web based interactive worksheet. http://odelleducation.com/wp-content/uploads/2012/08/TCD-Checklist.pdf.

Assessment: Exit Slip

Ask students to respond to the following writing prompts on an index card.

- One conclusion I made today….
- From this map I would guess that this location was chosen for President Grant's Tomb because…

Annotation Symbols For Actively Reading Maps Worksheet

It helps us understand what we read!

BEFORE YOU READ

1. Consider your purpose for reading the map
2. Scan for titles, headings, or subheadings
3. Begin Reading and searching for details

AS YOU READ

4. Circle major landmarks
5. Make brief notes (use Think-Pair-Share Note Catcher) about key landmarks and their relative locations
6. Summarize each section of the map either in your notes or on the map
7. Highlight key words
8. Write down questions you have
9. Next to landmarks, ideas or descriptions, put a …

√ I agree with this	+ I like this part
X I disagree with this	- I do not like this part
+ That's new to me	! Wow!
?? I do not understand this	√ This seems important
W I wonder …	👓 I need to come back and look at this
* That's important. Remember it!	___ _____

**<u>Add your own below</u> as you think about what you are reading.
Use whatever makes sense to you and is easy to use and understand.

Symbol	Meaning

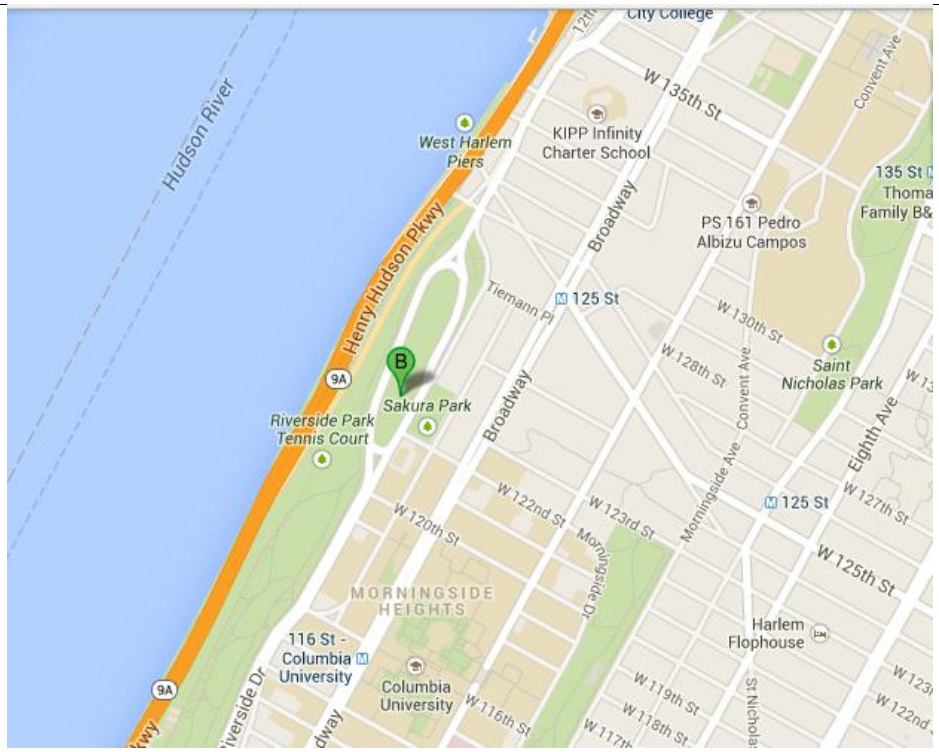
NOTE CATCHER

Think-Pair-Share	
Think	Pair-Share (additional thoughts after sharing)

DRAFT

Write-Pair-Share

Map – General Grant National Memorial – Morningside Heights



Write Observations (What do you see?) Describe the geographical location of Grant's Tomb and list supporting textual details.

Interpretation (What can you infer?) Based on your observations what can you infer about the geographical location of Grant National Memorial (mausoleum)?

Pair-Share (additional thoughts after sharing)

Lesson 3

PRE-VISIT

Lesson: Building A Fitting Memorial

Lesson Objectives: Students will learn …

- Background information on the building of the memorial for President and Mrs. Ulysses S. Grant
- how to analyze written and visual-based texts (videos)
- how to summarize text
- how to participate in discussions about the text (video) with a partner and the whole class

Materials: Text #3 – Video, Transcript of Video, Video Viewing Worksheet, Video Note Catcher, Guiding Questions Write-Pair-Share, Text-Dependent Questions Write-Pair-Share, ODELL EDUCATION Text-Centered Discussions Checklist, Exit Slip

Instructional Notes

- Tell the students that today they are going to watch a video about the creation of General Grant National Memorial.
- To begin, tell the students that they are going to watch a short video from the National Park Service about the building of General Grant National Memorial.
- The students will watch and study the video "Building Grant's Tomb." The video is a two and a half minute segment that gives historical information about the creation of General Grant National Memorial. Fast forward video to 01:00.
- http://www.nps.gov/featurecontent/npnh/Quicktime_Compressed/GRANT_TOMB_FINAL_09_15_08.mov

ALIGNMENT TO CCSS.ELA-LITERACY

Standards Assessed:

RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST.6-8.9 - Draw evidence from informational texts to support analysis reflection, and research.

New York State Social Studies Standards: S1 - History of The United States

Mini-Lesson: Close Reading Visual Text (Video)

Model Close Reading Visual / Audio Text (video)

- Explain to the students that as they watch the video they must complete the Video Analysis Worksheet.
- Provide the students with Video Analysis Worksheet. (For ELLs and students that are hearing impaired, provide them with a copy of the transcript. http://www.nps.gov/npnh/photosmultimedia/upload/Grant_Tomb.pdf)
- Remind students to look for details from the text explaining why the memorial was created and its significance.
- Teacher models text questioning sequence using the Video Guiding Questions Worksheet. The teacher should model the first question for the class. After modeling how to answer the question, collaborate with students to answer the next question. Tell the students that they are going to work in pairs to answer the rest of the questions.

- Guiding Question(s):
    - What information does the text (video) present?
    - What do I learn about the topic as I watch the video?
    - How does the information relate to what I already know?

- Text-specific Question(s):
    - According to the video, why was President Grant so popular?
    - What did the tomb represent to the people of that time period?
    - How was the building of the tomb funded?
    - How is the design of the Tomb today visually different than it was originally intended?
    - What details suggest the visual difference?
    - Why are these details different than originally intended? What caused the change?
    - According to the video, "the tomb has an enduring presence that people can connect with," what do you think this means? What is an enduring presence? Why do you think people can connect with the tomb?

Group Work

Think-Pair-Share

- Explain to the students that today they will work in pairs to discuss and compare their observations and answers to guiding and text-dependent questions.
- Tell students to read the guiding questions and think about the answers.
- Ask the students to read the text-dependent questions and think about their answers. Tell them to write their answers, making sure to refer to details from the text.
- After 10 minutes, tell the students to share their answers with their partner. (Pairs decide who will share first and who will listen.)
- After both people have shared, students may add to their notes and write down any new thinking.
- Repeat with the next question; let the other partner share first.
- Ask pairs to share their main discussion points with the class.

QUICKWRITE

- Ask students to write a short informational paragraph explaining what they have learned from the video about the creation of Grant's Tomb. The students should draw evidence by referencing key details from the text that led to their observations.
- A complete paragraph will meet all criteria:
  - Answer the question completely
  - Provide relevant and complete evidence
  - Paragraph includes the following:
    - A focus statement
    - At least three pieces of relevant well-chosen facts, details, or quotes from the texts
    - For each piece of fact or detail, provide an explanation
    - Connect the details to your focus statement
    - A concluding sentence
- Ask pairs to share their main discussion points with the class.

Self-Assessment

- Ask the students to complete an ODELL EDUCATION Text-Centered Discussions Checklist to help them reflect on their understanding of the video, or have them complete this web based interactive worksheet. http://odelleducation.com/wp-content/uploads/2012/08/TCD-Checklist.pdf.

Assessment: Exit Slip
Ask students to respond to the following writing prompts on an index card.

- One inference I made today….

- From this video I would guess that President Grant…

PARAGRAPH GUIDE
GRAPHIC ORGANIZER

Topic Sentence: (Focus Statement)

Supporting Details: (evidence from text and analysis or explanation)

1. (Evidence 1)

   (analysis or explanation)

2. (Evidence 2)

   (analysis or explanation)

3. (Evidence 3)

   (analysis or explanation)

Concluding or Transition Sentence:

PARAGRAPH CHECKLIST

DRAFT

My paragraph….	YES	NO
answers the question completely		
provides relevant and complete evidence		
includes a focus statement		
includes at least three pieces of specific evidence from the text		
includes an analysis or explanation for each piece of evidence.		
includes a concluding sentence		

Video Viewing Worksheet

Worksheet #2: Video viewing Activity – General Grant National Memorial: Building "Grant's Tomb"

What did you see?

What did you hear?

What is the central message of this video?

What did you realized?

What do you wonder?

DRAFT

VIDEO NOTE CATCHER

THINK-PAIR-SHARE	
Think	Pair-Share (additional thoughts after sharing)

GUIDING QUESTIONS - WRITE-PAIR-SHARE

QUESTION	WRITE	PAIR-SHARE
What information does the text (video) present?		
What do I learn about the topic as I watch the video?		
How does the information relate to what I already know?		

TEXT-DEPENDENT QUESTIONS - WRITE-PAIR-SHARE

QUESTION	WRITE	PAIR-SHARE
According to the video, why was President Grant to popular?		
What did the tomb represent to the people of that time period?		
How was the building of the tomb funded?		
How is the design of the Tomb today visually different than it was originally intended?		
What details suggest the visual difference? Why are these details different than originally intended? What caused the change?		
According to the video, "the tomb has an enduring presence that people can connect with," what do you think this means? What is "an enduring presence"? Why do you think people can connect with the memorial?		

Lesson 4

PRE-VISIT

Lesson: New York City - President Grant's Final Resting Place

Lesson Objectives: Students will learn …

- the geographic location of Grant National Memorial
- why Riverside Park was selected as the location for the mausoleum
- how to read text closely and analyze textual evidence
- how to analyze written texts
- how to determine the central ideas of informational text
- how to summarize text
- how to participate in discussions about the text with a partner, small group, and the whole class

Materials: Text #4 – Letter from General Grant, Letter from Frederick Dent Grant to U.S. Representative Abraham Dowdney of N. Y., Letter from Julia Grant, Letter from Mayor William K. Grace, Jigsaw Recording Form, Text-Dependent Questions, ODELL EDUCATION Text-Centered Discussions Checklist

Instructional Notes

- Tell students that this lesson is designed to help them understand why New York was chosen as the location for General Grant National Memorial.
- Explain to students that today they are going to participate in a Jigsaw reading activity. They are going to read letters that were written by General Grant, Julia Dent Grant, and Mayor W.R. Grace in reference to General Grant's burial site.
- Tell the students that they are going to do a close reading of the letters to gain a better understanding why New York was chosen as the location for General Grant National Memorial.
- Explain to the students that after analyzing the texts, they will write a detail-based explanation of the text they read.

ALIGNMENT TO CCLS:

RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.

WHST.6-8.9 - Draw evidence from informational texts to support analysis reflection, and research.

New York State Social Studies Standards: S1 - History of The United States

Mini-lesson: Close Reading Written Text (letters)

<u>Model close-reading of letter using text-dependent questions</u>

- Tell students you are going to model "Things Close Readers Do." Tell students that this is just one of the many practices that help readers understand a text deeply. Tell the students that they will be practicing the same strategy with different texts.
- Tell students that there are things close readers do

  * Identify main idea - figure out what the text is mostly about

  *Determine central ideas

  * Reread for understanding and answer wondering questions

  *Asks questions

  *Annotate text

  * Cite evidence from text

  * Use details from the text to make inferences

  * Use context clues to figure out word meanings

  * Talk with others about the text

  * Notice details

  * Answer questions based on the text

- Explain that you are going to do a close reading of a letter written by President Grant's son, Fred Grant, to Probably in early 1886, Frederick Dent Grant wrote to U.S. Representative Abraham Dowdney of New York. In this letter, Fred gives an account of a discussion he had with his father, President Grant, regarding his

final resting place.

- Read letter aloud. Using a document camera or other means of projection, show the class the letter. Model for the students how to annotate text by highlighting/marking all the details that are relevant to the text-dependent questions.

- Remind the students what the phrase “cite evidence” means. Students should be familiar with this from previous grades/lessons. Explain to students that this means they will need to provide textual evidence to support their analysis / conclusions (what they believe).

- Summarize the text for the students to demonstrate how this reading strategy helps you reinforce your understanding of the text you just read.

Probably in early 1886, Frederick Dent Grant wrote to U.S. Representative Abraham Dowdney of N. Y

"In compliance with your request of last evening I send you the following memorandum. Riverside Park was selected as the burial place of my father, by my mother and myself, because; we believed it came nearer being the choice of my father than any other place, and that if the tomb was located where it is more people would be able to visit it than could possibly do so if it was in any other place city. We were lead to believe that New York was the spot my father wished most for his last resting place by the following circumstance. About the 9th or 12th of July (1886) my father came to me at Mt McGregor and gave me two letters sheets of paper on which were written directions as to what he wished done in case of his death. He first spoke of New York as the place of his burial and gave these reasons, first that he liked New York and had selected it as his home: Secondly that he would be near his family (wife and children) and; Thirdly that it was through the generosity of the people of New York, principally, that he was enabled to pass his last days without suffering from actual want. After reading these papers I said to him that if I had anything to say in the matter I should select the Soldiers Home, Washington D. C. He then wrote in reply, that in case his funeral became a public or national affair he world wished me to make one condition, namely that whatever spot was selected a place should be reserved by his side for my mother. Thus believing New York to be his first choice and the city authorities here having guaranteed to me a place for my mother and beside him, I took the liberty of advising my mother, and decided, to accept the generous offer of the cosmopolitan city of America. We are thankful that we are thus enabled to be near my father's tomb, and that thousands of strangers who so desire can easily visit his last resting place."

ADS (undated), Ulysses Grant Dietz, Maplewood, N. J.

http://digital.library.msstate.edu/cdm/compoundobject/collection/USG_volume/id/27900/rec/31

DRAFT

Group Work - Jigsaw

- Ask students to work in groups of three so there are the same number of people in each group as letters to read. Assign a letter to each member.

1. Letter from General Ulysses S. Grant to Julia Dent Grant regarding his resting place. The Papers of Ulysses S. Grant. P. 388. Mississippi State University. Digital Collection. http://digital.library.msstate.edu/cdm/search/collection/USG_volume
2. Letter from Mayor W. R. Grace to Mrs. Grant proposing a Ulysses S. Grant Memorial in Riverside Park. http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20625.0001&db=objects&dir=CR%20NPNYH&page=1&psearch=Julia%20Dent%20Grant&plet=
3. Letter from Julia Grant to Mayor Grace stating that the location of her husband's tomb was her choice, and enumerating her reasons. http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20625.0003&db=objects&dir=CR%20NPNYH&page=1&psearch=Julia%20Dent%20Grant&plet=

- Before reading the letters, students collaborate with teacher to brainstorm some guiding questions to think about while reading.

- Explain to the students that in this lesson, the students are going to apply a few reading strategies that will help them become better readers of complex informational text. They are going read and annotate their texts by highlighting/marking all the details they feel are relevant to their questions.

- Explain Jigsaw Protocol to class. (Make sure the students understand the protocol before they begin the assignment.)

<u>JIGSAW PROTOCOL:</u>

- Provide the students with an *Annotation Guide for Reading Closely and Jigsaw Recording Form* to help them organize their ideas and notes.
- Arrange the students into groups of 3 so there are the same number of people in each group as letters to read. Assign a letter to each member.
  - Readers of #1: Letter from General Ulysses S. Grant to Julia Dent Grant
  - Readers of #2: Letter from Mayor W. R. Grace to Mrs. Grant
  - Readers of #3: Letter from Julia Grant to Mayor Grace
- Students read their letters independently looking for key points, new information, or answers to guiding questions brainstormed earlier. Students use graphic organizer to track notes.

- Readers get together in job-alike groups (All Readers of #1s, All Readers of #2s, All Readers of #3s) to compare notes and ideas and to become experts on their letters:
- Assembling the Reading (synthesis):
- Small groups of readers meet to share notes and summaries. Small groups are each given a task, which requires the application of all pieces of information gathered from each letter expert (participant).

Quickwrite

- After reading, annotating text, and answering text-dependent questions, summarize what you have read to make sure you understood what the text is mostly about.

Self-Assessment

- Ask the students to complete an ODELL EDUCATION Text-Centered Discussions Checklist to help them reflect on their understanding of the video, or have them complete this web based interactive worksheet. http://odelleducation.com/wp-content/uploads/2012/08/TCD-Checklist.pdf.

Text-dependent Questions

Letter from Ulysses S. Grant to Julia Dent Grant

- Do you think President Grant's letter to his wife Julia expresses a clear preference for a specific burial site? Provide specific details to support your claim.
- How much influence do you think President Grant's letter to his wife Julia had on the family's decision to select Riverside Park as his final resting place? What specific detail in the letter do you think convinced the family? Use details from the text to support your claim.

Letter from Mayor W. R. Grace to Mrs. Grant

- What are some of the advantages that Mayor Grace noted for choosing Riverside Park as the site for General Grant National Memorial? Provide details from text to support your answer.
- Do you think Mayor Grace was persuasive? Why? How much influence do you think Mayor Grace's letter had on the family's decision?

Letter from Mrs. Grant to Mayor Grace

- Why did Mrs. Grant select Riverside Park as the location for General Grant National Memorial? Provide details from the text to support your answer.
- What are some of the advantages that Mrs. Grant noted for choosing Riverside Park as the site?

JIGSAW RECORDING FORM **GROUP: _____**

Letter Title: Presenter:	Important Details	Main Idea	Summary
Letter Title: Presenter:	Important Details	Main Idea	Summary
Letter Title: Presenter:	Important Details	Main Idea	Summary

TEXT-DEPENDENT QUESTIONS

Letter from General Ulysses S. Grant to Julia Dent Grant

QUESTION	WRITE
Do you think President Grant's letter to his wife Julia express a clear preference for a specific burial site? Provide specific details to support your claim.	
How much influence do you think President Grant's letter to his wife Julia had on the family's decision to select Riverside Park as his final resting place? What specific detail in the letter do you think convinced the family? Use details from the text to support your claim.	

TEXT-DEPENDENT QUESTIONS

Letter from Mayor W. R. Grace to Mrs. Grant

QUESTION	WRITE
What are some of the advantages that Mayor Grace noted for choosing Riverside Park as the site for General Grant National Memorial? Provide details from text to support your answer.	
Do you think Mayor Grace was persuasive? Why? How much influence do you think Mayor Grace's letter had on the family's decision?	

TEXT-DEPENDENT QUESTIONS

Letter from Mrs. Grant to Mayor Grace

QUESTION	WRITE
Why did Mrs. Grant select Riverside Drive as the location for General Grant National Memorial? Provide details from the text to support your answer.	
What are some of the advantages that Mrs. Grant noted for choosing Riverside Park as the site?	

JUNE 29, 1885

To Julia Dent Grant

Mt McGregor, Saratoga Co. N. Y.
June 29th 1885.

MY DEAR WIFE:

There are some matters about which I would like to talk but about which I cannot. The subject would be painful to you and the children, and, by reflex, painful to me also. When I see you and them depressed I join in the feeling.[1]

I have known for a long time that my end was approaching with certainty. How far away I could not venture to guess. I had an idea however that I would live until fall or the early part of winter. I see now, however, that the time is approaching much more rapidly. I am constantly loosing flesh and strength. The difficulty of swallowing is increasing daily. The tendency to spasms is constant. From three or four in the afternoon until relieved by Morphine I find it difficult to get breath enough to sustain me. Under these circumstances the end is not far off.

~~Ofte~~ We are comparitive strangers in New York City; that is, we made it our home late in life. We have rarely if ever had serious sickness in the family, therefore have made no preparation for a place of buryal. This matter will necessarily come up at my death, and may cause you some embarassment to decide. I should myself select West Point above all other places but for the fact that in case West Point should be selected you would, when the time comes, I hope far in the future, be excluded from the same grounds. I therefore leave you free to select what you think the most appropriate place for depositing my earthly remains.

My will disposes of my property[2] I have left with Fred, a memorandum giving some details of how the ~~money~~ proceeds from my book are to be drawn ~~by~~ from the publisher, and how disposed of.[3] Look after our dear children and direct them in the paths of rectitude. It would distress me far more to think that one of them could depart from an honorable, upright and virtuous life than it would to know they were prostrated on a bed of sickness from which they were never to arise alive. They have never given us any cause of alarm on their account. I earnestly pray they never will.

With these few injunctions, and the knowledge I have of your love and affections, and of the dutiful affection-s of all our children, I bid you a final farewell until we meet in another, and I trust feet better, world.

U. S. GRANT

P. S. This will be found in my coat after my demise.
U. S. G.

1. On June 29, USG wrote a note, presumably for his family. "Do as I do. I take it quietly. I give myself not the least concern. If I knew that the end was to be to-morrow I would try and get rest in the meantime. As long as there's no progress there's hope." New York Tribune, June 30, 1886. For variant text, see New York Times, June 30, 1886.
2. See Will, Sept. 6, 1884.
3. See Memorandum, May 29, 1886.

Letter from Mayor W. R. Grace to Mrs. Grant proposing a Ulysses S. Grant Memorial in Riverside Park.

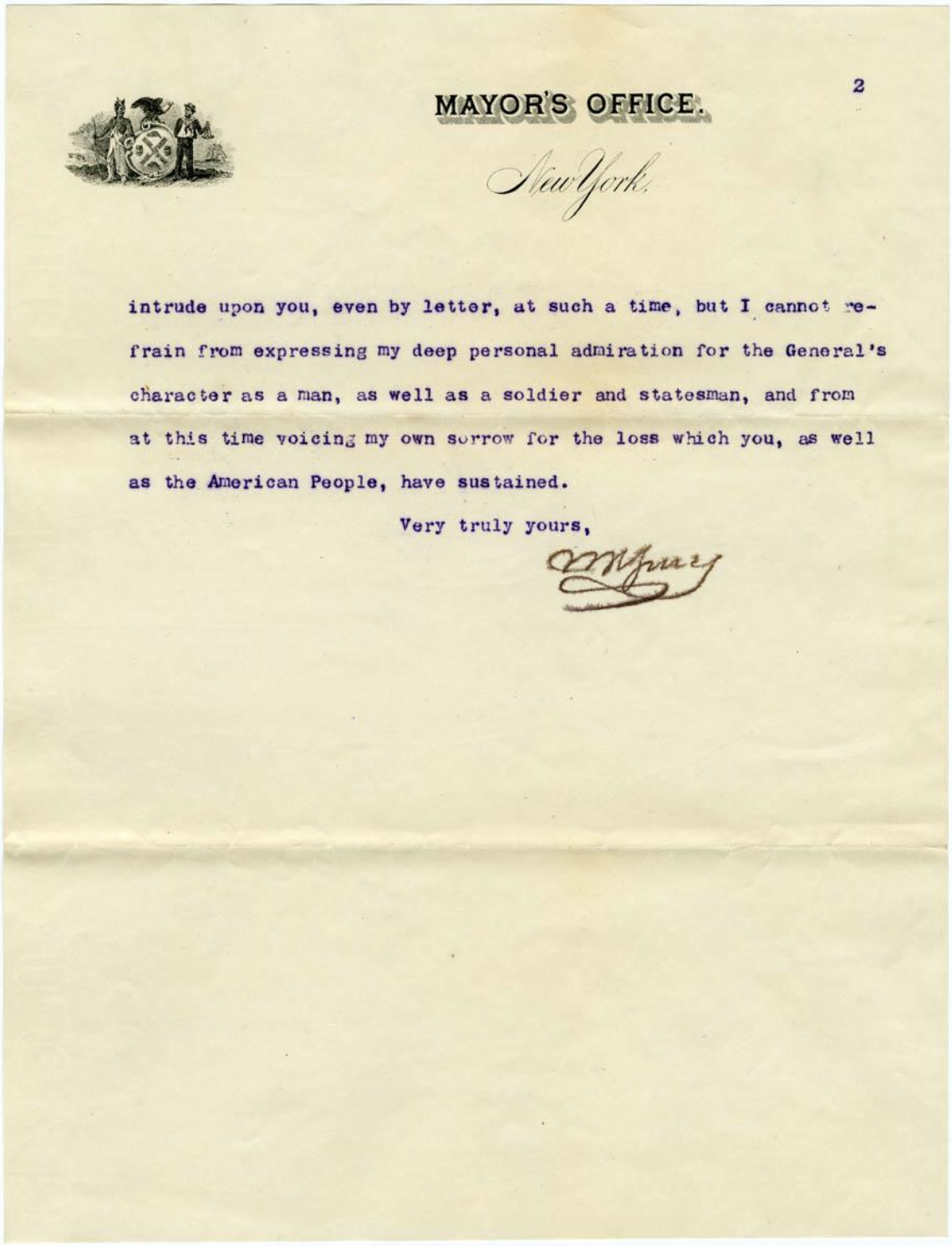
MAYOR'S OFFICE.

New York, July 23rd, 1885.

Dear Mrs. Grant:

I have already communicated to you by telegram the informal desire of the authorities of this city to have national honor done to it by making it the last resting place of General Grant. This desire will receive official expression to-morrow at the stated meeting of the Common Council, and if the expression of my own personal desire in the matter will in any way contribute toward influencing your decision I beg to make it now. In this connection I might say, as a matter for your own consideration, that the prominent height in Riverside Park, on the banks of the Hudson, has been suggested as an appropriate site for a great national monument which will undoubtedly be built in memory of the General. There is this advantage in such a site, that all improvements which may hereafter be made will look toward it as the central object of interest to which everything must be subordinated in order to give it commanding effect. Do not, I beg, look upon this suggestion as in any way meant to influence your own choice which must be perfectly free in the matter.

Personally permit me to express my deep sympathy for you and all your family in your sad bereavement. I almost hesitate to



MAYOR'S OFFICE.

2

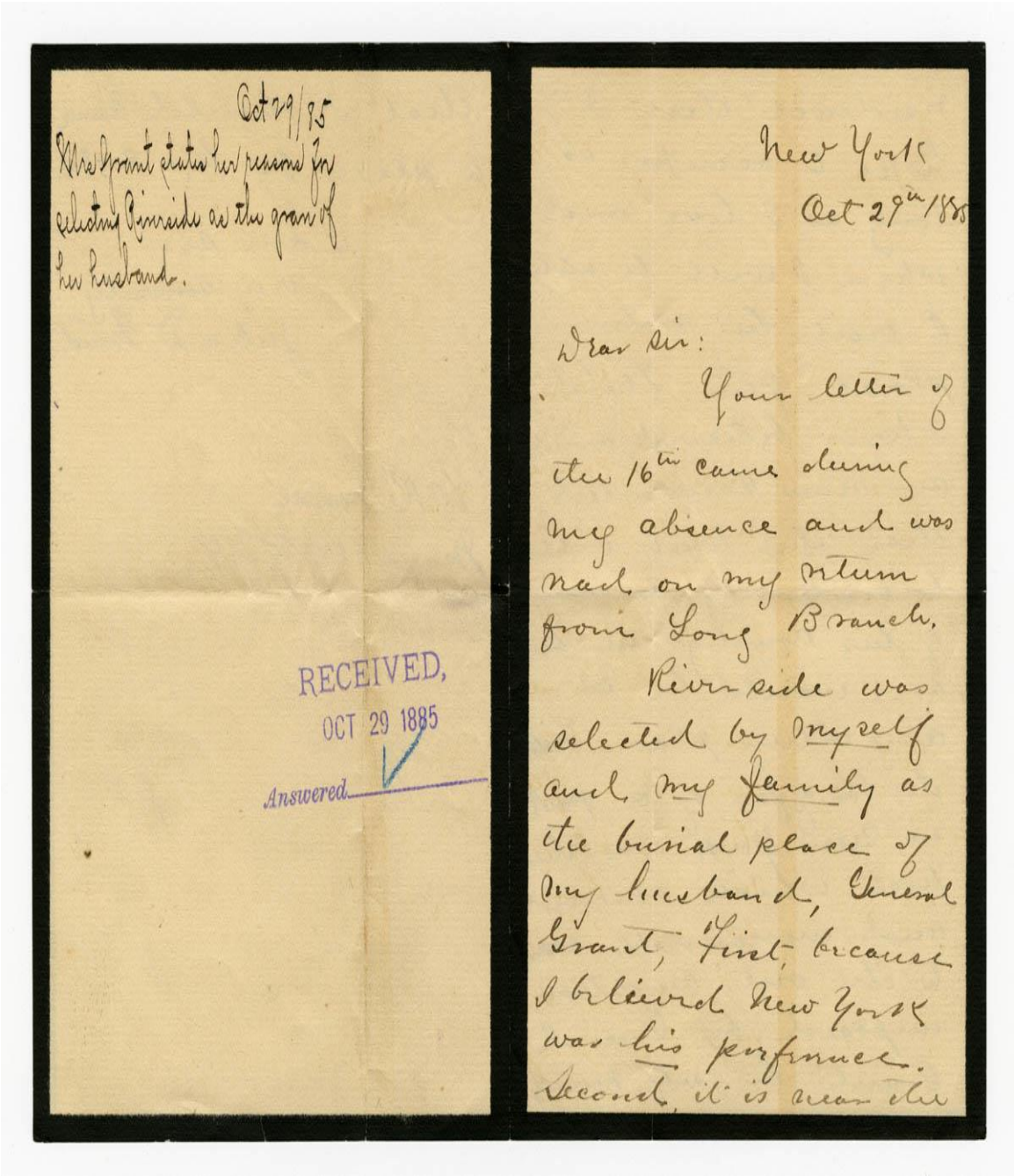
New York.

intrude upon you, even by letter, at such a time, but I cannot refrain from expressing my deep personal admiration for the General's character as a man, as well as a soldier and statesman, and from at this time voicing my own sorrow for the loss which you, as well as the American People, have sustained.

Very truly yours,

http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20625.0001&db=objects&dir=CR%20NPNYH&page=1&psearch=Julia%20Dent%20Grant&plet=

Letter from Mrs. Grant to Mayor Grace stating that the location of her husband's tomb was her choice, and enumerating her reasons.



Oct 29/85
Mrs Grant states her reasons for selecting Riverside as the grave of her husband.

RECEIVED,
OCT 29 1885
Answered ✓

New York
Oct 29th/1885

Dear Sir:

Your letter of the 16th came during my absence and was read on my return from Long Branch.

Riverside was selected by myself and my family as the burial place of my husband, General Grant, first, because I believed New York was his preference. Second, it is near the

residence that I hope to occupy as long as I live, and where I will be able to visit his resting place often. Third, I have believed, and am now convinced, that the tomb will be visited by as many of his countrymen here as it would be at any other place. Fourth, the offer of a park in New York was the first which observed and unreservedly assented to the only condition imposed by General Grant himself, namely, that I should have a place by his side.

I am sir
very sincerely
Julia D. Grant

To
W.R. Grace
Mayor City of N.Y.

http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20625.0003&db=objects&dir=CR%20NPNYH&page=1&psearch=Julia%20Dent%20Grant&plet=

Lesson 5

DURING VISIT ACTIVITY

Lesson: Architectural design of General Grant National Memorial: honoring his legacy as a military leader, man of character, and statesman

Lesson Objectives: Students will learn …

- the architectural design of the mausoleum
- how to analyze visual-based texts (mausoleum)
- how to read text closely and analyze textual evidence (mausoleum)
- how to draw inference and use supporting details to support it
- how to participate in discussions about the text with a partner and the whole class

Materials: Text #5 - General Grant National Memorial, photographs of monument if visit to site is not possible, Gallery Walk Activity Worksheet, ODELL EDUCATION Text-Centered Discussions Checklist, Exit Slip

Instructional Notes

- The students will be doing a "close reading" of General Grant National Memorial. Grant's tomb contains a wealth of information and they are going to scrutinize the structure as they might a written document.

(If a visit to the memorial is not possible, images are available on the park website. Print copies of images of General Grant National Memorial and display throughout the classroom.
http://www.nps.gov/gegr/photosmultimedia/photogallery.htm)

ALIGNMENT TO CCSS.ELA-LITERACY

RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.

New York State Social Studies Standards: S1 - History of The United States

Mini-Lesson: Close Reading Monumental Structure (visual text)

Model Close Reading – Visual Text

1. Begin lesson by telling students that today they will be participating in a gallery walk. Explain that they are going to study General Grant National Memorial by examining the structure and attending to details. In other words, they are going to do a "close reading" of the monument.
2. Tell the students that they will work in pairs. Give the students a copy of the Gallery Walk protocol and walk them through the process.
3. After explaining the protocol, model for the students how to do a close reading of a structure. Tell them that in order to do a "close reading" of the structure they must closely examine the monument by observing and notating information about the design of the structure, which includes the size and materials it is made from.
4. Provide the students with a Gallery Walk Worksheet.
5. Select one object at the mausoleum and model the "close reading" through a think-aloud and talk through your observations and notations.

Group Work – Gallery Walk

Think-Pair-Share

Distribute copies of the *Gallery Walk Activity Sheet*. In pairs, the students will get to examine the different areas of the monument.

6. At each area, the students should pause and capture their observations on the Gallery Walk Activity Worksheet. Use a timer (about 10 minutes) to keep the students focused. The teacher should circulate the monument and conference with the students about their observations and provide them with support if necessary. Pairs participate in a text-centered discussion. Pairs should discuss their observations and the questions on the activity sheet. They should identify any unanswered question they may have after analyzing the images. Once the time is up, ask the students to return to their seats. Teacher calls on pairs to summarize their discussion for the class, sharing their observations, questions, and key textual evidence that they have identified and discussed.

Assessment: Exit Slip

Ask students to respond to the following writing prompts on an index card.

- One inference I made today….
- From these photos I would guess that Presiden Grant's Tomb was designed…

Gallery Walk Activity Worksheet

Step 1. Observation	
A.	Select four objects that you would like to study and observe it each one for one minute. At each object, pause and capture specific details that you notice and the things that you wonder about. Form an overall impression of the object and then examine individual items. (Come up with a President idea of the object and then look at each item one at a time.)
B.	Use the chart below to list people, objects, and activities in the photograph.

Object 1 (title):
Description (What do you see?)
What questions does this object raise in your mind?
Object 2 (title):
Description (What do you see?)
What questions does this object raise in your mind?
Object 3 (title):
Description (What do you see?)
What questions does this object raise in your mind?
Object 4 (title):
Description (What do you see?)
What questions does this object raise in your mind?

Step 2. Inference	
	Based on what you have observed above, what does this monument reveal about President Grant and the people of that time period? Based on your observations, how does the design of the monument honor President Grant's legacy as a military leader and president?

Adapted from the
National Archives and Records Administration

Gallery Walk Activity Worksheet

Observations: What do I see?	
Interpretation: What do I think?	
What do I wonder?	

Lesson 6

POST VISIT

Lesson: President Grant forging a more perfect union

Lesson Objectives: Students will learn …

- about President Grant and his achievements
- about President Grant's contributions to the emerging Civil Rights Movement
- that President Grant laid the foundation to some of the policies that led to combating discrimination.
- about President Grant's contribution to land conservation and the creation of Yellowstone National Park.
- how to read text closely and analyze textual evidence
- how to analyze written and visual-based texts
- how to determine the central ideas of informational text
- how to summarize text
- how to analyze a quote and connect it to the text
- how to participate in discussions about the text with a partner, small group, and the whole class

Materials: Text #6 - THE PAPERS OF ULYSSES S. GRANT. Volume 21: November 1, 1870-May 31, 1871, A Burden he Must Shoulder, Unconditional Surrender Grant, Grant in uniform with Schuyler Colfax on 15th Amendment, President Grant's Special Message to Congress Announcing Ratification of the Fifteenth Amendment (1870),15th Amendment to the U.S. Constitution: Voting Rights (1870) and Transcript , Republican Principles - Democratic Principles, Civil Rights Act of 1871, 17 Stat. 13 (1871), President Grant signing the Ku-Klux Force Bill in the President's room with Secretary Robeson and Gen. Porter, at the Capitol, April 20. , Act Establishing Yellowstone National Park (1872), Photograph, Cascade Creek, Yellowstone, 1869-1878, Central Ideas Graphic Organizer, CEI Graphic Organizer, Connect to Prior Knowledge: Connections Chart, Significant Contribution Worksheet, Photo Analysis Worksheet, Political Cartoon Analysis Worksheet, Jigsaw Recording Form

<u>Instructional Notes</u>

- Tell the students that when Ulysses S. Grant was elected to the presidency in 1868, the nation was still struggling with the effects of the Civil War. In his 1968 election message to the nation, President Grant stated, "Let Us Have Peace." This message resonated with a war-weary Americans that were trying to reconstruct a nation torn apart by war.
- Tell the students that today we are going to read several texts to gain more

insight into Ulysses S. Grant's accomplishments as president.

- We are going to use this information to make a connection between his accomplishments and the way we chose to memorialize him as a nation.

ALIGNMENT TO CCLS:

- RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- WHST.6-8.9 - Draw evidence from informational texts to support analysis reflection, and research.
- New York State Social Studies Standards: S1 - History of The United States

Mini-Lesson: Close-reading to determine central idea of text and cite textual evidence to support analysis (written text)

Model close-reading

- Tell students that today they are going to participate in a jigsaw reading activity.
- Explain to the students that today they are going to read several documents based on texts and images, and use their background knowledge to make inferences about the political and social issues that President Grant inherited as president and the actions he took to address them.
- The purpose of the activity is to gain deeper insight into some of the policies Ulysses S. Grant enacted as President. Tell them that this activity will require them to utilize two reading strategies: 1) determining central idea of text; 2) making inferences based on textual evidence and prior knowledge.
- Remind the students that an inference is a thought process a reader makes to the meaning of text. To make an inference, you pay attention to the details in front of you, and use other information from the text, or your background knowledge to draw a logical conclusion.
- Explain to students that sometimes the author assumes we have prior knowledge; therefore, it is our job as readers to feel in the gaps by connecting the new information to knowledge we already have. So, as you read, find a way to connect what you are reading to what you already know. Use the *Connect To Prior Knowledge: Connections Chart* to keep track of your connections on sticky notes.

- Tell the students that you are going to provide them with historical context of the time period by reading an excerpt from the introduction to THE PAPERS OF ULYSSES S. GRANT. Volume 21: November 1, 1870-May 31, 1871, by John Y. Simon.
- Using a document camera or other means of projection, show the class excerpt from the introduction to THE PAPERS OF ULYSSES S. GRANT. Volume 21. Read text aloud. Tell the students that you are going to read closely for details to determine the central ideas of the text and to draw inferences.
- Tell the students since the purpose of reading this excerpt is to gain background knowledge, they are only going to focus on the central ideas of the passage.
- Model for the students how to determine central ideas in text by using completing Central Ideas Graphic Organizer.
- After you model how to summarize the main idea for the students, tell them that you are going to use that background knowledge to analyze a visual text. Explain to the students that in analyzing a visual-based text, it is important to note every detail in the image. Model how to use a Cartoon Analysis Worksheet. Students should be familiar from previous lessons or grades how to analyze visual-based text (photos, political cartoons, etc.).
- Using a document camera or other means of projection, show the class the A Burden he Must Shoulder. This Harper's Weekly cover sets the historical context for the lesson.
- Model for the students how to read closely for details by highlighting/marking all the details that are relevant. Also, model for the students how to make connections to prior knowledge. (Explain that this Harper's Weekly cover of Grant, weighed illustrate the historical circumstances he faced. It illustrates how he inherited many political and social problems. Explain that President Grant was weighed down by the problems of his administration.) http://digital.library.msstate.edu/cdm/ref/collection/usgrant/id/9
- After you model how to read closely, model how to make and inference or claim and support it with details from text.
- Summarize the text for the students to demonstrate how this reading strategy helps you reinforce your understanding of the text you just read.
- Before reading and analyzing the documents, students collaborate with teacher to analyze Unconditional Surrender political cartoon.

- Tell the students that they will be practicing the same strategies with different texts.

Group Work – Jigsaw

- Explain Jigsaw Protocol to class. (Make sure the students understand the protocol before they begin the assignment.)

<u>JIGSAW PROTOCOL:</u>

- Ask students to work in groups of eight so there are the same number of people in each group as documents to read. Assign a document to each member.
    - Reader #1 – Republican Principles - Democratic Principles
    - Reader #2 - Grant in uniform with Schuyler Colfax on 15th Amendment
    - Reader #3 - President Grant's Special Message to Congress Announcing Ratification of the Fifteenth Amendment (1870)
    - Reader #4 - 15th Amendment to the U.S. Constitution: Voting Rights (1870) and Transcript
    - Reader #5 - Civil Rights Act of 1871, 17 Stat. 13 (1871)
    - Reader #6 - President Grant signing the Ku-Klux Force Bill in the President's room with Secretary Robeson and Gen. Porter, at the Capitol, April 20.
    - Reader #7 - Act Establishing Yellowstone National Park (1872)
    - Reader #8 - Photograph, Cascade Creek, Yellowstone, 1869-1878

- Provide the students with corresponding graphic organizer/analysis worksheet. All students should receive Central Ideas Graphic Organizer, CEI Graphic Organizer, Connect to Prior Knowledge: Connections Chart to help them organize their ideas and notes.
- Students read their documents independently looking for key points, new information, or answers to questions. Students use graphic organizer to track notes.
- Readers get together in job-alike groups (All Readers of #1s, All Readers of #2s, All Readers of #3s, etc.) to compare notes and ideas and to become experts on their documents:
- Assembling the Reading (synthesis):
- Once they become expert on their documents, they return to their original groups to share notes and summaries. The groups complete a Jigsaw Recording Form with all pieces of information gathered from each document expert (participant).

Quote Analysis Practice

Task: Read the following quote by Ulysses S. Grant:

"Let Us Have Peace."

Write a one paragraph response to this quote in which you explain what the quote means and how it connects to a war-weary nation during the Reconstruction Era.

Step-by-Step Guidelines

First, in the box below, record your initial reactions to the quote. This may include questions you have or things it makes you think about.

Next, think about what the quote might mean. Try to summarize its main idea in your own words on the line below.

Now, read this brief biography of Ulysses S. Grant:

"Running under the slogan "Let Us Have Peace," Grant defeated Democrat Horatio Seymour. During two terms in office, Grant worked hard to bring the North and the South together again, contending with an emerging white supremacist group called the Ku Klux Klan, and violent uprisings against blacks and Republicans. He met with Native American leaders, including Red Cloud, trying to develop a peace policy in the West. He also took steps to repair the damaged economy. But his two terms as president are best remembered for financial scandals among members of his party and his administration."

PBS Biography: Ulysses S. Grant.
http://www.pbs.org/wgbh/americanexperience/features/biography/grant-biography/

How does the quote you've read connect to President Grant's actions during the Reconstruction Era?

Provide two details that exemplify the connection between President Grant's quote and the legislation he enacted during the Reconstruction Era then explain your reasoning as to how the detail connects to the quote.

Detail #1 about the Reconstruction Era:

Reasoning as to how detail #1 about the Reconstruction Era connects to the quote:

Detail #2 about the Reconstruction Era:

Reasoning as to how detail #2 about the Reconstruction Era connects to the quote:

Finally, rewrite your response to this quote in a single paragraph. Remember, you need to state the quote and the person who said it, summarize the quote's meaning, and connect it to legislation enacted during Reconstruction Era using relevant details from other texts.

Some sentence stems and transitions that might help you…

Introduce the quote:

_____ once said, “ENTER QUOTE”

A famous quote by _____ stated, “ENTER QUOTE”

As stated by _____,"ENTER QUOTE"

In conveying his/her ideas about _____, _____ said, "ENTER QUOTE"

Summarize the quote:

What _____ was trying to convey is…

This quote shows…

One interpretation of this quote is…

To introduce evidence and connect to the quote:

One example… For instance… Notably…

For example…

This quote shows… The fact that… To illustrate…

Another example…

One may further consider… For instance…

To analyze your connection:

These examples show… As conveyed by this evidence…

Given these points… As has been noted…

Therefore…

Conclude your paragraph:

As was previously stated... In summary… Consequently…

Quickwrite

- After completing the Jigsaw Recording Form, tell students to write an essay responding to the following question.
- Given some of the policies President Grant enacted, do you think his memorial is a physical manifestation of his accomplishments as president?
- Tell students to draw evidence from the text to support their writing.

  In your essay

  - Introduce your topic clearly
  - Use relevant information from primary and secondary sources (both written and visual texts)
  - Cite specific evidence from the texts.
  - Maintain a formal and objective tone
  - Provide a concluding statement

- Provide students with a copy of Significant Contribution Graphic Organizer to help the students organize their ideas.

- Ask students to share their writing with the class.

Self-Assessment:

- Ask the students to complete an ODELL EDUCATION Text-Centered Discussions Checklist to help them reflect on their understanding of the video, or have them complete this web based interactive worksheet. http://odelleducation.com/wp-content/uploads/2012/08/TCD-Checklist.pdf.

Assessment: Exit Slip

- Ask students to use an index card and write:
  - One inference I made today…
  - A question that I hope to have answered in the coming days…

THE PAPERS OF ULYSSES S. GRANT
Volume 21:
November 1, 1870-May 31, 1871
Edited by John Y. Simon

Introduction (Excerpt)

Domestically, "a deplorable state of affairs existing in some portions of the South" and the specter of the Ku Klux Klan riding roughshod over freedmen and Unionists moved Grant to ask Congress for special powers to check violence and intimidation. Congressional adversaries responded to his formal request on March 23 with a torrent of condemnation of Grant as a tyrant trampling state prerogatives. Firmly believing in the moral as well as constitutional correctness of his course. Grant persisted. The "Ku Klux Klan" Act passed on April 20 gave the president authority to protect public safety and the ballot box by suspending the writ of *habeas corpus* and imposing martial law where appropriate. Calls for federal assistance came from elected officials and citizens throughout the South, taxing the limited numbers of troops available and forcing Grant to make hard decisions. Attorney General Amos T. Akerman, a former Confederate officer, worked energetically to assist Grant in executing these new presidential powers.

From the West, frequent reports of clashes between Indians and whites reached the White House, ranging from legal battles over treaty rights to battles in recently settled remote areas. Grant placed considerable hope in the gathering of tribal leaders at Okmulgee in December, 1870, that framed a constitution for a self-governing Indian Territory. Congress, however, refused to relinquish control over this domain. Senators and representatives withheld support unless the principal offices in the proposed territory went to whites, and Grant bowed to this pressure. Grant never hid his dislike of patronage: "There is no duty which so much embarrasses the Executive and heads of departments as that of appointments; nor is there any such arduous and thankless labor imposed on Senators and representatives as that of finding places for constituents."

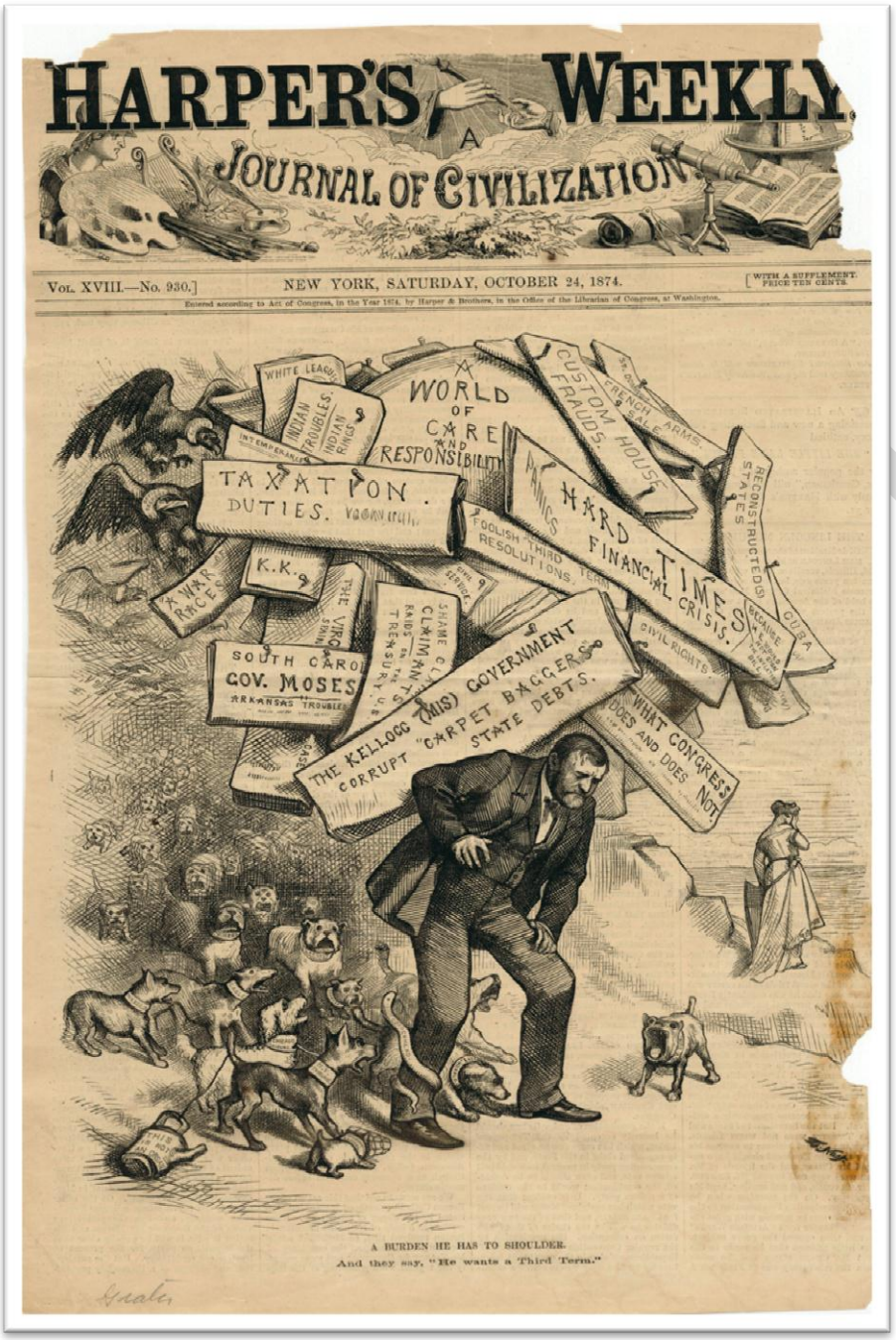
Rifts among Republicans in New York, Nebraska, Arkansas, and Louisiana caused additional problems. The central role of brother-in law James F. Casey complicated factional issues in Louisiana. Unable to appease all sides in these internecine struggles. Grant typically emphasized the need to display good sense and to preserve order. Grant did have favorites, but in extending assistance he shrewdly refrained from making "absolute promises."

John Y. Simon
February 1996

http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/79

DRAFT

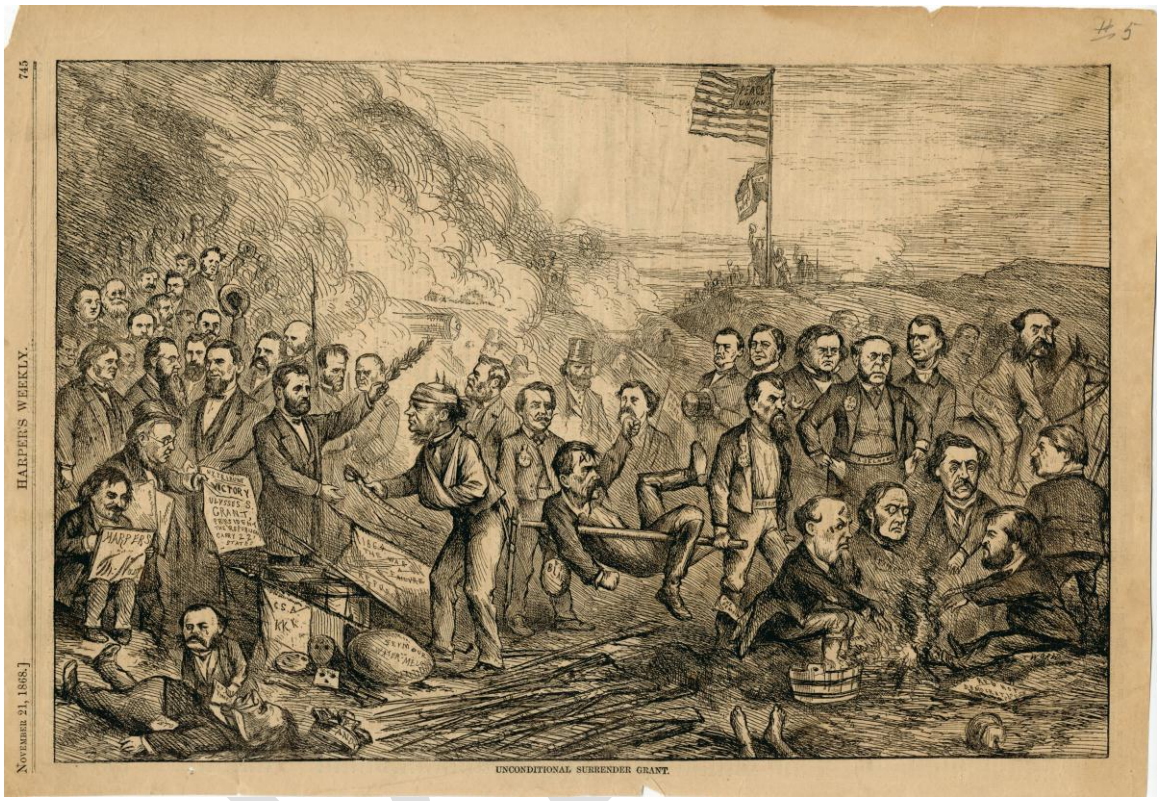
A Burden he Must Shoulder.



A Burden he Must Shoulder, Ulysses S. Grant collection. Ulysses S. Grant Association, Mississippi State University Libraries.

http://digital.library.msstate.edu/cdm/ref/collection/usgrant/id/9

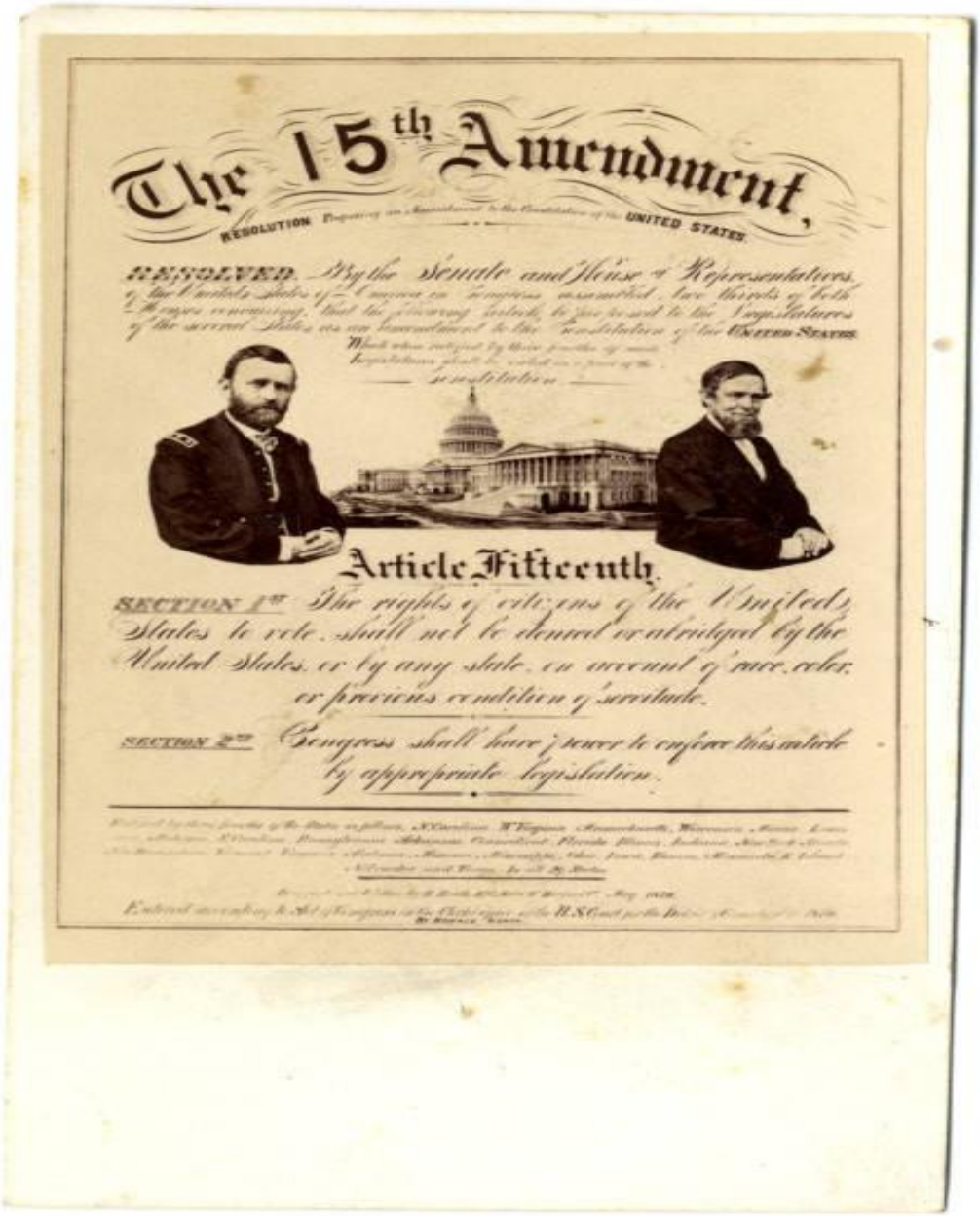
Unconditional Surrender Grant



Unconditional Surrender Grant, Ulysses S. Grant collection. Ulysses S. Grant Association, Mississippi State University Libraries.

http://digital.library.msstate.edu/cdm/ref/collection/usgrant/id/2

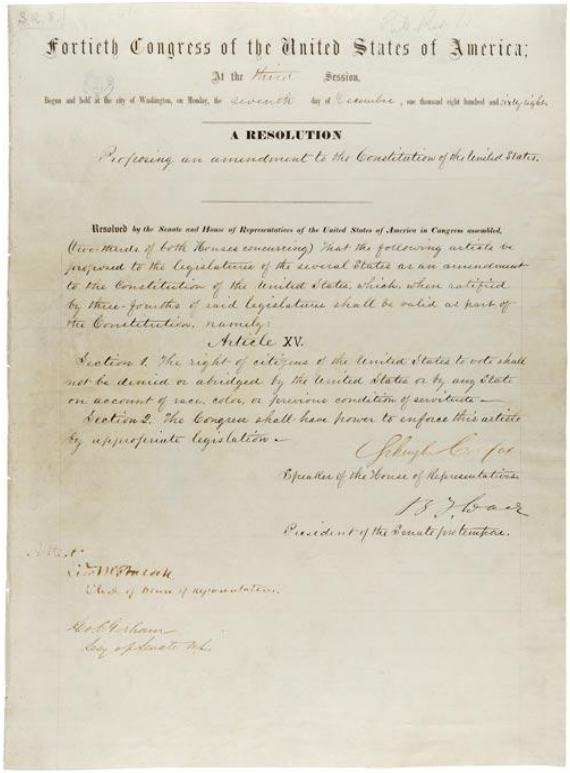
Grant in uniform with Schuyler Colfax on 15th Amendment



Bultema-Williams Collection of Ulysses S. Grant Photographs and Prints from the Frank and Virginia Williams Collection of Lincolniana

http://digital.library.msstate.edu/cdm/ref/collection/cdv/id/134

15th Amendment to the U.S. Constitution: Voting Rights (1870)



Fortieth Congress of the United States of America;

At the third Session,

Begun and held at the city of Washington, on Monday, the seventh day of December, one thousand eight hundred and sixty-eight.

A RESOLUTION

Proposing an amendment to the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, (two-thirds of both Houses concurring) That the following article be proposed to the legislature of the several States as an amendment to the Constitution of the United States, which, when ratified by three-fourths of said legislatures shall be valid as part of the Constitution, namely:

Article XV.

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude—

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Speaker of the House of Representatives

President of the Senate pro tempore.

Transcript of 15th Amendment to the U.S. Constitution: Voting Rights (1870)

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Section 2. The Congress shall have the power to enforce this article by appropriate legislation.

http://www.ourdocuments.gov/doc.php?doc=44&page=transcript#

President Grant's Special Message to Congress Announcing Ratification of the Fifteenth Amendment (1870)

It is unusual to notify the two Houses of Congress by message of the promulgation, by proclamation of the Secretary of State, of the ratification of a constitutional amendment. In view, however, of the vast importance of the fifteenth amendment to the Constitution, this day declared a part of that revered instrument, I deem a departure from the usual custom justifiable. A measure which makes at once 4,000,000 people voters who were heretofore declared by the highest tribunal in the land not citizens of the United States, nor eligible to become so, with the assertion that at the time of the Declaration of Independence the opinion was fixed and universal in the civilized portion of the white race, regarded as an axiom in morals as well as in politics, that "black men had no rights which the white man was bound to respect", is indeed a measure of grander importance than any other one act of the kind from the foundation of our free Government to the present day.

Institutions like ours, in which all power is derived directly from the people, must depend mainly upon their intelligence, patriotism, and industry. I call the attention, therefore, of the newly enfranchised race to the importance of their striving in every honorable manner to make themselves worthy of their new privilege. To the race more favored heretofore by our laws I would say, Withhold no legal privilege of advancement to the new citizen. The framers of our Constitution firmly believed that a republican government could not endure without intelligence and education generally diffused among the people. The Father of his Country, in his Farewell Address, uses this language:

"Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened".

In his first annual message to Congress the same views are forcibly presented, and are again urged in his eighth message.

I repeat that the adoption of the fifteenth amendment to the Constitution completes the greatest civil change and constitutes the most important event that has occurred since the nation came into life. The change will be beneficial in proportion to the heed that is given to the urgent recommendations of Washington. If these recommendations were important then, with a population of but a few millions, how much more important now, with a population of 40,000,000, and increasing in a rapid ratio. I would therefore call upon Congress to take all the means within their constitutional powers to promote and encourage popular education throughout the country, and upon the people everywhere to see to it that all who possess and exercise political rights shall have the opportunity to acquire the knowledge which will make their share in the Government a blessing and not a danger. By such means only can the benefits contemplated by this amendment to the Constitution be secured.

DRAFT

REPUBLICAN PRINCIPLES - DEMOCRATIC PRINCIPLES

Harper's Weekly, May 6, 1871, page 408

http://education.harpweek.com/KKKHearings/IllustrationBig31.htm

Civil Rights Act of 1871, 17 Stat. 13 (1871)

SEC. 2. That if two or more persons within any State or Territory of the United States shall conspire together to overthrow, or to put down, or to destroy by force the government of the United States, or to levy war against the United States, or to oppose by force the authority of the government of the United States, or by force, intimidation, or threat to prevent, hinder, or delay the execution of any law of the United States, or by force to seize, take, or possess any property of the United States contrary to the authority thereof, or by force, intimidation, or threat to prevent any person from accepting or holding any office or trust or place of confidence under the United States, or from discharging the duties thereof, or by force, intimidation, or threat to induce any officer of the United States to leave any State, district, or place where his duties as such officer might lawfully be performed, or to injure him in his person or property on account of his lawful discharge of the duties of his office, or to injure his person while engaged in the lawful discharge of the duties of his office, or to injure his property so as to molest, interrupt, hinder, or impede him in the discharge of his official duty, or by force, intimidation, or threat to deter any party or witness in any court of the United States from attending such court, or from testifying in any matter pending in such court fully, freely, and truthfully, or to injure any such party or witness in his person or property on account of his having so attended or testified, or by force, intimidation, or threat to influence the verdict, presentment, or indictment, of any juror or grand juror in any court of the United States, or to injure such juror in his person or property on account of any verdict, presentment, or indictment lawfully assented to by him, or on account of his being or having been such juror, or shall conspire together, or go in disguise upon the public highway or upon the premises of another for the purpose, either directly or indirectly, of depriving any person or any class of persons of the equal protection of the laws, or of equal privileges or immunities under the laws, or for the purpose of preventing or hindering the constituted authorities of any State from giving or securing to all persons within such State the equal protection of the laws, or shall conspire together for the purpose of in any manner impeding, hindering, obstructing, or defeating the due course of justice in any State or Territory, with intent to deny to any citizen of the United States the due and equal protection of the laws, or to injure any person in his person or his property for lawfully enforcing the right of any person or class of persons to the equal protection of the laws, or by force, intimidation, or threat to prevent any citizen of the United States lawfully entitled to vote from giving his support or advocacy in a lawful manner towards or in favor of the election of any lawfully qualified person as an elector of President or Vice-President of the United States, or as a member of the Congress of the United States, or to injure any such citizen in his person or property on account of such support or advocacy, each and every person so offending shall be deemed guilty of a high crime, and, upon conviction thereof in any district or circuit court of the United States or district or supreme court of any Territory of the United States having jurisdiction of similar offences, shall be punished by a fine not less than five hundred nor more than five thousand dollars, or by imprisonment, with or without hard labor, as the court may determine, for a period of not less than six months nor more than six years, as the court may determine, or by both such fine and imprisonment as the court shall determine....

DRAFT

President Grant signing the Ku-Klux Force Bill in the President's room with Secretary Robeson and Gen. Porter, at the Capitol, April 20

Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

http://www.loc.gov/pictures/resource/cph.3b33896/

Forty-Second Congress of the United States of America; At the Second Session, Begun and held at the City of Washington, on Monday, the Fourth day of December, one thousand eight hundred and seventy-one.

The actual Congressional Act setting aside land for our nation's first national park:

Forty-Second Congress. Session II Ch. 21-24. 1872. March 1, 1872. CHAP. XXIV. -- An Act to set apart a certain Tract of Land lying near the Head-waters of the Yellowstone River as a public Park.

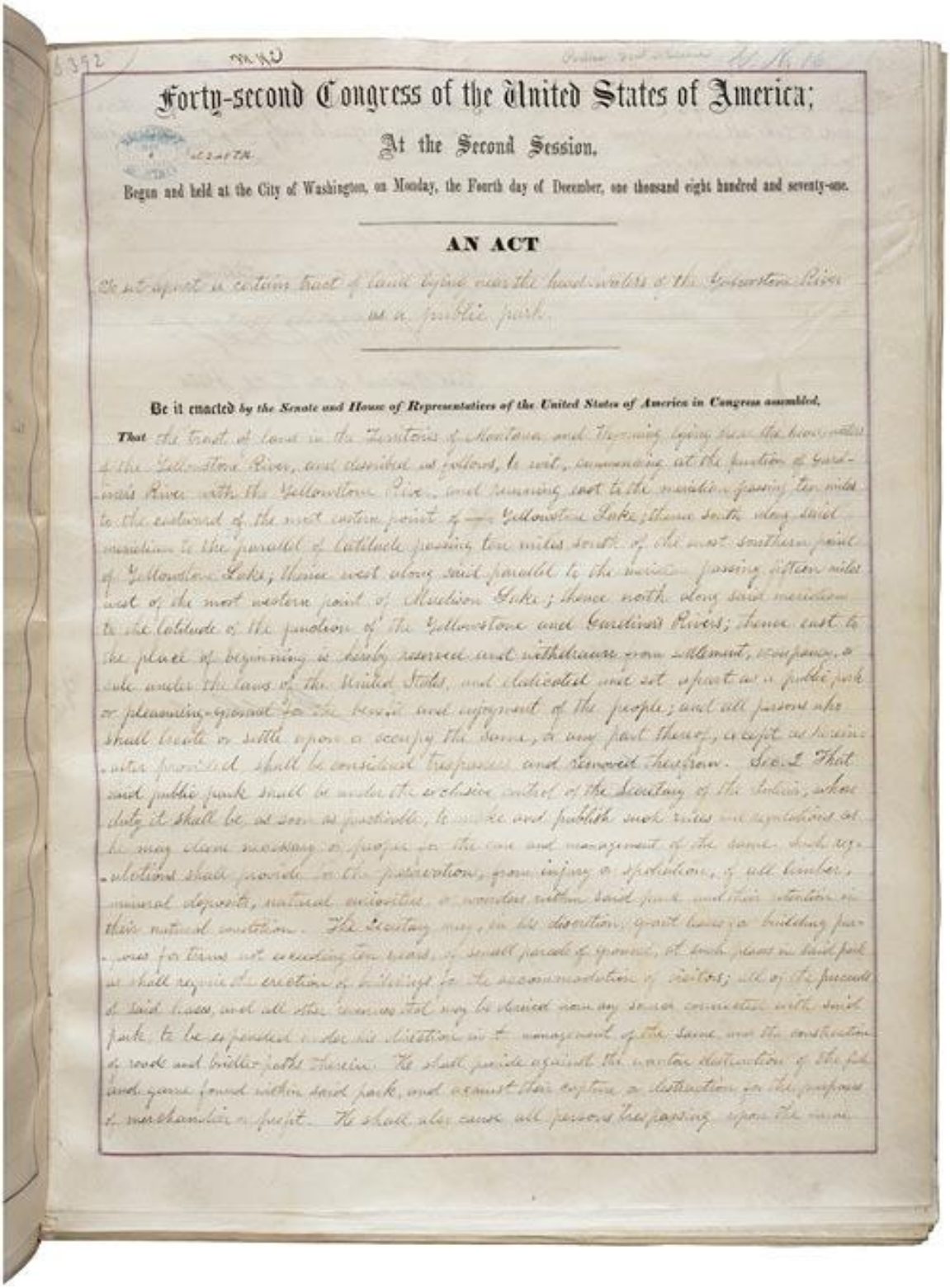
Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the tract of land in the Territories of Montana and Wyoming, lying near the head-waters of the Yellowstone river, and described as follows, to wit, commencing at the junction of Gardiner's river with the Yellowstone river, and running east to the meridian passing ten miles to the eastward of the most eastern point of Yellowstone lake; thence south along said meridian to the parallel of latitude passing ten miles south of the most southern point of Yellowstone lake; thence west along said parallel to the meridian passing fifteen miles west of the most western point of Madison lake; thence north along said meridian to the latitude of the junction of the Yellowstone and Gardiner's rivers; thence east to the place of beginning, is hereby reserved and withdrawn from settlement, occupancy, or sale under the laws of the United States, and dedicated and set apart as a public park or pleasuring-ground for the benefit and enjoyment of the people; and all persons who shall locate or settle upon or occupy the same, or any part thereof, except as hereinafter provided, shall be considered trespassers and removed therefrom.

SECTION 2. That said public park shall be under the exclusive control of the Secretary of the Interior, whose duty it shall be, as soon as practicable, to make and publish such rules and regulations as he may deem necessary or proper for the care and management of the same. Such regulations shall provide for the preservation, from injury or spoliation, of all timber, mineral deposits, natural curiosities, or wonders within said park, and their retention in their natural conditions. The secretary may in his discreation, grant leases for building purposes for terms not exceeding ten years, of small parcels or ground; at such places in said park as shall require the erection of buildings for the accommodation of visitors; all of the proceeds of said leases, and all other revenues that may be derived from any source connected with said park, to be expended under his direction in the management of the same, and the construction of roads and bridle-paths therein. He shall provide against the wanton destruction of the fish and game found within said park, and against their capture or destruction for the purposes of merchandise or profit. He shall also cause all persons trespassing upon the same after the passage of this act to be removed therefrom, and generally shall be authorized to take all such measures as shall be necessary or proper to fully carry out the objects and purposes of this act.

APPROVED March 1st 1872

U. S. Grant (Signed)

Act Establishing Yellowstone National Park (1872)



Forty-second Congress of the United States of America;

At the Second Session.

Begun and held at the City of Washington, on Monday, the Fourth day of December, one thousand eight hundred and seventy-one.

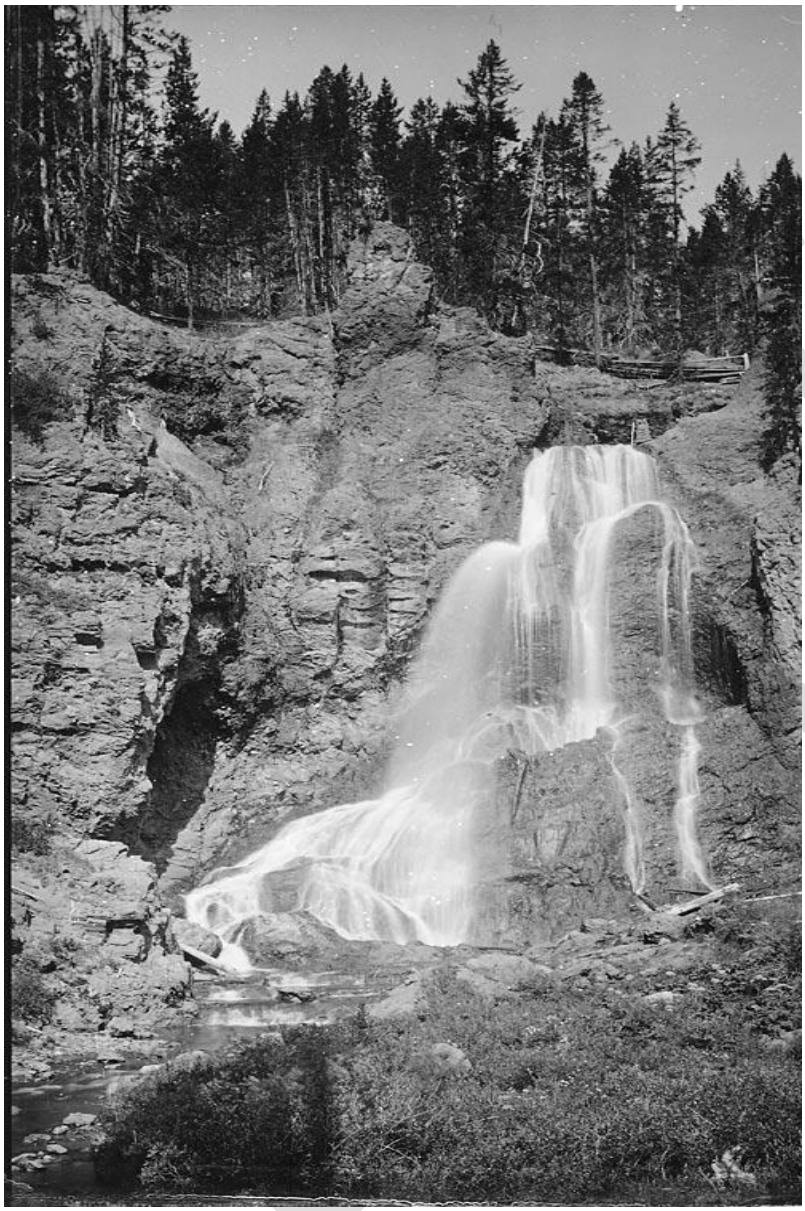
AN ACT

To set apart a certain tract of land lying near the head waters of the Yellowstone River as a public park.

Be it enacted *by the Senate and House of Representatives of the United States of America in Congress assembled,*

That the tract of land in the Territories of Montana and Wyoming lying near the head waters of the Yellowstone River, and described as follows, to wit, commencing at the junction of Gardiners River with the Yellowstone River, and running east to the meridian passing ten miles to the eastward of the most eastern point of Yellowstone Lake; thence south along said meridian to the parallel of latitude passing ten miles south of the most southern point of Yellowstone Lake; thence west along said parallel to the meridian passing fifteen miles west of the most western point of Madison Lake; thence north along said meridian to the latitude of the junction of the Yellowstone and Gardiners Rivers; thence east to the place of beginning is hereby reserved and withdrawn from settlement, occupancy, or sale under the laws of the United States, and dedicated and set apart as a public park or pleasuring-ground for the benefit and enjoyment of the people; and all persons who shall locate or settle upon or occupy the same, or any part thereof, except as hereinafter provided, shall be considered trespassers and removed therefrom. Sec. 2 That said public park shall be under the exclusive control of the Secretary of the Interior, whose duty it shall be, as soon as practicable, to make and publish such rules and regulations as he may deem necessary or proper for the care and management of the same. Such regulations shall provide for the preservation, from injury or spoliation, of all timber, mineral deposits, natural curiosities, or wonders within said park, and their retention in their natural condition. The Secretary may, in his discretion, grant leases for building purposes for terms not exceeding ten years, of small parcels of ground, at such places in said park as shall require the erection of buildings for the accommodation of visitors; all of the proceeds of said leases, and all other revenues that may be derived from any source connected with said park, to be expended under his direction in the management of the same and the construction of roads and bridle paths therein. He shall provide against the wanton destruction of the fish and game found within said park, and against their capture or destruction for the purpose of merchandise or profit. He shall also cause all persons trespassing upon the same

Photograph, Cascade Creek, Yellowstone, 1869-1878 by William H. Jackson



http://www.ourdocuments.gov/doc.php?flash=true&doc=45

CEI: Claim, Evidence and Interpretation Graphic Organizer

Claim:

Interpretation: An explanation and/or analysis of the evidence . . .

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KEEP TRACK OF THE AUTHOR'S CENTRAL IDEAS

Show the central ideas in a selection by filling in the chart below as you read. When you finish reading, draw conclusions about the main idea.

Key Idea: Supporting Points:	Key Idea: Supporting Points:	Key Idea: Supporting Points:
Key Idea: Supporting Points:	Key Idea: Supporting Points:	Key Idea: Supporting Points:
Key Idea: Supporting Points:	Key Idea: Supporting Points:	Key Idea: Supporting Points:
Central Idea:		

DRAFT

CONNECT TO PRIOR KNOWLEDGE: CONNECTIONS CHART

Directions: As you read, find a way to connect what you are reading to what you already know. Use the following system to keep track of your connections on sticky notes. Create additional notations for connections you make that are not listed below.

YES I agree with this	– I do not like this part
NO I disagree with this	! This is like something else I know
? I do not understand this	√ This seems important
W I wonder …	I need to come back and look at this
+ I like this part	___ _____

If you do not have sticky notes, keep track of your connections in a chart like this.

Page	Column	Notation and short note about my connection

After Reading
Here is a summary of my connections:

_____

_____

Here is how my connections were the same as those of my classmates:

_____

_____

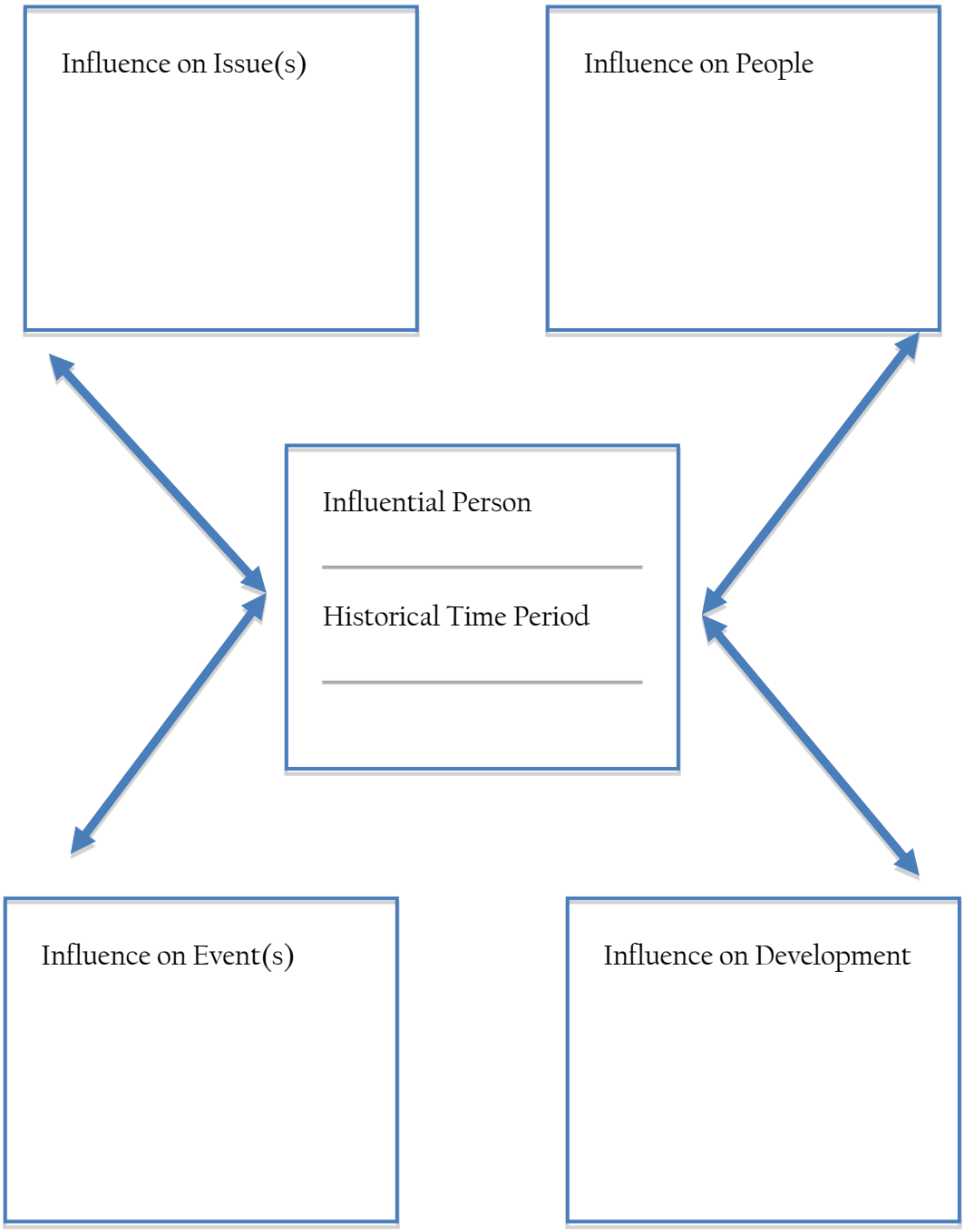
Here is how my connections were different from those of my classmates:

_____

_____

Significant Contributions Graphic Organizer

Identify person's influences that led to a major contribution to mankind.



JIGSAW RECORDING FORM **GROUP: _____**

Document Title: Presenter #1:	Important Details	Main Idea	Summary
Document Title: Presenter #2:	Important Details	Main Idea	Summary
Document Title: Presenter #3:	Important Details	Main Idea	Summary
Document Title: Presenter #4:	Important Details	Main Idea	Summary

JIGSAW RECORDING FORM **GROUP: _____**

Document Title: Presenter #5:	Important Details	Main Idea	Summary
Document Title: Presenter #6:	Important Details	Main Idea	Summary
Document Title: Presenter #7:	Important Details	Main Idea	Summary
Document Title: Presenter #8:	Important Details	Main Idea	Summary

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Lesson 7

POST VISIT

Lesson: General Grant National Memorial: an embodiment of his legacy and the ideals of the people involved in the construction

Lesson Objectives: Students will learn …

- about President Grant and his achievements
- how the monument is a physical manifestation of is legacy
- how the monument help establish the identity of the people involved in the creation
- how the monument help establish our collective memory of a leader that saved the nation from dissolution
- how to read text closely and analyze textual evidence
- how to analyze written and visual-based texts (maps and videos)
- how to participate in discussions about the text (written, visual, and video) with a partner, small group, and the whole class
- how to write and argument an support it with evidence from text

Materials: Here Sleeps the Hero (visual text), Here Sleeps the Hero (written text), Grant Our Great Commander (visual text), Grant Our Great Commander (written text), Memorial Banner from U.S. Grant Post No. 123, Grand Army of the Republic, In Commemoration of the Dedication of the Tomb of General U.S. Grant, April 27, 1897, at Riverside Park, New York City, Last Tribute to Our Dead Hero Official Programme , Ulysses S. Grant Conqueror, Patriot, Hero An Elegy and other Poems, Jigsaw Recording Form, Visual-Text Analysis Worksheet, Song Analysis Worksheet for "Here Sleeps the Hero," Song Analysis Worksheet for "Grant Our Great Commander," Text-dependent Questions for Ulysses S. Grant Conqueror, Patriot, Hero, Formal Tone Checklist

Instructional Notes

- Tell the students that today they are going to examine some historical documents and artifacts to gain some insight into why architectural memorials help us preserve memories.
- Explain that they are going to examine some items that provide visual and textual information about Grant's life, death, and his legacy. Tell the students that the purpose of this lesson is to see what the mausoleum and the items reveal about the people that created them and their attitude toward the person being memorialized.

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ALIGNMENT TO CCLS:

- RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- WHST.6-8.1 - Write arguments focused on discipline-specific content.
- WHST.6-8.9 - Draw evidence from informational texts to support analysis reflection, and research.

New York State Social Studies Standards: S1 - History of The United States

Mini-Lesson: Close reading of text to find specific details to support analysis

Model – Close-reading of object

- Tell students that monuments serve as a physical manifestation of our collective memory. They hold a special place in human memory and in individual and group identity. Additionally, monuments embody the people and experiences involved in its construction.
- Explain to the students that by examining documents and artifacts from General Grant National Memorial Collection we are going to assess the impact these items have on establishing our collective memory of President Grant and serve as tangible reminders of his legacy.
- Play the song Grant's Tomb: Monument Fanfare & Tribute: A Musical Legacy by composer Philip Rothman. http://www.grantstomb.org/fanfare.html
- Tell the class that this musical work was commissioned by Grant Monument Association and was premiered by the United States Military Academy Band at Grant's Tomb on April 27, 2000. This song was commissioned as a tribute to the President.
- Explain the emotions the song evokes and how it shapes our collective memory.
- (see background information)
- Using a document camera or other means of projection, display the song "Here Sleeps the Hero." Using the Song Analysis Worksheet, model for the students how to analyze a song. Collaborate with students to answer the following text-dependent questions. Explain to the students that the text-dependent questions help them check for understanding as they read.
- Text-Dependent Questions for "Here Sleeps the Hero"
    - What type of emotions does this song evokes? Cite evidence from text to support analysis
    - How does the song portray President Grant? Cite evidence from text to support analysis

- What character traits are attributed to President Grant? Cite evidence from text
- How do the lyrics of this song impact our lasting memory of President Grant?

- Explain to the students that in this lesson, the students are going to apply a few reading strategies that will help them become better readers of complex text. They are going to participate in a jigsaw reading activity. They are going to do a close reading of several documents and items. Tell students that as they read, they should focus on how these items remind us of President Grant's importance in history and his legacy. Remind students that as they read they should annotate their texts by highlighting/marking all the details they feel are relevant to their guiding and text-dependent questions.

Group Work – Jigsaw

- Explain Jigsaw Protocol to class. (Make sure the students understand the protocol before they begin the assignment.)

<u>JIGSAW PROTOCOL:</u>

- Ask students to work in groups of eight so there are the same number of people in each group as documents to read. Assign a document to each member.
  - Reader #1 – Here Sleeps the Hero (Visual Text)
  - Reader #2 - Here Sleeps the Hero (Written Text)
  - Reader #3 – Grant Our Great Commander (Visual Text)
  - Reader #4 – Grant Our Great Commander (Written Text)
  - Reader #5 – Memorial Banner from U.S. Grant Post No. 123, Grand Army of the Republic
  - Reader #6 – In Commemoration of the Dedication of the Tomb of General U.S. Grant, April 27, 1897, at Riverside Park, New York City.
  - Reader #7 – Last Tribute to Our Dead Hero Official Programme (Written and Visual Text)
  - Reader #8 – Ulysses S. Grant Conqueror, Patriot, Hero An Elegy and other Poems (Written Text)
- Provide the students with corresponding analysis worksheet. All students should receive an analysis worksheet that corresponds with the type of document they are analyzing. This will help them organize their ideas and notes.
- Students read their documents independently looking for key points, new information, or answers to questions. Students complete analysis worksheets to track notes.
- Readers get together in job-alike groups (All Readers of #1s, All Readers of #2s, All Readers of #3s, etc.) to compare notes and ideas and to become experts on their documents:
- Assembling the Reading (synthesis):
- Once they become expert on their documents, they return to their original groups to share notes and summaries. The groups complete a Jigsaw Recording

Form with all pieces of information gathered from each document expert (participant).

JIGSAW RECORDING FORM **GROUP: _____**

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Document Title: Presenter #2:	Important Details	Main Idea	Summary
Document Title: Presenter #3:	Important Details	Main Idea	Summary
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DRAFT

JIGSAW RECORDING FORM **GROUP: _____**

Document Title: Presenter #5:	Important Details	Main Idea	Summary
Document Title: Presenter #7:	Important Details	Main Idea	Summary
Document Title: Presenter #8:	Important Details	Main Idea	Summary
Document Title: Presenter #4:	Important Details	Main Idea	Summary

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Writing

According to John Hemingway Duncan, the architect of General Grant National Memorial, he wanted to design a "monumental structure that should be unmistakably a tomb of military character" and the "epitome of reverence and respect." Based on your knowledge of the monument and President Grant's life, do you think John H. Duncan met his objective? Write an argumentative essay using your background knowledge as well as evidence from all the documents you read in this unit to support your analysis.

In your essay

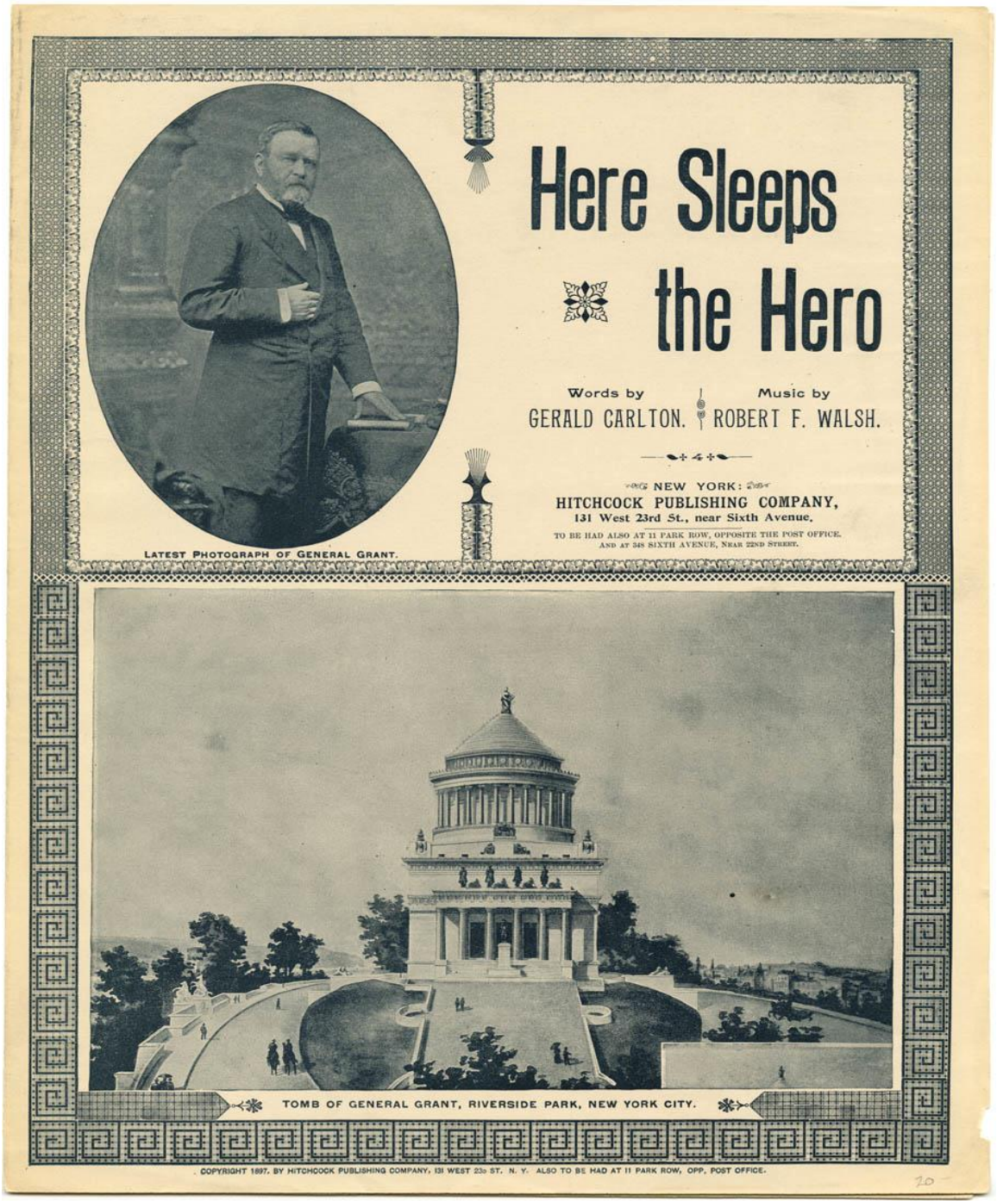
- Introduce your topic clearly
- Use relevant information from primary and secondary sources (both written and visual texts)
- Cite specific evidence from the texts.
- Maintain a formal and objective tone
- Provide a concluding statement

Self-Assessment:

Answering yes to each of these statements will help you determine if your writing maintains a formal tone.

	Yes	No
Colloquial		
My writing does not include slang, figures of speech, broken syntax, etc.		
My writing does not take on a personal tone. I do not address the reader using second person pronouns (e.g. you, your)		
My writing uses third person and is disconnected from the topic to make observations.		
Complex		
My writing includes longer sentences.		
My writing is thorough. Each main point is introduced, elaborated, and concluded.		
Contractions/Abbreviations		
My writing does not use contractions (e.g. you're, couldn't, it's) and abbreviations (e.g. TV, photos) whenever possible.		
Objective		
My writing state main points confidently and offer full support arguments.		
My writing shows a limited range of emotions. It avoids emotive punctuation like exclamation points, ellipsis, etc., unless they are being cited from another source.		

Here Sleeps the Hero



http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20499&db=objects&dir=CR%20gegr&collid=GEGR.COLLECT.004&page=0

Visual-Text Analysis Worksheet

Step 1. Observation

A. Study the visual for 2 minutes. Form an overall impression of the visual and then examine individual items. (Come up with a general idea of the visual and then look at each item one at a time.) Next, divide the photo into quadrants and study each section to see what new details become visible. (Divide the visual into four parts and study each section to see what new details you are able to see.)

B. Use the chart below to list people, objects, and activities in the photograph.

Quadrant 1		
People	Objects	Activities
Quadrant 2		
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Quadrant 3		
People	Objects	Activities
Quadrant 4		
People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this visual.

1.
2.
3.

Step 3. Questions

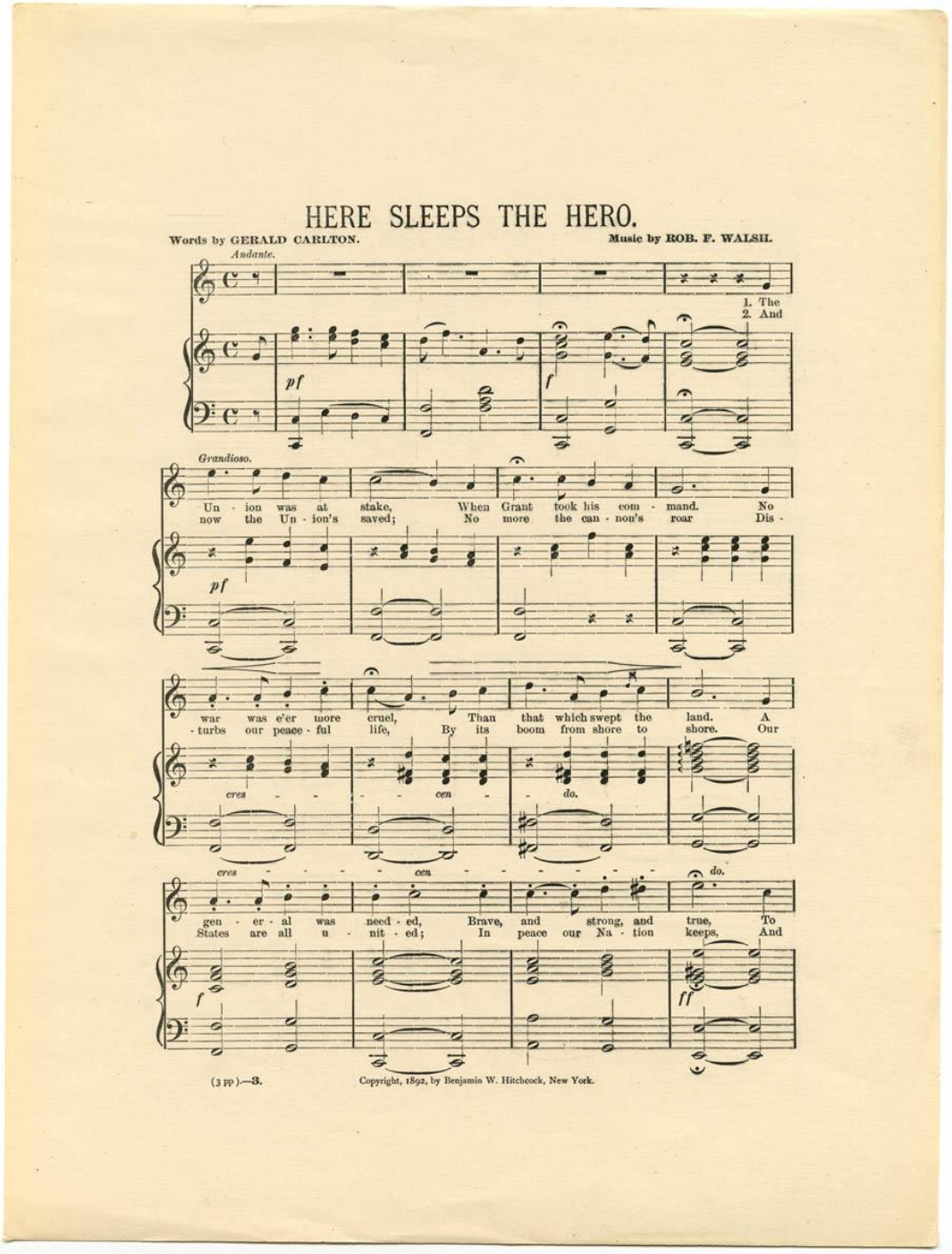
What questions does this visual raise in your mind?

Think about another visual in this lesson, how do they connect historically? What story do they tell you about the people of that time period?

Adapted from the National Archives and Records Administration

DRAFT

Here Sleeps the Hero



HERE SLEEPS THE HERO.

Words by GERALD CARLTON. Music by ROB. F. WALSH.

Andante.

1. The
2. And

pf *f*

Grandioso.

Un - ion was at stake, When Grant took his com - mand. No
now the Un - ion's saved; No more the can - non's roar Dis -

pf

war was e'er more cruel, Than that which swept the land. A
- turbs our peace - ful life, By its boom from shore to shore. Our

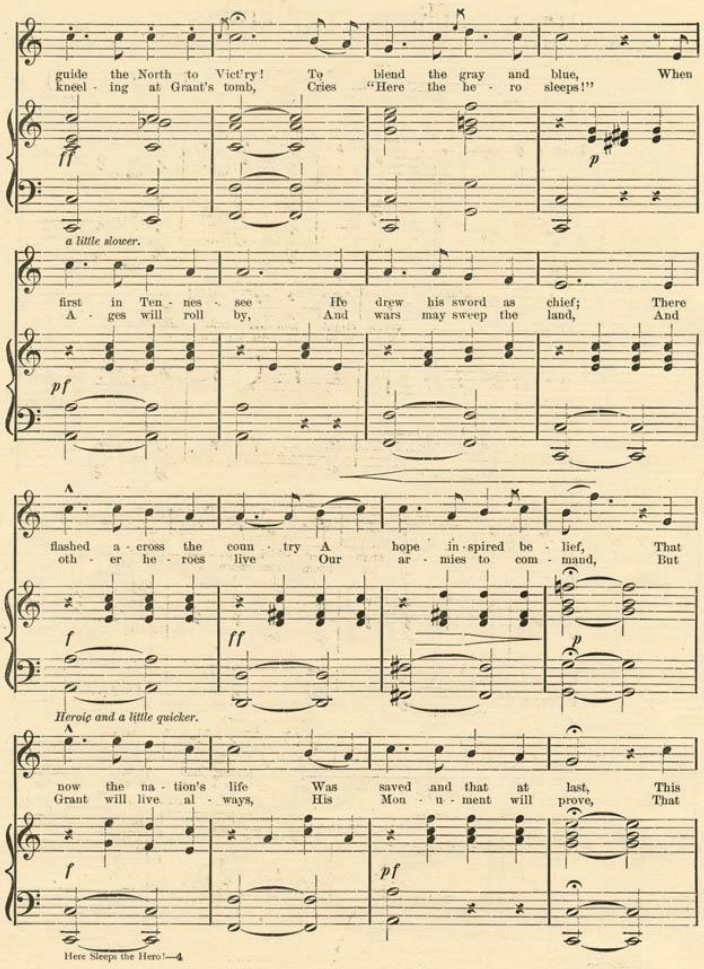
cres - - - - cen - - do.

cres - - - - cen - - - - - - do.

gen - er - al was need - ed, Brave, and strong, and true, To
States are all u - nit - ed; In peace our Na - tion keeps, And

f *ff*

(3 pp.)—3. Copyright, 1892, by Benjamin W. Hitchcock, New York.


guide the North to Vict'ry! To blend the gray and blue, When
kneel - ing at Grant's tomb, Cries "Here the he - ro sleeps!"
ff
p
a little slower.
first in Ten - nes - see He drew his sword as chief; There
A - ges will roll by, And wars may sweep the land, And
pf
flashed a - cross the coun - try A hope in - spired be - lief, That
oth - er he - roes live Our ar - mies to com - mand, But
f
ff
p
Heroic and a little quicker.
now the na - tion's life Was saved and that at last, This
Grant will live al - ways, His Mon - u - ment will prove, That
f
pf
Here Sleeps the Hero!—4

war 'twixt son and broth - er, Would soon be of the past.....
he who saved the Un - ion, Was giv'n his coun - try's love.....

CHORUS.

Martiàl.

Here sleeps the He - ro, By Hud - son's roll - ing tide;..... He who the

pf *diminuendo.* *f*

Un - ion saved, What - e'er be - tide,..... Here sleeps the He - ro,

ff *pf* *ff*

ral - lan - tan - do.

Grant! God bless his name, Who saved us a Na - tion, And earned im-mor-tal fame.

crisc. *ff*

Song Analysis Worksheet for "Here Sleeps the Hero"

1.	Read and listen to the song. Then answer the guiding questions below.
A.	Who created the song?
B.	Who is the intended audience?
C.	What is the topic of the song? In many songs a story is being told. What is that story line? Put the story into your own words, giving specific examples from the lyrics.
D.	What can song tell us about people and society?
E.	Why do you think they wrote this song?
F.	What might have motivated someone to write this song?
2.	Text-Dependent Questions for "Here Sleeps the Hero" • What type of emotions does this song evokes? Cite evidence from text to support analysis • What does the title tell you about the songwriter's point of view? • How does the song portray President Grant? Cite evidence from text to support analysis • What character traits are attributed to President Grant? Cite evidence from text • How do the lyrics of this song impact our lasting memory of President Grant?

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Adapted from the National Archives and Records Administration

Grant Our Great Commander

Our Great Commander, Ulysses S. Grant collection. Ulysses S. Grant Association, Mississippi State University Libraries.

http://digital.library.msstate.edu/cdm/ref/collection/usgrant/id/117

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Step 2. Inference

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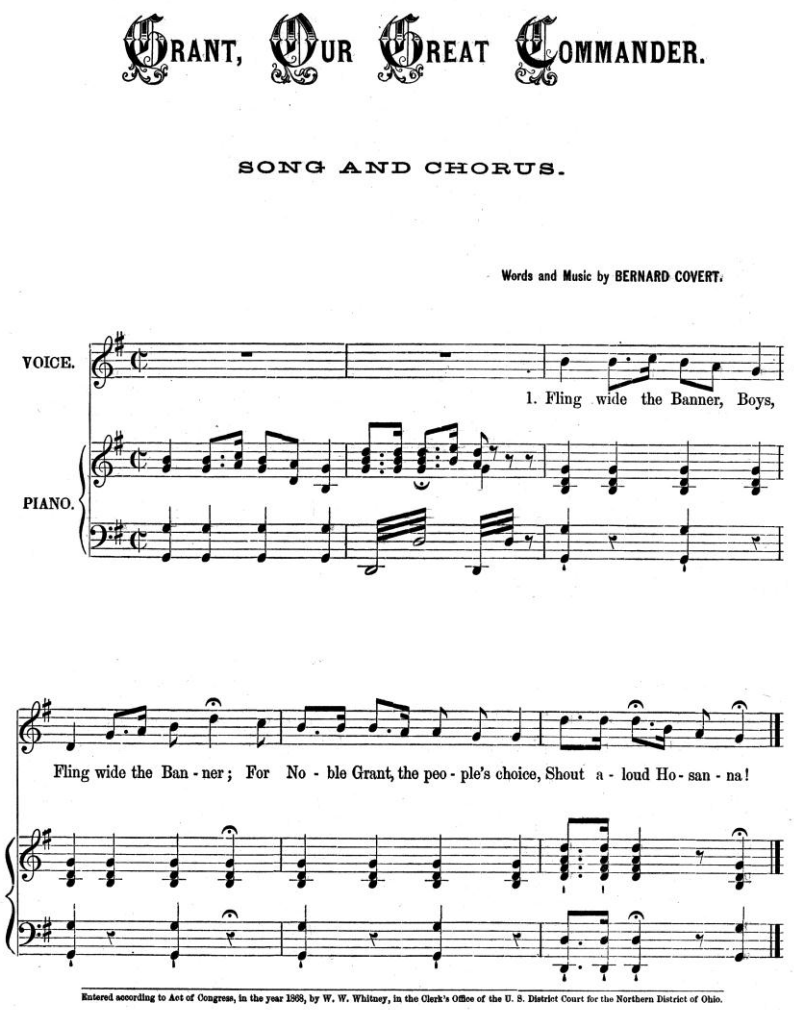
Grant Our Great Commander



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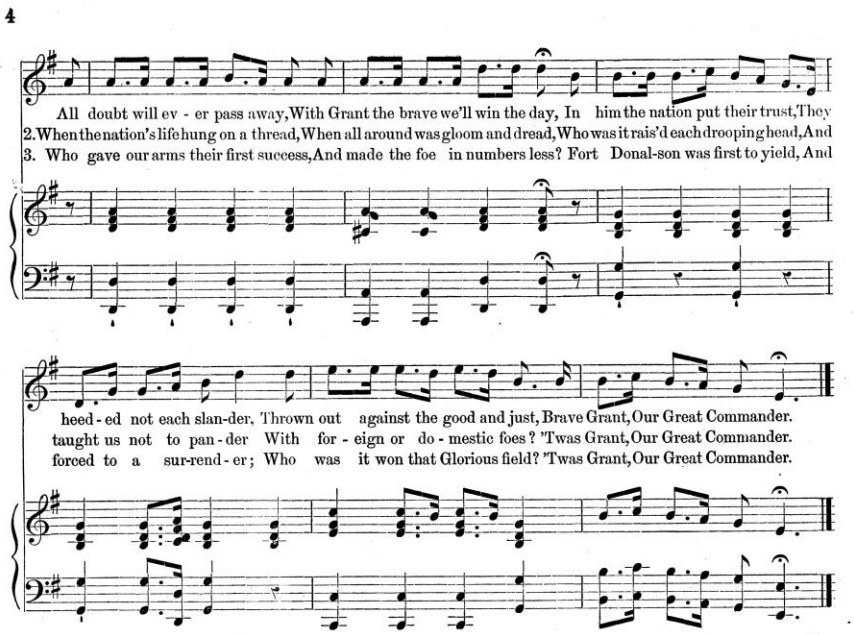


FOURTH VERSE.

Who storm'd the works on Vicksburg's height,
When Freedom in her morning's light
Dispell'd the gloom of Treason's night,
And made the foe surrender,
Just on our Glorious Natal day?
'Twas Grant, Our Great Commander.

FIFTH VERSE.

Who made Our Country's foemen reel,
And bend their stubborn wills of steel,
And in repentance learn to feel
That God was with Our Banner?
That man will be Our President,
Brave Grant, Our Great Commander.

SIXTH VERSE.

When Rebellion's sun went down,
And justice placed her laurel crown
Upon the brow of him who won
The name of the Defender;
Who bid the Bloody Conflict cease?
'Twas Grant. Our Great Commander.

SEVENTH VERSE.

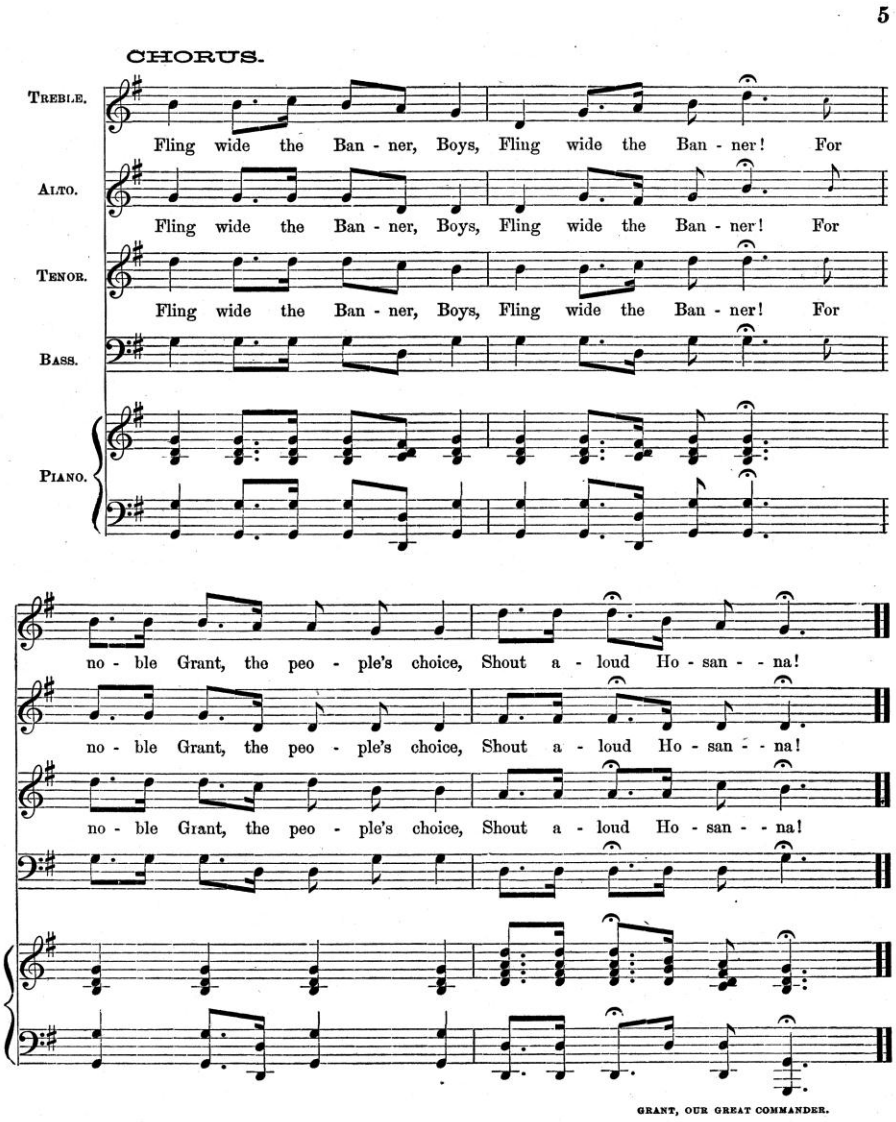
Come Soldiers, Sailors, Freemen, all,
Can you resist your Country's call?
Don't for a moment hesitate,
Come forth with truth and candor,
Vote for the man who saved the State,
For Grant, Our Great Commander.

GRANT, OUR GREAT COMMANDER.

Our Great Commander, Ulysses S. Grant collection. Ulysses S. Grant Association, Mississippi State University Libraries.

http://digital.library.msstate.edu/cdm/ref/collection/usgrant/id/117

Grant Our Great Commander



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Song Analysis Worksheet for "Grant Our Great Commander"

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Adapted from the National Archives and Records Administration

Memorial Banner from U.S. Grant Post No. 123, Grand Army of the Republic

Background Information

Memorial banner from the U.S. Grant Post No. 123 of the Grand Army of the Republic, Department of Iowa, Avoca. Banner contains a bust portrait photograph of Grant in the center surrounded by embroidered text.

http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20212&db=objects&dir=CR%20NPNYH&page=1&psearch=Memorials%20(written)&plet=T

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Think about another visual in this lesson, how do they connect historically? What story do they tell you about the people of that time period?

Adapted from the National Archives and Records Administration

DRAFT

In Commemoration of the Dedication of the Tomb of General U.S. Grant, April 27, 1897, at Riverside Park, New York City.

Background Information

Poster commemorating the dedication of the Tomb of General U.S. Grant, April 27, 1897, at Riverside Park, New York. Color poster includes an image of a completed Grant's Tomb on right, as well as a depiction of Columbia flanked by a Union sailor and soldier, with a large oval bust portrait of Grant on left. The top of the poster reads "Let Us Have Peace," which is also engraved on the upper portion of the tomb. Drawn by G.A. Binkert, lithograph by Chas F. Roehsler, copyright Jos. Koehler.

http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20549&db=objects&dir=CR%20NPNYH&page=1&psearch=Memorials%20(written)&plet=T

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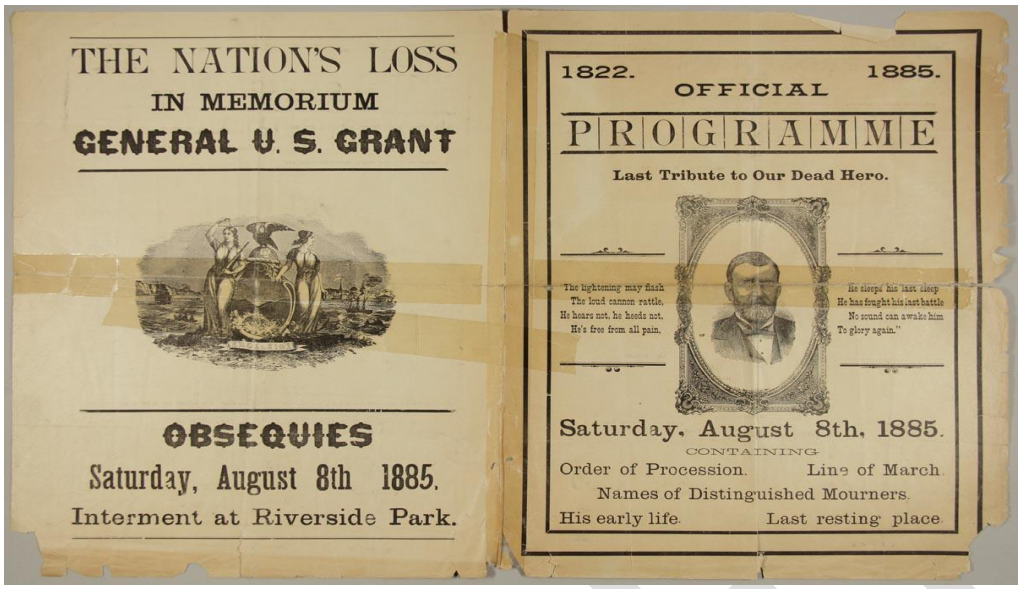
Adapted from the National Archives and Records Administration

DRAFT

Last Tribute to Our Dead Hero Official Programme



THE NATION'S LOSS

IN MEMORIUM

GENERAL U. S. GRANT

OBSEQUIES

Saturday, August 8th 1885.

Interment at Riverside Park.

1822. 1885.

OFFICIAL

PROGRAMME

Last Tribute to Our Dead Hero.

"The lightning may flash
The loud cannon rattle,
He hears not, he heeds not,
He's free from all pain.

He sleeps his last sleep
He has fought his last battle
No sound can awake him
To glory again."

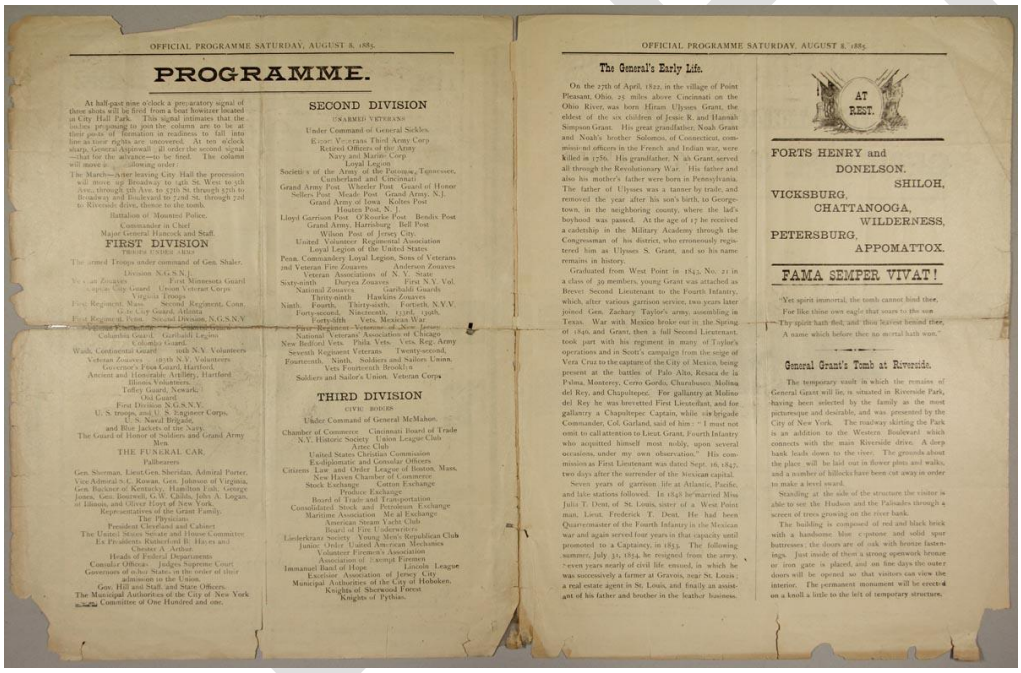
Saturday. August 8th, 1885.

CONTAINING

Order of Procession. Line of March.

Names of Distinguished Mourners.

His early life. Last resting place.



OFFICIAL PROGRAMME SATURDAY, AUGUST 8, 1885.

PROGRAMME.

At half-past nine o'clock a preparatory signal of three shots will be fired from a boat howitzer moored in City Hall Park. This signal intimates that the ladies proposing to join the column are to be at their posts of formation in readiness to fall into line as their rights are uncovered. At ten o'clock sharp, General Aspinwall will order the second signal—that for the advance—to be fired. The column will move in the following order:

The March—After leaving City Hall the procession will move up Broadway to 14th St. West to 5th Ave., through 5th Ave. to 57th St. through 57th to Broadway and Boulevard to 72nd St. through 72d to Riverside drive, thence to the tomb.

Battalion of Mounted Police.
Commander in Chief
Major General Hancock and Staff.

FIRST DIVISION
FRONT VIEW, HALF

The armed Troops under command of Gen. Shaler.
Division N.G.S.N.J.
Veteran Zouaves First Minnesota Guard
Capitol City Guard Union Veteran Corps
Virginia Troops
First Regiment, Mass. Second Regiment, Conn.
Gate City Guard, Atlanta
First Regiment Penn. Second Division, N.G.S.N.Y.
[illegible]
Columbia Guard. Garibaldi Legion
Colombo Guard.
Wash. Continental Guard. 9th N.Y. Volunteers
Veteran Zouaves 16th N.Y. Volunteers
Governor's Foot Guard, Hartford.
Ancient and Honorable Artillery, Hartford
Illinois Volunteers.
Toffey Guard, Newark.
Old Guard.
First Division N.G.S.N.Y.
U. S. troops, and U. S. Engineer Corps.
U. S. Naval Brigade,
and Blue Jackets of the Navy.
The Guard of Honor of Soldiers and Grand Army Men.

THE FUNERAL CAR.
Pallbearers

Gen. Sherman, Lieut.Gen. Sheridan, Admiral Porter, Vice Admiral S.C. Rowan, Gen. Johnson of Virginia, Gen Buckner of Kentucky, Hamilton Fish, George Jones, Gen. Roosevelt, G.W. Childs, John A. Logan, of Illinois, and Oliver Hoyt of New York.
Representatives of the Grant Family.
The Physicians.
President Cleveland and Cabinet
The United States Senate and House Committee
Ex Presidents Rutherford B. Hayes and Chester A. Arthur.
Heads of Federal Departments
Consular Officers. Judges Supreme Court
Governors of other States, on the order of their admission to the Union.
Gov. Hill and Staff, and State Officers.
The Municipal Authorities of the City of New York
Committee of One Hundred and one.

SECOND DIVISION
UNARMED VETERANS

Under Command of General Sickles.
Regular Veterans Third Army Corp
Retired Officers of the Army
Navy and Marine Corp
Loyal Legion.
Societies of the Army of the Potomac, Tennessee, Cumberland and Cincinnati.
Grand Army Post. Wheeler Post Guard of Honor
Sellers Post Meade Post Grand Army, N.J.
Grand Army of Iowa Koltes Post
Houston Post, N. J.
Lloyd Garrison Post O'Rourke Post Bendix Post
Grand Army, Harrisburg Bell Post
Wilson Post of Jersey City.
United Volunteer Regimental Association
Loyal Legion of the United States
Penn. Commandery Loyal Legion, Sons of Veterans
2nd Veteran Fire Zouaves Anderson Zouaves
Veteran Associations of N. Y. State
Sixty-ninth Duryea Zouaves First N.Y. Vol.
National Zouaves Garibaldi Guards
Thirty-ninth Hawkins Zouaves
Ninth, Fourth, Thirty-sixth, Fortieth, N.Y.V.
Forty-second, Nineteenth, 13th, 19th,
Forty-fifth Vets. Mexican War
Five Regiment Veterans of New Jersey
National Veterans' Association of Chicago
New Bedford Vets. Phila Vets. Vets. Reg. Army
Seventh Regiment Veterans. Twenty-second,
Fourteenth, Ninth, Soldiers and Sailors Union.
Vets Fourteenth Brooklyn
Soldiers and Sailor's Union. Veteran Corps.

THIRD DIVISION
CIVIC BODIES

Under Command of General McMahon.
Chamber of Commerce Cincinnati Board of Trade
N.Y. Historic Society Union League Club
Aztec Club
United States Christian Commission
Ex-diplomatic and Consular Officers
Citizens Law and Order League of Boston, Mass.
New Haven Chamber of Commerce.
Stock Exchange Cotton Exchange
Produce Exchange
Board of Trade and Transportation
Consolidated Stock and Petroleum Exchange
Maritime Association Metal Exchange
American Steam Yacht Club
Board of Fire Underwriters
Liederkranz Society Young Men's Republican Club
Junior Order United American Mechanics
Volunteer Firemen's Association
Association of Exempt Firemen
Immanuel Band of Hope Lincoln League
Excelsior Association of Jersey City
Municipal Authorities of the City of Hoboken.
Knights of Sherwood Forest
Knights of Pythias.

OFFICIAL PROGRAMME SATURDAY, AUGUST 8, 1885.

The General's Early Life.

On the 27th of April, 1822, in the village of Point Pleasant, Ohio, 25 miles above Cincinnati on the Ohio River, was born Hiram Ulysses Grant, the eldest of the six children of Jesse R. and Hannah Simpson Grant. His great grandfather, Noah Grant and Noah's brother Solomon, of Connecticut, commissioned officers in the French and Indian war, were killed in 1756. His grandfather, N. ah Grant served all through the Revolutionary War. His father and also his mother's father were born in Pennsylvania. The father of Ulysses was a tanner by trade, and removed the year after his son's birth, to Georgetown, in the neighboring county, where the lad's boyhood was passed. At the age of 17 he received a cadetship in the Military Academy through the Congressman of his district, who erroneously registered him as Ulysses S. Grant, and so his name remains in history.

Graduated from West Point in 1842, No. 21 in a class of 39 members, young Grant was attached as Brevet Second Lieutenant to the Fourth Infantry, which, after various garrison service, two years later joined Gen. Zachary Taylor's army, assembling in Texas. War with Mexico broke out in the Spring of 1846, and Grant, then a full Second Lieutenant, took part with his regiment in many of Taylor's operations and in Scott's campaign from the siege of Vera Cruz to the capture of the City of Mexico, being present at the battles of Palo Alto, Resaca de la Palma, Monterey, Cerro Gordo, Churubusco, Molino del Rey, and Chapultepec. For gallantry at Molino del Rey he was brevetted First Lieutenant, and for gallantry a Chapultepec Captain, while six brigade Commander, Col. Garland, said of him:—I must not omit to call attention to Lieut. Grant, Fourth Infantry who acquitted himself most nobly, upon several occasions, under my own observation." His commission as First Lieutenant was dated Sept. 16, 1847, two days after the surrender of the Mexican capital.

Seven years of garrison life at Atlantic, Pacific, and lake stations followed. In 1848 he married Miss Julia T. Dent, of St. Louis, sister of a West Point man, Lieut. Frederick T. Dent. He had been Quartermaster of the Fourth Infantry in the Mexican war and again served four years in that capacity until promoted to a Captaincy, in 1853. The following summer, July 31, 1854, he resigned from the army, "seven years nearly of civil life ensued, in which he was successively a farmer at Gravois, near St. Louis; a real estate agent in St. Louis, and finally an assistant of his father and brother in the leather business.

AT REST.

FORTS HENRY and DONELSON.
SHILOH,
VICKSBURG,
CHATTANOOGA,
WILDERNESS,
PETERSBURG,
APPOMATTOX.

FAMA SEMPER VIVAT!

"Yet spirit immortal, the tomb cannot bind thee,
For like thine own eagle that soars to the sun
Thy spirit hath risen and thou leavest behind thee,
A name which before thee no mortal hath won."

General Grant's Tomb at Riverside.

The temporary vault in which the remains of General Grant will lie, is situated in Riverside Park, having been selected by the family as the most picturesque and desirable, and was presented by the City of New York. The roadway skirting the Park is an addition to the Western Boulevard which connects with the main Riverside drive. A deep bank leads down to the river. The grounds about the place will be laid out in flower plots and walks, and a number of hillocks have been cut away in order to make a level sward.

Standing at the side of the structure the visitor is able to see the Hudson and the Palisades through a screen of trees growing on the river bank.

The building is composed of red and black brick with a handsome blue crystone and solid spur buttresses; the doors are of oak with bronze fastenings. Just inside of them a strong openwork bronze or iron gate is placed, and on fine days the outer doors will be opened so that visitors can view the interior. The permanent monument will be erected on a knoll a little to the left of temporary structure.

Background Information

Printed program for the funeral and burial of Ulysses S. Grant in the temporary tomb in Riverside Park, New York City, following the funeral procession. Program contains an order of the procession, line of march, names of distinguished mourners, and brief passages about Grant's early life and last resting place.

http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20218&db=objects&dir=CR%20NPNYH&page=1&psearch=Memorials%20(written)&plet=T

Visual-Text Analysis Worksheet

Step 1. Observation

A. Study the visual for 2 minutes. Form an overall impression of the visual and then examine individual items. (Come up with a general idea of the visual and then look at each item one at a time.) Next, divide the photo into quadrants and study each section to see what new details become visible. (Divide the visual into four parts and study each section to see what new details you are able to see.)

B. Use the chart below to list people, objects, and activities in the photograph.

Quadrant 1		
People	Objects	Activities
Quadrant 2		
People	Objects	Activities
Quadrant 3		
People	Objects	Activities
Quadrant 4		
People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this visual.

1.
2.
3.

Step 3. Questions

What questions does this visual raise in your mind?

Think about another visual in this lesson, how do they connect historically? What story do they tell you about the people of that time period?

Adapted from the National Archives and Records Administration

DRAFT

Ulysses S. Grant
Conqueror, Patriot, Hero
An Elegy and other Poems
By George Lansing Taylor

1.

"INVINCIBLE chief! The Joshua of the West![1]
Thy conquering might our Union's Canaan
won,
And shared the land!" Then sank to glorious
rest,
Renowned through every land beneath the sun!
The whole world's heartfelt homage speaks—
" Well done!"
And Glory rises from her throne of flame,
Among time's grandest peers to write thy name, —
A splendid star, whose course has but begun!
Whose arc shall upward climb while brightening
centuries run!

2.

Unsetting Orb! Not Nimrod's, — first renowned,—
Nor Cyrus' name, that awes the Orient world;
Nor Alexander's, who to India's bound
His steel-clad Macedonian phalanx hurled;
Nor Hannibal's, with flags o'er Alps unfurled;
Nor Caesar's, master of imperial Rome;
Nor his who slept on lone Saint Helen's dome;
Nor thine, his Conqueror, — coronet - im-
pearled!—
Shall dim the name that shines o'er Hudson's
ripples curled.

DRAFT

3.

Great Shade! May I, unboastful, on such shrine
This victor's wreath of simple parsley lay?—
Not daring, from Parnassus' steeps, to twine
The fadeless laurel and immortal bay!
But ah, when pine shall wither, oak decay,
When granite crumbles, brass corrodes to dust,
Then they who stood for Freedom's holy trust,
And fought her fight in Time's brief agony.
Shall live in song sublime, through Right's
eternity!

1. The Joshua of the West! The Book of Joshua recounts the history of the conquest of t he land of Canaan by the Israelites. Joshua Battle Tactics - using speed, cunning and knowledge of the local territory (geography) all to his advantage

---

http://archive.org/details/osgoodmemoriam00osgorich

Text-dependent Questions

Ulysses S. Grant
Conqueror, Patriot, Hero
An Elegy and other Poems

By George Lansing Taylor

1) What is the main idea of this poem? What specific details from the poem supports your answer

2) Why does Taylor refer to Grant as the "Joshua of the West"?

3) How is Joshua's conquest of Canaan analogous to Grant's battlefield victories at Fort Donelson, Shiloh, Vicksburg, Chattanooga, and Overland?

4) As you read this poem, think about this question: "What have you learned about President Grant in this poem?"

5) What do you notice about the language the author is using to describe President Grant?

6) Does the poet have a point of view? Cite evidence from text to support your answer

APPENDIX

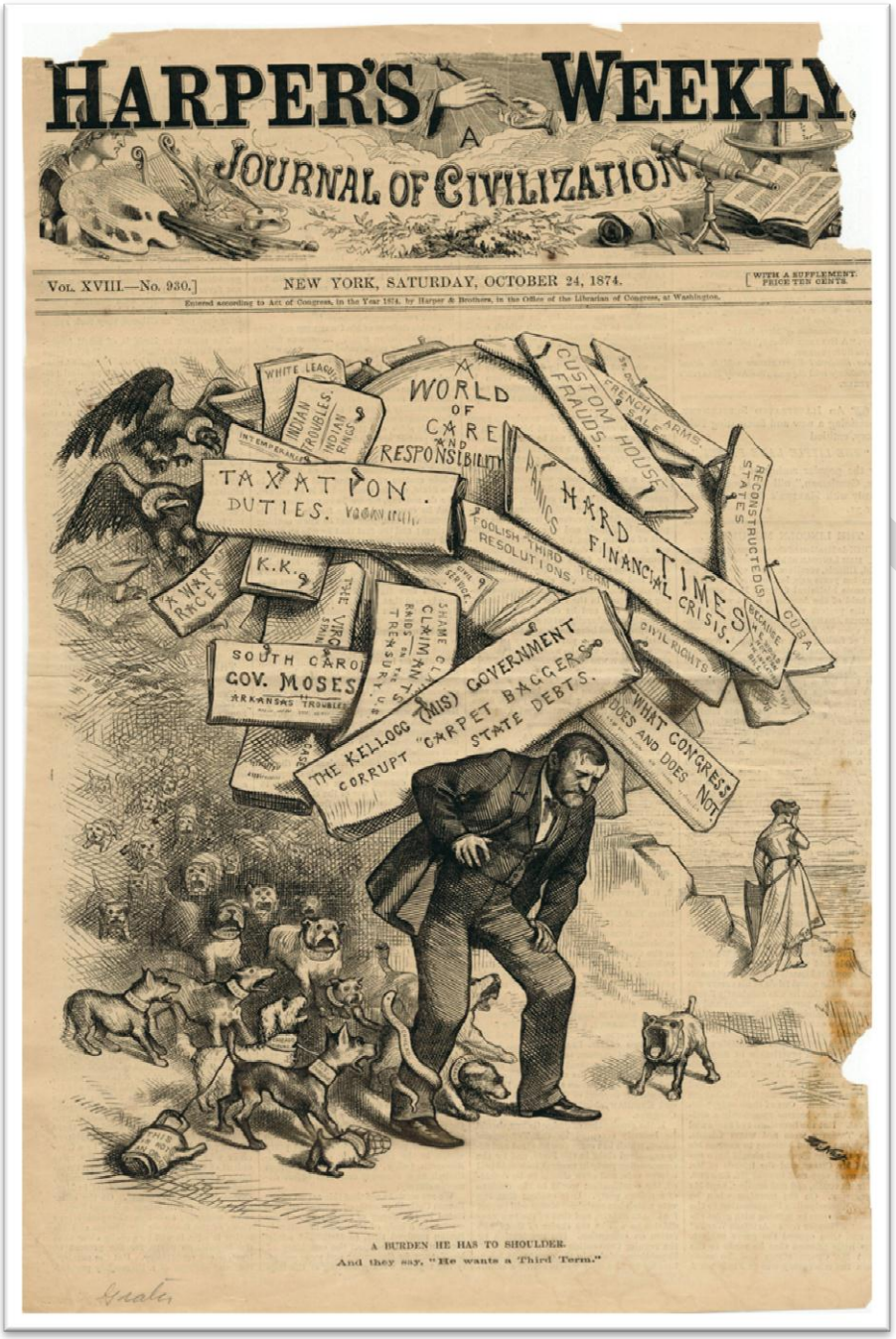
- Text for Performance Task
- Instructional Supports
- Resources

DRAFT

TEXTS FOR PERFORMANCE TASK

DRAFT

A Burden he Must Shoulder.



A Burden he Must Shoulder, Ulysses S. Grant collection. Ulysses S. Grant Association, Mississippi State University Libraries.

http://digital.library.msstate.edu/cdm/ref/collection/usgrant/id/9

To Joseph R. Hawley

_____

Washington, D, C. May 29th 1868,

GENERAL JOSEPH R. HAWLEY,
PRESIDENT NATIONAL UNION REPUBLICAN CONVENTION.

In formally accepting the nomination of the "National Union Republican Convention," of the 21st of May, inst. it seems proper that some statement of views, beyond the mere acceptance of the nomination, should be expressed.

The proceedings of the Convention were marked with wisdom, moderation and patriotism, and, I believe, express the feelings of the great mass of those who sustained the Country through its recent trials. I endore their ~~proceedings~~ resolutions.

If elected to the office of President of the United States it will be my endeavor to administer all the laws, in good faith, with economy, and with the view of giving peace, quiet and protection every where. In times like the present it is impossible, or at least eminently improper, to lay down a policy to be adhered to, right or wrong, through an Administration of four years. New political issues, not foreseen, are constantly arising; the views of the public on old ones are constantly changing, and a purely Administrative officer should always be left free to execute the will of the people. I always have, ~~and always shall~~, respected that will, and always shall.

Peace, and universal prosperity, its sequence, with economy of administration, will lighten the burden of taxation, while it constan[tl]y reduces the National debt. Let us have peace.

With great respect,

your obt. svt.

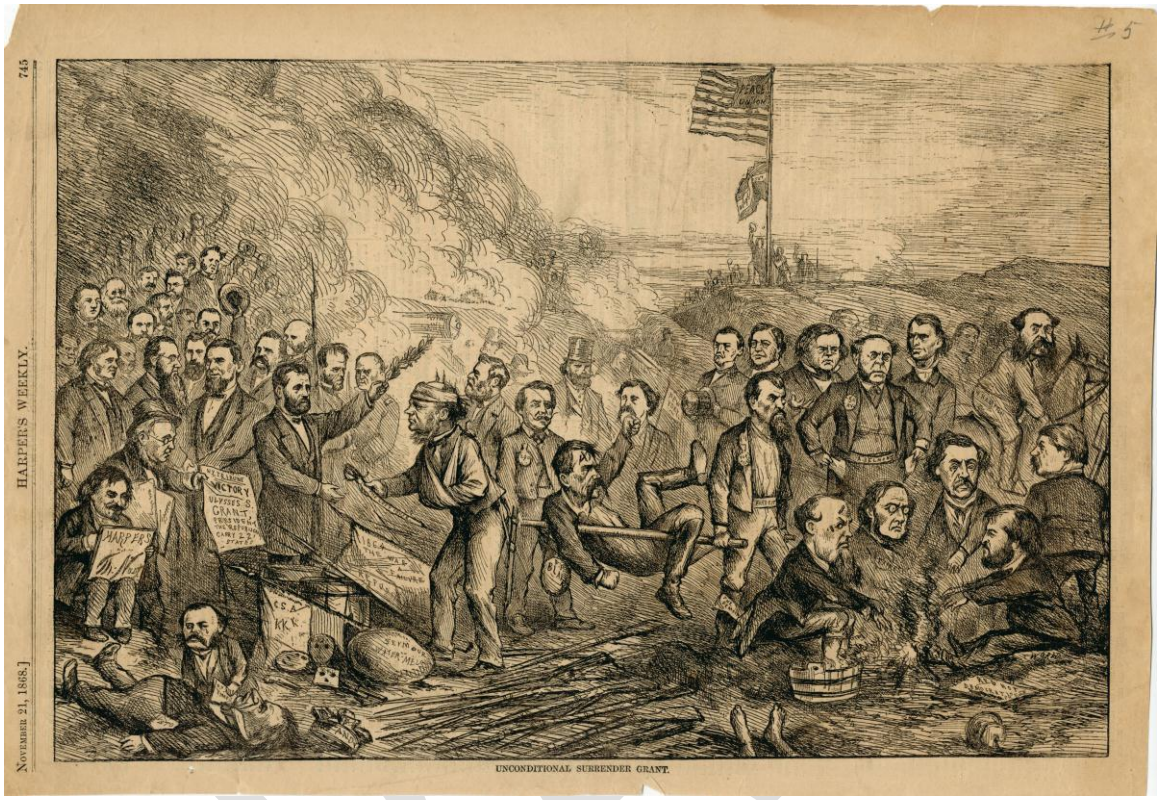
U. S. GRANT

The Papers of Ulysses S. Grant, Volume 18: October 1, 1867-June 30, 1868. Edited by John Y. Simon. Southern Illinois University Press.

http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/21094

http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/21095

Unconditional Surrender Grant



Unconditional Surrender Grant, Ulysses S. Grant collection. Ulysses S. Grant Association, Mississippi State University Libraries.

http://digital.library.msstate.edu/cdm/ref/collection/usgrant/id/2

REPUBLICAN PRINCIPLES - DEMOCRATIC PRINCIPLES

Harper's Weekly, May 6, 1871, page 408

http://education.harpweek.com/KKKHearings/IllustrationBig31.htm

The Papers of Ulysses S. Grant, Volume 19: July 1, 1868-October 31, 1869, pages 14-15. Edited by John Y. Simon

Introduction (excerpt)

Grant rallied. By early April he was heavily engaged with his presidential duties and striving earnestly to "establish the credit of the country" and to initiate his own policies. The most novel was his Indian policy. Convinced that unscrupulous whites were at least as much to blame as Indians for hostilities and outrages, Grant decided to appoint only Quakers or ordained ministers as Indian agents. He believed that such agents would inspire trust and persuade Indians to give up nomadic lives for residence on reservations. Other aspects of Indian policy included the appointment of former staff officer Ely S. Parker, a Seneca, as commissioner of Indian Affairs, and the formation of an Indian Commission comprising notable philanthropists and humanitarians to advise on Indian matters and to oversee actual practices. Quandaries, rather than miracles, accompanied implementation of this policy, but Grant determined to give reform a fair trial.

Grant's good intentions toward blacks equaled his good intentions toward Indians. He openly favored the Fifteenth Amendment and hoped to speed Reconstruction to a peaceful conclusion, prodding Congress to authorize voting on new state constitutions in Virginia, Mississippi, and Texas. He then used every means at his disposal to facilitate equitable balloting. Grant met prominent blacks to consider issues and to receive recommendations for appointments. Early in his presidency, he signed a bill securing equal rights for blacks and whites in Washington, D.C. Grant further expressed social reform sympathies by prohibiting reduction of wages for government workers under the terms of the eight-hour-day law passed the previous year.

The Papers of Ulysses S. Grant, Volume 19: July 1, 1868-October 31, 1869, pages 14-15. Edited by John Y. Simon. Southern Illinois University Press.

http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/22055

http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/22056

To Lt. Gen. William T. Sherman

_____

Galena 111.
Sept. 25th 1868.

DEAR SHERMAN.

On account of improvements I have had made on my farm since my visit to it, and money expended in further stocking it, I want to visit it before going back East. I shall be there about next Friday. I would like to meet you there if your engagements do not take you out of the city. If I change my plans so as to take me there any other day I will telegraph you. I hope you will be able to squelch the Indians this time effectually. Is it not advisable to push after their villages and families? The possession of them would bring them to terms.

Yours Truly

U. S. GRANT

http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/22114

Telegraph to USG from Sherman

On Sept. 28, Sherman telegraphed and wrote to USG. "Dispatch received and am very glad you will spend week at my house This is Race week and next the Fair—Forsyth is all right & Sheridan says he must have killed & crippled seventy five 75 of the Indians. He will follow this up and I hope this winter will teach those Indians a lesson that will last our day" Telegram received (at 11:15 A.M.), ibid.; copy, DLC-USG, V, 55.

http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/22115

Excerpt from USG letter to Lt. Gen. William T. Sherman

Washington, D. C., Oct. 26th 1868.

DEAR GENERAL;

I agree with you that Sheridan should be let alone to prosecute the indian war to its end. If n[o] treaty is made with the Indians until they can hold out no longer we can dictate terms, and they will then keep them. This is the course that has been pursued in the Northwest, where Crooke has prosecuted war in his own way, and now a White man can travel through all that country with as much security as if there was not an indian in it.

http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/22127

DRAFT

MEMOIRS OF GENERAL U. S. GRANT. Excerpt (PRESIDENT JOHNSON'S POLICY. Chapter LXVIII. Pages 521-523)

At that time the railroad to New York entered Philadelphia on Broad Street; passengers were conveyed in ambulances to the Delaware River, and then ferried to Camden, at which point they took the cars again. When I reached the ferry, on the east side of the City of Philadelphia, I found people awaiting my arrival there; and also dispatches informing me of the assassination of the President and Mr. Seward, and of the probable assassination of the Vice President, Mr. Johnson, and requesting my immediate return.

It would be impossible for me to describe the feeling that overcame me at the news of these assassinations, more especially the assassination of the President. I knew his goodness of heart, his generosity, his yielding disposition, his desire to have everybody happy, and above all his desire to see all the people of the United States enter again upon the full privileges of citizenship with equality among all. I knew also the feeling that Mr. Johnson had expressed in speeches and conversation against the Southern people, and I feared that his course towards them would be such as to repel, and make them unwilling citizens; and if they became such they would remain so for a long while. I felt that reconstruction had been set back, no telling how far.

I immediately arranged for getting a train to take me back to Washington City; but Mrs. Grant was with me; it was after midnight and Burlington was but an hour away. Finding that I could accompany her to our house and return about as soon as they would be ready to take me from the Philadelphia station, I went up with her and returned immediately by the same special train. The joy that I had witnessed among the people in the street and in public places in Washington when I left there, had been turned to grief; the city was in reality a city of mourning. I have stated what I believed then the effect of this would be, and my judgment now is that I was right. I believe the South would have been saved from very much of the hardness of feeling that was engendered by Mr. Johnson's course towards them during the first few months of his administration. Be this as it may, Mr. Lincoln's assassination was particularly unfortunate for the entire nation.

Mr. Johnson's course towards the South did engender bitterness of feeling. His denunciations of treason and his ever-ready remark, "Treason is a crime and must be made odious," was repeated to all those men of the South who came to him to get some assurances of safety so that they might go to work at something with the feeling that what they obtained would be secure to them. He uttered his denunciations with great vehemence, and as they were accompanied with no assurances of safety, many Southerners were driven to a point almost beyond endurance.

The President of the United States is, in a large degree, or ought to be, a representative of the feeling, wishes and judgment of those over whom he presides; and the Southerners who read the denunciations of themselves and their people must have come to the conclusion that he uttered the sentiments of the Northern people; whereas, as a matter of fact, but for the assassination of Mr. Lincoln, I believe the great majority of the Northern people, and the soldiers unanimously, would have been in favor of a speedy reconstruction on terms that would be the least humiliating to the people who had rebelled against their government. They believed, I have no doubt, as I did, that besides being the mildest, it was also the wisest, policy.

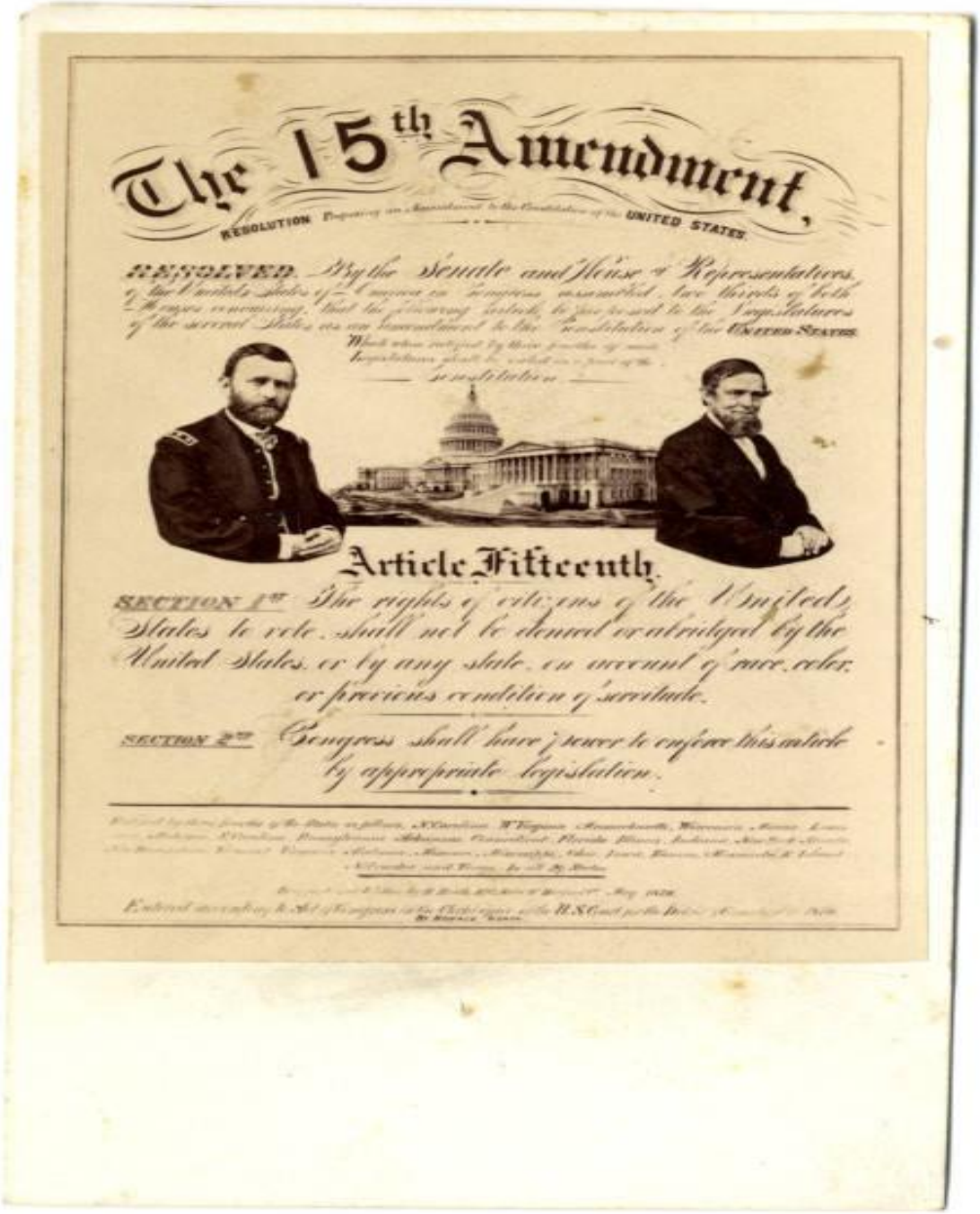
The people who had been in rebellion must necessarily come back into the Union, and be incorporated as an integral part of the nation. Naturally the nearer they were placed to an equality with the people who had not rebelled, the more reconciled they would feel with their old antagonists, and the better citizens they would be from the beginning. They surely would not make good citizens if they felt that they had a yoke around their necks.

I do not believe that the majority of the Northern people at that time were in favor of negro suffrage. They supposed that it would naturally follow the freedom of the negro, but that there would be a time of probation, in which the ex-slaves could prepare themselves for the privileges of citizenship before the full right would be conferred; but Mr. Johnson, after a complete revolution of sentiment, seemed to regard the South not only as an oppressed people, but as the people best entitled to consideration of any of our citizens. This was more than the people who had secured to us the perpetuation of the Union were prepared for, and they became more radical in their views. The Southerners had the most power in the executive branch, Mr. Johnson having gone to their side; and with a compact South, and such sympathy and support as they could get from the North, they felt that they would be able to control the nation at once, and already many of them acted as if they thought they were entitled to do so.

Thus Mr. Johnson, fighting Congress on the one hand, and receiving the support of the South on the other, drove Congress, which was overwhelmingly republican, to the passing of first one measure and then another to restrict his power. There being a solid South on one side that was in accord with the political party in the North which had sympathized with the rebellion, it finally, in the judgment of Congress and of the majority of the legislatures of the States, became necessary to enfranchise the negro, in all his ignorance. In this work, I shall not discuss the question of how far the policy of Congress in this particular proved a wise one. It became an absolute necessity, however, because of the foolhardiness of the President and the blindness of the Southern people to their own interest. As to myself, while strongly favoring the course that would be the least humiliating to the people who had been in rebellion, I gradually worked up to the point where, with the majority of the people, I favored immediate enfranchisement.

http://www.gutenberg.org/ebooks/4367

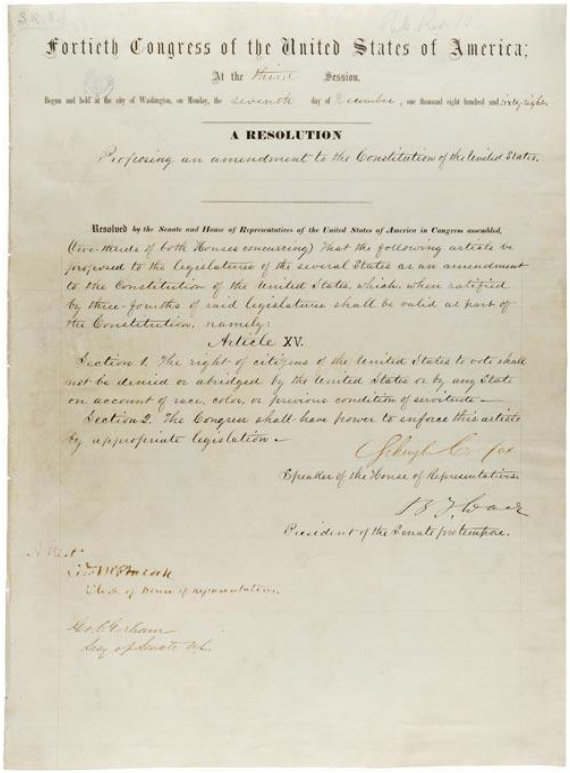
Grant in uniform with Schuyler Colfax on 15th Amendment



Bultema-Williams Collection of Ulysses S. Grant Photographs and Prints from the Frank and Virginia Williams Collection of Lincolniana

http://digital.library.msstate.edu/cdm/ref/collection/cdv/id/134

15th Amendment to the U.S. Constitution: Voting Rights (1870)



Fortieth Congress of the United States of America;

At the third Session,

Begun and held at the city of Washington, on Monday, the seventh day of December, one thousand eight hundred and sixty-eight.

A RESOLUTION

Proposing an amendment to the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, (two-thirds of both Houses concurring) That the following article be proposed to the legislature of the several States as an amendment to the Constitution of the United States, which, when ratified by three-fourths of said legislatures shall be valid as part of the Constitution, namely:

Article XV.

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude—

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Schuyler Colfax

Speaker of the House of Representatives

B. F. Wade

President of the Senate pro tempore.

Attest:

J. W. Forney

Clk. of House of Representatives.

Geo. C. Gorham

Secy. of Senate U.S.

Transcript of 15th Amendment to the U.S. Constitution: Voting Rights (1870)

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Section 2. The Congress shall have the power to enforce this article by appropriate legislation.

http://www.ourdocuments.gov/doc.php?doc=44&page=transcript#

President Grant's Special Message to Congress Announcing Ratification of the Fifteenth Amendment (1870)

It is unusual to notify the two Houses of Congress by message of the promulgation, by proclamation of the Secretary of State, of the ratification of a constitutional amendment. In view, however, of the vast importance of the fifteenth amendment to the Constitution, this day declared a part of that revered instrument, I deem a departure from the usual custom justifiable. A measure which makes at once 4,000,000 people voters who were heretofore declared by the highest tribunal in the land not citizens of the United States, nor eligible to become so, with the assertion that at the time of the Declaration of Independence the opinion was fixed and universal in the civilized portion of the white race, regarded as an axiom in morals as well as in politics, that "black men had no rights which the white man was bound to respect", is indeed a measure of grander importance than any other one act of the kind from the foundation of our free Government to the present day.

Institutions like ours, in which all power is derived directly from the people, must depend mainly upon their intelligence, patriotism, and industry. I call the attention, therefore, of the newly enfranchised race to the importance of their striving in every honorable manner to make themselves worthy of their new privilege. To the race more favored heretofore by our laws I would say, Withhold no legal privilege of advancement to the new citizen. The framers of our Constitution firmly believed that a republican government could not endure without intelligence and education generally diffused among the people. The Father of his Country, in his Farewell Address, uses this language:

"Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened".

In his first annual message to Congress the same views are forcibly presented, and are again urged in his eighth message.

I repeat that the adoption of the fifteenth amendment to the Constitution completes the greatest civil change and constitutes the most important event that has occurred since the nation came into life. The change will be beneficial in proportion to the heed that is given to the urgent recommendations of Washington. If these recommendations were important then, with a population of but a few millions, how much more important now, with a population of 40,000,000, and increasing in a rapid ratio. I would therefore call upon Congress to take all the means within their constitutional powers to promote and encourage popular education throughout the country, and upon the people everywhere to see to it that all who possess and exercise political rights shall have the opportunity to acquire the knowledge which will make their share in the Government a blessing and not a danger. By such means only can the benefits contemplated by this amendment to the Constitution be secured.

DRAFT

Civil Rights Act of 1871, 17 Stat. 13 (1871)

SEC. 2. That if two or more persons within any State or Territory of the United States shall conspire together to overthrow, or to put down, or to destroy by force the government of the United States, or to levy war against the United States, or to oppose by force the authority of the government of the United States, or by force, intimidation, or threat to prevent, hinder, or delay the execution of any law of the United States, or by force to seize, take, or possess any property of the United States contrary to the authority thereof, or by force, intimidation, or threat to prevent any person from accepting or holding any office or trust or place of confidence under the United States, or from discharging the duties thereof, or by force, intimidation, or threat to induce any officer of the United States to leave any State, district, or place where his duties as such officer might lawfully be performed, or to injure him in his person or property on account of his lawful discharge of the duties of his office, or to injure his person while engaged in the lawful discharge of the duties of his office, or to injure his property so as to molest, interrupt, hinder, or impede him in the discharge of his official duty, or by force, intimidation, or threat to deter any party or witness in any court of the United States from attending such court, or from testifying in any matter pending in such court fully, freely, and truthfully, or to injure any such party or witness in his person or property on account of his having so attended or testified, or by force, intimidation, or threat to influence the verdict, presentment, or indictment, of any juror or grand juror in any court of the United States, or to injure such juror in his person or property on account of any verdict, presentment, or indictment lawfully assented to by him, or on account of his being or having been such juror, or shall conspire together, or go in disguise upon the public highway or upon the premises of another for the purpose, either directly or indirectly, of depriving any person or any class of persons of the equal protection of the laws, or of equal privileges or immunities under the laws, or for the purpose of preventing or hindering the constituted authorities of any State from giving or securing to all persons within such State the equal protection of the laws, or shall conspire together for the purpose of in any manner impeding, hindering, obstructing, or defeating the due course of justice in any State or Territory, with intent to deny to any citizen of the United States the due and equal protection of the laws, or to injure any person in his person or his property for lawfully enforcing the right of any person or class of persons to the equal protection of the laws, or by force, intimidation, or threat to prevent any citizen of the United States lawfully entitled to vote from giving his support or advocacy in a lawful manner towards or in favor of the election of any lawfully qualified person as an elector of President or Vice-President of the United States, or as a member of the Congress of the United States, or to injure any such citizen in his person or property on account of such support or advocacy, each and every person so offending shall be deemed guilty of a high crime, and, upon conviction thereof in any district or circuit court of the United States or district or supreme court of any Territory of the United States having jurisdiction of similar offences, shall be punished by a fine not less than five hundred nor more than five thousand dollars, or by imprisonment, with or without hard labor, as the court may determine, for a period of not less than six months nor more than six years, as the court may determine, or by both such fine and imprisonment as the court shall determine....

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President Grant signing the Ku-Klux Force Bill in the President's room with Secretary Robeson and Gen. Porter, at the Capitol, April 20

Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

http://www.loc.gov/pictures/resource/cph.3b33896/

Forty-Second Congress of the United States of America; At the Second Session, Begun and held at the City of Washington, on Monday, the Fourth day of December, one thousand eight hundred and seventy-one.

The actual Congressional Act setting aside land for our nation's first national park:

Forty-Second Congress. Session II Ch. 21-24. 1872. March 1, 1872. CHAP. XXIV. -- An Act to set apart a certain Tract of Land lying near the Head-waters of the Yellowstone River as a public Park.

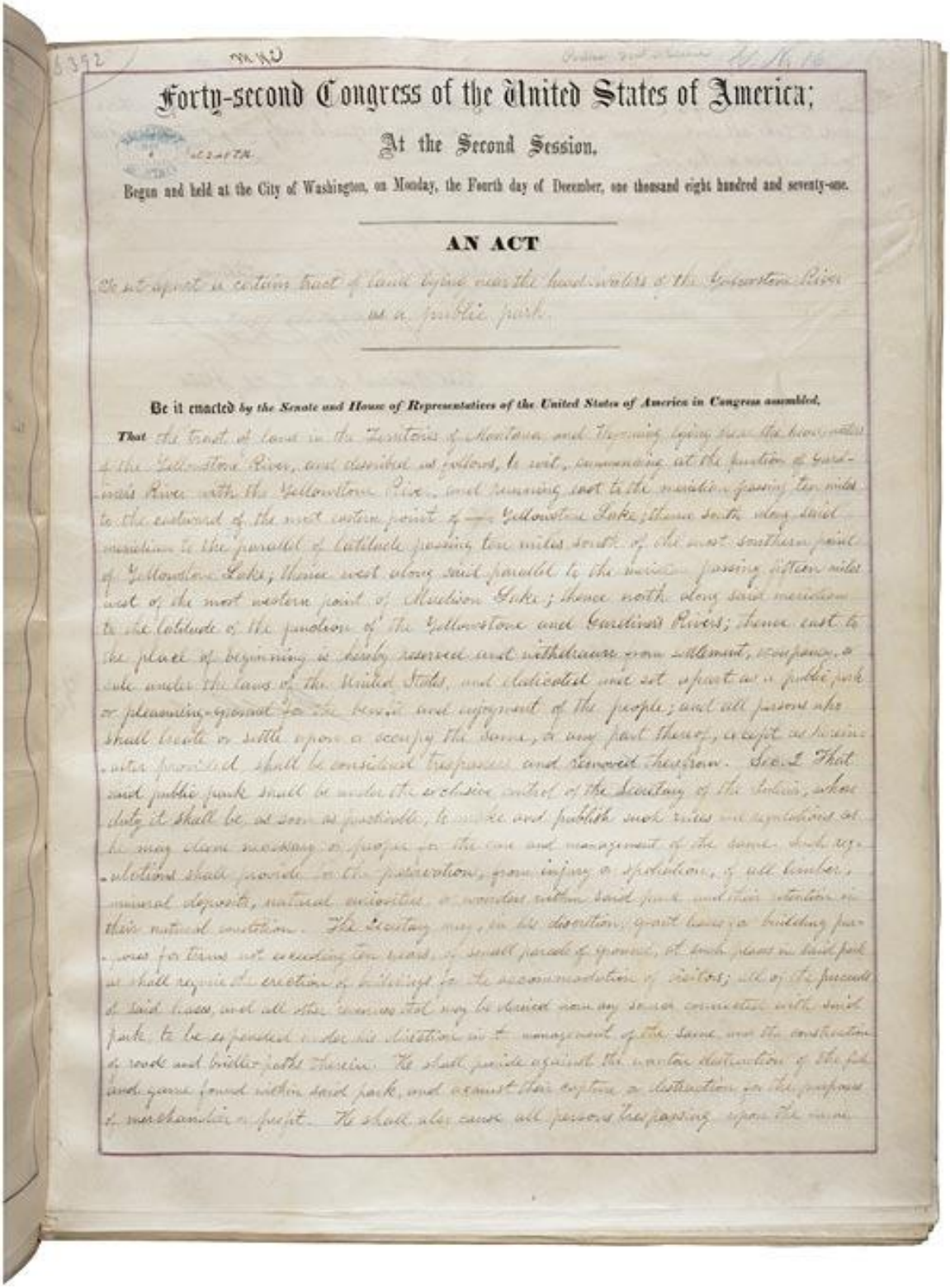
Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the tract of land in the Territories of Montana and Wyoming, lying near the head-waters of the Yellowstone river, and described as follows, to wit, commencing at the junction of Gardiner's river with the Yellowstone river, and running east to the meridian passing ten miles to the eastward of the most eastern point of Yellowstone lake; thence south along said meridian to the parallel of latitude passing ten miles south of the most southern point of Yellowstone lake; thence west along said parallel to the meridian passing fifteen miles west of the most western point of Madison lake; thence north along said meridian to the latitude of the junction of the Yellowstone and Gardiner's rivers; thence east to the place of beginning, is hereby reserved and withdrawn from settlement, occupancy, or sale under the laws of the United States, and dedicated and set apart as a public park or pleasuring-ground for the benefit and enjoyment of the people; and all persons who shall locate or settle upon or occupy the same, or any part thereof, except as hereinafter provided, shall be considered trespassers and removed therefrom.

SECTION 2. That said public park shall be under the exclusive control of the Secretary of the Interior, whose duty it shall be, as soon as practicable, to make and publish such rules and regulations as he may deem necessary or proper for the care and management of the same. Such regulations shall provide for the preservation, from injury or spoliation, of all timber, mineral deposits, natural curiosities, or wonders within said park, and their retention in their natural conditions. The secretary may in his discreation, grant leases for building purposes for terms not exceeding ten years, of small parcels or ground; at such places in said park as shall require the erection of buildings for the accommodation of visitors; all of the proceeds of said leases, and all other revenues that may be derived from any source connected with said park, to be expended under his direction in the management of the same, and the construction of roads and bridle-paths therein. He shall provide against the wanton destruction of the fish and game found within said park, and against their capture or destruction for the purposes of merchandise or profit. He shall also cause all persons trespassing upon the same after the passage of this act to be removed therefrom, and generally shall be authorized to take all such measures as shall be necessary or proper to fully carry out the objects and purposes of this act.

APPROVED March 1st 1872

U. S. Grant (Signed)

Act Establishing Yellowstone National Park (1872)



Forty-second Congress of the United States of America;

At the Second Session,

Begun and held at the City of Washington, on Monday, the Fourth day of December, one thousand eight hundred and seventy-one.

AN ACT

To set apart a certain tract of land lying near the head waters of the Yellowstone River as a public park.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

That the tract of land in the Territories of Montana and Wyoming lying near the head waters of the Yellowstone River, and described as follows, to wit, commencing at the junction of Gardiner's River with the Yellowstone River, and running east to the meridian passing ten miles to the eastward of the most eastern point of Yellowstone Lake; thence south along said meridian to the parallel of latitude passing ten miles south of the most southern point of Yellowstone Lake; thence west along said parallel to the meridian passing twenty miles west of the most western point of Shoshone Lake; thence north along said meridian to the latitude of the junction of the Yellowstone and Gardiner's Rivers; thence east to the place of beginning is hereby reserved and withdrawn from settlement, occupancy, or sale under the laws of the United States, and dedicated and set apart as a public park or pleasuring-ground for the benefit and enjoyment of the people; and all persons who shall locate or settle upon or occupy the same, or any part thereof, except as hereinafter provided, shall be considered trespassers and removed therefrom. Sec. 2. That said public park shall be under the exclusive control of the Secretary of the Interior, whose duty it shall be, as soon as practicable, to make and publish such rules and regulations as he may deem necessary or proper for the care and management of the same. Such regulations shall provide for the preservation, from injury or spoliation, of all timber, mineral deposits, natural curiosities or wonders within said park, and their retention in their natural condition. The Secretary may, in his discretion, grant leases for building purposes for terms not exceeding ten years, of small parcels of ground, at such places in said park as shall require the erection of buildings for the accommodation of visitors; all of the proceeds of said leases, and all other revenues that may be derived from any source connected with said park, to be expended under his direction in the management of the same and the construction of roads and bridle paths therein. He shall provide against the wanton destruction of the fish and game found within said park, and against their capture or destruction for the purpose of merchandise or profit. He shall also cause all persons trespassing upon the same

INSTRUCTIONAL SUPPORTS FOR WRTITING

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Paraphrasing Graphic Organizer

Main idea(s) paraphrased	
What the text says	In my own words
Important Details	
1.	
2.	
3.	
4.	
5.	
6.	
Source of Information	

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OUTLINE

Topic I. _____

Subtopic A. _____

Supporting Details
1. _____
2. _____
3. _____
4. _____

(Analysis or explanation)
_____
_____

Subtopic B. _____

Supporting Details
1. _____
2. _____
3. _____
4. _____

(Analysis or explanation)
_____
_____

Subtopic C. _____

Supporting Details
1. _____
2. _____
3. _____
4. _____

(Analysis or explanation)
_____
_____

Subtopic D. _____

Supporting Details
1. _____
2. _____
3. _____
4. _____

(Analysis or explanation)
_____
_____

Transition Words

Transition Words to Add Ideas

as much as	as though	besides	equally	equally
important	for example	for instance	furthermore	in addition
in fact	in general	likewise	moreover	similarly

Transition Words to Contrast

although	besides	by comparison	conversely
even though	yet	however	nevertheless
in spite of	on the contrary	notwithstanding	still
whereas	instead	however	despite
rather	while this may be true		

Transition Words to Compare (similarities)

similarly	in the same way	by the same token	in a like manner
equally	likewise	analogous to	in a like fashion

Transition Words to Introduce Examples

as a result	because	consequently	for example	for instance	for this
reason	hence	in short	on the whole		specifically
therefore	thus	to sum up			

Consequence or Result

So that	consequently	hence	accordingly	for this reason	thus
since	in other words	as a result	then	because	due to
therefore	with the result that				

Examples

For example	for instance	to illustrate	thus	in other words
in particular	specifically	such as	namely	as an illustration

Prompts To Use When Citing Information from a Source

According to the author/a character),

The author states that … (Author's name) states, "…."

In (name the article) the author writes, "…".

As illustrated in (source type), it is argued that ___

The author feels ___ OR The writer asserts that _____

The position of name or name of character_ is___

According to the author, _____

As specified by _____ OR _____ is specified by _____

As documented by _____ OR _____ documents this_____

As indicated in/by (the graph, chart),

Based on the (bar graph, chart, source type) it is evident that ___

As shown in _____ (source type)___

After (the character's action) it is clear that _____

_____ provides additional evidence.

___is documented in (source).

___shows the reader/audience that ___

_____ proves that___

For example, in ___ (source type), …

Evidence of this point is reflected when (author, character) ___

Another example of this is demonstrated by/in_____.

An indication of this is _____

_____ provides an additional example.

As evidenced by___ OR _____ provides evidence of OR ___ is exemplified by ___

A rationale for this point of view is ___ OR _____ provides a rationale for this argument.

As demonstrated in___ OR _____ demonstrates this point.

_____ supports this argument.

In support of this position, one can refer to ___ who states, "…."

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Final Task Student Behavior Supports

Essay Final PBA Checklist

Directions: Use the following checklist to help guide your research and writing process.

I have…

__ reviewed my notes and reread relevant class texts (primary) and (secondary)

__ researched, read, and gathered information (primary) and (secondary)

__ tracked my sources and maintained a bibliography of all resources

__ noted key details and related facts from all resources

__ analyzed the quote in the task description

__ written an essay that addresses **all** of the following components:

- __ a clear pattern of organization, including an __ introductory paragraph, __ body paragraphs, and a __ conclusion paragraph
- __ describes President Grant and his actions/contributions during the Reconstruction Era using specific and relevant details from __ primary and __ secondary sources
- ___specific and relevant details from __ primary and __ secondary sources
- __ analyzes the quote provided in the task description
- __ connects the quote to President Grant's actions using specific and relevant examples and details
- __ consistently uses in-text citation to note the source of quoted and paraphrased details
- __ consistently and appropriately uses a variety of transition words to connect ideas
- __ maintains formal style through word choice and third person point of view
- __ revises essay for clarity and meaning
- __ edits essay for spelling, grammar, and punctuation errors

RESOURCES

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Resources:

Lesson 1: President Ulysses S. Grant

Life of Gen. U. S. Grant: Description of Tomb by Mr. Burnside.
http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20622.0010&db=objects&dir=CR%20gegr&collid=GEGR.COLLECT.003&page=100

Lesson 3: Building Grant's Tomb

Video: GENERAL GRANT NATIONAL MEMORIAL. Building Grant's Tomb (3:41)
http://www.nps.gov/featurecontent/npnh/Quicktime_Compressed/GRANT_TOMB_FINAL_09_15_08.mov

Transcript of Video
http://www.nps.gov/npnh/photosmultimedia/upload/Grant_Tomb.pdf

Lesson 4: New York City - President Grant's Final Resting Place

Probably in early 1886, Frederick Dent Grant wrote to U.S. Representative Abraham Dowdney of N. Y
http://digital.library.msstate.edu/cdm/compoundobject/collection/USG_volume/id/27900/rec/31

Letter from General Ulysses S. Grant to Julia Dent Grant regarding his resting place. The Papers of Ulysses S. Grant. P. 388. Mississippi State University. Digital Collection.
http://digital.library.msstate.edu/cdm/search/collection/USG_volume

Letter from Mayor W. R. Grace to Mrs. Grant proposing a Ulysses S. Grant Memorial in Riverside Park.
http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20625.0001&db=objects&dir=CR%20NPNYH&page=1&psearch=Julia%20Dent%20Grant&plet=

Letter from Julia Grant to Mayor Grace stating that the location of her husband's tomb was her choice, and enumerating her reasons.
http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20625.0003&db=objects&dir=CR%20NPNYH&page=1&psearch=Julia%20Dent%20Grant&plet=

Lesson 5: Architectural design of General Grant National Memorial: honoring his legacy as a military leader, man of character, and statesman

General Grant National Memorial, photographs of monument
http://www.nps.gov/gegr/photosmultimedia/photogallery.htm

Lesson 6: President Grant forging a more perfect union

Republican Principles - Democratic Principles. Harper's Weekly, May 6, 1871, page 408
http://education.harpweek.com/KKKHearings/IllustrationBig31.htm

Grant in uniform with Schuyler Colfax on 15th Amendment, Bultema-Williams Collection of Ulysses S. Grant Photographs and Prints from the Frank and Virginia Williams Collection of Lincolniana.
http://digital.library.msstate.edu/cdm/ref/collection/cdv/id/134

President Grant's Special Message to Congress Announcing Ratification of the Fifteenth Amendment (1870).
http://chroniclingamerica.loc.gov/lccn/sn84026994/1870-04-02/ed-1/seq-1/

15th Amendment to the U.S. Constitution: Voting Rights (1870) and Transcript
http://www.ourdocuments.gov/doc.php?doc=44&page=transcript#

Civil Rights Act of 1871, 17 Stat. 13 (1871)
http://www.arch.ksu.edu/jwkplan/law/civil%20rights%20acts%20of%201866,%201870,%201871,%201875.htm

President Grant signing the Ku-Klux Force Bill in the President's room with Secretary Robeson and Gen. Porter, at the Capitol, April 20. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
http://www.loc.gov/pictures/resource/cph.3b33896/

Act Establishing Yellowstone National Park (1872).
http://www.ourdocuments.gov/doc.php?flash=true&doc=45

Photograph, Cascade Creek, Yellowstone, 1869-1878
http://www.ourdocuments.gov/doc.php?flash=true&doc=45

Lesson 7: General Grant National Memorial: an embodiment of his legacy and the ideals of the people involved in the construction

Monument Fanfare & Tribute: A Musical Legacy by composer Philip Rothman.
http://www.grantstomb.org/fanfare.html

Here Sleeps the Hero (visual text)
http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20499&db=objects&dir=CR%20gegr&collid=GEGR.COLLECT.004&page=0

Here Sleeps the Hero (written text)
http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20499&db=objects&dir=CR%20gegr&collid=GEGR.COLLECT.004&page=0

Grant Our Great Commander (visual text)
http://digital.library.msstate.edu/cdm/ref/collection/usgrant/id/117

Grant Our Great Commander (written text)
http://digital.library.msstate.edu/cdm/ref/collection/usgrant/id/117

Memorial Banner from U.S. Grant Post No. 123, Grand Army of the Republic (visual text)
http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20212&db=objects&dir=CR%20NPNYH&page=1&psearch=Memorials%20(written)&plet=T

In Commemoration of the Dedication of the Tomb of General U.S. Grant, April 27, 1897, at Riverside Park, New York City.
http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20549&db=objects&dir=CR%20NPNYH&page=1&psearch=Memorials%20(written)&plet=T

Last Tribute to Our Dead Hero Official Programme
http://www.mhsarchive.org/item.aspx?rID=GEGR%20%20%20%20%20218&db=objects&dir=CR%20NPNYH&page=1&psearch=Memorials%20(written)&plet=T

Ulysses S. Grant Conqueror, Patriot, Hero An Elegy and other Poems
http://archive.org/details/osgoodmemoriam00osgorich

Final Performance Task

The Papers of Ulysses S. Grant, Volume 19: July 1, 1868-October 31, 1869, v19_014_pagexii-v19_015_pagexiii. Edited by John Y. Simon. Southern Illinois University Press.

http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/22055
http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/22056

USG Letter to Lt. Gen. William T. Sherman. The Papers of Ulysses S. Grant, Volume 19: July 1, 1868-October 31, 1869, v19_073_page45-v19_074_page46. Edited by John Y. Simon. Southern Illinois University Press.

http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/22114
http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/22115

USG Letter to Joseph R. Hawley. The Papers of Ulysses S. Grant, Volume 18: October 1, 1867-June 30, 1868, v18_289_page 263-v18_290_page264. Edited by John Y. Simon. Southern Illinois University Press.

http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/21094
http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/21095

Excerpt from USG letter to Lt. Gen. William T. Sherman.The Papers of Ulysses S. Grant, Volume 19: July 1, 1868-October 31, 1869, v19_086_page58. Edited by John Y. Simon. Southern Illinois University Press.

http://digital.library.msstate.edu/cdm/ref/collection/USG_volume/id/22127

MEMOIRS OF GENERAL U. S. GRANT. Excerpt (PRESIDENT JOHNSON'S POLICY. Chapter LXVIII. Pages 521-523)
http://www.gutenberg.org/ebooks/4367

A Burden he Must Shoulder, Ulysses S. Grant collection. Ulysses S. Grant Association, Mississippi State University Libraries.
http://digital.library.msstate.edu/cdm/ref/collection/usgrant/id/9

Grant in uniform with Schuyler Colfax on 15th Amendment, Bultema-Williams Collection of Ulysses S. Grant Photographs and Prints from the Frank and Virginia Williams Collection of Lincolniana.
http://digital.library.msstate.edu/cdm/ref/collection/cdv/id/134

15th Amendment to the U.S. Constitution: Voting Rights (1870) and Transcript
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President Grant's Special Message to Congress Announcing Ratification of the Fifteenth Amendment (1870).
http://chroniclingamerica.loc.gov/lccn/sn84026994/1870-04-02/ed-1/seq-1/

Unconditional Surrender Grant, Ulysses S. Grant collection. Ulysses S. Grant Association, Mississippi State University Libraries.
http://digital.library.msstate.edu/cdm/ref/collection/usgrant/id/2

Republican Principles - Democratic Principles. Harper's Weekly, May 6, 1871, page 408
http://education.harpweek.com/KKKHearings/IllustrationBig31.htm

Civil Rights Act of 1871, 17 Stat. 13 (1871)
http://www.arch.ksu.edu/jwkplan/law/civil%20rights%20acts%20of%201866,%201870,%201871,%201875.htm

President Grant signing the Ku-Klux Force Bill in the President's room with Secretary Robeson and Gen. Porter, at the Capitol, April 20. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
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