

## *Legacy of the Confederacy – Lesson Assignment*

*Submitted by: John M. Kenney      Detroit Country Day School Upper School (grade 11 – Lincoln and the Forging of America Course)*

*11<sup>th</sup> grade – College Preparatory Students/ Honor Students*

*Abstract: The Lost Cause and John Wilkes Booth.*

The Landmark Seminar focused on, Dr. Buffington, stated: ‘a more complicated view of the Civil War, and how it’s remembered today. There are a variety of hidden stories, or stories that aren’t routinely presented” Moreover, the seminar attempted (and succeeded!) to focus on how collective memories circulate and are represented through historic and artistic means.

In keeping with the Landmark Seminar’s basic premise(s), a series of lesson plans will be developed to examine 3 significant issues/concepts:

1. To identify, define and understand The Lost Cause of the Confederacy
2. To ascertain if Booth’s assassination of Lincoln had any roots in a ‘pre-Lost Cause’ culture of the South.
3. To examine the historical memory of Booth’s actions , especially from a historical survey of primary and immediate sources along with a survey of school textbooks.

### **Prior Knowledge**

Before beginning this unit, students should have a firm base knowledge of the following topics:

- The role abolition and slavery played in the civil War:
- The key roles John Brown William Lloyd Garrison and Frederick Douglass played in the early abolition movement
- Key elements of insurgency – Nate Turner Rebellion, Christiana Riots

### **Critical Ideas and Details**

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or validated opinions.

### **Student Expertise and Student Comprehension**

- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Describe how a text presents information (e.g., sequentially, comparatively, causally).
- Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts, use of hyperbole or

exaggeration).

- Distinguish among fact, opinion, innuendo and reasoned judgment in a text.

### **Objectives/Learning Outcomes**

- For students to be able to effectively read, analyze, and interpret primary sources
- For students to create a clear, definitive argument based on what they learn from the primary sources

For students to write an essay/editorial in which they prove their arguments with specific evidence cited from the primary sources.

### **Readings Required:**

1. Reich, Carl & Corning, Amy. Using the Civil War. VCU: Landmark Seminar. Legacy of the Confederacy. Pdf 2016

2. Holtzer, Harold. President Lincoln Assassinated!!!: the Firsthand Story of the Murder, Manhunt, Tr: (A Special Publication of The Library of America). *Selected Readings*

3. Select Textbook passages/accounts of John Wilkes Booth's Assassination of Lincoln as portrayed through subsequent generations:

1900

1935

1965

2010

### **Compelling Questions:**

1. What were John Wilkes Booth's motivating influences in his assassination of A. Lincoln?
2. What is the Lost Cause of the Confederacy? What are the compelling arguments of this ideology? Does this ideology have a counterpoint? Does Booth's assassination fit with Lost Cause Ideology?
3. How is Booth's assassination of Lincoln portrayed in historical memory as conceptualized in textbooks? Has the portrayal changed? What are possible cultural, social, economic and global influences that may have influenced that historical memory to be altered.

### **Part 1**

Directed Lecture followed by Discussion of John Wilkes Booth and the Assassination of A. Lincoln

### **Part 2**

Close reading of primary assassination documents (From Holtzer) followed by a Q

& A session:

After each reading, students should take annotations of the texts which should include answers to the following:

With each document, student should take notes (suggested that students use Cornell Style Notation) and answer:

- ~ Who created this primary source?
- ~ When /why was it created?
- ~ What are 1-2 key details.
- ~ What is the tone of the document
- ~ What do you find that you didn't expect?
- ~ What significant words and ideas are expressed?
- ~ What is your personal response to the document/reading.
- ~ What questions does it raise?
- ~ Was the document convincing? What does the author/creator do to get his or her point across?

### Part 3

Reading/ Direct Lecture/Discussion of the ideology of the Lost Cause and counter-argument ideologies.

In each discussion scenario, Class discussion can be done in groups or individually.

It is suggested that the instructor employ the **Discussion Based Teaching Method** (also called the "**Harkness method**," after the oval discussion tables designed to facilitate conversation) students are to sit at the center of education, making meaning of new information together, talking, listening, and ultimately *thinking*. Let students reflect and think before they talk. Ultimately, the instructor is to facilitate with a critical question and "let go" so *they* [the students] can make sense of information.

**Assess discussion.** Students need feedback as to when they're making thoughtful comments, and when not. Track who speaks to whom, and have peers offer input. A simple check (for a well thought out reflection/comment) , 0 for reflection of limited value and check minus for non-participation.

### Part 4

Discussion as to John Wilkes Booth and the paradigm ideology he fits.

In each discussion scenario, Class discussion can be done in groups or individually.

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## **Part 5**

Reading of selected Textbooks passages, which include the Booth description and the assassination.

Discussion as to:

*Differences in the textbook accounts*

*Contemporary Cultural/global influences on the Booth and Assassination perspectives in each account.*

In each discussion scenario, Class discussion can be done in groups or individually.

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## ***Final Discussion :***

***Though the Civil War and Lincoln's presidency has been seared into our cultural memory and memories have been cultural altered, how are we, as historians, to discover truth?***

