



NATIONAL ENDOWMENT FOR THE

Humanities

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Proposal

The attached document contains the narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful proposal may be crafted. Every successful proposal is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the program guidelines at <http://www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers> for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: The Seat of War and Peace: The Lincoln Assassination and Its Legacy in the Nation's Capital

Institution: Ford's Theatre

Project Directors: Sarah Jencks and David McKenzie

Grant Program: Landmarks of American History and Culture Workshops

2. Narrative Description

2015 will mark the 150th anniversary of the first assassination of a president—that of President Abraham Lincoln as he watched the play *Our American Cousin* at Ford’s Theatre, six blocks from the White House in Washington, D.C. Ford’s Theatre Society (FTS) seeks National Endowment for the Humanities (NEH) Landmarks of American History and Culture funding to bring together scholars and schoolteachers in two workshops during the summer of 2015 to explore the assassination, the hunt for Lincoln’s killer, the trial of the assassination conspirators, how the country responded to the unprecedented event, and the assassination’s ramifications for Reconstruction and the long-term memory of the 16th president. These workshops, to be entitled “The Seat of War and Peace:¹ The Lincoln Assassination and Reconstruction in the Nation’s Capital,” will connect teachers from around the country with the places—most within the 61.05-square-mile District of Columbia, and the furthest an hour away—where these significant events occurred and the scholars who are producing some of the best new work on those events.

FTS is well-placed to facilitate “The Seat of War and Peace.” Ford’s Theatre is best known, of course, as the site where John Wilkes Booth assassinated Lincoln. Today, Ford’s is a National Historic Site, and through a public-private partnership agreement with the National Park Service, FTS performs plays and carries out wide-ranging educational programs at the site. For the past six years, FTS has conducted a scholarship-informed, week-long summer institute about Civil War Washington for teachers, in conjunction with several other Washington historic sites and museums. The proposed “Seat of War and Peace” workshop will build on FTS’s experience with these programs and draw on FTS’s Institute of Museum and Library Services-funded *Remembering Lincoln* digital project. This site, to be launched in March 2015, will feature a collection of digitized primary

¹ This title is a play on the term “Seat of War” used to describe the Washington area during the Civil War by, among others, a mapmaker (V.P. Corbett, “Sketch of the Seat of War in Alexandria & Fairfax Cos., by V. P. Corbett,” map [Washington, D. C., 1861], Library of Congress, <http://www.loc.gov/item/99439186>.) and a correspondent for the national Jewish newspaper *The Jewish Messenger* (digitized at <http://www.jewish-history.com/civilwar/sketches.html>).

sources that document how people across the United States responded to the Lincoln assassination in the 13 months after it took place. FTS is currently gathering their responses, recorded in diaries, letters, newspapers, sermons, photographs and commemorative objects. These responses (detailed below) offer a glimpse into the regional, economic and ethnic dynamics of the still-divided nation, particularly as millions gathered along the route of Lincoln's funeral train, returning him home to Springfield, Illinois, for burial. To compile and digitize these primary sources, FTS is working with state and local historical societies, museums, libraries, and archives. While *Remembering Lincoln* will not be the primary focus of the workshop, teachers will have an opportunity to work with those primary sources to bring the temper of the time immediately after the assassination into the classroom.

A. Intellectual Rationale

The April 14, 1865, assassination of Lincoln—and subsequent events in the Washington-area—greatly shaped how the newly reunited United States both recovered from the Civil War and remembered its wartime president. Many teachers and students are familiar with the events that took place after Booth fired his single shot and escaped into the night on April 14, 1865: Dr. Charles Leale determined the president's wound was fatal and that he would not survive the six-block trek through Washington's muddy streets to the White House. Soldiers in the crowd of theatergoers carried the president across 10th Street to the Petersen boarding house. That night, the small, cramped Washington row house became the center of the United States government, as jubilation at the impending end of the four-year war turned to confusion and fear—especially as news spread of Lewis Powell's attack on Secretary of State William Seward. After the president's death at 7:22 a.m. the next morning, attention turned to planning for his funeral and apprehending Booth and his co-conspirators. A riveting 12-day chase through southern Maryland and Virginia culminated in Booth's death after Union troops cornered him in a tobacco barn. Next came the Washington military

tribunal, prosecuting Booth's eight identified co-conspirators and ordering the execution of four.

Many are not familiar, however, with the significance of these events in the wider sweep of American history. Recent, cutting-edge scholarship is showing how the events of those months in the Washington-area shaped how the United States reimagined itself after the most trying time in its history. Lincoln was controversial, an oft-maligned president when he stepped into Ford's Theatre. His election in 1860, with less than 40 percent of the popular vote in a four-way election (he was not even on the ballot in 10 southern states),² brought about the secession of seven states before his inauguration; four more followed after he issued a call for troops to suppress the rebellion. Four years of civil war followed, during which even Lincoln's supporters questioned his every decision. In 1864, he won reelection over his former commanding general, George B. McClellan, by 55 percent to 45 percent³—a margin that belies the close nature of the election.

The successful assassination of a president was unprecedented in U.S. history and served as a symbolic culmination of four years' bloodshed. Lincoln transformed almost literally overnight into a martyr whom many today consider the country's greatest president. Booth, the scion of a successful theatrical dynasty, saw himself as Brutus, and Lincoln as a tyrant comparable to Julius Caesar; upon his leap from the presidential box to the stage of Ford's Theatre, witnesses reported him shouting, "*Sic semper tyrannis*"—"Thus, always, to tyrants," a line sometimes attributed to Brutus at the assassination of Caesar but, according to Booth's biographer Terry Alford, possibly coined as late as the 18th century. As Booth hid in southern Maryland, he expected that the country would consider his act heroic. In his diary, today displayed at Ford's Theatre, Booth expressed disappointment as he learned that was not the case:

I am here in despair. And why? For doing what Brutus was honored for — what

² "Election of 1860," *American Presidency Project*, University of California-Santa Barbara. <http://www.presidency.ucsb.edu/showelection.php?year=1860>. Accessed February 7, 2014.

³ "Election of 1860," *American Presidency Project*, University of California-Santa Barbara. <http://www.presidency.ucsb.edu/showelection.php?year=1864>. Accessed February 7, 2014.

made Tell a hero. And yet I, for striking down the greater tyrant than they ever knew, am looked upon as a common cut-throat....I struck for my country and that alone.⁴

As the news of Lincoln's death spread, citizens throughout the United States responded in myriad ways. Most mourned; Treasury Department clerk Otis Keene wrote in his diary, "Oh Lord help our bleeding and afflicted nation in this hour of its sad bereavement and irreparable loss."⁵ Some celebrated; a county judge in Cleveland, Ohio, for example, denounced Lincoln at a mourning rally—for which that city's citizens later chiseled out his name from a courthouse cornerstone.⁶ Even Confederate generals published a letter deploring the assassination; for all their hatred of Lincoln and willingness to fight him, they felt his assassination was a step too far.⁷ Many fretted over what would come next. The new president, Andrew Johnson, had been a compromise choice to unite North and South; he and Lincoln had only met once in the month since their joint inauguration on March 4, 1865. Booth's bullet cost the nation a leader with the legitimacy to navigate the shoals of Reconstruction. Dudley Avery, a former Confederate soldier from Louisiana, remarked:

My views in regar[d] to the assassination of Lincoln are the same as yours. I think that in the present condition of the Country it is a misfortune to the South. Johnson seems to be a man void of principle and honor and if he is not restrained by the Conservative party at the North, he will out Herod, Herod. Next to our being subjugated I regard his being raised to supreme command our greatest calamity.⁸

Lincoln most famously outlined, in broad terms, his plans for Reconstruction in his Second Inaugural Address:

⁴ Excerpts from Booth's diary can be found on the Ford's Theatre website: <http://www.fords.org/home/plan-your-visit/daytime-visits-fords-theatre/museum/john-wilkes-booths-diary>.

⁵ Otis L. Keene, *Otis Keene Diary, 1865*, University of Florida George A. Smathers Libraries: <http://ufdc.ufl.edu/UF00076636/00001>, accessed February 7, 2014.

⁶ The cornerstone is today in the collection of the Western Reserve Historical Society and will be included in the *Remembering Lincoln* digital collection.

⁷ Thomas Reed Turner, *Beware the People Weeping: Public Opinion and the Assassination of Abraham Lincoln* (Baton Rouge: Louisiana State University Press, 1982), 90.

⁸ "Letter from Dudley Avery to Daniel D. Avery, May 12, 1865," Avery Family Papers, *Records of the Antebellum Southern Plantations* (digitized by W. Caleb McDaniel, Rice University), accessed February 7, 2014, <http://wcaleb.rice.edu/omeka/items/show/106>.

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.⁹

This short statement signals the planning Lincoln had already undertaken for binding the nation's wounds; indeed, he had implemented those conciliatory plans in Confederate territory, like the Georgia Sea Islands, southern Louisiana, parts of Tennessee, Arkansas and northern Virginia, that the Union army had previously seized. The experiences and experiments in governance (particularly questions of military rule) of those areas shaped Lincoln's plans for Reconstruction.

Washington, D.C., sitting on the front lines with Confederate Virginia, was a crucible for the war and Reconstruction. War transformed the capital city; its population nearly doubled from the influx of the formerly enslaved, whether freed or fleeing bondage, and from the influx of soldiers and the expansion of the federal government. In the city, debates raged over the transition from slavery to freedom and what should happen to the returning Confederate states and their leaders. Several landmarks in the Washington area were central to this unfolding drama. "The Seat of War and Peace," based at Ford's Theatre, will work with scholars to help teachers understand those trying days and their long-term significance through visiting places around the Washington metropolitan area that shed light on the end of the Civil War.

From this workshop, teachers will bring back to their classrooms a greater appreciation of the places and personal experiences that help us make sense of this tragic moment in American history and the reverberations felt both immediately and to the present day. Additionally, they will work together to make the assassination and the *Remembering Lincoln* resources accessible to teachers through the reach of the Internet. They will walk the six blocks that Lincoln's carriage traveled from

⁹ "Second Inaugural Address of Abraham Lincoln," Text, Avalon Project: Inaugural Addresses of the Presidents of the United States, March 4, 1865, http://avalon.law.yale.edu/19th_century/lincoln2.asp.

the White House to Ford's Theatre. They will stand on 10th Street, experiencing the night of April 14 through the eyes and voices of those who waited overnight to learn the president's fate. They will retrace part of Booth's escape route. At Mary Surratt's tavern, they will investigate the controversial Washington military tribunal (rather than civilian court) that led to the execution of Surratt and three other plotters. They will learn about death and suffering during the war at the country's foremost military cemetery, established during the Civil War on the Virginia plantation—overlooking the capital city—owned by the wife of the Confederacy's main military commander, Robert E. Lee. They will learn about debates over the African American role in Reconstruction at the Washington home of Frederick Douglass and at the African American Civil War Memorial, dedicated to the thousands who fought for the Union cause. They will gain the latest insights on Civil War Washington, the assassination, its immediate impact, Reconstruction, and the memory of Lincoln through meeting some of the most innovative scholars studying those subjects.

B. Content and Design

The workshop begins on Sunday afternoon with an introductory session. They will meet one another and discuss plans for the workshop. Terry Alford, the workshop's lead scholar, will introduce the week's historical themes.

A session Sunday evening will begin in the present and move back in time to help participants understand the significance of the assassination. Activities will be organized around the theme, "How the Assassination Shaped Lincoln's Legacy," addressing the questions: What does Lincoln's post-death transformation tell us today about how we remember him today? How does this popular memory shape what students and teachers bring into the classroom? How can we read places as primary sources? Kenneth Foote, who has written extensively on memory and violence in the United States, will lead the evening's activities. Participants will learn about the history of Ford's Theatre following the assassination, and then consider what that history says about national memory

of the assassination and reading place as a primary source. The theatre's owner, John T. Ford, was forced to scrap reopening plans two months after the assassination following threats to burn it down. The federal government leased and then purchased the structure within nine months. The former theatre subsequently served as a three-story federal office building for the Office of the Surgeon General and the War Department, and also housed the Army Medical Museum. In 1931, the National Park Service took over the site and made it into a museum. In 1967-68, it was restored to its 1860s interior and once again became a working theatre, with plays produced by Ford's Theatre Society. FTS will beforehand provide all participants with a new 128-page book of images about the history of the site. Foote will also place the story of Ford's Theatre into the context of other sites of violence and conscience in the United States—sites that teachers may visit with their students.

Monday's activities will be organized around the theme "From Joy to Grief in Washington," addressing the questions: How did Washingtonians respond to the end of the Civil War? How and why did the assassination of Abraham Lincoln take place? The end of the Civil War in Washington and Ford's Theatre will be the focus of the day. To better understand the events of the month, participants will read Jay Winik's *April 1865* before the workshop, as well as two chapters from Kenneth Winkle's *Lincoln's Citadel* (2013). At the workshop, Winkle will set the stage by providing an overview of the changes that took place in Washington during the Civil War, including vast population growth, the only compensated emancipation in the country, and the construction of a ring of forts to protect the city. Also included will be a brief introduction to the geography of the Washington area, placing the landmarks in the context of the region. This session will then turn to the city's celebrations at the surrender of Robert E. Lee on April 9, 1865, including an elaborate illumination of public and private buildings on the night of April 13.

Joy turned to grief in an instant. To complement Winkle's presentation, participants will tour

Ford's Theatre. The Ford's Theatre museum, located beneath the theatre, contains a dynamic, interactive exhibition about the Lincoln presidency, leading to the moment of the assassination. Participants will tour the exhibition as a complement to Winkle's book and lecture: Through it they will gain insight into the decisions that Lincoln faced, the circumstances of Washington during the Civil War, and the unfolding of the conspiracy to kill the president. They also will see original artifacts from the assassination, including Booth's derringer pistol, the flag on which Booth caught his boot spur as he jumped onto the stage, Booth's captured diary, and pieces of the ropes used to hang the four co-conspirators. Participants will tour the theatre, which was rebuilt in 1967-8, according to crime scene photos and original architectural plans. There, they will learn the circumstances of President Lincoln's assassination in the place where it occurred, seeing the restored box where the Lincolns sat. Terry Alford, author of *Fortune's Fool*, a biography of Booth scheduled for release by Oxford University Press in 2015, will discuss the assassin, his motives and the extent of the conspiracy.

Then, participants will cross 10th Street to the Petersen House, where soldiers in the audience carried the dying Lincoln. Throughout the night of April 14-15, 1865, while doctors cared for the president in a back bedroom, the Petersen House served, essentially, as the center of the U.S. government. Secretary of War Edwin Stanton interviewed witnesses in a front parlor, attempting to discern the scope of the conspiracy and act accordingly. Were other government officials targeted besides the president and Secretary of State? Was a Confederate column advancing on Washington, as rumors flowing through the city indicated? Although Union forces had captured Richmond two weeks before the assassination, and the largest Confederate army had surrendered five days prior, the Confederate government was still operating, and Confederate troops remained in the field. Were Confederate leaders involved? In another parlor, Mary Todd Lincoln sobbed while awaiting her husband's fate, comforted by a small cadre of friends. The Petersen House provides not only a

venue to learn about this dramatic night, but one of the few glimpses inside a 19th-century Washington boardinghouse available in the 21st century. The house's subsequent history also offers the opportunity to delve more deeply into how Americans have remembered Lincoln in the years since the assassination, and the notions of the 16th president that many of the teachers' students bring into the classroom from popular culture. Beginning in 1896, it housed the Lincoln collection of eccentric Union veteran Osborn Oldroyd. The National Park Service has operated the Petersen House as part of the Ford's Theatre National Historic Site since 1933. The extremely small room where Lincoln died has been nicknamed the "rubber room" because subsequent paintings of the deathbed scene showed dozens of people standing in it, a physical impossibility.

Next, the exhibitions in the next-door Center for Education and Leadership (CEL) galleries will provide an overview of Lincoln's funeral, including a model of the train car that carried the president's body back to Illinois, as well as artifacts from the hunt for Booth and an interactive touchscreen that displays and annotates Booth's diary. The exhibition also details the controversial military trial of the conspirators. The third floor follows Lincoln's legacy through the last 150 years and into the present day, showing everything from uses of the president's image in propaganda and popular culture, to the memorial built in his name and a video "remix" of Lincoln's words by students, meant to uncover their 21st-century relevance. Participants will then tour sites in downtown Washington related to the Civil War and the Lincoln assassination. This tour, based on primary sources and the latest scholarship on the assassination, features an actor playing Detective James McDevitt, a real Washington Metropolitan Police detective on duty the night of the assassination and one of the investigators charged with finding the perpetrators. Participants will learn about the city's role in the Civil War and the hunt for Booth through primary sources while visiting the sites where the drama played out. The tour ends at Lafayette Square (across Pennsylvania Avenue from the White House), where Powell attempted to kill Seward at the same time as Booth shot President

Lincoln. The tour will also show the importance of Lafayette Square in the social life of Washington at the time of the assassination.

Tuesday's activities will be organized around the theme of "The Hunt for Lincoln's Killer," addressing the following questions: How did the hunt for Lincoln's killer proceed? What was the extent of the conspiracy? Who were the conspirators? What civil liberties issues did the military trial of the co-conspirators raise? What do their fates tell us about the end of the Civil War and Reconstruction? Participants will retrace the first portion of Booth's escape route, exploring the terrain of southern Maryland, a hotbed of Confederate sympathy. On the bus, Alford will discuss why Booth intentionally fled this direction, and the network upon which he relied. After Booth fired the fatal shot at Ford's Theatre, he escaped—in spite of his broken leg—out the back door into an alley and onto his waiting horse. He then galloped through Washington and proceeded to the widow Mary Surratt's tavern in what was then Surrattsville (now Clinton), Maryland, where Surratt, a Confederate sympathizer and mother of a Confederate spy, had taken a package at his request earlier in the day. For her role in the conspiracy, a federal military tribunal controversially ordered Surratt's execution in June 1865. She was the first and only woman executed by the federal government until Ethel Rosenberg in 1953. They will tour that tavern, today preserved as a historic site by Prince George's County Parks. Owing to time and distance, they will not explore the entire escape route, but Alford will discuss the remainder of Booth's escape, giving close attention to the guilt or innocence of Dr. Samuel Mudd, later imprisoned for treating Booth's broken leg (but pardoned by President Andrew Johnson).

After the participants return to Ford's Theatre in the early afternoon, they will view the film *The Conspirator*, told from the viewpoint of Surratt. They will also read an article ("Slavery, Race, and the Assassination") by James McPherson, a scholarly advisor for the film, about the lack of African Americans in this portrayal. Alford will then lead a discussion about Mary Surratt's role in the

assassination, and whether she received fair treatment. The discussion of the tribunal will also include a discussion of how it might have been different had Booth survived and faced trial with his co-conspirators.

In the evening, project educational staff will facilitate a brainstorming time for teachers to begin formulating lesson plans incorporating what they learn during the workshop.

Wednesday's activities will be organized around the theme "The News Spreads: Responses to the Assassination," addressing the questions: How did the country and the world respond to the shocking, first-ever assassination of a president? How did the varied populations of a country at war, and the diverse cultures of the United States, begin to reconcile in this context? Martha Hodes, author of *Mourning Lincoln*, set to be published by Yale University Press in early 2015, will discuss emotional, personal responses to the assassination in different parts of the United States. Hodes notes that although deaths still occurred after Lincoln's, the country mourned Lincoln as essentially the last casualty of the Civil War. Participants will read selections from that book as part of the workshop.

The discussion of responses to the assassination in the context of the Civil War's enormous death toll will continue at Arlington National Cemetery. The Cemetery was officially established in 1864 on the grounds of the confiscated plantation owned by Mary Anna Custis Lee, wife of Confederate General Robert E. Lee. This happened as military cemeteries around Washington filled with casualties from the Civil War. The outpouring of grief for Lincoln in large measure reflected the grief of the country for the 620,000-750,000 killed by combat and disease.¹⁰ Also, the grounds of what today is the cemetery once contained Freedman's Village, a settlement for formerly enslaved men, women and children. Participants will learn about that settlement, and through its story the

¹⁰ The number of deaths has been disputed in recent years. See Guy Gugliotta, "Civil War Toll Up by 20 Percent in New Estimate," *The New York Times*, April 2, 2012, sec. Science, <http://www.nytimes.com/2012/04/03/science/civil-war-toll-up-by-20-percent-in-new-estimate.html>.

Freedmen's Bureau, established in the war's aftermath to educate and integrate African Americans freed from bondage.

In the evening, project educational staff will introduce FTS's *Remembering Lincoln* online collection and discuss its use for both classroom activities and National History Day projects. Small groups will analyze primary sources from different parts of the United States and compare them as a window into U.S. political culture at the close of the Civil War and the opening of Reconstruction.

Thursday's activities will be organized around the theme "Advocating for Equal Rights: Reconstruction and African Americans," addressing the questions: How did African Americans push for their rights during this tumultuous period? How did leaders like Frederick Douglass shape the legacy of Lincoln as part of this push? Kate Masur, author of *An Example for All the Land: Emancipation and the Struggle over Equality in Washington, D.C.*, will lead a session on African American politics in the capital city during Reconstruction, helping participants understand how African Americans were not passive observers but rather took an active role, working to make the Civil War and Lincoln's legacy about not only emancipation from slavery but full equality. Participants will read a selection from Masur's book, as well as Thavolia Glymph's "‘Liberty Dearly Bought’: The Making of Civil War Memory in African American Communities in the South."

Participants will visit Cedar Hill, the home of the prominent abolitionist Frederick Douglass. Douglass purchased Cedar Hill in 1877 and lived there until his death. Cedar Hill is in the District's historic Anacostia neighborhood, which began as a suburban subdivision called Uniontown during the 1850s and today is a primarily African American neighborhood. During and after the Civil War, Douglass was one of the most prominent voices for full citizenship for African Americans. At his home, which holds most of his belongings and many papers, participants will learn about: the relationship between Lincoln and Douglass before the president's death; Douglass's remembrances of Lincoln and his role in shaping popular memory of Lincoln and the Civil War; and Douglass's

role in debates about the role of African Americans in U.S. society following the Civil War. They will explore the passage of the 13th, 14th, and 15th Amendments to the Constitution, the acrimonious debates about how to simultaneously re-incorporate the vanquished Confederates and protect African American rights, and the legacy of the assassination and its aftermath among African Americans. Participants will also visit the African American Civil War Memorial and Museum on Washington's U Street, NW, long the center of the city's African American community. The memorial was dedicated in 1998 to preserve the memory of African American soldiers who fought in the Civil War. Participants will go to the memorial and its accompanying museum to learn about African American memory of the Civil War, the Lincoln assassination, and Reconstruction. Hari Jones, a scholar of the African American experience in the nation's capital city, will lead a discussion of how the memorial came into being and what that tells about how African American roles in the Civil War and Reconstruction have been remembered. Additionally, this site will offer the chance to discuss the presence of "contraband camps" throughout the District during the Civil War. These were essentially refugee camps designed to support the needs of fleeing and freed former slaves, who found their way to Washington following its 1862 compensated emancipation.

That evening, participants will view Steven Spielberg's 2012 film *Lincoln* and discuss its portrayal of the last months of the Lincoln presidency. Masur will lead a discussion, springing from her *New York Times* op-ed critiquing the movie (listed in Appendix 1: Readings), about the film's portrayal of African American agency.

Friday's activities will be organized around the theme "Lincoln's Legacy in Reconstruction," addressing the questions: What were Lincoln's plans for Reconstruction, and how might Reconstruction have unfolded differently had Lincoln lived? How did the assassination affect the course of the end of the Civil War and Reconstruction? How did Lincoln's words and notions of civility resonate, or not, in this reconciliation process? Why did reconciliation ultimately lead to a

diminishing of African American gains from Reconstruction and a century of segregation? David Blight, who has written extensively on memory of the Civil War and Reconstruction, will lead the day's activities. Participants will read and discuss Blight's article "The Theft of Lincoln in Scholarship, Politics, and Public Memory."

Planning for the Civil War's end, and reincorporation of the defeated Confederate states, began almost as soon as the war did. As Union troops captured Confederate territory, U.S. authority was reestablished and experiments in post-war government began. For example, in 1862 General Benjamin Butler alienated New Orleans residents with harsh military rule; Lincoln replaced him in 1863 with General Nathaniel Banks, who took a more conciliatory stance. These experiences shaped how the federal government planned for the end of the war. Blight will discuss what plans Lincoln had for Reconstruction, and how competing factions used Lincoln's legacy to push their visions of Reconstruction after his assassination. After federal troops left the South as part of a compromise to resolve the disputed presidential election of 1876, many former Confederate leaders regained power, and national reconciliation came about at the cost of African American rights. As part of this discussion of the continuing effects of Reconstruction, participants will visit the Lincoln Memorial, dedicated in 1922 in the presence of Robert Todd Lincoln, the president's only surviving child. The Arlington Memorial Bridge, constructed in 1932 as a symbol of reconciliation between North and South, connects Arlington National Cemetery (including the former Lee plantation mansion) with the Lincoln Memorial. At the Lincoln Memorial, participants will visit the place that, since Marian Anderson's 1939 Easter Sunday concert (held after the Daughters of the American Revolution refused to allow her to sing in Constitution Hall due to her skin color), has been the scene of numerous demonstrations for civil rights—most famously, the 1963 March on Washington for Jobs and Freedom, during which Dr. Martin Luther King, Jr., delivered his "I Have a Dream" speech. Participants will explore the legacy of Lincoln as expressed in this memorial and the subsequent

events that took place on its steps.

In past programs, FTS has found that flying out of Washington on Friday evening often does not leave enough time for participants to return home. As such, the workshop will continue on Friday evening, when teachers will present their draft lesson plans to the group. Final lesson plans will be due in mid-August, and will be posted on the workshop's section of the *Remembering Lincoln* website.

The workshop will conclude before lunchtime on Saturday, to allow participants sufficient time to return to their homes. Alford and Edward T. Linenthal will lead a short wrap-up discussion. Alford will place the lessons learned from the week in the broader context of U.S. history, and Linenthal (who will accompany the group through the week) will discuss the landmarks visited in the broader scheme of historic sites in the United States, providing participants with different ways to understand the sites to which they bring their students for field trips. Linenthal has asked to participate without an honorarium. The session will also allow time for final questions and reflections on the week's activities.

C. Faculty

Visiting Scholars: FTS will bring a distinguished set of scholars for the workshop. Full CVs are included in the appendix; this section discusses the role each will play in the program.

Dr. Terry Alford, Lead Scholar: Alford is a Professor of History at Northern Virginia Community College. In early 2015, Oxford University Press will publish his new biography of John Wilkes Booth, *Fortune's Fool*. An expert on the assassination and an award-winning scholar and teacher, he will help participants understand how the event unfolded and its ultimate significance. He will also lead the field trip to Surratt Tavern. Additionally, he will be present for each session and activity, and each evening he will lead a 30-minute discussion to wrap up the day's theme and address questions.

Dr. Kenneth Winkle: Winkle, Thomas C. Sorensen Professor of American History at the University of Nebraska-Lincoln, recently published *Lincoln's Citadel*, an exploration of the Civil War's impact on Washington. He is also one of the project directors of the online *Civil War Washington* project from the Center for Digital Research in the Humanities at the University of Nebraska. Winkle will provide context for workshop participants about the impact of the Civil War on Washington and share the website so that participants can make use of those resources.

Dr. Martha Hodes: Hodes, Professor of History at New York University, will publish *Mourning Lincoln: Personal Grief and the Meaning of the American Civil War*, from Yale University Press, in early 2015. She will discuss immediate reactions to the assassination from around the country and relate those to the wider themes of death during the Civil War.

Dr. Kate Masur: Masur, Associate Professor of History at Northwestern University, is the author of *An Example for All the Land: Emancipation and the Struggle over Equality in Washington, D.C.* She will discuss African American politics, particularly in the capital city, during Reconstruction.

Dr. David Blight: Blight, Class of 1954 Professor of American History at Yale University, is one of the country's foremost experts on memory of the Civil War and how it affected American history since. He will discuss the legacy of Lincoln during Reconstruction and civil rights debates.

Dr. Kenneth Foote: Foote, Professor of Geography at the University of Connecticut, has written extensively on sites of tragedy and violence in the United States. He will discuss Ford's Theatre in the context of other sites of violence.

Dr. Edward Linenthal: Linenthal, Professor of History at Indiana University, is one of the country's leading scholars of historical memory and historic sites. He will provide a final wrap-up session to place the landmarks visited during the workshop into the broader sweep of American historic sites. He has asked to participate in the workshop without an honorarium.

FTS Staff: Two FTS staff members will provide intellectual and project direction for the

workshop:

Sarah Jencks (Director of Educational Programming): Sarah created the FTS Education Programming Department in 2007 and has 18 years of experience working in educational and cultural institutions. She holds an A.B. in American Civilization from Brown University and a M.Ed. from the School Leadership Program at the Harvard University Graduate School of Education.

David McKenzie (Digital Projects Manager): David has over 10 years of experience working in informal education and public history. He holds a B.A. (*summa cum laude*) in History and Political Science from the University of Pittsburgh, and a M.A. in Museum Studies, with an academic concentration in History, from The George Washington University. He is currently a doctoral student in George Mason University's History program, studying 19th century U.S. history; he recently won an award as the program's "outstanding graduate student."

Master Teacher: Thomas Neville: A history teacher at Flint Hill School in Fairfax, Virginia, Neville is an innovative history teacher who brings his students into archives to conduct research and present the material digitally. He holds a M.Ed. in Educational Leadership from the Harvard University Graduate School of Education. Neville has presented at history and education conferences in the capital region and across the country.

D. Selection of Participants

The anticipated audience for the workshop is teachers of grades 5th through 12th who emphasize social studies, history and ELA, as well as media resource specialists. The program will aim at this grade range because of the ages at which the Civil War and Reconstruction are taught. Using NEH eligibility standards, reference will be given to those with a demonstrated commitment to using primary sources and placed based learning methods in their teaching practice. The selection committee will be Sarah Jencks, co-Project Director; Terry Alford, Lead Project Scholar; and Thomas Neville, Master Teacher.

E. Website & Publicity

To recruit participants the project will be publicized through numerous channels including: the Ford's Theatre Education email distribution list, various social media outlets, on site distribution at national teacher conferences and meetings, distribution to the professional development departments of state education associations, partner organizations from *Remembering Lincoln*, and the National Council for the Social Studies, the National Council for History Education, National History Day and the National History Education Collaborative. The materials produced by this workshop will be preserved and disseminated through a special section of the *Remembering Lincoln* website. The workshop section will contain the complete reading list for the workshop, with links as allowed by copyright restrictions (thus the links will mostly go to primary sources). The website will also contain lesson plans prepared by the participants in the workshop, as well as recorded lectures.

F. Professional Development

Optional graduate credit in education will be offered by Trinity University – Washington for a nominal fee. All participants will receive certificates stating the number of contact hours earned.

G. Institutional Context

The institution: The site of the April 14, 1865, assassination of President Lincoln, Ford's Theatre holds a unique place in United States history. Closed to performance for more than a hundred years following Lincoln's death, Ford's has captivated millions of visitors since its reopening in 1968, and is now one of the most visited sites in the nation's capital. Ford's Theatre (known formally as Ford's Theatre National Historic Site) is managed as a public/private partnership between the National Park Service and Ford's Theatre Society (FTS), a non-profit 501(c)(3) organization. Together, both organizations work to enhance the vibrancy of this historic site. Ford's operates 363 days a year. The mission of FTS is to celebrate the legacy of Abraham Lincoln and explore the American experience through theatre and education. This mission was

crafted and adopted by the FTS Board of Trustees in its 2007 strategic plan. A working theatre, historical monument, world-class museum and learning center, Ford's Theatre is the premier destination in Washington, D.C., to explore Lincoln's ideals and leadership principles. Through its inspiring theatrical productions, live historic interpretation and engaging education programs, Ford's Theatre offers visitors the opportunity to immerse themselves in America's past while making meaningful connections to today. In 2009, FTS reopened a restored and renovated theatre along with a re-imagined museum, illuminating the world of Civil War Washington and the years of Lincoln's presidency. In 2012, FTS opened the Center for Education and Leadership, adding two floors of permanent exhibits addressing the immediate aftermath of Lincoln's death and the evolution of Lincoln's legacy, as well as a Leadership Gallery floor featuring rotating exhibitions. These new facilities showcase a rich collection of artifacts from the National Park Service collection. The CEL also contains two floors of education studios for pre- and post-visit workshops, after-school programs and teacher professional development; and a distance-learning lab outfitted with state-of-the-art technology that allows FTS to engage students and teachers nationwide.

While Ford's Theatre is well established as a popular theatre and museum destination, one of our highest priorities is to connect our site and educational resources to students around the country. Our education programs are administered—on campus, off-campus, and online—to equip students, teachers, families, and learners of all ages with tools for exploring Lincoln's presidency, legacy and life. FTS works hand-in-hand with school districts, state agencies and civic groups nationwide to develop programs targeting the needs and goals of students, educators and administrators. In 2013, the education department offered programs to students and teachers from 125 schools, including free field trips for 4,367 students at schools in the Washington area. Roughly 700 students around the country took part in distance-learning programs; 610 participated in oratory programs; and 261 teachers took part in teacher professional development programs with Ford's.

Lodging and dining options: Washington, D.C., is a large city with many hotel options—many of them expensive. We are fortunate to negotiate a reduced group rate with a Days Inn in the Van Ness neighborhood, on the Washington Metro’s red line and a direct 20-minute Metro ride (around 30 minutes door-to-door) to Ford’s Theatre. Even more affordable is Hostelling International hostel at 11th and K Streets, NW, which offers dormitory-style rooms for \$29.99-54.99 per night, and private rooms from \$119.99-149.99 per night. To mitigate the higher costs of the Washington area, each participant will be provided with a pre-loaded SmarTrip card to cover Metro fare. The neighborhood around Ford’s Theatre has many dining options at various price points, from sit-down restaurants to grab-and-go sandwiches, and an increasing number of food trucks for lunch. On Tuesday, boxed lunches will be provided for the bus trip to the Surratt Tavern. Additionally, FTS will provide coffee and tea to participants each morning at the CEL.

4. Appendix 1: Readings

Scholarship on Lincoln, the Civil War, and Reconstruction is exhaustive; one of the most popular features of the CEL is a four-story “book tower” with replicas of a selection of the over 16,000 titles about Lincoln represented in the Library of Congress. As such, this workshop will emphasize some of the newest works, so that teachers return to their classrooms up-to-date on scholarly interpretations of the topics at hand.

Required Readings

Each of these books will be provided to participants beforehand from grant funds. They will be expected to have read these before arrival:

Anderson, Brian, and Ford’s Theatre Society. *Ford’s Theatre*. Images of America. Charleston, SC: Arcadia Publishing, 2014.

An introduction to the history of Ford’s Theatre, from its early days as a Baptist church through its time as a mid-20th century museum, and to the present day. Illustrated with historic images.

Winik, Jay. *April 1865: The Month That Saved America*. New York: HarperCollins Publishers, 2001.

A narrative of the events of the month of Lincoln’s assassination and their ultimate importance in American history.

These articles/ chapters will be provided to participants in hard copy and/ or on a flash drive before the workshop:

Alford, Terry. *Fortune’s Fool: The Biography of John Wilkes Booth*. Oxford, UK: Oxford University Press,

2015.

The forthcoming comprehensive biography of John Wilkes Booth, from the lead project scholar.

Participants will read a selection chosen by Dr. Alford.

Blight, David W. "The Theft of Lincoln in Scholarship, Politics, and Public Memory." In *Our Lincoln: New Perspectives on Lincoln and His World*, edited by Eric Foner, 269–282. 1st ed. New York: W.W. Norton & Co, 2008.

An article about the memory of Lincoln after his death, raising important points about how Americans since have used—and abused—his memory.

Coates, Ta-Nehisi. "Slightly Longer Thoughts on 'Lincoln.'" *The Atlantic*, November 30, 2012.

<http://www.theatlantic.com/entertainment/archive/2012/11/slightly-longer-thoughts-on-lincoln/265777/>.

An analysis of the role of radicalism in the 2012 film *Lincoln*. Participants will read this essay as part of the discussion of the film.

Glymph, Thavolia. "'Liberty Dearly Bought': The Making of Civil War Memory in African American Communities in the South." In *Time Longer than Rope: A Century of African American Activism, 1850-1950*, edited by Charles M. Payne and Adam Green. New York: New York University Press, 2003.

This reading provides insight on memory of the Civil War among African Americans.

Hodes, Martha. *Mourning Lincoln*. New Haven, CT: Yale University Press, 2015.

A definitive analysis of the reactions of individuals across the United States to the Lincoln

assassination, this book will help illuminate the early stages of the formation of Lincoln's legacy. Hodes will select chapters from this book for participants.

Masur, Kate. *An Example for All the Land: Emancipation and the Struggle Over Equality in Washington, D.C.* Chapel Hill: University of North Carolina Press, 2010.

An analysis of compensated emancipation in Washington and African American politics in the capital city following the Civil War. Masur will select chapters for participants to read.

Masur, Kate. "In Spielberg's 'Lincoln,' Passive Black Characters." *The New York Times*, November 12, 2012, sec. Opinion. <http://www.nytimes.com/2012/11/13/opinion/in-spielbergs-lincoln-passive-black-characters.html>

A critique of the film *Lincoln*, arguing against its portrayal of African Americans as passively waiting for their liberation.

McPherson, James. "Slavery, Race, and the Assassination." *The Conspirator (film Web Site)*, March 21, 2011. <http://www.theamericanfilmcompany.com/talk/discussion/slavery-race-and-the-assassination/>.

A blog post by noted historian James McPherson on the importance of slavery to the Lincoln assassination conspirators.

Winkle, Kenneth J. *Lincoln's Citadel: The Civil War in Washington, DC*. New York: W. W. Norton & Company, 2013.

The definitive work on how the Civil War transformed the capital city. Participants will read a selection.

Participants will be provided with selections from these compilations of primary sources:

Good, Timothy S., ed. *We Saw Lincoln Shot: One Hundred Eyewitness Accounts*. Jackson: University Press of Mississippi, 1995.

A primary-source compilation that illuminates the Lincoln assassination by presenting accounts of people who witnessed it.

Zola, Gary Phillip, ed. *We Called Him Rabbi Abraham: Lincoln and American Jewry, A Documentary History*. Carbondale: Southern Illinois University Press, 2014.

A primary source reader, with introductions to each chapter, introducing the Jewish community's relationship with President Lincoln and, particularly, the memory of Lincoln.

Recommended Readings:

Recent years have brought a thrust of scholarship on the Civil War, Lincoln, and Reconstruction. The following works (by no means an exhaustive list, due to the sheer volume of scholarship) helped inform the content of this workshop and are recommended for teachers who would like to gain additional knowledge of these events:

Ayers, Edward L., ed. *America's War: Talking about the Civil War and Emancipation on Their 150th Anniversaries*. Chicago: American Library Association ; National Endowment for the Humanities, 2012.

———. *The Promise of the New South: Life after Reconstruction*. 15th anniversary ed. Oxford ; New York: Oxford University Press, 2007.

- . *What Caused the Civil War?: Reflections on the South and Southern History*. 1st ed. New York: Norton, 2005.
- Berlin, Ira, ed. *Free at Last: A Documentary History of Slavery, Freedom, and the Civil War*. New York: The New Press, 1992.
- Blight, David W. *American Oracle: The Civil War in the Civil Rights Era*. Cambridge, Mass: Belknap Press of Harvard University Press, 2011.
- . *Beyond the Battlefield: Race, Memory & the American Civil War*. Amherst: University of Massachusetts Press, 2002.
- . *Frederick Douglass and Abraham Lincoln: A Relationship in Language, Politics, and Memory*. Frank L. Klement Lectures no. 10. Milwaukee: Marquette University Press, 2001.
- . *Race and Reunion: The Civil War in American Memory*. Cambridge, Mass: Belknap Press of Harvard University Press, 2001.
- Blight, David W., and Brooks D. Simpson, eds. *Union & Emancipation: Essays on Politics and Race in the Civil War Era*. Kent, Ohio: Kent State University Press, 1997.
- Boritt, G. S., and James M. McPherson, eds. *Why the Confederacy Lost*. New York: Oxford University Press, 1992.
- Brown, Thomas J., ed. *Remixing the Civil War: Meditations on the Sesquicentennial*. Baltimore: Johns Hopkins University Press, 2011.
- Brundage, W. Fitzhugh. *The Southern Past: A Clash of Race and Memory*. Cambridge, Mass: Belknap Press of Harvard University Press, 2005.
- Butchart, Ronald E. *Schooling the Freed People: Teaching, Learning, and the Struggle for Black Freedom, 1861-1876*. Chapel Hill: University of North Carolina, 2010.
- Carter, Dan T. *When the War Was Over: The Failure of Self-Reconstruction in the South, 1865-1867*. Baton Rouge: Louisiana State University Press, 1985.

- Dickerson, Donna Lee. *The Reconstruction Era: Primary Documents on Events from 1865 to 1877*. Debating Historical Issues in the Media of the Time. Westport, Conn: Greenwood Press, 2003.
- Douglass, Frederick. *My Bondage and My Freedom*. New Haven: Yale University, 2014.
- Downs, Gregory P. "The Mexicanization of American Politics: The United States' Transnational Path from Civil War to Stabilization." *The American Historical Review* 117, no. 2 (April 1, 2012): 387–409. doi:10.1086/ahr.117.2.387.
- Egerton, Douglas R. *The Wars of Reconstruction: The Brief, Violent History of America's Most Progressive Era*. New York: Bloomsbury, 2013.
- Evans, C. Wyatt. *The Legend of John Wilkes Booth: Myth, Memory, and a Mummy*. CultureAmerica. Lawrence: University Press of Kansas, 2004.
- Faust, Drew Gilpin. "Telling War Stories: Reflections of a Civil War Historian." presented at the Jefferson Lecture, National Endowment for the Humanities, 2011.
<http://www.neh.gov/about/awards/jefferson-lecture/drew-gilpin-faust-lecture>.
- . *This Republic of Suffering: Death and the American Civil War*. New York: Alfred A. Knopf, 2008.
- Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. 1st Perennial Classics ed. New American Nation Series. New York: Perennial Classics, 2002.
- Foner, Eric, and Forever Free, Inc. *Forever Free: The Story of Emancipation and Reconstruction*. 1st ed. New York: Knopf, 2005.
- Furgurson, Ernest B. *Freedom Rising: Washington in the Civil War*. 1st ed. New York: Alfred A. Knopf : Distributed by Random House, 2004.
- Gallagher, Gary W., and Alan T. Nolan, eds. *The Myth of the Lost Cause and Civil War History*. 1st pbk. ed. Bloomington: Indiana University Press, 2010.
- Goldfield, David R. *America Aflame: How the Civil War Created a Nation*. 1st U.S. ed. New York: Bloomsbury Press, 2011.

- Gugliotta, Guy. "Civil War Toll Up by 20 Percent in New Estimate." *The New York Times*, April 2, 2012, sec. Science. <http://www.nytimes.com/2012/04/03/science/civil-war-toll-up-by-20-percent-in-new-estimate.html>.
- Hay, John. *Inside Lincoln's White House: The Complete Civil War Diary of John Hay*. Carbondale: Southern Illinois University Press, 1997.
- Horwitz, Tony. "150 Years of Misunderstanding the Civil War." *The Atlantic*, June 19, 2013. <http://www.theatlantic.com/national/archive/2013/06/150-years-of-misunderstanding-the-civil-war/277022/>.
- . *Confederates in the Attic: Dispatches from the Unfinished Civil War*. 1st ed. New York: Pantheon Books, 1998.
- Kantrowitz, Stephen David. *More than Freedom: Fighting for Black Citizenship in a White Republic, 1829-1889*. New York: Penguin Press, 2012.
- Lee, Elizabeth Blair. *Wartime Washington: The Civil War Letters of Elizabeth Blair Lee*. Urbana: University of Illinois Press, 1991.
- Leech, Margaret. *Reveille in Washington, 1860-1865*. New York, London: Harper & brothers, 1941.
- Lincove, David A. *Reconstruction in the United States: An Annotated Bibliography*. Bibliographies and Indexes in American History, No. 43. Westport, Conn: Greenwood Press, 2000.
- Manning, Chandra. *What This Cruel War Was Over: Soldiers, Slavery, and the Civil War*. 1st Vintage Civil War Library ed. New York: Vintage Civil War Library, 2008.
- McPherson, James M. *Abraham Lincoln*. Oxford ; New York: Oxford University Press, 2009.
- . *Ordeal by Fire: The Civil War and Reconstruction*. 4th ed. Boston: McGraw-Hill, 2009.
- . *The Negro's Civil War: How American Blacks Felt and Acted During the War for the Union*. 1st Vintage Civil War library ed. Vintage Civil War Library. New York: Vintage Books, 2003.
- . *What They Fought For, 1861-1865*. 1st Anchor Books ed. New York: Anchor Books, 1995.

- Our Lincoln: New Perspectives on Lincoln and His World*. 1st ed. New York: W.W. Norton & Co, 2008.
- Perman, Michael. *Emancipation and Reconstruction*. 2nd ed. The American History Series. Wheeling, Ill: Harlan Davidson, 2003.
- . *Reunion Without Compromise: The South and Reconstruction: 1865-1868*. Cambridge [Eng.]: University Press, 1973.
- Perman, Michael, and Amy Murrell Taylor, eds. *Major Problems in the Civil War and Reconstruction: Documents and Essays*. 3rd ed. Major Problems in American History Series. Boston: Wadsworth, Cengage Learning, 2011.
- Pinsker, Matthew. *Abraham Lincoln*. American Presidents Reference Series. Washington, D.C: CQ Press, 2002.
- Quigley, David. *Second Founding: New York City, Reconstruction and the Making of American Democracy*. 1st ed. New York: Hill and Wang, 2004.
- Rable, George C. *But There Was No Peace: The Role of Violence in the Politics of Reconstruction*. Athens: University of Georgia Press, 1984.
- Rally on the High Ground: The National Park Service Symposium on the Civil War*. Washington, D. C.: Eastern National, 2001. http://www.cr.nps.gov/history/online_books/rthg/index.htm.
- Rosen, Hannah. *Terror in the Heart of Freedom: Citizenship, Sexual Violence, and the Meaning of Race in the Postemancipation South*. Gender and American Culture. Chapel Hill: University of North Carolina Press, 2009.
- Rothman, Adam. *Slavery, the Civil War, and Reconstruction*. American History Now. Washington, DC: American Historical Association, 2012.
- Saville, Julie. *The Work of Reconstruction: From Slave to Wage Laborer in South Carolina, 1860-1870*. Cambridge ; New York, NY, USA: Cambridge University Press, 1994.

- Sinha, Manisha. "Allies for Emancipation? Black Abolitionists and Abraham Lincoln | The Gilder Lehrman Institute of American History." *Gilder Lehrman Institute for American History*. Accessed March 3, 2014. <https://www.gilderlehrman.org/history-by-era/african-americans-and-emancipation/essays/allies-for-emancipation-black-abolitionists>.
- Stanley, Amy Dru. *From Bondage to Contract: Wage Labor, Marriage, and the Market in the Age of Slave Emancipation*. Cambridge ; New York, NY, USA: Cambridge University Press, 1998.
- Swanson, James L. *Bloody Crimes: The Chase for Jefferson Davis and the Death Pageant for Lincoln's Corpse*. 1st ed. New York: William Morrow/HarperCollins, 2010.
- . *Manhunt: The Twelve-Day Chase for Lincoln's Killer*. 1st ed. New York: William Morrow, 2006.
- Turner, Thomas Reed. *Beware the People Weeping: Public Opinion and the Assassination of Abraham Lincoln*. Baton Rouge: Louisiana State University Press, 1982.
- Waugh, Joan, and Gary W. Gallagher, eds. *Wars Within a War: Controversy and Conflict over the American Civil War*. Civil War America. Chapel Hill: University of North Carolina Press, 2009.

Appendix 2: Daily Schedule

Sunday

Session 01

Topic: Introduction to program

Faculty: Dr. Terry Alford, Northern Virginia Community College; David McKenzie, Ford's Theatre; Sarah Jencks, Ford's Theatre

Pre-Reading: Winkle, *April 1865*

Location: Ford's Theatre Center for Education and Leadership (CEL), 5th Floor Education Lab

Session 02

Topic: How the assassination shaped Lincoln's legacy

Questions: What does Lincoln's post-death transformation tell us today about how we remember him today? How does this popular memory shape what students and teachers bring into the classroom? How can we read places as primary sources?

Faculty: Dr. Kenneth Foote, University of Connecticut

Location: Ford's Theatre Center for Education and Leadership (CEL), 5th Floor Education Lab

Monday: From Joy to Grief in Washington

Questions for the Day: How did Washingtonians respond to the end of the Civil War? How and why did the assassination of Abraham Lincoln take place?

Session 03

Topic: Scholarly Discussion: Washington during the Civil War

Reading: Selections from Winkle, *Lincoln's Citadel*: Preface (xi-xvi), chapter 11 (186-212), chapter 15

(280-300)

Faculty: Dr. Kenneth Winkle, University of Nebraska-Lincoln

Location: Ford's Theatre CEL, 5th Floor Education Lab

Session 04

Topic: Tour: Joy Turns to Grief at Ford's Theatre

Faculty: Dr. Terry Alford, Northern Virginia Community College; Sarah Jencks, Ford's Theatre;
David McKenzie, Ford's Theatre

Location: Ford's Theatre National Historic Site, Petersen House, CEL

Session 05

Topic: Tour: Investigation: Detective McDevitt

Faculty: Actor portraying Detective McDevitt

Location: Downtown Washington

Session 06

Topic: Daily Wrap-Up Discussion

Faculty: Dr. Terry Alford, Northern Virginia Community College; Sarah Jencks, Ford's Theatre;
David McKenzie, Ford's Theatre

Location: Ford's Theatre National Historic Site, Petersen House, CEL

Tuesday: The Hunt for Lincoln's Killer

Questions for the Day: How did the hunt for Lincoln's killer proceed? What was the extent of the

conspiracy? Who were the conspirators? What civil liberties issues did the military trial of the co-conspirators raise? What do their fates tell us about the end of the Civil War and Reconstruction?

Session 07

Topic: Scholarly Discussion: The Manhunt, part 1

Faculty: Dr. Terry Alford, Northern Virginia Community College

Reading: Selections from Alford, *Fortune's Fool*

Location: Bus to Surratt Tavern Museum, Clinton, Maryland

Session 08

Topic: Tour: Surratt Tavern

Faculty: Surratt Tavern Museum staff

Location: Surratt Tavern Museum, Clinton, Maryland

Session 09

Topic: Scholarly Discussion: The Manhunt, part 2

Faculty: Dr. Terry Alford, Northern Virginia Community College

Location: Bus from Surratt Tavern Museum, Clinton, Maryland

Session 10

Topic: Film & Scholarly Discussion: *The Conspirator*

Faculty: Dr. Terry Alford, Northern Virginia Community College

Location: Ford's Theatre CEL, 5th Floor Education Lab

Session 11

Topic: Daily Wrap-Up Discussion

Faculty: Dr. Terry Alford, Northern Virginia Community College; Sarah Jencks, Ford's Theatre;
David McKenzie, Ford's Theatre

Location: Ford's Theatre National Historic Site, Petersen House, CEL

Session 12

Topic: Lesson Plan Preparation: Facilitated Brainstorming

Faculty: Thomas Neville, Master Teacher; David McKenzie & Sarah Jencks, Co-Project Directors

Location: Ford's Theatre CEL, 5th Floor Education Lab

Wednesday: The News Spreads: Responses to the Assassination

Questions for the Day: How did the country and the world respond to the shocking, first-ever assassination of a president? How did the varied populations of a country at war, and the diverse cultures of the United States, begin to reconcile in this context?

Session 13

Topic: Scholarly Discussion: Personal Responses to the Assassination

Faculty: Dr. Martha Hodes, New York University

Reading: Selections from Hodes, *Mourning Lincoln*

Location: Ford's Theatre CEL, 5th Floor Education Lab

Session 14

Topic: Tour: Arlington House and Arlington National Cemetery

Faculty: Dr. Martha Hodes, New York University; National Park Service staff

Location: Arlington National Cemetery & Arlington House, Arlington, Virginia

Session 15

Topic: Analyzing Primary Sources from *Remembering Lincoln* in the Classroom

Faculty: Thomas Neville, Master Teacher; David McKenzie & Sarah Jencks, Co-Project Directors

Location: Ford's Theatre CEL, 5th Floor Education Lab

Session 16

Topic: Daily Wrap-Up Discussion

Faculty: Dr. Terry Alford, Northern Virginia Community College; Sarah Jencks, Ford's Theatre;
David McKenzie, Ford's Theatre

Location: Ford's Theatre National Historic Site, Petersen House, CEL

Thursday: Advocating for Equal Rights: Reconstruction and African Americans

Questions for the Day: How did African Americans push for their rights during this tumultuous period? How did leaders like Frederick Douglass shape the legacy of Lincoln as part of this push?

Session 17

Topic: Scholarly Discussion: African American Politics in the Capital City

Faculty: Dr. Kate Masur, Northwestern University

Reading: Selections from Masur, *An Example for All the Land*: introduction (1-12), chapters 2 and 3 (51-126); Glymph, "Liberty Dearly Bought"

Location: Ford's Theatre CEL, 5th Floor Education Lab

Session 18

Topic: Tour: Frederick Douglass House

Faculty: Dr. Kate Masur, Northwestern University; National Park Service Staff

Location: Frederick Douglass House, Washington, D.C.

Session 19

Topic: Tour: African American Civil War Memorial Museum

Faculty: Dr. Kate Masur, Northwestern University; AACWMM Staff

Location: African American Civil War Memorial Museum, Washington, D.C.

Session 20

Topic: Film & Scholarly Discussion: *Lincoln*

Faculty: Dr. Kate Masur, Northwestern University

Reading: Masur, "In Spielberg's 'Lincoln,' Passive Black Characters"; Coates, "Slightly Longer Thoughts on 'Lincoln.'"

Location: Ford's Theatre CEL, 5th Floor Education Lab

Session 21

Topic: Daily Wrap-Up Discussion

Faculty: Dr. Terry Alford, Northern Virginia Community College; Sarah Jencks, Ford's Theatre; David McKenzie, Ford's Theatre

Location: Ford's Theatre National Historic Site, Petersen House, CEL

Friday: Lincoln's Legacy in Reconstruction

Questions for the Day: What were Lincoln's plans for Reconstruction, and how might Reconstruction have unfolded differently had Lincoln lived? How did the assassination affect the course of the end of the Civil War and Reconstruction? How did Lincoln's words and notions of civility resonate, or not, in this reconciliation process? Why did reconciliation ultimately lead to a diminishing of African American gains from Reconstruction and a century of segregation?

Session 22

Topic: Scholarly Discussion: Lincoln's Plans and Reconstruction

Faculty: Dr. David Blight, Yale University

Reading: Blight, "The Theft of Lincoln in Scholarship, Politics, and Public Memory"

Location: Ford's Theatre CEL, 5th Floor Education Lab

Session 23

Topic: Tour & Scholarly Discussion: Lincoln, His Memorial, and Civil Rights

Faculty: Dr. David Blight, Yale University

Location: Lincoln Memorial, Washington, D.C.

Session 24

Topic: Daily Wrap-Up Discussion

Faculty: Dr. Terry Alford, Northern Virginia Community College; Sarah Jencks, Ford's Theatre; David McKenzie, Ford's Theatre