



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 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: Torn Within, Threatened Without: Kentucky and the Border States in the Civil War

Institution: Kentucky Historical Society

Project Director: Tim Talbott

Grant Program: Landmarks of American History and Culture Workshops

2. Narrative

A. Intellectual Rationale

One of the most challenging issues of Abraham Lincoln's presidency was the question of what to do with the Border States. Kentucky, Missouri, Maryland, and Delaware were all slave states and each maintained considerable personal and political connections to the South; however, there was a decided difference between the Upper South and the Deep South. Lincoln, a product of the Kentucky-Indiana border region, understood the multifaceted concerns of these areas and how those concerns related to the torn nation. The position of Kentucky, and all the Border States for that matter, is perfectly represented in a quote attributed to Lincoln: "I hope to have God on my side, but I must have Kentucky." The positions of the Border States seem simple to understand, but like that quote - which Lincoln likely never uttered - they were deceptively complex and widely misstated.

James M. McPherson, in his Pulitzer Prize winning book, *Battle Cry of Freedom*, explained the significance of the Border States in the Civil War.

"In the four border states the proportion of slaves and slaveowners was less than half what it was in the eleven states that seceded. But the triumph of unionism in these states was not easy and the outcome (except in Delaware) by no means certain. Maryland, Kentucky, and Missouri contained large and resolute secessionist minorities. A slight twist in the chain of events might have enabled this faction to prevail in any of these states. Much was at stake in this contest. The three states would have added 45 percent to the white population and military manpower of the Confederacy, 80 percent to its manufacturing capacity, and nearly 40 percent to its supply of horses and mules. For almost five hundred miles the Ohio River flows along the northern border of Kentucky, providing a defensive barrier or an avenue of invasion, depending on which side could control and fortify it. Two of the Ohio's navigable tributaries, the Cumberland and Tennessee rivers, penetrate through Kentucky into the heart of Tennessee and Northern Alabama... (McPherson, *Battle Cry of Freedom*, 284).

In order to understand Kentucky and the Border States it is necessary to appreciate their uniqueness. Commonalities like their tolerance of slavery, their position in the Upper South, and their significant sympathy with the southern political cause held them together as a group; however, other, sometimes individual, factors speak to their special place in Civil War history. As borderland regions, their place in the Civil War was of the utmost importance. Kentucky experienced a tug-of-war as armies vied for the state and each side claimed a governor and legislature. In Missouri, where guerrilla warfare reigned supreme and Federal suppression was most severe, the war was informal, bloody, and filled with revenge. Maryland's place in the Union had to be maintained or else the national capitol would be surrounded, which would have handed the Confederacy an early symbolic victory.

Civil War studies have been traditionally dominated by the “battles and leaders” approach; however, Kentucky offers an excellent opportunity to study the subtleties of the war that not only speak to the traditional interpretations, but also inform newer directions in history. In the Bluegrass state, the conventional studies focus on places like Perryville and personalities like John Hunt Morgan, both no doubt important, but recent scholarship reveals a complex network of guerrillas, political and economic intrigue, expansive questions of loyalty, and sometimes surprising race and gender roles within a divided society.

Perhaps the most ubiquitous element of the borderland Civil War experience is the complicated issue of personal and community loyalty. Guerrillas, partisans, and criminals moved through communities wreaking havoc on the citizenry. Whereas people in Montgomery, Alabama, or Albany, New York, were relatively free to make thoughtful decisions about the war, residents of the Border States had to negotiate minefields of disagreement at

every turn. Whether loyalty was compelled by armed force, political intimidation, or social pressure, it was often conditional and frequently vacillated. With few exceptions wide variations of loyalty and disloyalty did not exist in the Deep South or in New England as they did in the Border States.

“Philip Lightfoot Lee of Bullitt County [Kentucky] said it best when he declared in 1860 why he supported the Union. Should it be dissolved, then he was for Kentucky. If Kentucky fell apart, he would stand by Bullitt County. Bullitt County dissolved, his sympathies lay with his hometown of Shepherdsville. And if the unthinkable should happen, and Shepherdsville be torn asunder, then he was for his side of the street” (Davis, *The Orphan Brigade, The Kentucky Confederates Who Couldn't Go Home*, 1).

Kentucky, a prime example of the Border States, was filled with contradictions. It was the birthplace of Abraham Lincoln, but Jefferson Davis was also a native. As it counted the famous emancipationist Cassius Marcellus Clay and the coeducational, interracial, Berea settlement, which he helped found, as its own, the state was also a snakepit of guerrilla depredations, and strident white resistance to African American emancipation and army enlistment existed throughout the war. All of these examples illustrate the tenuous nature of loyalty within the Border States, yet few people ever give the phenomenon more than cursory thought.

By studying the Border States before, during, and after the Civil War, we can clearly see the currency of history. While we hearken back to days when war meant lines of battle and massive troop movements, the 21st century is teaching us that the kind of Civil War that was visited upon the Border States, and was considered haphazard and irregular at that time, is now the typical war in the modern world. Ellen Wallace wrote from Kentucky and expressed her personal sentiments, which could have applied to any of the Border States' citizens then, or those unfortunates caught in many war zones today. She wrote,

“Kentucky, Kentucky torn within and threatened without. When will the measure of your woe be complete? Which will triumph on your soil, southern treason or northern abolition, both of these demons are now drenching our land with human gore. Surely the evil one has been unchained from the bottomless pit and is making his abode with us. How long, Oh Lord, how long will thy curse be upon the nation” (Ellen Wallace Diary, 23 April, 1863, Kentucky Historical Society Special Collections).

Abraham Lincoln’s uncanny vision and his ability to adapt are two personality traits that historians have credited as reasons for his success. While that is debatable, he certainly carried an understanding of the borderland conflict that had been instilled in him throughout his frontier life. When he wrote, “I think to lose Kentucky is nearly the same as to lose the whole game. Kentucky gone, we can not hold Missouri, nor, as I think, Maryland,” he was speaking from a position of intellectual authority.

This workshop will enable the teacher participants to raise their level of understanding of the complexity of the Civil War by expanding their knowledge of that conflict as it occurred in Kentucky and the Border States and as revealed in the primary sources from this era and region. Those primary sources- documents and material culture, but most importantly, Kentucky historic sites - will provide participants insight and experience in utilizing the artistic, historical, and cultural methodologies for studying and interpreting this region during this time period that they can take back to their classrooms.

The Kentucky Historical Society is the ideal organization to present this workshop because of its rich collection of primary sources from this era and its strong relationships with the sites that will be visited. Workshop participants will experience both intellectually and emotionally the richness of the history and culture of these sites, experiences that cannot be duplicated by merely reading textbooks or viewing images and photographs. Our program will

situate these sites within the context of a tragic era in the American past that is still relevant to our present lives and society.

B. Content and Design (see Appendix A for an Extended Study Plan)

The Kentucky Historical Society will facilitate two week-long workshops for forty K-12 teachers in June and July, 2013. The workshops will be conducted using a combination of traditional and site-based informal learning environments to promote individual and collaborative learning on both intellectual and emotional levels, ultimately contributing to a more effective and fulfilling educational experience.

Each workshop will commence on Sunday evening. In the opening session participants will meet one another and discuss why they sought to attend the workshop. An orientation to the Kentucky Historical Society and downtown Frankfort will also be provided in order to make the teachers more familiar with their new environment. In addition, project staff will be introduced, the workshop schedule will be reviewed to ensure understanding and participant assignment responsibilities will be outlined. The evening will also feature a presentation by the grant's lead scholar, Dr. Brian McKnight, who will provide a broad overview of the Border States during the Civil War. Dr. McKnight will discuss the importance of the Border States to each side, why they have been largely neglected in past scholarship, and why it is important to understand this region's significant role during the Civil War.

Monday will be a day of class-based sessions designed to inform the participants about what they will experience throughout the rest of the week. First, Dr. James Klotter (Kentucky State Historian) will lead a session that will situate Kentucky as a leading Border State, politically, economically and socially. Klotter will summarize Kentucky's dramatic rise during

the antebellum years, and the state's subsequent fall after the war. Dr. Christopher Phillips will follow with a session on Missouri and Maryland, designed to provide comparative examples to Kentucky's experience. Following lunch, Dr. William C. Harris will present research from his most recent book, *Lincoln and the Border States: Preserving the Union*, which will be pre-workshop required reading for all participants. Next, Dr. McKnight and Dr. Harris will lead a facilitated discussion about the book. Harris's work is groundbreaking; he contends that the Border States were far less secure during the secession crisis than most historians have previously claimed. Lincoln took exceptional measures to prevent these states' alienation, change in allegiance and potential secession. Harris explains that Lincoln's handling of the Border States was unique in relation to the seceded states and that his understanding of them came from experiences gained by living in Kentucky and southern Indiana as a boy and young man. Monday will end with a breakout session where the teachers will have the opportunity to discuss the information covered thus far, engage the faculty about questions they have, work on projects and conduct research in the Kentucky Historical Society's collections.

Tuesday, the workshop's first travel day, will largely be spent examining sites that illustrate Kentucky's antebellum history. In order to have a solid foundation for understanding the Border States during the Civil War, one must comprehend the region's antebellum story. Participants will first travel to the Mary Todd Lincoln House in Lexington where they will learn about the town that was then called the "Athens of the West," the girlhood home of the future first lady and the Todd family's division caused by the Civil War. The teachers will then travel a short distance to Ashland, the Henry Clay Estate, a National Historic Landmark, also in Lexington. At Ashland participants will tour the Henry Clay house to learn about this leading

national antebellum politician known as the “Great Compromiser.” Clay was a major player in the congressional compromises that determined the western extension of slavery and delayed the real possibility of civil war. Lunch will be provided at Ashland, during which Dr. Lindsey Apple, author of *The Family Legacy of Henry Clay: In the Shadow of a Kentucky Patriarch* will discuss the legacy of Henry Clay and his family’s division during the Civil War. Due to its close proximity to the Lexington sites, and its direct association with antebellum slavery in Kentucky, Camp Nelson will be visited that afternoon. In the spring and summer of 1864 Camp Nelson, which had been a quartermaster base, evolved into the largest recruiting and training center in Kentucky for African American soldiers. The camp eventually recruited over 10,000 soldiers for the Union army. During the war, the Bluegrass state contributed almost 24,000 black soldiers to the Union army, the second highest of any state, save Louisiana. One African American recruit compared enlistment at Camp Nelson to freedom north of the border. “It used to be five hundred miles to get to Canada from Lexington, but now it’s only eighteen miles,” he said. “Camp Nelson is our Canada” (Sears, *Camp Nelson, Kentucky: A Civil War History*, 225). At Camp Nelson participants will tour the site’s museum with Dr. Stephen McBride, the site’s Director of Archaeology and Interpretation. The teachers will learn how archaeological studies are informing scholars about a phase of African American life that left precious little participant documentation. There, participants will also view a performance of “Freedom at a Terrible Price,” by Robert Bell. Bell’s dramatic performance outlines the life of Reverend Newton Bush who grew up a slave in antebellum Kentucky and enlisted at Camp Nelson in Co. E, 5th United States Colored Cavalry and after the war fought for African American citizenship, political equality and human rights in Kentucky.

Transitioning from the antebellum era to the Civil War will be the focus of Wednesday's site visits. Participants will first travel to Abraham Lincoln Birthplace National Historical Park and the Abraham Lincoln Boyhood Home at Knob Creek to learn how the president's early life and Kentucky connections influenced his adult years and executive decisions. In addition, the Lincoln Birthplace site will also serve as an excellent contradictory example of how Kentuckians have remembered and memorialized the 16th president. In the elections of 1860 and 1864 Kentuckians overwhelmingly rejected their native son. Wednesday afternoon the teachers will tour the Perryville Battlefield State Historic Site, a National Historic Landmark, and site of the largest battle in Kentucky, to learn how this engagement served as a major turning point in the western theater and helped keep Kentucky in the Union.

Thursday will be spent at sites in Frankfort. That morning participants will experience the Old State Capitol, a National Historic Landmark. This building, completed in 1830, was the scene of significant legislative debate over whether Kentucky should remain in the Union, join the Confederacy or proclaim neutrality. While at the Old State Capitol, Dr. Dwight Pitcaithley (former Chief Historian, National Park Service) will discuss his recent research of the precarious position that Kentucky held during the spring and summer of 1861 as the state's political leaders debated secession. Next, participants will tour the Kentucky Military History Museum at the State Arsenal. Built in 1850, the Arsenal served as a cartridge factory during the Civil War, employing scores of Frankfort women, further illustrating how the war affected home front life in this border state. Thursday afternoon will provide another breakout session opportunity for participants to discuss ideas in groups with faculty, conduct research and work on their assignment. In addition, an optional session will be offered Thursday evening where

participants can visit the KHS Special Collections to view a number of staff-selected documents and artifacts and to discuss how they reflect Kentucky perspectives during the Civil War.

On Friday, the final day of site visits, the teachers will travel to Louisville. First, participants will experience Farmington Historic Plantation, the home of Joshua Speed, Lincoln's closest personal friend from his early Springfield, Illinois days. Although Speed moved back to Kentucky in the early 1840s to run his father's hemp plantation, he and Lincoln remained warm friends. During the Civil War Speed proved to be a valuable advisor to the president about Kentucky's precarious political situation. In addition, Speed's brother, James, served as Lincoln's attorney general. While at Farmington, Dr. Alicestyne Turley (University of Louisville) will lead a discussion about the methods of agency that African Americans demonstrated during the Civil War to help ensure the destruction of the institution in Kentucky. That afternoon participants will interact with two Louisville sites associated with Civil War memory. Nationally recognized sculptor and Louisville resident Ed Hamilton will discuss his research and work on his Lincoln Statue at Waterfront Park, which was recently placed next to the Ohio River during the Lincoln Bicentennial. Next, the teachers will visit the Louisville Confederate monument, the largest Civil War monument in Kentucky, where Dr. J. Blaine Hudson (University of Louisville) will engage them in a conversation about the history of the monument, the controversy that has developed around it over the years and future plans to include a balanced interpretation at the site.

The workshop will conclude on Saturday with a presentation by Dr. Aaron Astor that will describe the myriad challenges that Kentucky faced during the immediate post war period. Dr. Anne E. Marshall will follow with a discussion of her book, *Creating a Confederate Kentucky*:

The Lost Cause and Memory in a Border State, to explain the unique experience that the Bluegrass state faced as it evolved from a strong Union state to one that embraced a Confederate identity. In the years following the war, the myth of the Lost Cause settled in strongly in the Border States, and particularly Kentucky. For various reasons, including perceived Union hard-handedness, anti-Republican politics, and, most importantly, race issues, Kentucky ultimately came to associate more with the Confederate cause. Monuments were raised in honor of southern soldiers as many former Confederates gained significant political offices in the post-war years. Lastly, project staff will facilitate a group discussion about how the teachers plan to incorporate what was learned during the workshop into their curricula. Staff will also survey the teachers about the overall effectiveness of the workshop and will complete any final administrative duties.

Dissemination and Formative Assessment

Workshop resources will be disseminated via four main avenues. First, KHS will establish and host a listserv for participants, project staff and faculty to share information. Second, a blog will be established that will allow activities to continue once the workshop is concluded. Within a month of completing the workshop participants will post one 1000 word essay (with research citations) based on a primary source (document, image or artifact) found in the KHS collections and related to topics they learned about during the workshop. Participants will also be required to comment at least three times on other participants' blog posts. The blog will be available to the general public. Third, KHS will develop a website page in order to distribute resources identified and developed around the workshops' themes. The web page, developed by KHS, will provide access to digitized primary source items from KHS

Digital Collections. Finally, a compact disc will be developed and distributed to the participants that will contain selected primary sources that illustrate the variety of perspectives the borderland region's citizens held.

Participants will be issued a notebook and expected to record their thoughts, feelings, and ideas generated from individual sessions and the workshop as a whole. The journals will also be used to share thoughts with the group as a whole and for notes and comments, which can be used to help construct their blog post assignment. Daily response "reflection" cards will be distributed to participants each day of site visits to gauge the impact of the sites on their learning. A selection of anonymous cards will be shared with participants each morning of travel as a method of discovery and reinforcement. The project director will make copies of each notebook and the response cards as a qualitative means of evaluation. Following each workshop, the results of the qualitative assessments will be compiled and will serve as the basis for adjustments to future workshops. A follow-up survey will be distributed to participants the following December and again in May to assess how the workshop, listserv, blog, web page and CD have affected individual participants' research and classroom instruction.

Readings

In addition to reading Dr. Harris' *Lincoln and the Border States: Preserving the Union*, participants will be asked to read additional books to properly prepare for the workshop. A short but informative book that will help the teachers understand the war as it was waged militarily, politically and socially in the Bluegrass state is Lowell Harrison's *The Civil War in Kentucky*. Harrison explains the potential military importance of Kentucky as a base of operations for the Union army and as a line of defense for the Confederates. Politically, he

examines the turmoil that Kentucky faced with the legislature's seemingly contradictory decision not to secede but attempt to maintain state sovereignty within the federal Union. Socially, Harrison looks at the divisiveness caused by the war as friends and relatives chose different sides and causes within the state. A closer examination of the divided nature of the Border States is found in *The Divided Family in Civil War America*, by Amy Murrell Taylor. In *The Divided Family* Taylor studies letters, diaries, newspapers, and government documents of Border State citizens to understand how families coped with the unprecedented intrusion of war into their private lives. Family divisions inflamed the national crisis while serving as a virtual microcosm of the war. Taylor's analysis of the era's popular imagery and the experiences of real families demonstrate how the effects of the Civil War went far beyond the battlefield to affect many facets of everyday life. A major disruptive issue in Kentucky was emancipation. Victor B. Howard's, *Black Liberation in Kentucky: Emancipation and Freedom, 1862-1884*, highlights the struggles that Kentucky African Americans faced in gaining their freedom. Howard explains that while Kentucky was exempt from Lincoln's Emancipation Proclamation, white Kentuckians still vehemently opposed the measure and its perceived horrors. White Kentuckians too opposed black enlistment during the war and opportunities for African American education and political participation after the war. Participants will also read Anne E. Marshall's groundbreaking book, *Creating a Confederate Kentucky: The Lost Cause and Memory in a Border State*, which persuasively argues that a number of factors such as perceived harsh federal treatment, usurpation of states' rights, reaction against Radical Republicanism and race issues led Kentucky to identify more with the Confederacy after the war. In addition, a number of scholarly articles from the *Register of the Kentucky Historical*

Society will be supplied to participants to read, including Dr. John David Smith's, "The Recruitment of Negro Soldiers in Kentucky;" Patrick Lewis' "'All Men of Decency Ought to Quit the Army': Benjamin F. Buckner, Manhood, and Proslavery Unionism in Kentucky" and Charles Yonkers' "The Civil War Transformation of George W. Smith: How a Western Kentucky Farmer Evolved from a Unionist Whig to Pro-Southern Democrat," all of which examine fascinating facets of Kentucky's unique Civil War situation.

C. Faculty and Staff (See Appendix C for Faculty Resumes)

Principle Faculty

Dr. Brian McKnight, Associate Professor of History, University of Virginia's College at Wise

Brian McKnight has focused the majority of his research on the Border States. He has published *Contested Borderland: The Civil War in Appalachian Kentucky and Virginia* (University Press of Kentucky, 2006), which won the James I. Robertson Literary Prize for Confederate History, and *Confederate Outlaw: Champ Ferguson and the Civil War in Appalachia* (Louisiana State University Press, 2011), which claimed the 2012 Tennessee Library Association Book Award. McKnight is a regular contributor to "Disunion," a discussion of Civil War events during the Civil War Sesquicentennial hosted by the *New York Times*. McKnight has significant experience in leading teacher professional development initiatives including the Appalachian Warfare Grant by the Slemp Foundation, which provides site-based learning opportunities for the Appalachian region's K-12 educators. He has contributed historical background information for the Virginia Civil War Trails, and served on the advisory boards of the Fort Concho National Historic Landmark and the Abraham Lincoln Library and Museum.

Visiting Lecturers and Presenters

Dr. Lindsey Apple, Professor of History (retired), Georgetown College

Lindsey Apple has conducted extensive research on Henry Clay and his descendants. He has published two books on the topic, including the recently available, *The Family Legacy of Henry Clay: In the Shadow of a Kentucky Patriarch* (University Press of Kentucky, 2011). Dr. Apple has served as the lead scholar on a number of teacher professional development initiatives in the past including Teaching American History grants.

Dr. Aaron Astor, Assistant Professor, Maryville College

Aaron Astor is the author of a number of published articles that focus on the Reconstruction years in Kentucky and Missouri. He is also a regular contributor to “Disunion,” a series of Civil War articles published during the sesquicentennial commemoration and hosted by the *New York Times*. His forthcoming book (published by LSU Press, in May 2012), *Rebels on the Border: Emancipation and the Reconstruction of Kentucky and Missouri* is highly anticipated for its examination of this little covered area of scholarship.

Robert Bell, “Freedom at a Terrible Price”

Robert Bell is a performer for the Kentucky Humanities Council Chautauqua program. Bell is also a living historian and founding member of the 12th United States Colored Troops Living History Association, a national organization dedicated to the preservation and presentation of African American men who served in the Civil War. Bell serves on the Kentucky Civil War Sesquicentennial Commission board and is a board member at Camp Nelson Civil War Heritage Park.

Ed Hamilton, Ed Hamilton Studios, Inc.

Louisvillian Ed Hamilton is a nationally acclaimed sculptor. Hamilton has produced such noted works as “Spirit of Freedom,” the national African American soldier and sailor monument in

Washington D.C.; “Migration to the West” at the Frazier Museum in Louisville; the Amistad Memorial in New Haven, Connecticut; the Lincoln Waterfront Memorial on Louisville’s riverfront; the York Memorial (to the Lewis and Clark African American participant) on the Louisville Belvedere; and the Whitney M. Young Monument at Kentucky State University.

Dr. William C. Harris, Professor Emeritus, North Carolina State University

William Harris is the author of more than ten books and numerous articles on the Civil War and Reconstruction eras. A number of his books have focused on different aspects of Abraham Lincoln’s presidency, and have garnered awards including *Lincoln’s Last Months*, which won the Lincoln Institute’s best book honor in 2004. His latest book, which deals specifically with this workshop’s topic, is *Lincoln and the Border States: Preserving the Union* (University Press of Kansas, 2011), which was selected as the co-winner of the prestigious 2012 Lincoln Book Prize, awarded by Gettysburg College and Gilder Lehrman Institute of American History.

Dr. J. Blaine Hudson, Professor, University of Louisville

Blaine Hudson is the dean of the college of arts and sciences at the University of Louisville and is a member of the Pan-African Studies department. He has published two important books on slavery: *Fugitive Slaves and the Underground Railroad in the Kentucky Borderland* (McFarland, 2002), and the *Encyclopedia of the Underground Railroad* (McFarland, 2006). Dr. Hudson has lent his expertise to a number of community, public history and teacher professional development initiatives and projects.

Dr. James Klotter, Professor of History, State Historian of Kentucky, Georgetown College

James Klotter is professor of history at Georgetown College and is the official Kentucky State Historian. Before coming to Georgetown College Klotter served as the Executive Director of the

Kentucky Historical Society. He has authored, coauthored, or edited over a dozen books on Kentucky history including *Kentucky Justice, Southern Honor, and American Manhood: Understanding the Life and Death of Richard Reid* (Louisiana State University Press, 2003), which won the Kentucky Governor's Award.

Dr. Anne E. Marshall, Assistant Professor, Mississippi State University

Anne Marshall has published numerous articles and essays in both books and scholarly journals. Her recent book-length study, *Creating a Confederate Kentucky: The Lost Cause and Civil War Memory in a Border State* (University of North Carolina Press, 2010), provides an excellent examination of the Bluegrass state's transition from a supportive Union Border State before the war to a solid Lost Cause promoter in the post-war era.

Dr. Stephen McBride, Director of Interpretation and Archaeology, Camp Nelson Civil War Heritage Park

Steven McBride has authored or co-authored numerous articles on the historical archaeology and history of Camp Nelson and other sites, in addition to co-editing *Historical Archaeology in Kentucky*. He also recently co-authored a booklet, *Seizing Freedom: Archaeology of Escaped Slaves at Camp Nelson, Kentucky*.

Dr. Christopher Phillips, Professor of History, University of Cincinnati

Christopher Phillips serves as the history department chair at the University of Cincinnati. He has published five books on the Civil War era, focusing primarily on the Border States. His most recent book, *The Making of a Southerner: William Barclay Napton's Private Civil War* was published by the University of Missouri Press in 2008.

Dr. Dwight Pitcaithley, Professor of History, New Mexico State University

Dwight Pitcaithley is a past president of the National Council on Public History and was the long-term Chief Historian for the National Park Service (1995-2005). Upon retirement he began teaching at New Mexico State University where he is at present. Pitcaithley has published articles and essays in numerous journals and books and specializes in educating with primary sources and historic places. His recent focus of study is provisionally titled, *Kentucky and the Secession Crisis: A Documentary History*.

Dr. Alicestyne Turley, Assistant Professor, University of Louisville

Alicestyne Turley is a member of the Pan-African Studies department and the director of the Underground Railroad Institute at the University of Louisville. Turley founded the Institute at Georgetown College in 2001, which relocated to the University of Louisville in 2009. She currently serves as a board member on the Kentucky Historic Preservation Review Board, and is a newly appointed member of the Jefferson County Historic Landmarks and Preservation Districts Commission. Dr. Turley has shared her knowledge in a number of teacher professional development initiatives in recent years.

Support Staff

Tim Talbott, Project Director, Kentucky Historical Society

Tim Talbott is a Professional Education Specialist with the Kentucky Historical Society. He has six years of experience researching, planning, developing and presenting collections and site-based education programs to teachers and students in Virginia and Kentucky.

Stuart Sanders, Supplemental Project Staff, Kentucky Historical Society

Stuart Sanders serves as the Professional Services Administrator for the Kentucky Historical Society. He supervises the teacher professional development, cemetery preservation, historical

highway markers and HistoryMobile programs. Stuart formerly served as the executive director of the Perryville Battlefield Preservation Association project, has authored multiple articles and essays about the Civil War in Kentucky, and the forthcoming *Perryville Under Fire: The Aftermath of Kentucky's Largest Battle*.

D. Selection of Participants

A committee composed of the Project Director, Tim Talbott, the lead faculty, Dr. Brian McKnight, and a representative from the Kentucky Historical Society's teacher advisory board will select forty participants per workshop. A pool of alternate applicants will be identified and ranked. Alternates will be offered a space as available.

In addition to the NEH application information, applicants will be asked to submit a resume and a two-page essay outlining how the topics and activities will enhance their teaching and research. No candidate will be discriminated against based on his or her ethnicity, race, religion, gender, disability or other protected category.

The workshop selection staff will seek to develop a cohort of individuals with diverse backgrounds and teaching experiences that will intellectually challenge each other and provide multiple perspectives on various topics and issues. Participants that demonstrate a commitment to applying and disseminating the provided scholarship and resources, as evidenced in the application essay, will be selected. Therefore, individuals that are currently teaching or are actively researching or developing curriculum materials in Border State, antebellum, Civil War and Reconstruction era, or African American history will be given priority in the selection process.

The Kentucky Historical Society will promote this workshop to America's educators through the following: First, KHS will post announcements online. Second, KHS will directly

target social studies teachers in Kentucky, Missouri, Maryland and the immediate surrounding states via emails available through those states' departments of education and list-serves.

Third, workshop staff will post a call for participants on both H-Net and the Kentucky Historical Society websites and request that the Maryland Historical Society and Missouri Historical Society to do likewise.

Through programs and activities on the KHS campus and through outreach programs such as History Day, the Kentucky Junior Historical Society, the Kentucky Historical Highway Markers Program and the HistoryMobile, KHS had developed excellent working relationships with social studies educators across the state. Moreover, KHS has extensive experience working with faculty and facilitating workshops through its role in numerous Teaching American History grant projects, the Kentucky History Education Conference, the Kentucky Association of Teachers of History and the Kentucky Council for Social Studies.

E. Professional Development

The Kentucky Historical Society project staff will keep a log of the hours of the participants and issue certificates documenting their involvement in the workshops, which they can turn in to their school district's professional development coordinator to receive credit.

F. Institutional Context

The Kentucky Historical Society, in Frankfort, the state's capital, will serve as the main classroom space for the workshop. The Thomas D. Clark Center for Kentucky History is centrally located in the state and within close driving distance to the historic sites identified with the theme of the project. The Kentucky Historical Society is one of the nation's oldest, and most respected historical societies. Among the society's holdings are more than 90,000 published

books, 470 cubic feet of rare books; 16,000 rolls of microfilm; more than 2,000 maps; 2,500 cubic feet of manuscripts, photographs and special collections; over 250,000 artifacts; and two of the Commonwealth's most important historic sites, the Old State Capitol and the State Arsenal. The museum and archives are open Tuesday through Saturday. However, special arrangements have been made to allow workshop participants access to the museum and archives the entire week of the workshops. The Kentucky Historical Society contains several classrooms and meeting spaces that can accommodate the participants, and a number of network accessible computers are available in the Martin F. Schmidt Library reading room.

KHS has reserved a block of rooms at the Capital Plaza Hotel for \$89.00/night. A contact list will be made available to all participants well before the workshops to allow those that wish to room together time to make those arrangements. The hotel is in downtown Frankfort; within easy walking distance to KHS, and a number of dining and shopping options are available in the immediate downtown area as well. KHS will also provide shuttle service between the hotel and the Thomas D. Clark Center for Kentucky History for participant convenience.

4. Appendices

A. Expanded Study Plan

Sunday Evening

Session 01

Topic: Getting Started
Description: This time will be spent having participants meet one another and orienting them to the Kentucky Historical Society, introducing staff to participants, reviewing the workshop schedule and explaining participant responsibilities.
Faculty: Dr. Brian McKnight, University of Virginia at Wise; Tim Talbott, Kentucky Historical Society
Location: Thomas D. Clark Center for Kentucky History, Frankfort, KY

Session 02

Topic: An Overview of the Border States in the Civil War
Description: Dr. McKnight will present a broad overview talk on the Civil War in the Border States, explaining why they were so vital to each side, why they have largely been overlooked in past Civil War scholarship and why it is important to study and understand this region.
Faculty: Dr. Brian McKnight
Location: Thomas D. Clark Center for Kentucky History, Frankfort, KY

Monday Morning

Session 03

Topic: Kentucky in the Civil War
Description: Participants will learn about Kentucky's significant role in the Civil War, why both sides treasured the Commonwealth, why the state ultimately remained in the Union and the divisiveness that emerged because of the war.
Reading: Lowell Harrison. *The Civil War in Kentucky*. Lexington: The University Press of Kentucky, 2009.
Faculty: Dr. James Klotter, Kentucky State Historian, Georgetown College
Location: Thomas D. Clark Center for Kentucky History, Frankfort, KY

Session 04

Topic: Sister Border States: Missouri and Maryland in the Civil War
Description: During this session Dr. Christopher Phillips will outline

Missouri's and Maryland's experience in the Civil War as a comparison to Kentucky's. Highlighted will be those states' antebellum role in politics, the different ways emancipation was achieved and the different modes of warfare they experienced.

Reading: Silvana R. Siddali. *Missouri's War: The Civil War in Documents*. Athens: Ohio University Press, 2009; Charles W. Mitchell, ed. *Maryland Voices in the Civil War*. Baltimore: Johns Hopkins University Press, 2007.

Faculty: Dr. Christopher Phillips, University of Cincinnati

Location: Thomas D. Clark Center for Kentucky History, Frankfort, KY

Monday Afternoon

Session 05

Topic: Lincoln and the Border States

Description: Participants will learn how Lincoln handled each Border State differently depending on their unique social, economic and political situations, not just in the war's first months, but for the duration of the conflict. A discussion of Dr. Harris' book will follow his presentation and be led by Dr. Brian McKnight.

Reading: William C. Harris. *Lincoln and the Border States: Preserving the Union*. Lawrence: University Press of Kansas, 2011.

Faculty: Dr. William C. Harris, Professor Emeritus North Carolina State University; Dr. Brian McKnight

Location: Thomas D. Clark Center for Kentucky History, Frankfort, KY

Session 06

Topic: Breakout session 1

Description: Breakout sessions are opportunities for participants to discuss the information covered thus far in the workshop with each other and the principal faculty, to work on projects and to conduct independent or group research at KHS.

Faculty: Project Staff

Location: Thomas D. Clark Center for Kentucky History, Frankfort, KY

Tuesday Morning

Session 07

Topic: Tour Mary Todd Lincoln House

Description: Participants will learn about antebellum Lexington and the Todd family's division due to the Civil War.

Reading: Amy Murrell Taylor. *The Divided Family in Civil War America*. Chapel Hill: University of North Carolina Press,

2009

Faculty: Gwen Thompson, Mary Todd Lincoln, Executive Director
Location: Mary Todd Lincoln House, Lexington, KY

Session 08

Topic: Tour Ashland, Home of Henry Clay (National Historic Landmark)
Description: Participants will learn about the life the “Great Compromiser,” his impact on American politics and his divided descendants during the Civil War.
Reading: Lindsey Apple. *The Family Legacy of Henry Clay: In the Shadow of a Kentucky Patriarch*. Lexington: University Press of Kentucky, 2011. (Read chapter 6 “Civil War, Family Struggles.”)
Faculty: Avery Malone, Director of Tour Operations, Ashland;
Dr. Lindsey Apple, Georgetown College
Location: Henry Clay’s Ashland, Lexington, KY

Tuesday Afternoon

Session 09

Topic: Tour Camp Nelson Civil War Heritage Park and view performance of “Freedom at a Terrible Price.”
Description: Participants will learn about Kentucky’s largest African American recruiting and training center and its importance to the Union war effort. Participants will also view a dramatic performance by Robert Bell on the life of Kentucky runaway slave and USCT soldier Newton Bush, who enlisted at Camp Nelson.
Reading: John David Smith. “The Recruitment of Negro Soldiers in Kentucky,” in *The Register of the Kentucky Historical Society*, Vol. 72, No. 4, (Oct. 1974); and, Victor B. Howard. *Black Liberation in Kentucky: Emancipation and Freedom, 1862-1884*. Lexington: University Press of Kentucky, 2010.
Faculty: Dr. Steve McBride, Camp Nelson Director of Archaeology and Interpretation; Robert Bell, Kentucky Humanities Council
Location: Camp Nelson Civil War Heritage Park, Nicholasville, KY

Wednesday Morning

Session 10

Topic: Tour Lincoln Birthplace and Lincoln Boyhood National Historical Park sites
Description: Participants will learn about Lincoln’s Kentucky roots and

how those ties influenced some of his most significant decisions during the Civil War.

Reading: Lowell Harrison. *Lincoln of Kentucky*. Lexington: University Press of Kentucky, 2000.
Faculty: Pamela Sanfilippo, Acting Chief of Interpretation
Location: Lincoln Birthplace and Lincoln Boyhood National Historical Park, Hodgenville, KY

Wednesday Afternoon

Session 11

Topic: Tour the Perryville Battlefield (National Historic Landmark)
Description: Participants will experience the largest battle fought on Kentucky soil and how its results helped ensure Kentucky remained in the Union.
Reading: Kent Masterson Brown ed. *The Civil War in Kentucky: Battle for the Bluegrass State*. Mason City, IA: Savas Publishing, 2000.
Faculty: Stuart Sanders, Kentucky Historical Society
Location: Perryville Battlefield State Historic Site, Perryville, KY

Thursday Morning

Session 12

Topic: Tour Old State Capitol (National Historic Landmark) and State Arsenal
Description: Teachers will participate in a special interactive and engaging Old State Capital Civil War tour to learn the important role that this building played in Kentucky's decision to remain in the Union. Dr. Dwight Pitcaithley will lead a discussion of the politics that were involved in Kentucky's decision to ultimately remain in the Union. Participants will also tour the State Arsenal, built in 1850. The arsenal functioned as a cartridge factory for the Union during the Civil War and now houses the Kentucky Military Museum.
Faculty: Project Staff and Dr. Dwight Pitcaithley, New Mexico State University
Location: Old State Capitol and State Arsenal, Frankfort, KY

Thursday Afternoon

Session 13

Topic: Breakout session 2
Description: Breakout sessions are opportunities for participants to discuss the information covered in the workshop with each other and engage faculty, to work on projects, and to

conduct independent or group research at KHS.
Faculty: Project Staff
Location: Thomas D. Clark Center for Kentucky History, Frankfort, KY

Thursday Evening

Session 14

Topic: Research time (Optional)
Description: The Martin F. Schmidt Library at the Kentucky Historical Society will be open and available to participants that would like to work on research. In addition, a number of the collections, both documents and material culture that relate to the project theme will be available for participants to see and read. Project staff will be on hand to provide assistance and answer questions.
Faculty: Project Staff
Location: Thomas D. Clark Center for Kentucky History, Frankfort, KY

Friday Morning

Session 15

Topic: Tour of Farmington Historic Plantation
Description: Participants will tour this home owned by Lincoln's personal friend and Kentucky political advisor Joshua Speed and participate in primary source activities developed from the site's collections.
Reading: Lowell Harrison. *Lincoln of Kentucky*. Lexington: University Press of Kentucky, 2000.
Faculty: Diane N. Young, Program Director, Farmington Historic Plantation
Location: Farmington Historic Plantation, Louisville, KY

Session 16

Topic: Slave Resistance in Kentucky
Description: Dr. Alicestyne Turley will lead participants in a discussion of the methods of agency that slaves demonstrated to resist forced labor and help ensure institution's demise in Kentucky.
Reading: Dr. J. Blaine Hudson. *Fugitive Slaves and the Underground Railroad in the Kentucky Borderland*. Jefferson, NC: McFarland, 2002.
Faculty: Dr. Alicestyne Turley, University of Louisville
Location: Farmington Historic Plantation, Louisville, KY

Friday Afternoon:

Session 17

Topic: Tour Lincoln Statue at Waterfront Park
Description: Sculptor Ed Hamilton will discuss with participants how the Louisville Lincoln statue originated and how he researched and created this work of art.
Reading: Anne E. Marshall. *Creating a Confederate Kentucky: The Lost Cause and Memory in a Border State*. Chapel Hill: University of North Carolina Press, 2010.
Faculty: Ed Hamilton, Sculptor
Location: Lincoln Statue at Waterfront Park, Louisville, KY

Session 18

Topic: Tour Louisville Confederate Monument
Description: Participants will visit and observe the Confederate monument in Louisville, constructed in 1895, then discuss with Dr. Blaine Hudson its contentious existence in the 20th and 21st centuries.
Reading: Anne E. Marshall. *Creating a Confederate Kentucky: The Lost Cause and Memory in a Border State*. Chapel Hill: University of North Carolina Press, 2010.
Faculty: Dr. J. Blaine Hudson, University of Louisville
Location: Louisville Confederate Monument

Saturday Morning:

Session 19

Topic: Readjustment/Reconstruction in Kentucky
Description: Dr. Astor will explain the difficulties that both black and white Kentuckians faced in the immediate post-war years as they came to grips with emancipation and economic difficulties caused by the war.
Reading: Aaron Astor. *Rebels on the Border: Civil War, Emancipation and the Reconstruction of Kentucky and Missouri*. Baton Rouge: Louisiana State University Press, 2012.
Faculty: Dr. Aaron Astor, Maryville (TN) College
Location: Thomas D. Clark Center for Kentucky History, Frankfort, KY

Session 20

Topic: Creating a Confederate Kentucky
Description: Participants will learn about Kentucky's evolution from a strong Union state in the antebellum era and early Civil War years to largely a Confederate identity and promoter of the Lost Cause in the post-war years.

Reading: *Creating a Confederate Kentucky: The Lost Cause and Memory in a Border State*. Chapel Hill: University of North Carolina Press, 2010.

Faculty: Dr. Anne E. Marshall, Mississippi State University

Location: Thomas D. Clark Center for Kentucky History, Frankfort, KY

Session 21

Topic: Wrap up and discussion of assignments and workshop

Description: This final short session will provide time for participants to discuss how they plan to incorporate the workshop material into their curricula, to provide feedback to the workshop staff, and to complete any remaining paperwork.

Faculty: Workshop Staff

Location: Thomas D. Clark Center for Kentucky History, Frankfort, KY

B. Detailed Reading List

Apple, Lindsey. *The Family Legacy of Henry Clay: In the Shadow of a Kentucky Patriarch*. Lexington: University Press of Kentucky, 2011.

Apple examines the struggles and pressures that “The Great Compromiser’s” descendants faced as they matured to adulthood. Sectional issues and civil war did not help an already difficult family legacy, as sons and grandsons claimed different allegiances and fought on opposing sides.

Astor, Aaron. *Rebels on the Border: Civil War, Emancipation and the Reconstruction of Kentucky and Missouri*. Baton Rouge: Louisiana State University Press, 2012.

Astor’s study provides probably the most complex examination to date of the western Border State region’s experience during the Civil War era. Astor contends that the war and resulting emancipation transformed slaves’ social networks from resistance to community building and political participation. The region’s whites often resisted these advancements with violence.

Brown, Kent Masterson ed. *The Civil War in Kentucky: Battle for the Bluegrass State*. Mason City, IA: Savas Publishing, 2000.

This book contains a collection of diverse and insightful essays that focus on the political and military situations in Kentucky during the Civil War.

Dollar, Kent T., Larry H. Whiteaker, and W. Calvin Dickenson, eds. *Sister States, Enemy States: The Civil War in Kentucky and Tennessee*. Lexington, KY: University Press of Kentucky, 2009.

This book has a number of excellent essays on Kentucky’s unique social, cultural, military and political place during the Civil War.

Harris, William C. *Lincoln and the Border States: Preserving the Union*. Lawrence: University Press of Kansas, 2011.

In this work Harris contends that the Border States proved to be a troubling issue for Lincoln, not only at the beginning of the Civil War, but for the duration of the conflict.

Harrison, Lowell. *The Civil War in Kentucky*. Lexington: University Press of Kentucky, 2009.

This short but insightful book provides an excellent overview summary of the conflict in the Bluegrass state.

Harrison, Lowell. *Lincoln of Kentucky*. Lexington: University Press of Kentucky, 2000.

Harrison examines the intriguing relationship between native son Abraham Lincoln and the Bluegrass state, before, during and after the Civil War.

Harrold, Stanley. *Border War: Fighting Over Slavery Before the Civil War*. Chapel Hill: University of North Carolina Press, 2010.

Harrold examines the disputes over slavery in the late antebellum period and how and why they occurred most often in the especially vulnerable and geographically strategic Border State region.

Howard, Victor B. *Black Liberation in Kentucky: Emancipation and Freedom, 1862-1884*. Lexington: University Press of Kentucky, 2010.

This book looks at the troubled time that Kentucky experienced as it reluctantly moved from a system of slave labor to free labor.

Hudson, J. Blaine. *Fugitive Slaves and the Underground Railroad in the Kentucky Borderland*. Jefferson, NC: McFarland, 2002.

This book examines the many routes from and through Kentucky that African American slaves traveled on their quest for freedom. Hudson contends that individual slave agency and free black networks rather than the tradition interpretation of white assistance helped the majority of slaves break the chains of bondage.

Lewis, Patrick. "All Men of Decency Ought to Quit the Army': Benjamin F. Buckner, Manhood, and Proslavery Unionism in Kentucky." *The Register of the Kentucky Historical Society*, Vol. 107, no. 4 (Autumn 2009).

This article looks at a specific example of a Kentucky man that enlisted in the Union army to fight for preservation of the Union and not for the emancipation of his slaves. His disagreement with Lincoln's war measure subsequently led to his resignation.

Marshall, Anne E. *Creating a Confederate Kentucky: The Lost Cause and Memory in a Border State*. Chapel Hill: University of North Carolina Press, 2010.

Marshall's excellent study examines the transformative shift of Kentucky from being a state that identified largely with the Union before the war to becoming more aligned with Confederate sentiment as the war progressed and especially so into the post-war years.

McKnight, Brian. *Confederate Outlaw: Champ Ferguson and the Civil War in Appalachia*. Baton Rouge: Louisiana State University Press, 2011.

McKnight's study of Kentucky native and Confederate guerilla Champ Ferguson provides key insight into the divisive nature of the Civil War in the Border States and the criminal element that emerged there during and after the war.

McKnight, Brian. *Contested Borderland: The Civil War in Appalachian Kentucky and Virginia*. Lexington: The University Press of Kentucky, 2006.

This book provides a better understanding of a geographical area of the Border States that has largely been overlooked by scholars, but yet proved important to both sides during the Civil War.

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

This extensive volume covers the Civil War in Maryland by providing primary source documents and citizens' accounts of their experience during the war years.

Mutti-Burke, Diane. *On Slavery's Border: Missouri's Small Slaveholding Households, 1815-1865*. Athens: University of Georgia Press, 2010.

This social history is an examination of how slavery and slaveholding families were influenced by both the geography and the scale of the slaveholding enterprise. Much of the book's information is transferrable to the slaveholding experience in Kentucky and Maryland, as the vast majority of slaveholding families in the Border State region owned five or fewer slaves.

Dwight Pitcaithly. "A Cosmic Threat: The National Park Service Addresses the Causes of the American Civil War." In *Slavery and Public History: The Tough Stuff of American Memory*, ed. James O. Horton and Lois E. Horton. Chapel Hill: University of North Carolina Press, 2006. 169-186.

This article addresses the National Park Service's implementation of slavery as a cause of the Civil War in their interpretation at the nation's battlefields and the opposition that met this effort.

Siddali, Silvana R. *Missouri's War: The Civil War in Documents*. Athens: Ohio University Press, 2009.

This book utilizes a number of personal accounts and primary sources to tell the story of the Civil War in Missouri.

Slave Narratives from the Federal Writers' Project, 1936-1938: Kentucky. Bedford, MA: Applewood Books, 2006.

This small book contains the narratives of former Kentucky slaves that were taken by Federal workers during the Great Depression.

Smith, John David. "The Recruitment of Negro Soldiers in Kentucky." *The Register of the Kentucky Historical Society*, Vol. 72, No. 4, (Oct. 1974).

This essay examines the slow process and the firm resistance that white Kentuckians offered to the recruitment and enlistment of African American soldiers within the state's borders.

Sutherland, Daniel. *A Savage Conflict: The Decisive Role of Guerillas in the Civil War*. Chapel Hill: University of North Carolina Press, 2009.

Sutherland's book explains that guerilla warfare, much of which occurred in the Border States, had a significant impact on the way the war was fought and its ultimate outcome.

Taylor, Amy Murrell. *The Divided Family in Civil War America*. Chapel Hill: University of North Carolina Press, 2009.

Taylor's work provides numerous examples of families (mostly from the Border States) that experienced a division in sentiment and allegiance during the Civil War and the effect it had on their lives.

Yonkers, Charles E. "The Civil War Transformation of George W. Smith: How a Western Kentucky Farmer Evolved from a Unionist Whig to Pro-Southern Democrat." *The Register of the Kentucky Historical Society*, Vol. 103, No. 4 (Autumn: 2005): 661-690.

This article provides an illustrative Kentucky personality to demonstrate the shift in sympathy from Union to Confederate as war measures such as the Emancipation Proclamation and the enlistment of African American soldiers were imposed on white Kentuckians.