



A. Lesson Plan Title: *Not To Take Up Arms Again*

Developers:

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Grade Level: 6th-11th

Length of Lesson: 2 - 4 class sessions (45 mins. each)

B. Overview of this Collection-Based Lesson Plan:

Park Name:

Appomattox Court House National Historical Park - P.O. Box 218 Appomattox, VA 24522

www.nps.gov/apco

Description:

The events at Appomattox Court House, Virginia in April, 1865 set the stage for the surrender of all Confederate forces, the reunification of the Country, and sweeping Constitutional change. Over 100,000 soldiers participated in the campaign leading to the surrender of General Robert E. Lee's Confederate Army of Northern Virginia. The April 9th Surrender Meeting, between Generals Lee & Grant, marked the beginning of an arduous return to peace for the soldiers of Appomattox and for the war torn country. Lee's surrender encompassed only the Army of Northern Virginia, and though other Confederate field armies continued to operate throughout the south, for the next two months, no large battles were fought after the surrender at Appomattox. As part of the terms agreed upon by Generals Lee and Grant, Confederate soldiers at Appomattox would be required to surrender their arms, equipment and symbols of war. At a second meeting, on April 10th, the two commanders made arrangements for the surrendered Confederate soldiers to be given proof of their status as paroled prisoners of war. U. S. Printing presses were set up and the Confederate soldiers were issued printed parole passes which served as evidence that they had laid down their arms at Appomattox Court House and had the right to return peaceably to their homes. Approximately 28,231 men of Lee's army were given their paroles between April 10th and April 12th. For the soldiers these simple slips of paper came to symbolize loyalty, perseverance and sacrifice during an era of the Nation's history that changed their lives and created a legacy for all generations of Americans to come.

Essential Question:

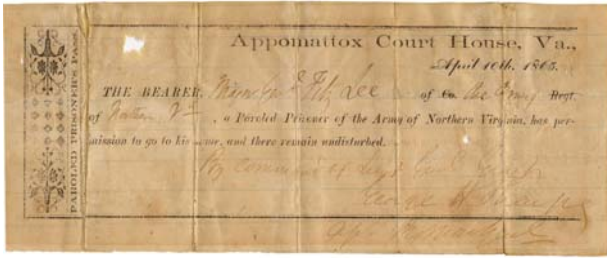
What was the purpose of the parole passes issued at Appomattox Court House?

What can the parole passes in the collections of Appomattox Court House N. H. P. tell us about the lives of those who received them?

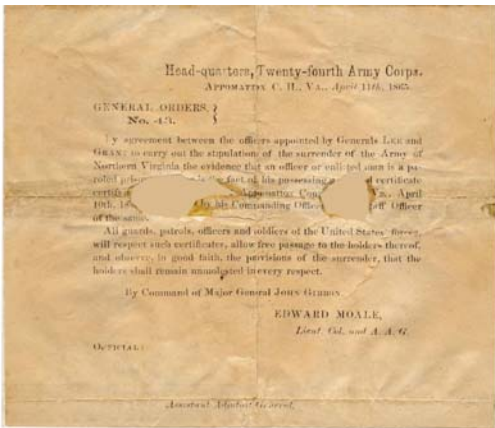
C. Museum Collection Objects Used in Lesson Plan:

Objects, specimens, documents, photographs from the Park museum collection:

1. Parole and transportation passes of Major General Fitzhugh Lee.

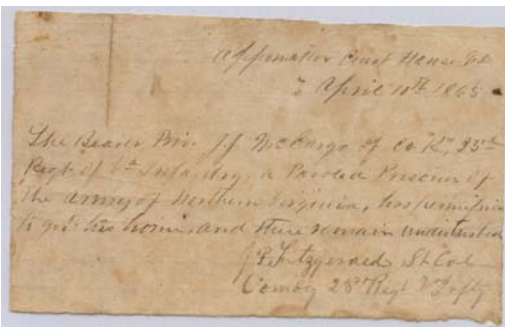


Paper, L: 19 cm H: 7.62 cm APCO 345

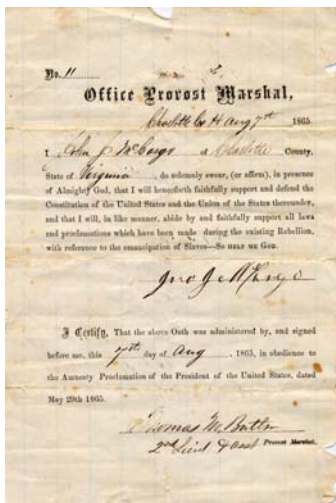


Paper, L: 13.33 cm H: 11.43 cm APCO 346

2. Parole Pass & Oath of Allegiance of J. J. McCargo



Paper, L: 14.8 cm H: 8.8 cm APCO 4247

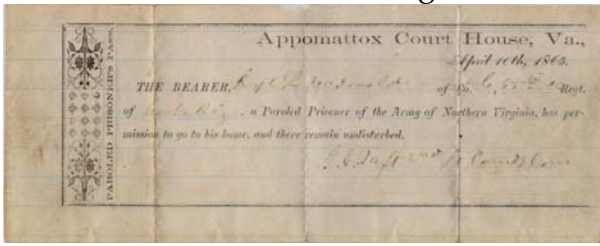


Paper, L: 13 cm H: 19 cm APCO 4248

This parole pass and the accompanying copy of General Order #43, which served as a transportation pass, belonged to Major General Fitzhugh Lee, nephew of General Robert E. Lee and the Commander of the Cavalry of the Army of Northern Virginia. Fitzhugh Lee and approximately 2,000 Confederate Cavalry Troopers broke through Union Cavalry at Appomattox with the intention of joining Confederate forces under General Joseph Johnston operating in North Carolina. On reaching Lynchburg, Virginia it became apparent that further resistance was futile, and a large number of Confederate cavalymen surrender themselves there. "Fitz" Lee, his staff, and a handful of troopers made a circuitous ride through Farmville before ultimately being directed back to Appomattox Court House and finally surrendering themselves.

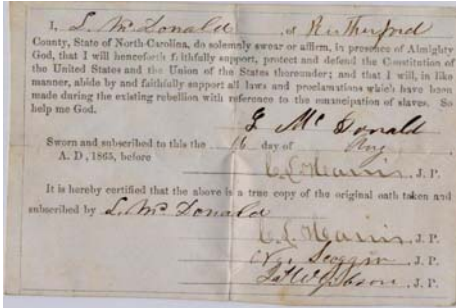
John J. McCargo's parole pass is not one of the typical parole passes issued at Appomattox Court House. McCargo had been captured and imprisoned in 1864 and returned to active duty in March 1865 just in time to participate in the final campaign. He surrendered with the rest of the Confederate Army of Northern Virginia. Accompanying the parole pass is McCargo's Oath of Allegiance that he and other former Confederates were required to take. McCargo's Oath was sworn in Charlotte County in August 1865.

3. Parole Pass & Oath of Allegiance of L. McDonald



Paper, L: 20 cm H: 8 cm APCO 11715

This parole pass and Oath of Allegiance belonged to Corporal Lewis McDonald of Rutherford County North Carolina. McDonald was a soldier in the 55th North Carolina Infantry.



Paper, L: 15 cm H: 10 cm APCO 11716

4. Parole Pass of Charles G. Thompson:

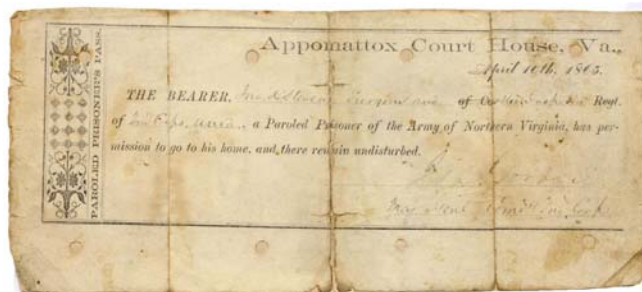


Paper, L: 20 cm H: 8 cm APCO 11546

Charles G. Thompson's parole pass shows markings of his journey home including passage through City Point, Virginia, Fort Monroe and the U. S. Provost Marshall's office in Baltimore Maryland.

5. Various Parole Passes:

Parole Pass of John Stevens



Paper, L: 19.8 cm H: 8.8 cm APCO 2767

This group of paroles shows the variety of passes that were generated at Appomattox Court House. There are examples of the forms printed on the U. S. presses, handwritten passes on lined paper, and C. F. Ruck's pass was even written out on the back of a Confederate five dollar note.

Parole Pass of C. F. Watson



Paper, L: 20 cm H: 9 cm APCO 4225
Parole Pass of C. F. Ruck



Paper, L: 17.7 cm H: 7.5 cm APCO 4020

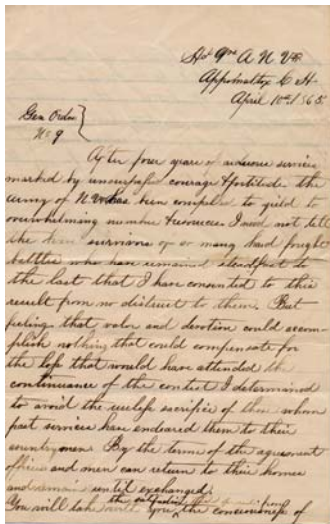
5. W.S. Pilcher and Copy of General Order Number Nine:



Wool and cloth, L: 17.7 cm H: 7.5 cm
APCO 11591

This group of items belonged to Private William Staunton Pilcher of the Otey Artillery Battery. Pilcher's surrender story, like that of Fitzhugh Lee, was somewhat different from those of the 28,000 plus who received their paroles at Appomattox Court House.

Pilcher's coat is known as a Type III Richmond Depot style shell jacket. The copy of General Order's Number Nine- "Lee's Farewell Address" was most likely written in Pilcher's hand.



Paper, L: 8 cm H: 18 cm APCO 4319

D. National Education Standards:

Meets National Education Standards for Social Studies as established by the National Council for the Social Studies, 1994. Middle grades & high school level.

Number I: Culture

Middle grades

- b) explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference;

Number II: Time, Continuity, and Change.

Middle grades

- b) Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

Number V: Individuals, Groups, and Institutions.

Middle grades

- a) Identify and describe examples of tensions between belief systems and government policies and laws.
- b) Describe the role of institutions in furthering both continuity and change.
- c) Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.

Number VI. Civic Ideals and Practices.

Middle grades

- a) Examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- b) Identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision-making.

E. Student Learning Objectives:

Upon successful completion of this lesson, students shall be able to:

Analyze and explain the role played by the parole pass in the Surrender at Appomattox Court House.

Explain why it is correct to call Appomattox the beginning of the end of the Civil War.

Compare and contrast the varied stories of those who were issued parole passes.

Explain how the Surrender at Appomattox served as an example for other surrenders that followed and how the terms set the stage for the reunification of the Nation.

F. Background and Historical Context:

On April 9, 1865, Appomattox Court House, a small county seat in rural Virginia, witnessed the surrender of General Robert E. Lee's Confederate Army of Northern Virginia to three Federal armies commanded by Lieutenant General Ulysses S. Grant. All told, close to 30,000 Confederates surrendered their arms, their banners and their fate to the Union victors. Although Lee's Army of Northern Virginia surrendered, the terms did not include Confederate armies operating in other areas. Grant's terms encompassed only to those Confederates in the Army of Northern Virginia within 25 miles of Appomattox Court House.

The surrender at Appomattox Court House was the first in a series of Confederate surrenders that eventually brought about the end of the Civil War. The tone and terms of the meeting served as a precedent for surrenders that followed and the generals who brokered them. In a second meeting between the two generals on the morning of April 10, Lee, concerned about the safety of his men as they traveled to their homes, requested that his soldiers be issued proof of their status as paroled prisoners of war. By the terms this entitled them to travel unmolested through areas where fighting was still going on. Grant required an accounting, or list, of the men surrendered at Appomattox, and ultimately the names of 28,231 Confederate soldiers were recorded on a set of duplicate roles. He also required that they formally surrender their equipment and symbols of resistance. More than 1,500 Confederate cavalry and 2,600 artillerymen formally surrendered on April 10th and 11th respectively. On the morning of April 12th the remnants of General Lee's infantry, 21-22,000 men,

marched as organized Confederate units for the last time. They marched from their encampments, east of the village, across the Appomattox River and into Appomattox Court House where they stacked their arms before double rows of Federal infantry. There, along the Richmond-Lynchburg Stage Road the Confederates laid down what was left of their state and regimental battle flags – many emblazoned with the names of Chancellorsville, Gettysburg, Fredericksburg and other bloody fields of the last four years. Before leaving for home the Southerners were issued parole passes. The pass was an oath - the Latin root of the word parole means “to give your word” - the men swore not to take up arms again “until paroled or properly exchanged.” Thus, the men of Lee’s army were allowed to return to their homes on their own honor and these slips of paper would allow them safe passage through both Confederate and Union military lines on their way homes.

The physical task of producing the passes was handed over to General John Gibbon who had a number of portable, printing presses within his Corps. The well equipped Federal army traveled with portable army presses that were used to print orders, circulars, and newsletters. The call went out to find enough experienced printers within the ranks to man the presses that “*would have to be run all night and probably all the next day.*” Approximately 30,000 passes were printed by the Federals for issue to 28, 231 Confederate soldiers between April 10th and April 12th. The Confederates were issued paroles before heading to homes throughout the Country. Some had only to walk the few miles down the Richmond Lynchburg Stage Road to nearby homes. Others faced days or weeks of travel by rail, boat or horse before they could return home from Confederate service for the final time. The Appomattox paroles would make this journey less treacherous for these surrendered soldiers.

For the men who printed them and those that received them, the parole passes issued at Appomattox Court House were the culmination of perhaps the most important chapter in their lives. These small documents served and continue to serve today as physical reminders of the history and “final days” of the Civil War. The most successful commander and the “flagship” army of the Confederacy had been surrendered yet there were still others that would not surrender for weeks to come. The Confederates who received their parole passes at Appomattox Court House were technically prisoners and could have been herded off to dreaded prisoner of war camps. But, the tone of reconciliation set forth between Generals Lee and Grant made sure that would not be the way the surrender of the Army of Northern Virginia was conducted. This conciliatory tone served as a model for the terms of the later surrenders. Indeed, the parole passes of Appomattox Court House served as objects of faith that the Country might finally be rid of the warfare that had plagued it for four years and Americans both North and South could consider reunion - albeit in a drastically changed landscape. The parole passes - physical end products of years of “arduous service” - were just the beginning of the journey these men would make from a world of war and conflict to the world of civilian life; a world that existed without the Confederacy these men had been fighting for or against.

G. Materials Used in Lesson Plan:

Images

Fitz Lee Parole Pass and General Orders #43
J. J. McCargo Parole Pass and Oath of Allegiance
L. McDonald Parole Pass and Oath of Allegiance
Lieutenant C. G. Thompson Parole Pass
John Stevens Parole Pass
C. F. Ruck Parole Pass
C. F. Watson Parole Pass
W. S. Pilcher Photograph

Item Support Materials

Fitz Lee Parole Pass and General Orders #43

Fitz Lee Parole Pass transcript
Fitz Lee Reading
Parole Pass Readings

J. J. McCargo Parole Pass and Oath of Allegiance

McCargo Parole Pass transcript
Parole Pass Readings

L. McDonald Parole Pass and Oath of Allegiance

McDonald Parole Pass transcript
Parole Pass Readings

Lieutenant C. G. Thompson Parole Pass

C. G. Thompson Parole Pass transcript (front and back)
C. G. Thompson Parole Pass transcript (front and back)
C. G. Thompson photograph
C. G. Thompson photograph transcript (back) Parole Pass Readings

John Stevens, C. F. Ruck, C. F. Watson Parole Pass

Parole Pass Readings

W. S. Pilcher Photograph

W. S. Pilcher copy of General Lee's General Orders #9 ("*Lee's Farewell Address*")
W. S. Pilcher service coat (three views)

Other Materials:

How to Read an Object graphic organizers -- available at
http://www.cr.nps.gov/museum/tmc/docs/How_to_Read_an_Object.pdf

Assessment Rubrics- available at the end of this document

H. Vocabulary:

Corps Press- a portable army printing press some U. S. military units carried with them during the Civil War to print items such as orders and Camp newsletters.

Exchange- the act of trading prisoners.

Field Surrender- the surrender of an army in the field by a commanding officer present at the scene done without the luxury of conferring with political or other military leaders.

Parole - derived from Latin, to give your word - or on your honor.

Parole Pass- a document issued to Confederate prisoners of war surrendered at Appomattox Court House which allowed them safe passage through military lines.

Reconciliation- an act of making friendly again or winning over to a friendly attitude.

Regiment- during the Civil War. a military unit typically consisting of 10 or more companies of approximately 100 men each.

Surrender- to give one's self up to another's power or control, especially as a prisoner.

Truce- a temporary cessation of warfare by agreement between those fighting- a halt in the fighting.

I. Teacher Tips:

This lesson plan is merely a suggestion for the use of these items. Although adequate time should be allowed for a thorough investigation of the artifacts and their history, these plans may certainly be tailored to the unique needs of your particular class.

J. Lesson Implementation Procedures:

This lesson plan may be tailored to suit the needs and abilities of specific classes and students. All hand outs are contained herein or are available at website addresses found within this document. Be sure to print out an adequate number of copies of all documents for the assignment. Allow adequate time for group discussion of all items associated with each artifact and preparation for group project.

INTRODUCTION:

Analyze and explain the role played by the parole pass in the Surrender at Appomattox Court House.

Explain why it is correct to call Appomattox the beginning of the end of the Civil War.

Compare and contrast the varied stories of those who were issued parole passes.

Explain how the Surrender at Appomattox served as an example for other surrenders that followed.

1st Class Session

1. Ask students: "What is a symbol?" Discuss with students the use of computer icons and how they are used as symbols. Ask students: "What symbols represent the Civil War to us today?" "Are there any symbols in your family; keepsakes that have been in your family since the 1860s or earlier?" Have students brainstorm about the meaning of such symbols and mementos. Write down responses on board/overhead device. Ask students what they know of Appomattox Court House. "Was Lee's surrender at Appomattox Court House the end of the Civil War?" (5 minutes) Ensure that students understand that Lee's surrender at Appomattox was simply the beginning of the end of the Civil War. Explain that Lee's was a *military* surrender. Explain that since the United States never recognized the Confederacy as an independent nation but just a group of states in rebellion against the Union, Confederate armies were surrendered individually by their commanders in the field and not all at a time by a peace treaty between the two governments, as with many wars. Ask students how they think the Confederates who surrendered with Lee managed to get home. (5 minutes)

2. Divide students into 5 groups. Provide student groups with images of Parole Passes (one image per group). Have each group complete a *How to Read an Object* graphic organizer for their object. (15 -20 minutes)

3. Provide students with other materials pertinent to their items. Allow them time to read and view other materials & discuss them with their partners. (15 -20 minutes)

Direct student groups that they are to decide on a group project that they will complete to explain the significance of their assigned items to the rest of the class. Some possible projects for this assignment include: multimedia presentations, oral presentations, skits, performance of songs, reading of poems, and creation of a poster.

Inform the groups they will have the next 2 classes to prepare their presentation and then 1 class for the presentations themselves. (5 minutes)

Homework- have students write a letter home from the soldier that their items belonged to describing the events at Appomattox Court House and the beginning of their journey home.

2nd Class Session

1. Begin class with discussion of students produced letters to reintroduce the lesson. (5-10 minutes)

2. Allow student groups the whole class to work on presentations if necessary (35-40 mins)

3rd Class Session

1. Begin class with discussion of student's efforts so far to reintroduce the lesson Establish schedule of presentations for next session. (5-10 minutes)

2. Allow student groups the whole class to work on presentations if necessary (35-40 mins)

4th Class Session

1. Allow student groups enough time (45 mins)

2. Have students complete brag sheet for their team and assignment rubrics for self evaluations.

These items to be turned in the next day as a homework grade.

K. Evaluation/Assessment for Measurable Results:

Use the included Assessment Rubrics to evaluate individual & group efforts.

L. Extension and Enrichment Activities:

<http://www.cr.nps.gov/museum/exhibits/flags/>

M. Resources:

Chamberlayne, C. G. editor Ham Chamberlayne- Virginian: Letters of an Artillery Officer, A. N. V. Richmond, VA. The Dietz Press. 1932

Gibbon, John. Personal Recollections of the Civil War, New York, G. P. Putnam's Sons. 1928

Longacre, Edward G. Fitz Lee Cambridge, Da Capo Press. 2005

N. Site Visit:

Pre-visit: Use the lesson plans contained herein as an introduction to Appomattox Court House NHP. Also, visit the website (www.nps.gov/apco) to become familiar with the other significant stories you may want to incorporate into an actual visit. Contact the park (434-352-8987) to request material

and schedule your visit. Be sure to let park personnel know you are interested in the Parole Pass printing demonstration.

Site visit: Once at the park, there are parole passes- those within this lesson plan and others- throughout the exhibit areas. In addition there is also a Parole Pass exhibit Tavern as well as replicas of Gibbon's corps press located in the Clover Hill. One idea might be to have the students attempt to locate *their* items within the park collections and take notes on how they fit into both the interpretation and the history at the park.

Post-visit: Have students write a summary of what they learned about the role Parole Passes played in the Surrender at Appomattox Court House