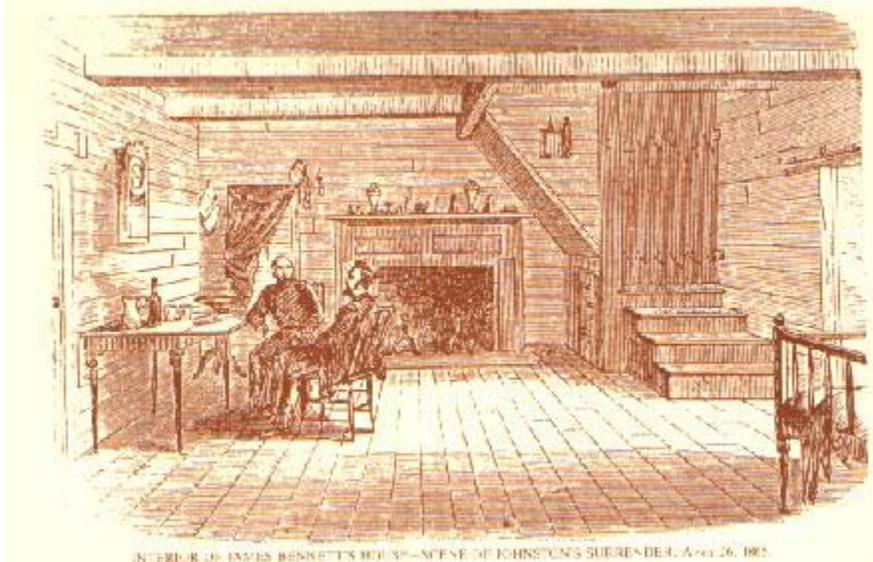


Supplemental Lesson Plan: Terms of Surrender



In this lesson for grade 8, students will have an opportunity to examine and analyze primary source documents relating to the largest troop surrender of the Civil War. Looking at the April 18 and April 26 surrender agreements between Generals Johnston and Sherman, students will determine the major differences in the two documents and discuss the impact of Lincoln's assassination on the outcome of the negotiations. Students will also examine two contemporary sketches of the scene at the Bennett farm and analyze the actions taking place.

Competency Goals

This lesson can be used in partial fulfillment of the following:

NCSCOS Social Studies grade 8: 4.03; 4.04

Objectives

After completing the lesson, students will:

- identify and discuss major differences between the April 18 and April 26, 1865 surrender documents.
- state the original intents and purposes of Reconstruction.
- have a better understanding of the conditions faced by southern civilians during the war.

Teacher Planning

Provide the following materials either through web access to the Educational Unit or through handouts downloaded via the web site.

North Carolina Civil War Experience:

North Carolina as a Civil War Battlefield

War's End and Reconstruction in North Carolina

Site Narratives - The Bennett Place: The Largest Surrender of the Civil War
The Bennetts of Durham Station

Website: Document Analysis - Text of April 18, 1865 Agreement

[\[http://www.nchistoricsites.org/bennett/april18.htm\]](http://www.nchistoricsites.org/bennett/april18.htm)

Website: Document Analysis - Text of April 26, 1865 Agreement

[\[http://www.nchistoricsites.org/bennett/april26.htm\]](http://www.nchistoricsites.org/bennett/april26.htm)

Website: Document Analysis - Parole Signed by the Officers and Men of
Johnston's Army

[\[http://www.nchistoricsites.org/bennett/parole.htm\]](http://www.nchistoricsites.org/bennett/parole.htm)

National Archives Website - Photo Analysis Worksheet

<http://www.archives.gov/education/lessons/worksheets/photo.html>

Copies of 1865 sketch by Theodore Davis for *Harper's Weekly*.

"Interior of James Bennett's House - Scene of Johnston's Surrender."

Copies of 1865 wood engraving by Theodore Davis for *Harper's Weekly*.

"James Bennett's House, Where Johnston Surrendered."

Time Requirement

Approximately one hour, if narrative reading is completed as pre-lesson homework.

Bell Ringer Activity

Ask students to imagine what it would feel like to live through a war being fought in their state, town, and neighborhood. Have them write on a piece of paper some of the emotions they might feel under these circumstances.

Teacher Input

- A. Have the students read, either in class or as homework in preparation for the lesson, the chapters of the North Carolina Civil War Experience and the Bennett Place site narratives, describing the Bennett family and the events leading up to the surrender.
- B. Lead students in a class discussion (Socratic Seminar, if applicable) to determine how the Bennett family must have felt before, during, and after the surrender negotiations that took place on their farm and in their home.

Classroom Activities: Guided Practice

1. Document Analysis:
Have the class read the two surrender agreements. Compare and contrast the first and second surrender documents.
 - a. What differences are evident?
 - b. What are the similarities?
 - c. What was it about the first document that appears to have been unacceptable to federal authorities and why?

Now review the parole agreement.

 - a. List the most important actions specified.
 - b. How might these two documents have paved the way for Reconstruction?
2. Have the students look at the sketch from *Harper's Weekly* that depicts General Sherman and General Johnston negotiating the surrender of Confederate forces at the Bennett farmhouse. (This sketch is also found at the top of this lesson.) Have the students conduct an analysis of this sketch using the photo analysis worksheet provided by the National Archives found here: <http://www.archives.gov/education/lessons/worksheets/photo.html>.
3. Have students repeat this exercise using the exterior sketch of the Bennett farm during the surrender negotiations.
 - a. Does there appear to have been any intermingling between the generals' cavalry escorts?
 - b. How did the men pass their time?
 - c. What do these images say about the atmosphere surrounding the negotiations?

- e. why might the artist have chosen to frame the scenes as he did?
4. Have the students answer the following questions:
 - a. As the generals and their cavalry escorts rode away on April 26, how might the Bennett family reacted?
 - b. What would you suppose their emotions might have been?
 - c. Would they have been angry, relieved, scared, or all three?
 - d. Compare these answers to the earlier exercise where students determined how the Bennett family might have felt. Are there any changes based on what they learned in this lesson?

Closure

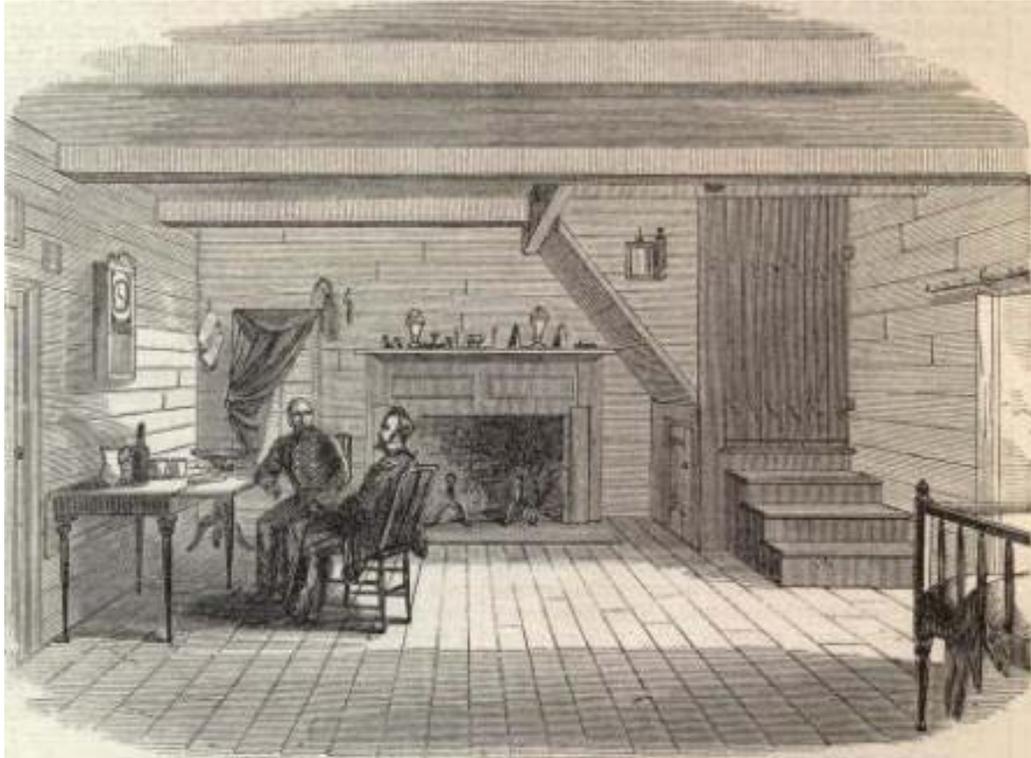
- A. Homework activity: Have the students take the role of a Civil War era reporter for *Harpers' Weekly* and prepare a short article on the surrender at the Bennett Place. Remind students that *Harpers' Weekly* was a northern newspaper. Ask students to address whether the article would have had a certain slant? Why or why not? Students should include comments or viewpoints from those present during the negotiations and from the Bennett family in their article.
- C. Follow up: Have students read their own accounts of the surrender to the class.

Assessment

Have students write an essay on the following: Imagine your family living in North Carolina during the American Civil War. As lives were lost and conditions worsened due to the blockade, how might your views on the conflict have changed? If your home had been a surrender site, would your family have felt honored, imposed upon, or both?

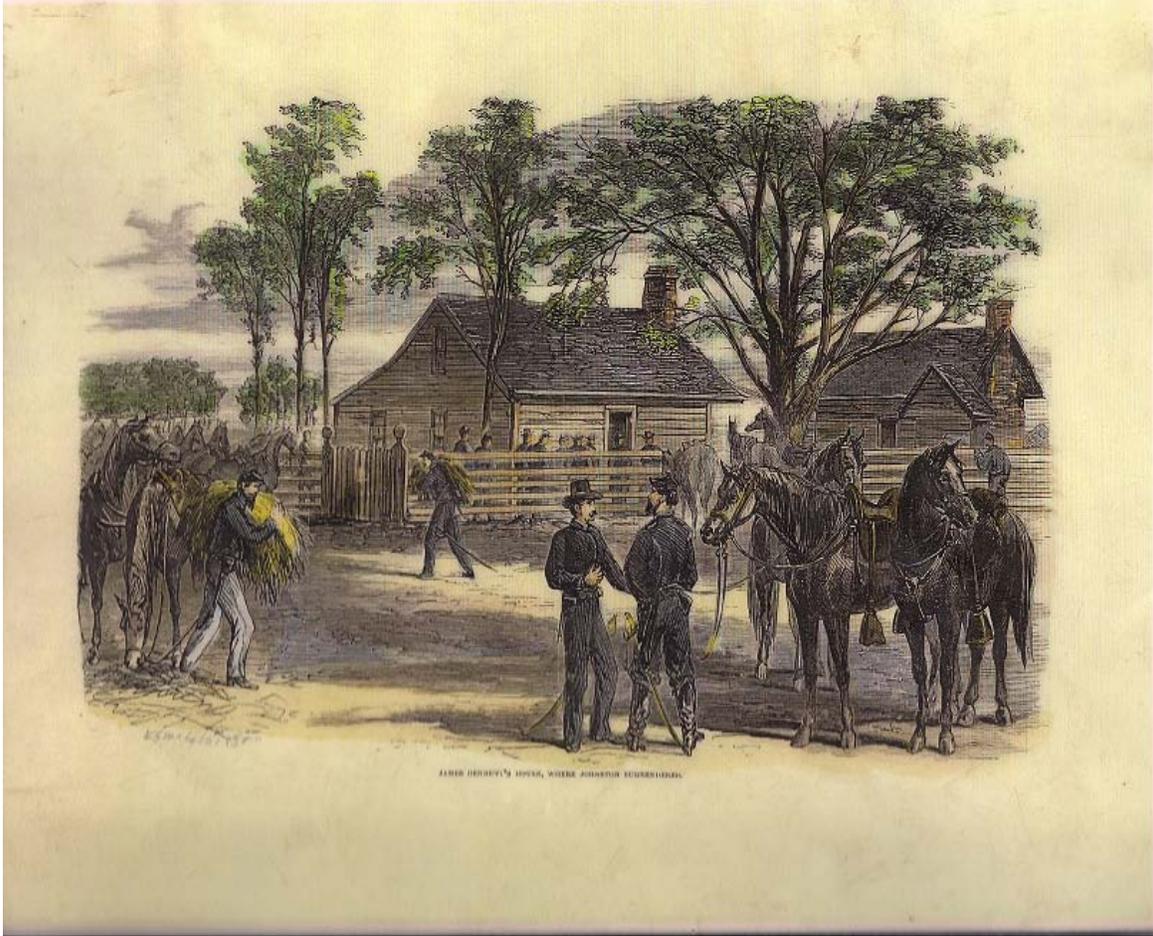
For Further Study

- Bennett Place State Historic Site Home Page - [\[http://www.nchistoricsites.org/bennett/bennett.htm\]](http://www.nchistoricsites.org/bennett/bennett.htm)
- Military Convention of April 26, 1865 (Supplementary Terms) - [\[http://www.nchistoricsites.org/bennett/mcapril.htm\]](http://www.nchistoricsites.org/bennett/mcapril.htm)
- Appomattox Court House National Historic Park, Virginia - [\[http://nps.gov/apco\]](http://nps.gov/apco)



Handout: Image Analysis – Bennett Place (Interior)

*1865 sketch by Theodore Davis for “Harper’s Weekly.”
“Interior of James Bennett’s House – Scene of Johnston’s Surrender.”*



Handout: Image Analysis – Bennett Place (Exterior)

*1865 wood engraving by Theodore Davis for “Harper’s Weekly.”
“James Bennett’s House, Where Johnston Surrendered.”*