

- Created FL History online
- In addition to books and movie series
- 3 websites with maps and photos for students; documents of primary sources
- Anta Kingsley
  - o March 1806 in West African
  - o Africa [Senagal]
    - Warriors knew there would be no rains
    - Joalip
    - Mid-13<sup>th</sup> century capital called Yang-Yang trading for gold and wealth and salt out of Sahara and result was a unified empire and unity shattered by trade route
    - Broke away from Joalip; warfare led to breakdown of the region
    - Depleted population by African slave trade; raids in villages and people were taken by force
    - 13 year old girl Atta; founder of Joalip
    - Seneca, Yang-Yang; grandson of leader's empire and this child kept this in his mind and maintained the history in his memory
    - Anta's father was next in line to be king of Joalip; punished and banned from area
    - March 1806 royal princess was captured and on this evening was asleep in Yang Yang and was awoken by screaming of the warriors and then was forced by armed guards to leave; African merchants were looking for healthy men and women who would make money being sold to Europeans; Gory Island; today the dungeons are there
    - European ships docked at the canoes would sail to the ships
    - Captive slaves were paraded and chosen and 13 year old was purchased and forced into slave ships and brought to Havana Cuba [she survived but many did not]
    - 1500-1820 [Middle Passage] 26,000 slaving voyages that carried more than 11,000,000 ships across Atlantic and fewer than 5,000,000 arrived; 1 in 3 would die within 3 years; Anta survived
    - Ship would sit in quarantine while doctors checked it; then they were cleaned and shined; she was purchased and moved to FL
    - Kingsley was a ship captain and made several trips to Africa and purchased Africans to sell
      - Charleston – brought slaves there
      - Purchased 3 females including Anta; within two weeks she was pregnant by Kingsley; life at Kingsley's slave quarters would have seemed normal for Anta as her dad had many people working for him; 6-8 African languages at a time on each plantation; familiar in this operation; village is a transplanted African village
      - Lived in family dwellings, slave quarters, cotton gins, barns, agricultural factory
      - When Kingsley was away a mixed person Anahan was in charge [enslaved man] and Pater
        - o Notice in difference in ruins in quarters at plantation
        - o Anna & Kingsley became management team and their relationship became open and familiar; continued for 40 years; she was acknowledged as his wife;

- yet he had many wives and babies; she was the senior wife in polygamous family
      - Kingsley was unsure of how his marriage would be taken as they were married in Cuba [today may be called rape]
- March 4, 1811- she was emancipated with 3 children at 18 years old; lived in Mandarin south of Jacksonville had land and dwellings for 12 slaves she owned until Civil War; 1812 the invasion known as Patriot Rebellion – Militia from Georgia marched on St. Augustine and Kingsley’s plantation was raided
- July 1812- Indian warriors retaliated; 41 of Africans captured by American soldiers and prompted them to leave states; took free blacks and sold them into GA.
  - Anna was in danger as were her 3 children as warriors are raiding and powerful group of them and on Nov 1813, 70 bandits at Laurel Grove ordered 3 male slaves to Laurel Grove and torched it and burned the house and forced bandits to leave; she burned her own home and slave quarters; 20 year old woman took matters in her own hands and hid her children and then went and got them; Ft. San Nicholas [in Jax area]
  - Fort George Island her family was living and her son married a white woman and 2 daughters married white men all of whom were wealthy; Zephaniah and Anna had a baby and Anna had 4 children all together
  - 1821- new discriminatory laws -passed laws that differed Legislative Council of Florida
    - Kingsley opposed this as his kids were black
  - 1829-1831- Kingsley set everyone up with land and found sanctuary in Haiti to restore prosperity to island
  - 1835-1842- Kingsley purchased 30,000 acres in land in his son’s name to Island of Liberty and emancipated 60 slaves who worked for them for 6 years and then got freedom
  - 1838- Anna moved to her son’s place in what is today Dominican Republic - sanctuary free of attacks
  - 1843- Zephaniahs died and 3 years later her son dies in drowning
  - She comes to FL to claim land; this was not legal but in 1846 she was living on St .Johns River in FL and this was a dangerous place for slaves;
  - Purchased land - Chesterfield
  - Slave owner and held other humans in bondage; 1860 she was unwilling to sell slaves and the money that would be sold would go to her grandchildren
  - Free-black community was the only region in FL where population of free blacks increased; they were emancipated by the Duval Courts
- Downtown Jax there was an auction for slaves; and people were competing to own Kingsley slaves; dramatic events auctioneer where Alonzo was sold to Kingsley who was a freed carpenter “Carpenter Bill” who purchased his own son in this auction and he went to work as carpenter to get money to purchase his other 2 kids
- Before carpenter Bill was freed he would hire himself out and only work for people he liked; he only worked for cash; he took his assistant, Bonify
  - Purchase of Bonify and most of his family by the son-in-law of Zephaniah
- 1870, Anna died and witnesses the death of her daughters
- No pics of Kinsley’s; no tombstone; Chesterfield has a memorial; Fort George Island and Zephaniah’s house is still there
- There are records of blacks who owned slaves and whites who owned slaves Slavery and Abolition Journal; John Frasier

- Zephaniah
- Rice cultivation at website

Monday October 25, 2010

NCHE

1:00 P.M. Agency within constraints: The nature of Antebellum Slavery

Doctor Sean Patrick Adams University of Florida History Education

- Most important things slavery was everyday institution; American wide; all colonies had some sort of slavery; 1880's began the division between North and South
- How individuals made it work [Soul by Soul- book by Walter Johnson]
  - o Fundamentally an economic system meant for people to work and build the economy
  - o Diver worse- not just agricultural [cotton was the biggest cash crop and money generator]
    - Made possible by slaves
    - Internal slave trade- transporting them from one area to another = unlimited labor to grow cotton all over from plantation to plantation
    - ¾ are engaged in agricultural labor- very hard on body [dragging bags, picking cotton, sowing and harvesting, collecting and bailing]
      - "sold down the river"= death sentence to put a slave down the river to go pick sugar cane [hemp, wheat, corn, and all agriculture in the South
    - ¼ slaves in South- barbers, artisans, domestic slaves
- Domestic slavery
  - o Accounts are counterintuitive that their issues were psychologically damaging
  - o 24 hours a day were subject to the master's family while agricultural slaves were left alone during large times of the day
    - Domestics were viewed as having it better as they got to eat better and wear better clothing
    - Important to recognize that slavery was so common it was everywhere
- Image of black woman with white baby boy [slave woman and child]
  - o She is providing care for the child
  - o Some relationship – not just random child with random person
  - o She is looking off to the side
  - o Background- he owned this slave "Slave Louisa" and the papers are in the background even though she was providing the primary care for this child
    - There were many black children growing up in white homes and at a certain age they were turned back to the slave quarters
- Image of white woman reading the 2 black children
  - o Counter campaign about what a benevolent impact slavery had on children

- Many ways easy to understand Antebellum and these are humans living under a system and how they made sense of the system; absurd system where an adult is owned by a child
- Barrow Plantation in Oglethorpe, GA and Kingsley Plantation
- Slave Patrol [Anti-Slavery Almanac 1839]
  - o When slaves outnumber whites, how does this system work? Why don't they revolt?
  - o Slave patrol was mandatory- you would have to serve on the patrol/ police force that made sure slaves from one plantation were not communicating with other plantations
    - Keep runaways to a minimum
    - Binds slavery and non-slave owners are bound as well when they are required to serve as a slave patrol
    - Rebellions by violent means
- Slaves were expected to stay in line
  - o Being sold was the biggest fear as they would leave their family
  - o Physical discipline [corporal punishment such as whipping] which also was psychological as others looked on and were scared by what they saw
  - o Humiliation "slavery is social death" sociologist spoken;
  - o Slaves wore bells
  - o Pregnant slaves- dig hole, she lays her belly in hole, and the beatings/whippings were done to keep the baby [who was the master's property] safe
- Look at how you restore some humanity
  - o Resistance- everyday if you see punishment perhaps you are just neglectful/forgetful of not closing barn door and animals got out; careless or subtle message; slaves were kept uneducated for a reason
    - Trained to be complacent
    - The way they survived by just complying; used to telling white folks what they wanted to hear [informal resistance]
  - o Carve out time for self- historians looked for forms of recreation
    - Banjo
    - Games
    - Have evidence of recreational activities to soften the impact of slavery
    - Weddings – between slaves were not officially bonded; masters promised that marriages would not be broken up and about 1/3 were [according to historians] images of broomstick weddings
    - Religion
      - Should they allow slaves to become Christianized- if so needs to be done in a certain way
      - Tent revivals and become overwhelmed by the church speaker
      - Slave owners wanted to keep tight wraps on what slaves were being taught; slave families would be in attendance [loyal slave always be rewarded in heaven]
      - Evidences of sermons from free black communities and redemption was said to be there if you went against your master and the constraints
      - Slave funerals- depictions of Antebellum slave funerals [images]
      - Hearing about righteousness and about redemption; this was a way to be by themselves and spread the word
    - Festivals

- Emancipation
  - o How can you get rid of slavery [1861-1865- it goes away, supposedly]
  - o Vision up North = end slavery and all will be alright and be so happy that we got them freed and will do whatever we want them to do “Forever Free” [book]
- “Contraband of War”
  - o Confiscated and put to work
  - o Half freedom - as still considered property
  - o Magnolia Plantation in LA
    - Sugar planting plantation
    - Slavery ended there
    - Good records from overseers
    - 1862- slaves are still abiding by working sun up to sun down
    - “insolent” behavior overseer was told we will work in morning and take afternoons off; slaves knew how far they could push/resist
    - By October 1862- women would not work unless they were paid \$10.00 a month and build gallows?
      - Overseer left so no more records
- Emancipation Proclamation
  - o There were stages- half freedoms to fighting for freedom of all people which said they were ready for citizenship
  - o Slavery dehumanized some believed they should be half citizens
  - o Their skin color should not allow them to be citizens
  - o Allows arming of black soldiers

2:00 P.M. Nurturing the 21st Century History Classroom by Tom Daccord

For immediate results/ survey immediately

- Cell phone:
  - o Polleverywhere.com – one tool
    - And free up to 30 responses
- Google Docs [go into forms]
  - o Embed the results immediately
  - o Can create games and such, but not scored automatically

Poll: [immediate]

- Text or use laptop “how am I doing” <http://www.polleverywhere.com/>
  - o Set up choices and get responses immediately
  - o To change your teaching

Games [to have it scored] <http://www.quia.com/>

- Visit Quia web 'shared activities' and go to history; you can choose topic and the game; fun way to review; the kids will play the game over and over; kids wonder if we can make the game and over and over and then the kids begin to make the game- this is for the rote/ basic stuff
  - o Interacting and way to master principles
  - o Go in and play by yourself and see how it is before sending to students and give the kids the link
  - o \$49.00 per year and use it as a class webpage ; school/district subscriptions too
  - o Easy to do but need to remember to press 'save' often

## Research

EdTechTeacher Educational Technology Professional Development [21<sup>st</sup> century learning]

\*workshop in Boston over the summer\*\*\*

Teaching history with technology <http://besthistorysites.net/>

- Site that serves as a search engine for historical topics/ lessons ideas and activities/ PowerPoint presentations
- Annotated and rated WebPages
- In book form or online form
- World History
- American History including Civil War and Reconstruction

Teaching History with Technology <http://thwt.org/>

- Video tutorials
- Also available on TeacherTube that will walk you through Skype and Twitter and such on TeacherTube – look him up

NCSS- sits on committee for technology <http://ncssnetwork.ning.com/>

- Don't need to be a member to use this feature
- Ning site [like the one from last year Scott from UCF] flexible platform for collaboration and sharing
- Mini-Ning – Pearson picks up the bill; put in credit card number and as soon as you are validated as teacher you will not be charged
  - o Example: 'Forum' members ask questions and get answers; a-synchronistic
  - o Example- place videos as well
  - o Example- Podcast – radio show and puts up MP3 files on this site and this is an idea for us to do
  - o Groups- section for you to become a member of a group and become part of a group with similar interests to collaborate with and ask/learn
  - o Use it with classroom- in the Wiki component "great debate of 2008" project
    - 10 weeks before presidential election
      - Students explaining issues and took ownership of several issues; Obama, etc and posted videos and stats and more; quality of information from students
      - Students quickly realized they had an audience; students made request to do more; kids took ownership
- What is your mission?

- Levy and Rene [MIT and Harvard researchers] labor market changes
  - What employers are demanding is complex communication and expert thinking
    - Identify new problems and solve those problems
    - Creativity, collaboration, [partnership for 21<sup>st</sup> century skills]
- “If/then” logic [cause and effect] computers excel in this; if computers can do it, then a person will be out of a job
- What don’t the computers do well?
  - When was the Spanish Armada? 5 years ago they would go to library now they use their phone
  - Rote =not keeping the integrity of our courses
  - Can’t be innovative [if it does not fit into their realm of what it knows, can’t do it]
    - Ask questions using inference and come up with an answer – students
  - Social communication – eye contact; not good with social analysis and communication
    - Made analogy with computer coming before book- parents would be up in arms as you took my child from being social to a book☺
  - Kids are non-participatory; make superficial analyses of websites; don’ know how to search; not savvy
    - What training did you undergo to instill in web literacy into students
    - What % of historical materials by mid of this century will be digitized – informal pole
      - What skills are needed? #1 search skills
      - Disrupting Class book by 3 Harvard grads

#### Primary Sources 2.0 [4:15PM on Monday]

By Tom

- <http://digitalvaults.org> National Archives Digital Vault
- Future research is online; kindles and ipad and such
  - Organized by Tagging and dropping the images down into the tray
    - Can be made into multimedia presentation
  - Environment of the learning is digital

<http://books.google.com>

- Search for topic and find embed code under the ‘link section’ and can embed the link and go read this at no cost
- Search for topic- Reconstruction 1865; want something to get part/all of text use advanced search
  - “full view” only is full text if want all of it
  - “limited preview and full view”- to see and get full
  - This will help you get info so it can be embedded
  - If you see ‘clip’ of book- they make it difficult to copy and paste; you can copy and paste, but limited
    - Click on clip and this hard to copy and paste becomes easier
- Go to Google first and just search and a X-roads or Guttenberg and add “e-text” and go around that way
  - Limitation is working with this – how can you take notes; interactivity is not there

- If only want a chapter or two in public domain you can search [Google search “e-text”]
  - The whole book may be available full text and no copyright
  - Copy and paste what you want into a Word document and can insert a web link; click on it and takes to photographs and text and questions to consider; you can put the original cover online; place comments [on Word document] you can teach and probe and guide students with the comments on the Word doc
    - Use web links to hyperlink
    - Use embed code
    - Add comments to probe and teach
    - This can enhance lessons simply using Word
      - Have students do it

<http://Guttenberg.org>

Tuesday October 26, 2010

## Habits of Mind

By Jim

History Themes

History habits

FL Standards of Learning

Colloquium Sessions

NCHE’s vital themes and narratives:

- . 1. Human interaction with the environment-
- . 2. Values, beliefs, political ideas and institutions
- . 3. Comparative history of major developments
- .4. Patterns of political interaction- mobility [Anna is an example]

Habits of Mind

- Why do we study history?
- How do we study history?
- What is your mission?
- Habits of mind: Numbers 1,3, 7, 9, 10, 13 – is the ‘why’ to study history for this colloquium
  - 3- Slavery/Civil War perspective from the people in the north versus the south [Habit of mind number 3]
    - Masters did with slave women
    - Breaking up of the slave family
      - These are two ‘hush-hush’ points about what is learned/taught from slavery

- 7- History is not a sitcom and cannot be solved in 30 minutes; very in-depth
- 9- See Sean Adams –Presidential Reconstructions- presentation later today
- 10- Anna Kingsley- people who made a difference
- 13- evaluate evidence; more you read the better you write, the more you write the better you read
- See what connections you can make in what you do and what you can be doing

## Website Evaluation and Incorporation

By Tom

<http://edtechteacher.ning.com/> by Tom Daccord

- Go into groups
- Drop down to 'latest'
- Join the group

In the 21<sup>st</sup> century if you cannot search effectively, it is as if you cannot read

- Case study on Sophomore who tried to find primary source 1920s movies [in Google] and said "I did not find IT"
  - She did not find what she was looking for, so it is not there
  - Google only covers 10-20% of Web; research needs undercover part of the Web [the behind the scenes]
  - What is a primary source- relevant 'actual movie' 'actors' 'script' 'elderly person who saw the movie'; brainstorm and which is most important
    - The first word brings up the first topic; thus key word orders are the most important
      - Effective key word strategy is the most important when searching- you need contextually appropriate keywords
      - More hits=more popular and it is a popularity contest; not necessarily a first one is the best one
        - In case of student with 1920 movie primary sources; look up what is a primary source; look in an encyclopedia for information [Britannica online or real book]
        - Library of Congress search example- with Vietnam War

Example: Vietnam War [see Ning site for the Vietnam upside down triangle] Need to have BT, RT, NT

- **BT- Broader Terms-** Cold War; US Foreign Policy
- **RT- Related Terms-**
- To move laterally you need to develop more related terms which therefore helps to see different perspectives
- Example- Google Mind Map "wonder wheel"
  - Guidelines/ rules of suggestions of how to search
  - When do a basic search- click on 'more search tools' and click on wonder wheel
    - Can also click on Timeline to see a timeline of events
- Advanced search
  - K12.\* [as the \* is a wild card]for example if you want to find Lincoln's birthday

"Reconstruction" lesson OR activity OR unit site:k12\*.us

Find web pages that have...

all these words:

this exact wording or phrase:

one or more of these words:  OR  OR

But don't show pages that have...

any of these unwanted words:

Need more tools?

Results per page:

Language:

File type:

Search within a site or domain:   
(e.g. youtube.com, edu)

[Date, usage rights, numeric range, and more](#)

Advanced Search

©2010 Google

**Need more tools?**

Results per page:

Language:

File type:

Search within a site or domain:

- Adobe Acrobat PDF (.pdf)
- Adobe Postscript (.ps)
- Autodesk DWF (.dwf)
- Google Earth KML (.kml)
- Google Earth KMZ (.kmz)
- Microsoft Excel (.xls)
- Microsoft Powerpoint (.ppt)
- Microsoft Word (.doc)
- Rich Text Format (.rtf)
- Shockwave Flash (.swf)

[Date, usage rights, numeric range, and more](#)

- You can use different formats for different searches [Google Earth, PowerPoint, etc]
- **NT- Narrower Terms-** example- soldiers, battles, etc; diplomacy, lessons, protests

Searching in Bingle is useful for kids <http://www.bingle.nu/>

- Makes a comparison and uses a dual screen

Academic search engine <http://www.refseek.com> [.edu and such]

- This is in Beta right now, but does have a 'documents' section and it appears right in the page
  - o Can choose 'narrow your search' and choose pictures, timeline, etc.
  - o Identifies what age groups lesson plan search is good for

Sweet search is for kids <http://www.sweetsearch.com/>

One for social studies <http://www.sweetsearch.com/socialstudies>

Google squared <http://www.google.com/squared> [This is a Beta as well; limited information and will grow or it will be dropped]

- table of information; the one we did in session was 'presidents'

## Presidential Reconstruction I

By Dr. Sean Adams

"America's unfinished issues" in reference to reconstruction

South in 1865- physical destruction of South; idea of rebuilding [South] was a tough concept [showed image of Sherman's march through GA] "Sherman's chimneys"

- 1/3 of Southerners are enslaved Africans
- Billion of dollars taken out of economy by taking labor force out of control
  - o Are slaves citizens or ½ slaves
  - o Political issues – 11 states that attempted to secede and union never acknowledged that secession was an actual right
  - o 1863- in certain conquered territories there was a plan to keep slavery
  - o Lincoln had idea to make a half-way measure to please the people who opposed the emancipation
    - Ideas begin in D.C. to have ideas on what ideas south should embark upon
    - Lincoln got the nomination but only was a farmer and he wanted to preserve the Union and was successful
    - Jefferson Davis had many skills – all types but Lincoln still won; interested in progressive idea of slavery; he had a shiny model of slavery
- Radical group "City on the Hill" political support and idea resonates that US is a city for all others to emulate and make a new society; very idealistic [had two goals/items]
  - o Led by Charles Sumner [Massachusetts] – very influential and believed South should be punished and remade
  - o Thaddeus Stevens [Pennsylvania] – strict; set in his ways; believed he had solution and the south needed to be remade
    - 1865 when clear war will end [6,000 lives lost in war] take out old and bring in new
      - 1. Black suffrage- former slaves need the right to vote [prior to this was Dred Scot] Federal gov did not believe that blacks needed rights unless their state said they could; punish the south as the most left in the cold would be the antebellum leaders/ southern elites
        - o Andrew Johnson was a popular vice president as he represented anti-slavery, but not radical; anti planters; hated what slavery did to whites, but not necessarily what it did to blacks
      - 2. Free labor – free soil; if someone has stake in their own future this is the only way to build as stable political community; black family that is stable is key to future of the South; remake it in the views of North
        - o Freedman's bureau 1865- set up as ad hoc agency; parceling out provisions; handing out rations to white folks too; was a kind of agency of reconstruction

- Between 1865-1870 they distribute 22,000 rations and have a radical view called “40 acres and a mule”
    - Redistributing land formerly owned by slave owners and be split up by those who worked it [land broken up and distributed]
    - Region from Jax to Charleston where former slaves were given land 40,000 given lots of land- this is land redistribution
    - This is radical as it was less than 10 years from Dred Scot and idea of people holding land and now it was being redistributed
- Freedman’s Union Industrial School [Richmond, VA 1866] until about 1870
  - Education- basic literacy, vocational education
    - Freedman’s schools opening up all over the South [Laura wrote article on this happening in Florida]
      - Teachers were volunteers, abolitionists, Laura wrote a dissertation on this
      - Congress appropriated money for this freedman’s bureau and Andrew Jackson vetoed [talk about later]
      - Image of the Freedman’s Bureau 1865 with a man in between of two groups trying to prevent the fight/conflict of two groups
      - Land distribution fail; when slavery ends- people leave and get mobile to get reunited with family, friends and just go as they can go; they flock to cities [Jacksonville] Freedman’s bureau come in and try to help as help is needed; they also arrange labor contracts b/w slaves and their former owners [sign contract as this is what it is- get paid for the work]
- Show image of Phyllis Wheatley lesson XXXIX
  - First time African Americans see folks who look like them in figures of authority
- Andrew Johnson-
  - Policy matters and he is an example of this
  - Personality and kinds of policies he enacts
    - Put on ticket as he was a conservative
    - He was a tailor; grew up poor; run against planters and did not like them
      - Former planters had much to fear if he ran against them
      - Traitors would be punished and impoverished
        - 2 questions:
          - 1. How do we admit something happened and do something about it?
            - Reintegration versus reconstruction
            - Johnson wanted to reintegrate it; states can come back into union on certain terms- need loyalty oath; strip confederates of their rights/ take away their status [except for military confederates and all those who are super rich]
            - Slavery is no longer the law of the land and rich will not be reimbursed if you put money into Confederate war bonds/ not honoring war debts
          - 2. What are we going to do about Freedom?

- No more slavery, but beyond that you are on your own
- Black codes were enacted
  - Not allowed to own firearms
  - Vagrancy laws- defined as no visible means of support; homeless- is being a vagrant and could be picked up if you did not have a home/job
    - Many former slaves were picked up and given 3-5 years and hired out as prison labor and loaned out to their former owners
    - Radicals see this and begin complaining
- President Andrew Johnson pardoning rebels at the White House 1865 [images/photograph]
  - Pardoning- he was a poor white tailor and wants to punish the planter class [raised on flattery and getting what they want and visit Johnson and he begins to pardon more and more personally]
  - Of the 50,000 – 13,500 were approved; signing about 100 a day in 1865
  - Johnson vetoes Freedom’s Bureau
  - Challenge between executive and legislative branches and 1866- is important mid-term election; did not need reconstruction, need reintegration
  - “swing around the circle” tour of the US

## Creative Web 2.0 Integration

By Tom

<http://blackhistory.harpweek.com>

- Best of history site and go to reconstruction page

<http://www.wolframalpha.com>

- Computational search engine
- Statistical search
  - Look on side after you do the search- you can see examples by topics –
- Leonardo’s laptop [book]
- DRCD
  - D-
  - R- **“relate”**- the great debate of 2008; hobo story
  - C- **“create”** Empowering students with a meaningful example for collaboration
    - Wiki idea for students to give answers and view topics/answers
  - Create a community of interdependence – as if nobody places information nobody and learn or grow we all **“donate”** our knowledge

**Find results** related to **all** of the words  
 related to the **exact phrase**  
 related to **any** of the words  
**not related** to the words

**Content types** Return images that contain  
 any content  news content  faces  photo content  clip art  
 line drawings

**Size** Return images that are  
 Any size

**Exact size** Return images exactly the size  
 Width:  Height:  [Use my desktop size](#)

**Aspect ratio** Return images with an aspect ratio that is  
 Any aspect ratio

**Filetypes** Return only image files formatted as  
 any filetype

**Coloration** Return only images in  
 any colors

**Domain** Return images from the site or domain

**Usage Rights** Return images that are  
 labeled for reuse [More info](#)

**SafeSearch**  No filtering  Use moderate filtering  Use strict filtering

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not filtered by license  
 labeled for reuse  
 labeled for commercial reuse  
 labeled for reuse with modification  
 labeled for commercial reuse with modification

- Google- advanced search 'labeled for reuse' for images/videos for kids to think about kids to think about intellectual rights and show some difference to rights; takes away some of this sense of entitlement
- Copyright and 1976 Fair Use – it is for Educational use...it may be okay; show you intellectual skills and research

Creative Commons – <http://creativecommons.org>

- Specifically : <http://search.creativecommons.org/#>
- Find licensed work
  - o Allow commercial uses of your work [yes or no]
  - o Allow modifications of your work [yes or no]
    - By adding to creativecommons.org- it is licensed for reuse
  - o Search – go to find and use of one of the interfaces
    - Click on some rights reserve- you are free to copy, etc and remix
    - You must attribute the work [make a slide at the end that has listing of the elements and provide a title and link]
- The highest order of thinking is to be able to create
  - o To create meaning out of change
  - o Caitlin Cassidy "There's no Aunt Sarah"
    - Given information and job was to research the Great Depression and specifically teenage hobos
    - Radio show; created a radio show- kids in character [audacity] and interviewed them in character; like fireside chats; create podcasts
    - Attach meaning and with meaning students can gain a better understanding

Creative Web 2.0 Integration continued

By Tom

Collaborative Brainstorming, Writing and Editing – on the Ning

- Google docs
- <http://docs.google.com>
- We did a presentation
- We did 'forms'
  - o Open Office- many students use it as it is free [.odt files]
- Showed us a presentation from an upper elementary presentation of civil rights
- Articulate the plot [storyboard]; slide by slide why the music was chosen and how each contributes to each slide
- On Ning there is a rubric to guide to multimedia presentation
  - o Capzles – for making animated timelines

## Presidential Reconstruction Part 2

By Sean Adams

### Turns into radical reconstruction

- Johnson was making himself unpopular in radical camp
  - o Opposed amendment that radicals were kicking around
  - o Executive not in favor of civil rights act; radicals needed to add amendment to constitution [14<sup>th</sup> amendment] Douglas Papers
  - o “Swing around the circle”
    - Radicals are going to make the 1866 [14<sup>th</sup> amendment [controversial] of 1868]
      - Restates principles of citizenship outlined in Civil Rights Act of 1866
      - Anyone born in US is a US citizen
      - Reduces representation for states that disqualify voters [if you are going to deny the right to vote you will have less representatives]
      - Disqualifies former Confederates [can be repealed by 2/3 vote by Congress]
      - Repudiates Confederate war debt
  - o By all accounts is terrible- he is heckled and refers to republicans in Congress as not law abiding and began to agitate his own handlers and most were over him; he would read his speeches as he was not a good speaker [shows up in primary sources during his impeachment]
    - He loses the referendum
    - They carry all non-confederate state except for 3
    - As he is haranguing congress, a riot breaks out; death of 50 African Americans
    - New Orleans Riot July 1866- outbreaks of violence; Johnson is not representing well
    - This is 1866- hard to sell them on idea that the South could be self-reconstructed
    - The Radical Convention [Philly 1866] Geary- candidate for governor “White Men & Women”

### Reconstruction Act of 1867

- Divides south into military states; constitutional conventions that see black members
- Empowers radicals and radically remakes the south [map shown with numbers with 2 dates]

Edwin Stanton, Secretary of War

- Johnson begins firing people who are enforcing the radical reconstruction and this pushes more and more
- Congress – open war between executive and legislative branches “10 Year of Office Act”
- Johnson fires Stanton and this is what they will eventually get him on for impeachment
- By 1868- things are looking bad for Andrew Johnson [1867- referendums OH, MN and KS it fails]] radicals will fail in their home states in the North as they were not believing in black suffrage
- 1868- get enough votes to try and impeach Johnson
  - o Decide whether they will impeach and senate asks as jury and need 2/3 vote; draw up 11 articles [impeachment ticket- neat primary source]
  - o Vote to impeach was a party-line vote republican in favor and democrats opposed [“ten years in office” was mentioned the most so most think this was the root]
- Johnson is impeached, but not removed- preparing to go out [title of political cartoon with jacket titled ‘oblivion’

Resource:

Harpweek.com: <http://www.andrewjohnson.com>

- Political cartoons can be found here – images and brief information [one paragraph] context, biographies; simulation of impeaching
  - o Primary sources- long articles here but great information
  - o Much prep-work for students; use the coverage of it for the students; too overwhelming for students but needs to be extracted

Wednesday, October 27, 2010

Radical Reconstruction [8:30 session]

By Sean

Radical Reconstruction 1867-1877

- Black and white participation in the Constitutional Convention 1867-1868 [Harcourt and Brace & Company map]
  - o Black codes prohibited blacks from voting
  - o Significant presence in nearly all confederate states- state governments are being formed with black presence
    - This is amazing as Dred Scot was less than 10 years past
    - Important time for republican party in South – states are forming republican government which are with strong with tenants/kind of governments from radical state constitutions that is an activist presence in politics
      - Focus on education
      - What to do about slavery? 3 main goals in dealing with freedmen:
        - o 1. Building successful political alliance b/w black voters and white voters
          - Some unionist in the south that buy into the idea; white northern came to south known as Carpetbaggers “Thomas Nast’s Carpetbaggers (1872)- was shown in presentation
          - Carpetbaggers =negative connotation; exploit and take advantage of situation

- No doubt some did come down and made a good living; argument that they felt that they were bringing their expertise to the south and make a difference; they are going to do what they think the south needs and personally profit from this
- Carpetbaggers are important and noticeable presence-white leadership for black voters
- White presence also seen in the Scalawags
- FL has no railroad connection- so divided from many as most people live in Key West or Pensacola; FL is minor player in civil war
- Radical reconstruction was attempt to rebuild based on black presence
- Showed map titled Black Population, 1880; white former plantation owners and free slaves who stayed in the South; there is not a major out migration; goal= cashless society; not slave labor but have people to work and people who need the work; sharecropping- an arrangement where you have a share of the crop in split between land worker and land owner; land worker could live on land; land owner would pay for the materials [mule and such] and then the worker would be indebted to the farmer to pay it back
  - Strengths and weaknesses:
    - This is not slavery but a problem as far as constant debt
      - Cotton prices fall or bugs take the cotton and this is hard on the farmer and worker; only about 10% of farms were owned by black farmers or tenant farmers
    - Sharecropping- ‘incentive structure’ on cotton as the incentive is to raise as much from cotton as possible to get out of debt; was more labor intensive as there was no machines and things to increase the productivity of the land; sharecroppers did not get the items to increase the productivity since they don’t own it
      - it is a difficult situation as nobody wins in this situation of debt peonage
      - 10-15 years they will get out of debt; agricultural dilemma to raise as much cotton/cash as possible
      - supply goes up and prices go down
- Folks with land and folks who could provide labor and this sharecropping was the best they could do at the time
  - % of farms sharecropped by county some cases 80% are being farmer by sharecroppers
- Hard to change racial ideas
  - Cartoon from Harper’s Weekly Lady Liberty/Columbia all asking for a pardon; wounded black soldier with lady liberty’s hand on her shoulder
  - Black suffrage – ex-slaves provide about 80% of vote; hold only 15-20% of electoral

- Hiram Revel and Blance Bruce represented Mississippi in the US Congress during Reconstruction
- Radicals in Congress; Do you think that what radicals had in mind was can you really reconstruct in the South?
  - Our members discussed this
  - A Fool's Errand written by a Carpetbagger book from 1870s by Albian Tourjan [not sure on spelling]
  - South acting "upon"
  - Folks that have lived under slavery and now slavery is gone and have opportunity to make different circumstances; black southern should join and gain power to make a better future
    - Were the foolish to think their political allies would allow the changes
- Historical agency On Agency by Walter Johnson who wrote Soul by Soul; have control over your own life; independence; political science talks about what extent and constant struggle in the agency; in 1950s Stanley Elkins slaves were so repressed that they were psychologically damaged and compared them to Holocaust experiences; overwhelming system; Another said that by the food they ate, names given to children, religion – evidence that this was not an overwhelming system
  - Least amount of agency when sold on the block for "x" dollars
    - Slaves would cough often; slouch to not look muscular, cut off fingers and this goes with agency
    - Is it form an agency when you cut off your fingers a form of agency; going by your own name is agency [but within constraints]; concerting your own individual will
- Klansman on horseback 1868 [Tennessee]
  - Led and staffed by many confederate soldiers and targeted both black and white but mostly blacks to going to the polls and voted
  - Targeted union league leaders; assassinate both black and white republican leaders; provoke; using arson and killing
  - 1920s focused on immigrants; Indiana becomes big
  - 1950s Klan that is around today to fight against civil rights

Stem the Klan- there are masks against wearing masks [dated back to reconstruction]

- Informal militia – intimidate black voters and white republicans
  - Evidence that democrats were willing to go along with intimidation of democratic party; "peacefully if we can forcefully if we must"
    - Radical reconstruction government
      - Went into debt as wanted railroads and schools [north told them to do so]
      - Lack of interest in reconstruction in the north; step up to stop the violence about 20,000 union troops in the south and this is not nearly enough to enforce; visible presence but no way to keep people from protesting [like Klan]
      - What do you do when people don't want the help of the people who are there to help?

## Grant

- Offers support for radicals
- Whiskey ring scandal
- Great general, not president [loss purpose and morality]
- Liberal republican movement in election of 1872- Horace Greeley running as liberal republican
- 1872- pass amnesty act; we get choice and politics in civil war Lincoln, Washington, Grant vs. Calhoun, Davis and Greeley “waiting the bloody shirt”
  - o Many states vote republican for a long time [until Reagan]
- 1876 election

## Habits of the Mind

- This is Jim’s tie in from Sean’ presentation with Jim’s presentation
- #3- historical empathy – what Patrick was saying in his thoughts; trying to develop the empathy
- #7- live with uncertainty- debating between the topic and there are things uncertain; unfinished business
- # ? Historical causation; what was identified to do
- #9- things change as the more information we get and learn from

## Work of the Historian

### By Laura and Sean

- Mostly white women on missions to come to South to teach black children; but pretty much on their own
- Laura found letters that the teachers sent back to missionaries
- 1960s building was being torn down and letters were in attic and what was left was donated to Fisk University and placed into microfilm; studies done by historians and hadn’t been much research
  - o Went to FL State archives and dictated it and then transcribed them
    - Wrote the paper
    - 2003 FL Historical quarter; did thesis on this topic
- Students wanted more black teachers in the “normal school” [like going to high school] people of all ages went to school to learn the fundamentals – reading and writing- and normal school was to learn more; essentially these students that went to normal school [eventually became colleges or teacher colleges] were the ones who went to university and these people and their descendents became the leaders of the civil rights movement
- Freedman’s bureau build schools and supplies when they could; black community paid for the schools and education; fathers would work in field so their child could attend school
  - o 47% population were freedman after war; 155,000 people living in FL [living in middle FL- Tallahassee area]
    - Don’t know numbers as records were not kept well enough
    - Always in need of teachers
    - Teachers morning, afternoon, night, Sat school, Sunday school- etc

## Learning how to read a book

Tricks of the trade to “Unpack a book” or “Read a book” for graduate level work

- Transition reading from undergrad [50 pages a week] to graduate [doing books a week] used example Mothers of Invention
- Shortcuts:
  - o What distinguishes a scholarly book based in primary research
    - Academic studies
    - What is the argument: “What is the argument for this book”
      - 1. look at book reviews JSTOR database – where the book fits with literature and a summary of book
        - o Frustrating for the writer [3 pages] but great for getting the quick fix
        - o Look at more than one – 3 or 4 of each
      - 2. Look at the introduction [historical monograph]
        - o Useful as it the books overview
        - o Sometimes the intro can give you sense of what you are reading and also in table of contents
        - o Read the first sentence of each paragraph to get a sense of what is going on
      - 3. Look at preface and acknowledgements [this is evidence that there may be a book review if it says such and such read it]
  - o Use index card and write about it in single paragraph; keep it to one page

## The Compromise of 1877

By Sean

- End phase of reconstruction
  - o Days are numbered
  - o Lack of support moral and logistical for northern reconstruction and KKK and such
  - o Supreme Court took a back seat and now we have 3 amendments in 5 years- 13,14,15 amendments
    - Have to interpret what amendments mean [13, 14, 15]
      - Slaughterhouse cases – LA charters corporation to slaughter/butcher; denied their people the right to do this as this was a violation
      - With 5 justice majority, they rejected the case; 14 amend was to protect freedman and bestow them federal rights and then goes on to limit
        - o Rights to port, protection on high seas; if states infringed, they would be violated them
        - o “nothing to do with most rights of citizens under state control”
  - o Federal rights were infringed upon and should be federal court; what 14 amend protects are civil rights violated by states, but not by individual [if it were a state agency attacking okay...but since it was individuals, local courts would handle the case]
  - o Sheet music is a great primary source [campaign sheet music too]
  - o Hayes-Tilden election 1876- Harcourt Brace and Co. Map was shown

- Hayes wins 185-184 and Tilden won popular vote
  - 3 states are disputed- FL, S and LA
    - 12 amendment; but no provision for house/senate disputing the vote; making stuff up as we go along
    - Electoral commission of 1877 [FL Case]– 10 from congress [5 republicans and 5 democrats] 4 Supreme Court justices [8 republicans and 7 democrats] and it was announced that Hayes won as the party was tipped in his favor
    - Warmly House Hotel – February; what came out was democrats agreed to pull off protest of 1876 election; republicans gave up reconstruction and Hayes said he would not prosecute it
- Political cartoon are snap shot that intend to evoke a response
  - Thomas Nast Cartooning the Reconstruction Era 1865- image with Lincoln’s face on middle bottom- a circle- coming full circle between slavery and freedoms; like a Venn Diagram
    - “tweet” something on it
      - People shared their thoughts
  - 1866 ‘Worse than slavery’ KKK and Whitely on each side
    - Was a white man’s government
      - Terrorism; fearing the changes as slavery was worse; failed promise of reintegrated south; ugly face of reintegration
  - “This is a White Man’s Government”
    - Who is on it?
      - Black man on the bottom as is American flag
      - Irish man [on left] with club and ‘bottle’ [democrats]
      - Middle white southerner [belt buckle reads CSA]
  - Grant campaign [cartoon]
    - Let us have peace