



AFRICAN AMERICAN CIVIL WAR MUSEUM



Field Trip Guide
modified for virtual field trips

WELCOME TO THE AFRICAN AMERICAN CIVIL WAR MUSEUM!



The African American Civil War Museum is an exciting place to explore and learn. The mission of the Museum is to correct a great wrong in history which largely ignored the enormous contributions of the 209,145 members of the United States Colored Troops during the American Civil War.

It tells the stories and preserves for posterity the historic roles the United States Colored Troops played in ending slavery and keeping American united under one flag.

Taking a field trip to the African American Civil War Museum offers students and teachers an opportunity to interact with real objects. Field trips engage the senses, bring curriculum concepts to life, and inspire a deeper understanding of the past. Given the need for modified learning experiences, this guide is designed to help you plan your virtual or modified field trip with the African American Civil War Museum. If you have any questions please feel free to contact the Museum by email at education@afroamcivilwar.org.

Table of Contents

About Us	2-3
Prepare to Visit	4
Pre-Visit	5
Visiting the Memorial & Museum	6-7
Post-Visit	8
Curriculum Alignment	9-11
COVID - 19 GUIDELINES	12
CONTACT US	13



ABOUT US



The mission of the African American Civil War Museum is to correct a great wrong in history that largely ignored the enormous contributions of the 209,145 members of the United States Colored Troops. It tells the stories and preserves for posterity the historic roles these brave men of African, European, and Hispanic descent played in ending slavery and keeping America united under one flag. The Museum uses a rich collection of artifacts, documents, primary sources and technology to create a meaningful learning experience for families, students, Civil War enthusiasts and historians about the period from the American Civil War to Civil Rights and beyond.

The museum was founded for two purposes to correct the wrong in American history that ignored the service of the United States Colored Troops (USCT) and to aid in the economic revitalization of the historic U Street community which was devastated by the 1968 riots. At the core of the Museum's mission is the goal to serve the educational needs of its local, national and international community with a high-quality and effective learning experience while interpreting the history of the USCT and the community life of African Americans before and after the American Civil War.

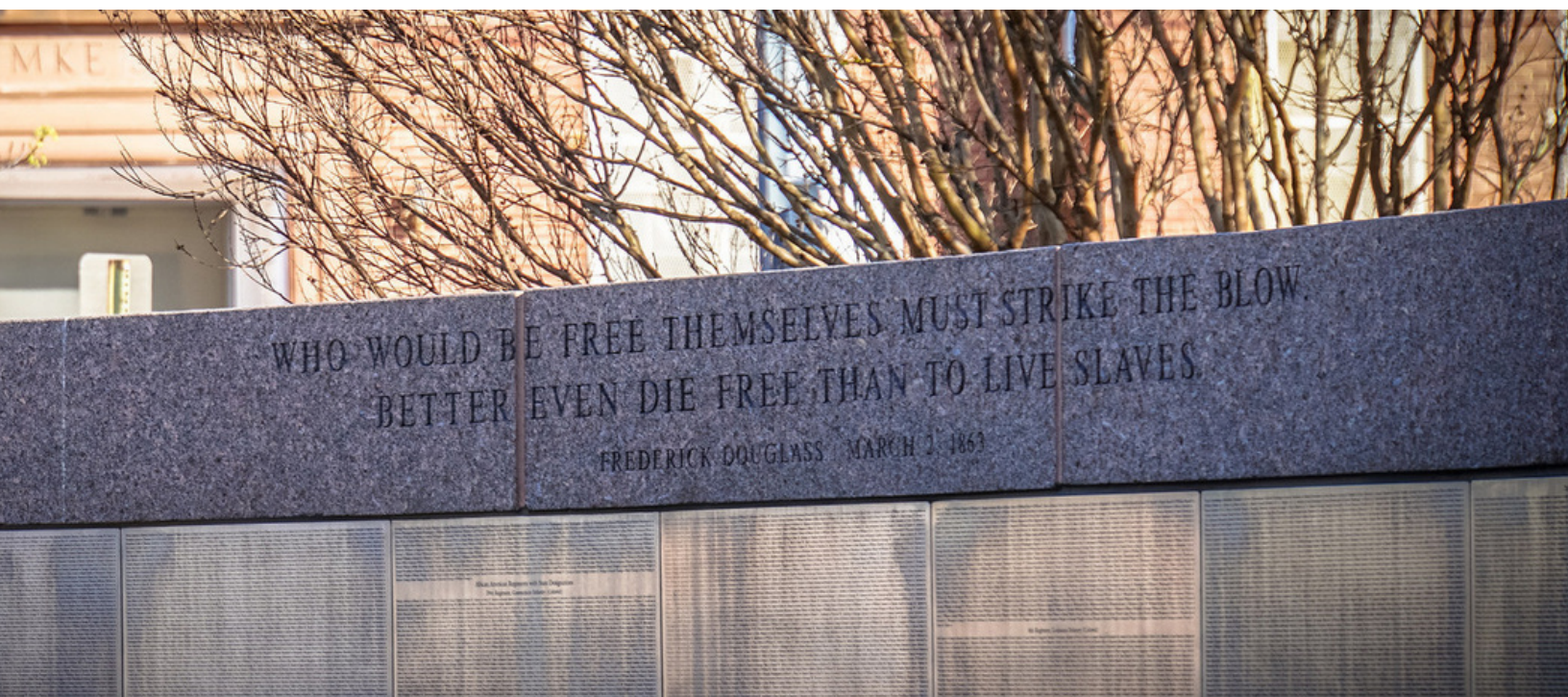
With this mission as the central aspect of our operations, the Museum constantly seeks to provide a variety of learning opportunities for students of all ages, teachers, scholars, USCT descendants, churches, and the public through an eclectic programming schedule. The African American Civil War Memorial Freedom Foundation was incorporated in 1992 to tell the largely unknown story of the United States Colored Troops (USCT). As a tribute to these soldiers, the African American Civil War Memorial was dedicated in July of 1998 under the leadership of Dr. Frank Smith Jr. In honor of these American soldiers who fought for freedom during the American Civil War, the Spirit of Freedom: African American Civil War Memorial sculpture and its Wall of Honor, was situated in the heart of the historic "U" Street district, and serves as a reminder of the courageous story of the USCT. The sculpture portrays uniformed soldiers and a sailor at a height of ten feet with a family depicted on the back of the sculpture, and is situated in the center of a granite-paved plaza, encircled on three sides by the Wall of Honor. The wall lists the names of 209,145 USCT drawn from the official records of the Bureau of United States Colored Troops at the National Archives, on 166 burnished stainless steel plaques arranged by regiment.

The African American Civil War Memorial Freedom Foundation & Museum is an important contribution to the "U" Street neighborhood community of Washington, DC, which has been revitalized, throughout recent years, as a center of African American history and culture. At no other time, since the 1950s, has the "U" Street district seen such energizing forces as those that are seen today—it is a neighborhood of eclectic and diverse cultures, an artistic hub of music, theater, and art, and is highlighted with a plethora of new businesses and restaurants with an international essence—all amid the historical sites, sounds, and flavors of previous times. In addition, the African American churches played an integral role in the history of the "U" Street neighborhood—serving as not only religious centers, but as social and cultural institutions, and were often included as stops on the Underground Railroad. Slaves and runaways held religious services in tents during the Civil War— some tents later became churches. Many post-Civil War contraband camps were established in the "U" Street neighborhood – Camp Barker, the Campbell Hospital, and the Wisewell Barracks – as well as the Freedman's Hospital, which later became part of Howard University's Medical School. The African American Civil War Museum ["AACWM"] opened its doors in January of 1999 and communicates the stories of the USCT through photographs, documents, artifacts, seminars by staff, and historic presentations by community members – volunteer re-enactors, to help visitors understand the largely unknown role of soldiers who fought for freedom from slavery during the Civil War. The Museum has one main exhibit "Glorious March to Liberty: Civil War to Civil Rights," and is expanding with a renovation which will be completed late 2020.

ABOUT US (CONTINUED)

Top 5 Reasons to Take a Field Trip to the African American Civil War Museum

1. The Museum excites and motivates students to learn about an important aspect of American History.
2. Immersion in the Museum environment engages all students in a multi-sensory learning experience.
3. At the Museum, students can engage in the process of inquiry: asking questions, collecting evidence, and constructing explanations.
4. Field trip activities can foster students' critical-thinking skills: analyzing, reasoning, problem-solving, and creative thinking.
5. The Museum offers students a unique experience that cannot be replicated in the classroom.



PREPARE TO VISIT

You have two options in planning your field trip to the museum. For the foreseeable future, we will offer groups the option of a fully virtual field trip on a platform of your choice or our zoom platform or we can do a field trip on-site that is outside at the African American Civil War Memorial. During the final phases of the museum renovation, in-door visits will be suspended as we prepare to dismantle, move and re-build our exhibition in its new home. Please keep in mind that outdoor visits may be impacted by weather.

Field Trip Check List

- Book your field trip with us by visiting the Education Portal on the website. (specify what type of field trip you want)
- Review the program itinerary and communicate any special request with the Museum before your program.
- Review pre-visit materials with your classroom.
- Complete post-field trip activities in the classroom. Encourage students to synthesize and reflect on their field trip learning.



A visit to the Museum aligns with Common Core Standards for Language Arts and Literacy as well as DC Social Studies Curriculum Standards. Students can gather evidence, make logical inferences, and support conclusions using multiple sources of information in our exhibitions.



PRE-VISIT

A successful field trip begins in the classroom.

8 Facts About the United States Colored Troops:

1. The Name of the African American Civil War Memorial is "The Spirit of Freedom: African American Civil War Memorial.
2. Ed Hamilton was the artist who sculpted the memorial statue.
3. There are 209,145 names listed on the memorial wall.
4. 1 out of 4 individuals listed on the memorial wall were enslaved at the start of the Civil War in 1861.
5. 35,000 members of the United States Colored Troops enlisted from Northern States while the remaining 180,000 soldiers were enlisting from the Southern States.
6. The majority of the members of the United States Colored Troops are persons of African descent however, almost all the 7,000 officers were European descent, and a couple of thousands were Latinos, Native Americans, and Hawaiians.
7. Most of the soldiers listed on the memorial wall survived the war, approximately 30,000 soldiers died during the Civil War.
8. Most soldiers died of disease over falling in battle.
9. The average age of a Civil War soldier was 22 years old with the youngest soldier at 8 years.
10. Roughly 4 million individuals were enslaved at the time the Civil War started in 1861. Approximately, 500,000 of the 4 1/2 million African American living in the United States were free.



Use a book to introduce elementary students to the United States Colored Troops. We recommend:

- * *The Emancipation of Grandpa Sandy Wills* by Cheryl Wills
- * *Li'l Dan the Drummer Boy: A Civil War Story* by Romare Bearden
- * *Hold the Flag High* by Catherine Clinton

For more suggestions please visit the educational portal.



Resources from the Museum's educational collection can be utilized to familiarize students with the Museum before a visit. Please visit www.afroamcivilwar.org and click on educational portal to learn more.



VISITING THE MEMORIAL & MUSEUM

Example of a virtual Field Trip Itinerary (30 to 45 minutes):

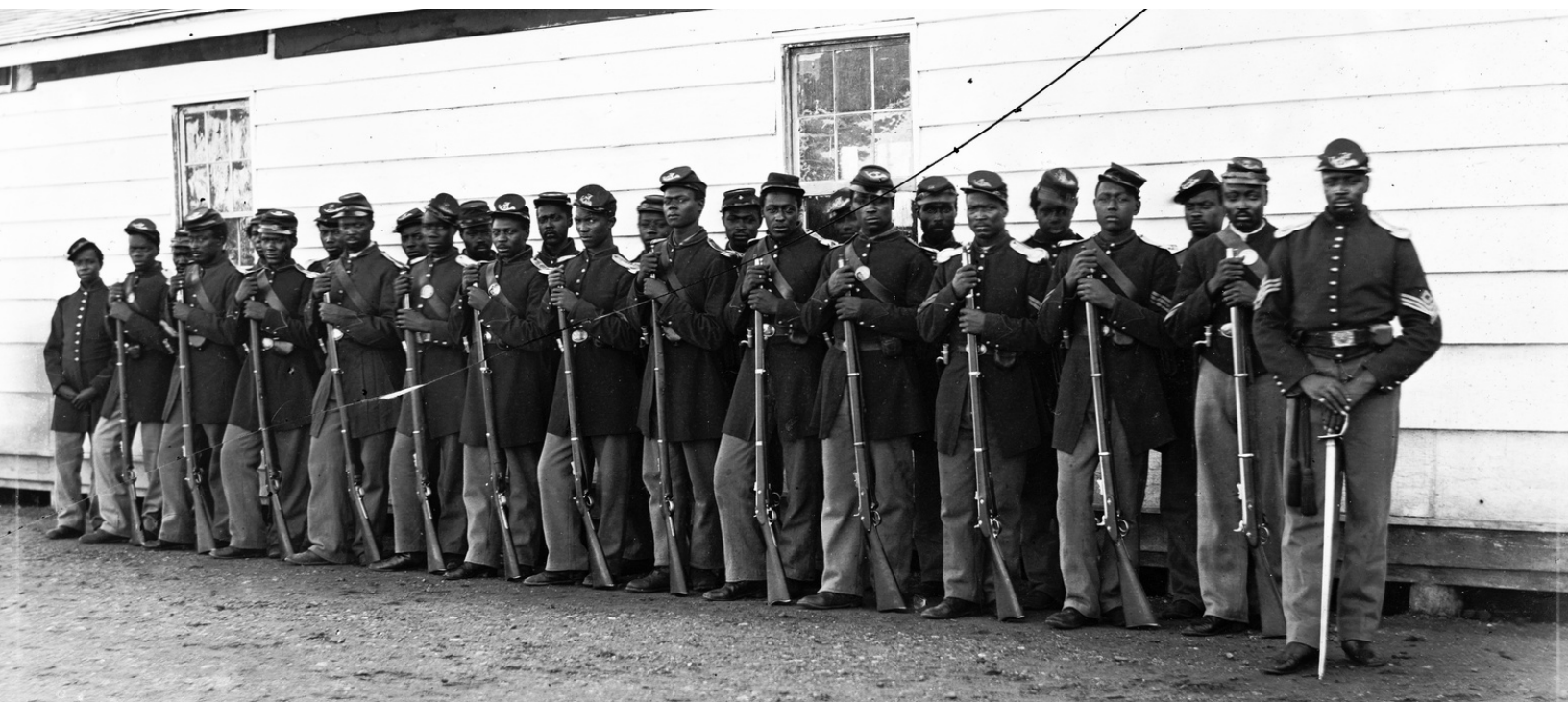
- Welcome & Background
- School of the Soldier Activity
- Field Trip Wrap Up



The school of the soldier activity engages students in learning about what life was like for the typical member of the United States Colored Troops. Students will explore uniforms, equipment and daily activities of the United States Colored Troops and participate in a drill in which they learn basic commands used with Civil War soldiers. Students will learn about the accomplishments of the United States Colored Troops and the journey most soldiers took from slavery to freedom.



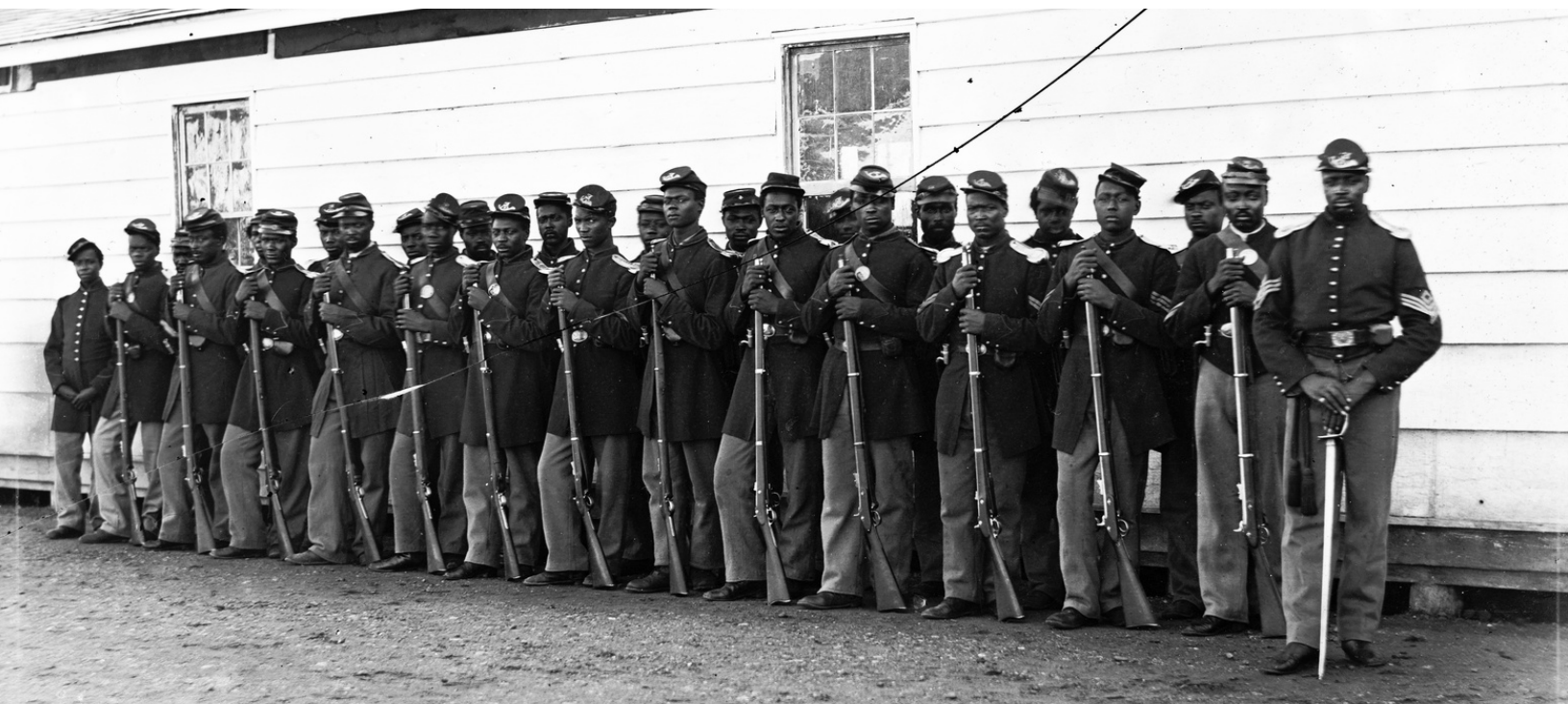
Field Trip focus topics can be customized for your classroom learning needs. Please specify special requirements when scheduling field trip.



VISITING THE MEMORIAL & MUSEUM (CONTINUED)






The African American Civil War Museum is outdoors across from the Museum. For a limited number of groups, museum staff can meet students at the memorial and perform our program outside. Please review the below restrictions for groups visiting in person.

- Fieldtrips outside are limited to 30 to 45 minutes max.
- Fieldtrips outside are subject to weather conditions. Teachers may schedule a rainy day field trip with the museum at the same time as their main choice date.
- We can accommodate a maximum group size of 25 people. This includes students and chaperones.
- Groups will be unable to enter the museum except for the use of restroom facilities and in limited numbers of 3 to 5 people at one time.
- All current protocols for COVID-19 mandated by the District of Columbia will be strictly adhered to. Please see the Covid-19 guidelines included within this guide.



POST-VISIT

Reflection helps students to build ideas, problem solve and connect the past with the present. This activity will assist students in reflecting on their experiences during their visit to the African American Civil War Museum. Use the below questions to discuss what students like and disliked about their visit, trip findings and observations. Please visit the educational portal on the African American Civil War Museum's website.

-  What did you enjoy about your experience at the African American Civil War Museum? What was your favorite activity and why?
-  What topic would you want to know more about?
-  If you were alive during the Civil War would you have served and what branch of the military? (Army or Navy)
-  If you could talk with anyone from the Civil War period who would it be and what would you discuss?
-  What opportunities did African Americans gain after the Civil War?



CURRICULUM ALIGNMENT

A visit to the Museum aligns with Common Core Standards for Language Arts and Literacy as well as DC Social Studies Curriculum Standards. Students can gather evidence, make logical inferences, and support conclusions using multiple sources of information in our exhibitions.

Standards of Learning Covered in School of the Soldier
Language Arts Common Core (www.corestandards.org)

Kindergarten

- CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussion, including raising one's hand, listening politely to the ideas of others, waiting one's turn, and speaking one at a time.
- CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.
- CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood
- CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.
- CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood

1st Grade

- CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)
- CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges
- CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion
- CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

Second Grade

- CCSS.ELA-LITERACY.SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others
- CCSS.ELA-LITERACY.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion
- CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
- CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

3rd Grade

- CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

4th Grade

- CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5th Grade

- CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
- CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CURRICULUM ALIGNMENT

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Language Arts Common Core

6th Grade

- CCSS.ELA-LITERACY.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- CCSS.ELA-LITERACY.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- CCSS.ELA-LITERACY.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- CCSS.ELA-LITERACY.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

7th Grade

- CCSS.ELA-LITERACY.SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.
- CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

8th Grade

- CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

9th- 10th Grade

- CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

11th -12th Grade

- CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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Social Studies

Kindergarten

K.2. Broad Concept: Students describe the way people lived in earlier times and how their lives would be different today.

K.6. Broad Concept: Students retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and they explain how the stories show these qualities.

1st Grade

1.2.1 Understand when and why we celebrate Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King Jr. Day, President's Day, DC Emancipation Day, Memorial Day, Flag Day, and Independence Day.

2nd Grade

2.4 Students understand the importance of individual action and character, and they explain, from examining biographies, how people who have acted righteously have made a difference in others' lives and have achieved the status of heroes in the remote and recent past.

3rd Grade

3.4.1 Compare and contrast how people in the past met their needs in different ways.

3.4.2 Construct a chronological explanation of key people and events that were important in shaping the character of Washington, DC, during the 18th, 19th, and 20th centuries.

5th Grade

5.5. Students summarize the causes and consequences of the Civil War.

5.6 Students explain the successes and failures of Reconstruction.

8th Grade

8.8.1 Locate and identify the states that made up the Southern region of the United States on a map.

8.8.4 Trace the development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and the strategies that were tried to both overturn and preserve it.

8.11 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

11th Grade

11.1.9 Explain the effects of the Civil War and Reconstruction and of the Industrial Revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power.

12th Grade

12.DC.6 Students describe and explain the effect of mid-19th-century efforts to abolish slavery.

12.DC.7 Students describe the effect the Civil War had on life in Washington, DC, and they explain the effects of Compensated Emancipation and the Emancipation Proclamation on the city.

12.DC.8 Students describe the era of Reconstruction in Washington, DC.

COVID- 19 GUIDELINES

During the final phases of the renovation, the museum is not allowing visitors inside of the museum building beyond the necessity of using restroom facilities. As far as COVID-19 protocol the museum strictly follows mandates from the District of Columbia government. The current protocol can be found online at <https://coronavirus.dc.gov/>.

The District of Columbia recommends:

- Individuals wear masks indoors and when they are within 6 feet of other individuals.
- Show vaccine cards when entering buildings.
- If you feel ill stay home and get tested.

We recognize that these restrictions and mandates have become exhausting but our continued patience as we move past the unknown of Covid- 19 will help us all stay safe and enjoy life a little during these uncertain times.

African American Civil War Museum
1925 Vermont Ave, NW Washington, D.C. 20001
www.afroamcivilwar.org

CONTACT US

The staff navigates between working inside the museum and offsite. The best means to contact staff below.

EMAIL: info@afroamcivilwar.org
education@afroamcivilwar.org

FACEBOOK: AFROAMCIVILWAR
INSTAGRAM: AFROAMCIVILWAR

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