

The Geography of Liberty: From the Civil War to Civil Rights

WHAT: A week-long professional development seminar

WHEN: July 14 – July 18, 2014

WHERE: The Jimmy Carter Presidential Library and Museum & the Atlanta Cyclorama and Civil War Museum

WHO: Social Studies and U. S. History teachers, Grades 5, 8, & 9 – 12

WHY: For professional development credit, content knowledge, and best practices

Description of the Seminar

2014 marks the sesquicentennial of the American Civil War. In commemoration of this momentous period, the **Jimmy Carter Presidential Library and Museum** and the **Atlanta Cyclorama and Civil War Museum** would like to present you with an opportunity to learn current research and best practices for using primary sources to teach the Civil War and the Civil Rights Movement, in new and more meaningful ways.

This seminar will cover **CCGPS content** spanning from the administration of President James Buchanan to that of President Jimmy Carter; from the 1857 Supreme Court case of *Dred Scott v. Sanford*, to the *Regents of the University of California v. Allen Bakke*, in 1980; **from the Civil War to the modern period of the Civil Rights Movement.**

Just as in years past, participants will be led in hands-on document analysis workshops and lectures by professional historians, museum and archives professionals, and content specialists. A special emphasis guiding our seminar this year will be the subject of **historiography**; or, the *history* of the history of an event. **Some** of the questions we will attempt to grapple with are:

- How is it that we have come to learn what we think we know of events long past?
- How do historians settle upon the periodization of certain events or ‘eras’ in history?
- Who writes history, with what agenda in mind, and towards what end?
- Why did Confederates say they seceded for slavery in 1861 but not in 1891?
- What events induced Georgia to take the step of secession?
- Why did neo-Confederates claim in 1999, but not in 1869, that thousands of blacks served in the Confederate armed forces?
- What were/are the goals of the Civil Rights Movement?
- What span of time is usually covered by the “Civil Rights Movement” proper? What is the ‘long view’ of the Civil Rights movement?

- If the formal name of the Voting Rights Act of 1965 is “*An Act to Enforce the Fifteenth Amendment*” (1870), then why do we teach the Civil Rights Movement as a series of events occurring in the 1950s and 60s?
- What is the danger of teaching a ‘heroes and holidays’ version of the Civil Rights movement? What is the danger of teaching the Movement as a spontaneous, emotional eruption of angry but saintly African Americans led by two or three inspired male orators?
- What roles did women and children play in advancing the Civil Rights agenda?
- Why has the multi-ethnic make-up of the CR Movement been downplayed in textbooks?
- What role did President Jimmy Carter play in advancing Civil Rights?

Note: If you prefer the traditional educational model (teacher lectures, student absorbs), or you’re not accustomed to sharing your ideas or expertise with other educators, this seminar will not be a good match for you. However, if you’re an educator committed to keeping current with the latest scholarship, unafraid of challenging the traditional historical narrative and textbook... this seminar will serve you well.

We look forward to having you join us for the intellectually rigorous, highly interactive professional development seminar

TO APPLY for *The Geography of Liberty*, please visit:

http://www.jimmycarterlibrary.gov/education/professional_development.phtml#seminar

