

**IOWA PAST TO PRESENT TEACHERS GUIDE**  
**Revised 3<sup>rd</sup> Edition**

**Chapter 7: A Nation Divided**

**CONTENT OBJECTIVES**

Following the completion of the readings and activities for this chapter, students will have acquired the following understandings:

- a. Iowa was created as a free state according to the Missouri Compromise, and most Iowans were glad slavery was prohibited in Iowa.
- b. Iowans helped slaves escape to freedom by working on the underground railroad.
- c. Although no Civil War battles were fought in Iowa, many Iowans were directly involved in the Civil War.
- d. Numerous regiments of Iowa soldiers were sent to battle, while many Iowa women ran the farms and businesses. Women also helped with the war effort by sending supplies to soldiers far from home.
- e. Some Iowans, known as Copperheads, were actively opposed to the Civil War.

**VOCABULARY TO KNOW**

Civil War	quota
Confederate States	racial segregation
Copperhead	Republican party
Democratic party	slavery
diet kitchen	the South, the North
mustered out	underground railroad
orphans' homes	volunteer

## **PEOPLE TO IDENTIFY**

Cyrus Carpenter	Abraham Lincoln
Jefferson Davis	Dennis Mahony
Grenville Dodge	General William T. Sherman
General Ulysses S. Grant	Reverend John Todd
George Wallace Jones	Annie Wittenmyer

## **FOR FURTHER STUDY**

1. The State Capitol in Des Moines has on display an interesting collection of Civil War flags and uniforms. A visit to the statehouse to view these displays and the other interesting sights would lend much interest to a unit on Iowa in the Civil War.
2. Encourage students to visit the Civil War Days at Hopkinton, Iowa. Located on and near the Lenox College site in Hopkinton, events include a Civil War encampment, skirmish reenactments, and authentic Civil War band music. This event is usually held in early June.

## Activity 7-1: AFRICAN AMERICAN PEOPLE AND PUBLIC SCHOOLING

**Skills.** Reading primary source material

**Materials.** Parker letter in text, student copies of handout 7-1

### Procedure

1. Introduce the lesson by discussing the fact that although most Iowans were against slavery they still did not want African American people to live in Iowa. Iowans were not ready to accept African Americans into society
2. Read the together as a class PRIMARY MATERIAL: Sarah Parker's Account of the Grinnell Riot (unabridged).
- 3.

#### CONCLUSION TO THE GRINNELL RIOT

[Many years later, Leonard Parker recalled the outcome.]

"Discretion. . .proved the better part of valor. The boys [African Americans] were persuaded not to insist on their rights at that time. Grinnell's first and only embryo mob dissolved without a bloody termination. The term closed at once--a few days before the regular time-- the boys engaged in summer work; the Civil War broke out. That solved the negro question for Grinnell and for many a place besides."

3. Use the following analysis questions to discuss the selection:
  1. Was Sarah Parker a black person or white?
  2. What was the topic of the school meeting on Monday night?
  3. What caused one man to shout, "They shall *never* enter those doors unless over my dead body?"
  4. Was there physical violence at Monday night's meeting? 5. What did Sarah's husband do for a living?
  6. Were the two black students sincere about wanting to go to school? How do you know?
  7. According to the letter, what did Sarah Parker think would happen to church congregations following the riot? How might the conflict among the church members carry over to the business and social life of the town?
  8. According to Leonard F. Parker, what solved the school integration problem for Grinnell?
4. Distribute copies of handout 7-1. Provide students time to write a newspaper account of the events described in the letter of Sarah Parker. After sharing the students' written newspaper accounts, discuss and contrast the racial perceptions of the 1860s with today's perceptions.



**PRIMARY MATERIAL: Sarah Parker's Account of the Grinnell Riot (unabridged)**

Grinnell, March 10, 1860

My Dear Mother,

Your letter, commenced on my birthday, is just received. I had concluded that you were sick, when yesterday a letter from Aunt R. came to tell me you were.

I have long been trying to write, but we have had a very interesting series of meetings, and when they closed, my eyes became sore so that I could not use them much, and am now just able to write. ...

If my eyes were well and I had plenty of time and room, I would give you particulars of, what think you!-- THE FIRST MOB IN GRINNELL!

Do not be astonished; it *has* been and is gone, but its effects can never be effaced from our community. You know, mother, that when the "Sons of God came to present themselves before the Lord--Satan came also among them." So it has been here.

I wrote to you Saturday evening Sunday those whom I mentioned were received into the church. Monday evening was a school meeting. To prepare you for what follows, I must relate (or write) a few facts. In the midst of our revival a Quaker brought for our safe keeping, four black men, whom the Tabor people helped to rescue from kidnappers. They were received, and offered work, as two of them wished to go back after their wives and children. They were anxious to learn and asked to go to school. Their employers consented to their going until the spring work came on. They went, but it offended many. The question--"Shall colored pupils be received in our schools?" was put to vote at the school meeting, and the ayes carried it by a small majority. One man arose in a frenzy of passion, exclaiming, "They shall *never* enter those doors unless over my dead body." Another says-- "I go with you."--and still others said the same, telling the antislavery men they must come prepared to defend them if they send the negroes on. The proceedings of the meeting on the proslavery side were beyond belief. We who were graduates of Oberlin received torrents of abuse, ladies and all. ...Mrs. Augusta Bixby, the Squire's wife received her portion with us, because she is a decided antislavery and lets it be known. Mr. Cooper was called a liar to his face--he only replied "Very well." Mr. Parker silenced their slanders of Oberlin by giving them the facts. It was feared the meeting would not end without fighting--but it did.

Tuesday morning, between eight and nine, the mob came on to the school house, led by two of the most desperate men in town. The two negroes saw the proceedings and it roused their savage wrath. They armed themselves and came on, saying that if they must suffer so to gain their freedom, and have all these indignities heaped upon them after they had gained it, they might as well die at once. As the Blacks approached, the leaders of the mob went to the schoolhouse steps with clubs, and it is supposed, concealed weapons. By much persuasion, the negroes were prevented from attempting to meet them, but it was their preference to fight their way through. They would probably have killed their leaders. Then the mob called on the officers to disarm them, but they would not, for their lives had been threatened and they would not deprive them of the means of defense. Riot ran wild in our streets until noon, then a short calm ensued.

Meetings for counsel were held on both sides-- secret meetings by the mob, in which Mr. Parker and the negroes were the objects on which to vent their wrath.

Wednesday forenoon was as exciting as the day before. Desperate deeds were meditated--men maddened with hate and rage ran through the streets with insulting words ever on their lips. When I bade my husband good morning, I did not know but he would be the first victim of the fury. For he told the mob the day before that if they attempted to touch one of the pupils under his care, he should defend him. But we all live--though knives were whetted for hand to hand encounters, guns loaded and pistols made ready.

God restrains wrath when his purpose is accomplished. The town is not settled yet. We know not what to do. It will probably divide the church for several of the members were in the mob. The school, closed on account of the trouble, is to commence in three weeks.

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FROM: L. F. Parker Collection, Section 2. Iowa City: State Historical Society of Iowa.

## **Activity 7-2: WOMEN IN THE CIVIL WAR**

**Skills.** Writing reports

**Materials.** Reference books on Iowa history

### **Procedure.**

1. Begin the lesson by reminding students that both men and women in Iowa made major contributions to the war effort.
2. Have students identify various contributions which women provided. The following are possible responses:

- Maintained parenting responsibilities while men were away
- Ran businesses and farms
- Provided goods for soldiers
- Established relief societies to aid both soldiers and families.

3. Have students research and write reports on Annie Wittenmyer and Grenville Dodge. Compare and contrast the contributions these leaders made to the war effort. Use online resources to locate general information on these two important characters in Iowa's history.

### **Activity 7-3: CIVIL WAR MAP**

**Skills.** Reading for sequence

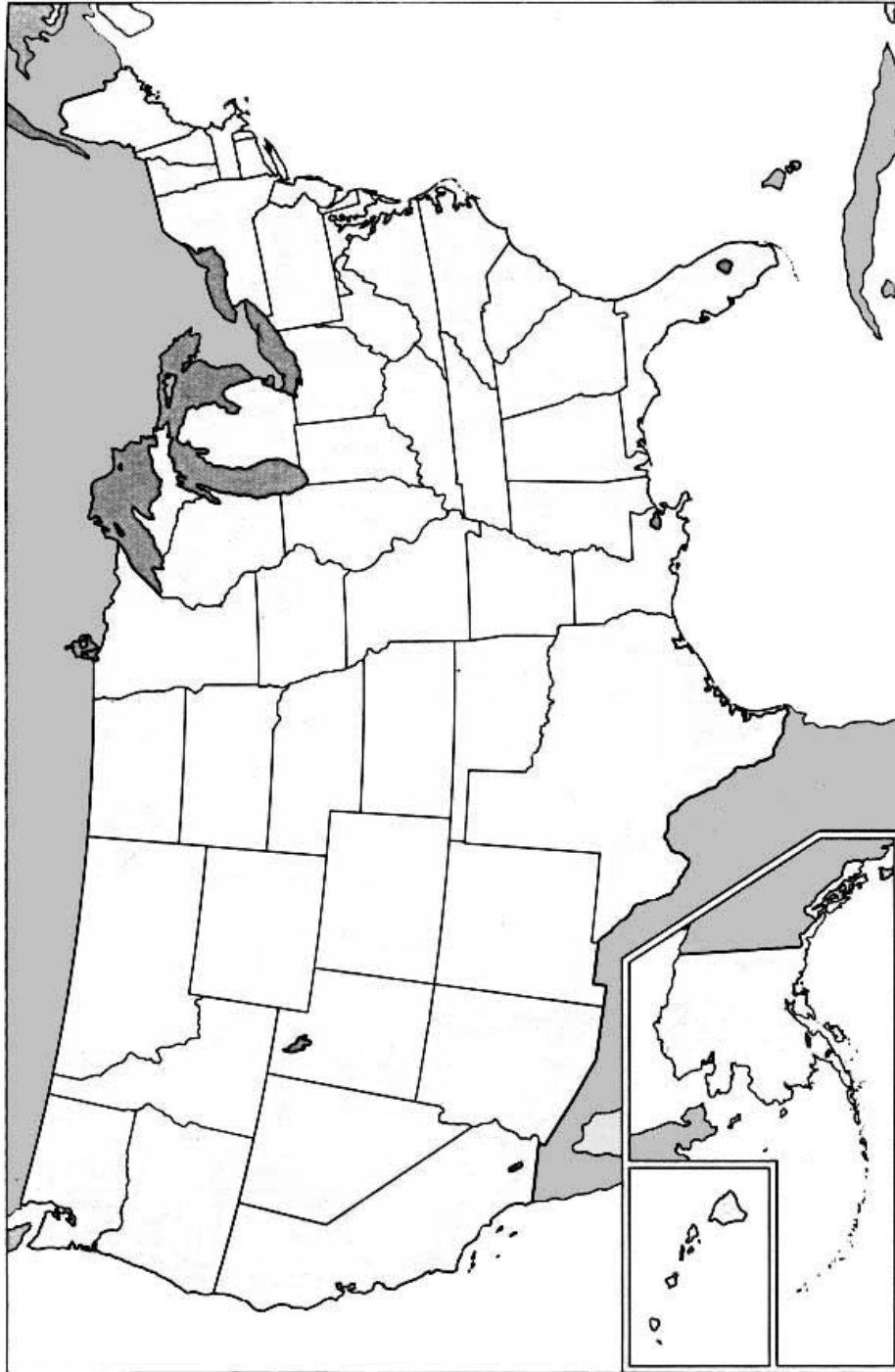
**Materials.** Reference materials on Civil War, student copies of handout 7-3

#### **Procedure**

1. Review the material in the chapter on the movements of the Second Iowa Infantry Regiment.
2. Distribute copies of handout 7-3.
3. Group the students in the pairs. Using reference materials in the room and the material from the chapter, have students trace the movements of the Second Iowa Infantry Regiment as recounted in the textbook.
4. In addition, have student color-code the maps, identifying slave and free states, territories, and unorganized regions in the United States during the Civil War.
5. Display completed maps on a classroom bulletin board.



**MAP OF UNITED STATES**



## Activity 7-4: IOWA'S ROLE IN THE CIVIL WAR

**Skills.** Skimming for specific information

**Materials.** Handout 7-4

### Procedure

1. Begin the lesson by reviewing the fact that the Civil War was very costly to the nation, and particularly to the states where battles took place.
2. Distribute Handout 7-4. By skimming for information in the textbook, have students work in partners to complete the chart by contrasting how the Civil War affected Iowa compared to states in the South.

### IOWA'S ROLE IN THE CIVIL WAR

(suggested responses)

<u>What Iowans Contributed</u>	<u>Results of the Civil War for Iowans</u>	<u>Results of the Civil War for Southern States</u>
Soldiers Women's support services Taxes Supplies	Loss of life Economic slowdown Hardship for many families	Great loss of life Great loss of property Economic disaster Slaves freed

