



Resources for Teaching About the Events in Charlottesville, VA

The violent events and tragic loss of innocent lives over the removal of the Gen. Robert E. Lee monument in Charlottesville in August remind us of the need for historical and civic education for students and adults. There is no place for fear of discrimination, hatred, or racism and it must be addressed as unacceptable. In a democracy with a representative government and freedom of expression, there will be different opinions, opposing viewpoints, and opportunities to challenge traditions, historical perspectives, and new ideas.

Social Studies educators are essential in teaching the lessons of history, civic responsibility, active citizenship, tolerance, and an understanding of how current events and issues at the local, state, national, and global level impact us. Social Studies teachers provide the knowledge of historical background and context through primary documents, images, news reports, and through discussion enable students to analyze points of view and evaluate decisions and conclusions.

History is the story of continuity and change over time and the events of Charlottesville are an opportunity for students to understand a period of 150 years.

The following is a list of resources for teachers and professors and should be selected based on the needs and interests of students and instructional strategy. The struggle for civil rights and citizenship education cannot be covered in any comprehensive manner in this guide or in a discussion of the events in Charlottesville. The study of race, ethnicity, religion, and gender is a continuing story in U.S. and World History.

1. Review your BOE policy on discussing controversial issues outside of the curriculum. It is reasonable to discuss a common strategy with your department supervisor, principal, and teachers of English and other disciplines.

2240 CONTROVERSIAL ISSUES - SAMPLE BOE POLICY

Free discussion of controversial issues - political, economic, social -shall be encouraged in the classroom whenever appropriate for the level of the group. Issues may be considered controversial which arouse strong reactions, based either on personal conviction or allegiance to a group. School treatment of controversial issues shall be designed to instruct pupils in fair and objective study techniques. The decision on whether a particular controversial issue shall become a matter for school study shall be based on the timeliness of the question, the maturity and needs of the pupils, and the purposes of the schools.

Classroom discussions on controversial questions which arise unexpectedly shall be the responsibility of the teacher, who shall provide relevant information on both sides of the question. Such discussions shall be kept free from the assumption that there is one correct answer which should emerge from a discussion and be taught authoritatively to the pupils. Pupils shall be taught to recognize each other's right to form an opinion on controversial issues, and shall be assured of their own right to do so without jeopardizing their relationship with the teacher or the school.

The Building Principal shall have the authority to limit or suspend discussion of controversial issues pending a review of the issue/materials. Instructional materials not previously approved, including but not limited to R-rated movies, must be reviewed by the Principal before being introduced into the classroom. Adopted: 7 December 2009

2. Understand what is in your curriculum regarding the teaching of civil rights and issues relating to race, diversity, and the First Amendment.

Selected NJ Curriculum Standards K-4

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.A.7 Explain how the United States functions as a [representative democracy](#), and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.

6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.12 Explain the process of creating change at the local, state, or national level.

6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Selected NJ Curriculum Standards 5-8

6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

Selected NJ Curriculum Standards 9-12

6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.

6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

3. Who is Gen. Robert E. Lee?

Born into a Virginia family whose members had for generations assumed public leadership roles, Robert E. Lee followed the path of his illustrious father and became a soldier. Robert had a remarkable record as a West Point cadet, finishing second in his class, with no demerits in four years, and then pursued a career as an engineer in the U.S. Army.



Robert E. Lee before the war, 1807–61

Before the Revolutionary War, the Lee family was firmly established in the Virginia gentry. Robert's father, Henry "Light-Horse Harry" Lee, was a hero of the Revolution, later a governor and congressman, and an intimate friend of George Washington. The "Father of his Country" was a constant presence in Robert's life, even though Washington had died eight years before his birth. When Harry Lee disgraced his family through financial dealings, and his political and legal squabbles led to a self-imposed exile, his son Robert would all the more embrace the Washington legacy. He even married Mary Randolph Custis, the great-granddaughter of Martha Washington.

A sense of duty, with a touch of practicality, carried Lee to West Point, where he excelled, famously receiving no demerits in four years. Ambition and accomplishment were the hallmarks of his thirty-year career in the prestigious U.S. Army Corps of Engineers. His duty assignments carried him across the nation and beyond its borders: he served in Georgia, Virginia, Washington, St. Louis, New York, Mexico, Baltimore, and West Point. After duty as superintendent at the Military Academy in the early 1850s, Lee transferred from the corps of engineers to a newly formed cavalry unit assigned to Texas. His frequent separations from his wife and children often caused Lee periods of discontentment. The death of his father-in-law, G. W. P. Custis, forced him to take a leave from the military and return to Virginia in 1857. Lee took up farming at Arlington House and confronted the challenges of managing the Custis family slaves.
<http://www.vahistorical.org/collections-and-resources/virginia-history-explorer/lee-and-grant/war>

As a career officer, he served in posts in Georgia and Virginia and as commander of the light batteries, with General Scott, in the Mexican War. He served as superintendent of the U.S. Military Academy from 1848 to 1852. Although he was made lieutenant colonel of the Second Cavalry, family problems forced him into inactive duty for over two years.

When the South seceded, Lee reluctantly resigned from the army, hoping to avoid participation in the war he deplored. However, a sense of duty to his state made him accept command of the Virginia forces. His successful strategy, his tactical skill, and the confidence of his troops earned him the respect of the Confederate leaders. President Jefferson Davis appointed him commander of the Army of Northern Virginia on April 1, 1862.

The next three years demanded all Lee's strength until he was forced to surrender to General Ulysses S. Grant on April 9, 1865. Lee was paroled and accepted the presidency of Washington College (now Washington and Lee) in Lexington, Virginia. He served in that capacity from September 1865 until his death on October 12, 1870.
<https://www.aoc.gov/art/national-statuary-hall-collection/robert-e-lee> (Architect of the Capitol)

4. Why is there a statue of Gen. Robert E. Lee and Jefferson Davis in the Capitol?



National Statuary Hall Collection, Capitol Hill, Washington, D.C.

The collection includes 100 statues, 12 of which depict Confederate leaders, including Jefferson Davis, Alexander Stephens, and Robert E. Lee. In 1864, a congressional law created the National Statuary Hall as place to commemorate two “illustrious” citizens of each state. Eight states have sent one Confederate statue to the capital; South Carolina and Mississippi are fully represented by Confederates. Though each state may change out its statues at will, Congress has the final say on what stays. On Wednesday, one senator announced a plan to introduce a bill removing Confederate statues from the Capitol.



Philip Kearny and Richard Stockton are the monuments selected for the National Statuary Hall from New Jersey.

5. Which cities have removed statues or confederate symbols from the public square?

Governments on every level face a tough task. [According to one 2016 estimate](#), U.S. public spaces are home to over 1,500 Confederate symbols—not only statues, but also highways, schools, and parks. Of the 718 monuments identified by that study, many of the most prominent—such as those in New Orleans, Baltimore, and Gainesville—[have already come down this year](#). Others are being slated for removal, including a host of statues on display in Richmond, the former Confederate capital.

- [Robert E. Lee Monument \(New Orleans, Louisiana\)](#), NRHP-listed: statue of Gen. Lee was removed from its pedestal in May of 2017.
- [Stonewall Jackson and Robert E. Lee Monument](#), Baltimore, Maryland: statue of General Lee and General Jackson, removed August 16, 2017.
- [Durham](#): Statue of Robert E. Lee in the [Duke University](#) Chapel. Defaced August 17, 2017.^[2]

Monuments and sculptures

- Robert E. Lee Monument (Marianna, Arkansas), listed on the National Register of Historic Places (NRHP)
- Robert Edward Lee Sculpture, Charlottesville, Virginia, NRHP-listed
- Robert E. Lee Monument (Richmond, Virginia), NRHP-listed
- Robert E. Lee, Virginia Memorial, Gettysburg, Pennsylvania
- Robert E. Lee Monument, Dallas, Texas (In Lee Park)
- Robert E. Lee, Lake View Cemetery, Seattle, Washington[1]
- Robert E. Lee Bust, Fort Myers, Florida

Buildings and roads

- Arlington House, The Robert E. Lee Memorial
- Lee Avenue, Manassas, Virginia
- Lee Chapel, Lexington, Virginia
- Lee Circle, New Orleans, Louisiana
- Lee Drive, Baton Rouge, Louisiana
- Lee Highway (former national auto trail)
- Lee Road, Fairview Shores, Florida
- Robert E. Lee Street, Phoenix, Arizona
- Robert E. Lee Boulevard, New Orleans
- Robert E. Lee Drive, Greenwood, Mississippi
- Robert E. Lee Drive, Wilmington, North Carolina
- Robert E. Lee Drive, Conroe, Texas
- Robert E. Lee Drive, Killeen, Texas
- Robert E. Lee Drive, Marlin, Texas
- Robert E. Lee Drive, Tyler, Texas
- Robert E. Lee Drive, Jesup, Georgia
- Robert E. Lee Drive, Walterboro, South Carolina
- Robert E. Lee Blvd., Estero, Florida
- Robert E. Lee Road, Tampa, Florida
- Robert E. Lee Road, Austin, Texas
- Robert E. Lee Road, Hunt, Texas
- Robert E. Lee Lane, Macclenny, Florida
- General Robert E. Lee Road, Brunswick, GA
- Lee Blvd, Richland, Washington

Robert E. Lee Day, also called Lee's Birthday, is a public holiday commemorating the birth of Robert E. Lee, observed each year on the third Monday in January. Because Lee was General in Chief of the Armies of the Confederate States, it is mainly observed in the U.S. South, particularly Alabama and Mississippi. Although Lee's actual January 19 birthdate remains a legal holiday in the Florida statute books, by and large it is not observed.

Arkansas combined the observance of Robert E. Lee Day with Martin Luther King, Jr. Day in 1985, after two years of requiring state employees to select between the two holidays or their own birthday as a day off from work. In 2017, it passed a law removing General Lee's name from the January holiday and instead establishing a state memorial day on the second Saturday of October in honor of Lee.

NJ Honored Robert E. Lee with a restaurant in the Keyport, Sayreville area along the Chesequake Creek!
<http://www.morgan-nj.org/blog/sample-page/morgans-people-places/places/the-robert-e-lee-inn/>



Robert E. Lee's father graduated from Princeton University .

Henry Lee's grandson, [Henry Lee III](#) (1756–1818), known as "Light Horse Harry," was a [Princeton](#) graduate who served with great distinction under General [George Washington](#) in the [American Revolutionary War](#), and was the only officer below the rank of General to receive the "Gold Medal," awarded for his leadership at the [Battle of Paulus Hook](#) in [New Jersey](#), on 19 August 1779. He was [Governor of Virginia](#) from 1791–1794. Among his six children was [Robert Edward Lee](#), later the famed [Confederate](#) general during the [American Civil War](#).

Henry Lee III's brothers were the noted [Richard Bland Lee](#), a three-term U.S. Congressman from Virginia, and [Charles Lee](#) (1758–1815), [Attorney General of the United States](#) from 1795–1801.

6. The decision by the Charlottesville, VA Council to remove the monument.



Charlottesville City Council approves resolution to remove Robert E. Lee Statue

NEWSPLEX/WRIC Published: February 7, 2017, 12:22 pm
CHARLOTTESVILLE, Va. (NEWSPLEX/WRIC) — The Robert E. Lee statue will be moved out of Lee Park after the Charlottesville City Council reached a 3-2 vote Monday. Following that vote, the council voted unanimously to rename Lee Park, [NEWSPLEX](#) reports.

The council chambers were meet with cheers and boos after the final vote was announced. The chambers were split between people who wanted to keep the statue and those who wanted to have it removed. The majority of public comments made at the beginning of the meeting were in favor of keeping the statue in Lee Park.

Mayor Mike Signer and Councilor Kathy Galvin were the two votes opposing the resolution. Before the vote, both said they were uncomfortable with the amount of money this would cost the city and that the city could face a long legal battle for trying to remove the statue. Signer also said he wanted more research to be done about the statues before making a decision.

Councilor Kristin Szakos says there is another cost to consider and that too many people in Charlottesville have already paid it.

“I believe it is the most cost-effective way to reduce the harm that has happened over 9 decades of veneration,” she said.

Councilor Bob Fenwick abstained from voting on this issue the last meeting, saying the resolution language was too broad and more could be added to it. Fenwick voted Monday to remove the statue and defended his decision by saying that there were other ways Charlottesville could honor their heritage.

“There is not just one way to honor history. Particularly at the expense of our neighbors,” he said. He also said that any legal ramifications don’t scare him.

“I’m well aware that there has been a lawsuit threatened. I would welcome one,” he said. More than four people were thrown out of council chambers by Charlottesville police officers for interrupting the meeting. Charlottesville Vice Mayor Wes Bellamy said after the meeting that he hopes people on both sides of the issue can come together to understand one another.

“Just because we disagree on this issue doesn’t mean anyone who disagrees with me is my enemy. The only way for us to move forward is for us to love each other, understand each other, and that we have to do this together,” he said.

The city council will discuss at a later date how they financially plan to pay for the removal. The overall cost of the move will be around \$300,000, which is less than 1 percent of their annual budget.

Demographics of Charlottesville, VA

Population

<https://www.census.gov/quickfacts/note/PST045216> Population estimates, July 1, 2016, (V2016) 46,912

Age and Sex

<https://www.census.gov/quickfacts/note/AGE135216> Persons under 5 years, percent, July 1, 2016 5.8%
<https://www.census.gov/quickfacts/note/AGE295216> Persons under 18 years, percent, July 1, 2016 16.1%
<https://www.census.gov/quickfacts/note/AGE775216> Persons 65 years and over, percent, July 1, 2016 9.8%

Race and Hispanic Origin

<https://www.census.gov/quickfacts/note/RHI125216> White alone, percent, July 1, 2016, (V2016) 69.9%
<https://www.census.gov/quickfacts/note/RHI225216> Black or African American, percent, July 1, 2016 19.0%
<https://www.census.gov/quickfacts/note/RHI425216> Asian alone, percent, July 1, 2016, (V2016) 7.6%
<https://www.census.gov/quickfacts/note/RHI725216> Hispanic or Latino, percent, July 1, 2016, 5.3%
<https://www.census.gov/quickfacts/note/RHI825216> White alone, not Hispanic or Latino, percent, July 1, 2016 65.7%

Population Characteristics

<https://www.census.gov/quickfacts/note/VET605215> Veterans, 2011-2015 1,910

7. Past events in our history involving extreme nationalist groups.

Brownsville, Texas: (1906) <http://www.theodorerooseveltcenter.org/Learn-About-TR/TR-Encyclopedia/Race-Ethnicity-and-Gender/The-Brownsville-Incident.aspx>

Houston Riot: (1917) <https://houstonhistorymagazine.org/2017/05/camp-logan-1917-beyond-the-veil-of-memory/>

Chicago (1919) <http://www.history.com/topics/black-history/chicago-race-riot-of-1919>

Cicero, Illinois: (1966) <http://www.movingimagearchivenews.org/the-1966-march-on-cicero-a-step-towards-equity/>

Skokie, Illinois: (1977) <http://www.billofrightsinstitute.org/wp-content/uploads/2011/12/Skokie.pdf>

Greensboro, North Carolina: (1979) <http://www.nytimes.com/1996/02/04/theater/theater-of-old-south-violence-only-yesterday.html?mcubz=1> (Article about the movie script writer from Princeton, NJ)

Directory of Extemist Groups in America: <https://www.splcenter.org/fighting-hate/extremist-files/groups>