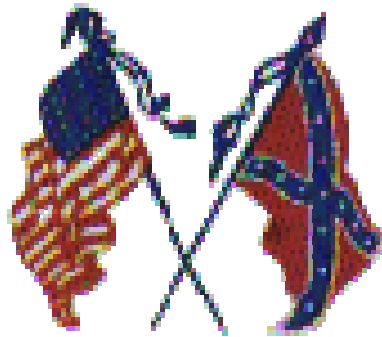


The American Civil War: A Nation Divided

A 5th Grade Learning Focused
Unit



By
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Wayne County

Content Map: American Civil War: A Nation Divided –SS5H1

Key Learning(s): The American Civil War divided our nation. The three main causes of the war were: state’s rights, slavery, and economic differences. We are still today dealing with the consequences of this devastating war.

Unit Essential Question(s): What were the major causes, events, people, and consequences of the American Civil War?

Concepts:

Causes	Events & People	Consequences
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Lesson Essential Questions:

<p>-How are Pink and Say alike and how are they different? - What states were considered the “North”? -What states were considered the “South”? -How did the North and the South differ? -</p>	<p>- What effect did the publishing of “Uncle Tom’s Cabin” have on people during the pre-Civil War era? -Who was John Brown and how was he related to the Civil War? - What event was the “final straw” that led to the secession of seven southern states? - What difficult decisions did Abe Lincoln and Jefferson Davis have to make during the months leading up to the attack on Ft. Sumter? - Why was the Battle of Bull Run an “eye-opening” experience for the Confederacy and Union? What was life like on the battlefield during the Civil War? -Why was the Battle of Gettysburg a turning point of the Civil War? -Who was William Tecumseh Sherman and what effect did he have on Georgians during the Civil War? -What happened at Appomattox Court House? How was this significant to the Civil War?</p>	<p>- How did the events and people of the Civil War affect the outcome of the war?</p>
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Vocabulary:

industrial agricultural tariffs secede	abolitionists arsenal martyr Confederacy Union Emancipation Proclamation	surrender reunification
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Culminating Product- Civil War Project

EQ: Can I create a presentation that explains an event or person of the Civil War and the effect it or they had on the outcome of the war?

Paragraph Description of Culminating Product:

Having finished your study of the American Civil War, it is your assignment to inform others of a person or an event and their/its effect on the outcome of the war. Working independently or in groups of two, you will create a presentation that follows the guidelines of the rubric and the assignment sheet. You will present your project to the class.

Task Analysis of Culminating Product:

- 1- Decide as an individual/team which project choice you will make.
- 2- Decide what team members are responsible for.
- 3- Research topic.
- 4- Set a deadline.
- 5- Practice presentation.

Resources:

Letter to Parents (Appendix U)
Project Rubric (Appendix V)

Pre/Post Civil War Test

Circle the correct answer

1. During the years leading up to the Civil War, the eastern part of the US was diving into three distinct areas. These were:
 - a. West, North, and East
 - b. North, South, and Border states
 - c. East, Southeast, and Western Territories
 - d. South, Georgia, and North

2. The economy of the North was mainly
 - a. agricultural
 - b. technological
 - c. industrial
 - d. political

3. The economy of the South was mainly
 - a. agricultural
 - b. technological
 - c. industrial
 - d. political

4. An agricultural economy has lots of
 - a. factories
 - b. farms

5. An industrial economy has lots of
 - a. factories
 - b. farms

6. Why did the South feel they "needed" slaves to survive?
 - a. They were lazy.
 - b. They were too busy to be bother with farming jobs.
 - c. They traveled often.
 - d. They needed the labor for the large plantations.

7. People who opposed slavery were called:
 - a. anti-slaves
 - b. administrators
 - c. abolitionists
 - d. overseers

8. The **main** cause of the Civil War was
 - a. slavery
 - b. state's rights
 - c. economic differences
 - d. all of the above

9. Who was the author of "Uncle Tom's Cabin"?
 - a. Clara Barton
 - b. Harriet Tubman
 - c. Harriet Beecher Stowe
 - d. John Brown

10. What effect did the publishing of "Uncle Tom's Cabin" have on people during the Civil War era?
 - a. It made them want to travel to the South.
 - b. It made them angry about slavery.
 - c. It made them want to build a cabin.
 - d. It made the want to be in Uncle Tom's family.

11. John Brown was an important
 - a. Confederate soldier
 - b. Union soldier
 - c. abolitionist
 - d. slave owner

Matching

- | | |
|----------------------------------|--------------------------------------|
| 12. _____ Abe Lincoln | a. turning point of Civil War |
| 13. _____ Jefferson Davis | b. General who lead March to the Sea |
| 14. _____ Ft. Sumter | c. President of the Union |
| 15. _____ Bull Run | d. Surrender was signed here |
| 16. _____ Gettysburg | e. First shots of Civil War |
| 17. _____ William T Sherman | f. First battle of Civil War |
| 18. _____ Appomattox Court House | g. President of the Confederacy |

Answer with complete sentences

19. What effect did John Brown have on the North?

20. What effect did the election of Abe Lincoln have on the South?

21. What surprised people about the Battle of Bull Run?

22. Why did Sherman feel that he had to cause so much destruction in the South during his March to the Sea?

23. How did General Grant show good sportsman ship at Appomattox Court House?

24. Who won the Civil War?

25. What lesson did we learn from the Civil War?

Pre/Post Civil War Test

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| 13. <u> G </u> Jefferson Davis | b. General who lead March to the Sea |
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| 15. <u> F </u> Bull Run | d. Surrender was signed here |
| 16. <u> A </u> Gettysburg | e. First shots of Civil War |
| 17. <u> B </u> William T Sherman | f. First battle of Civil War |
| 18. <u> D </u> Appomattox Court House | g. President of the Confederacy |

Answer with complete sentences

19. What effect did John Brown have on the North?

John Brown was a martyr, which means he died fighting for a cause he believed in (slavery). The speech that he gave at his trial rallied more people to become abolitionists. The slave rebellions that he caused made many southern slave-owners fear for their lives.

20. What effect did the election of Abe Lincoln have on the South?

It caused seven southern states to secede. They were afraid that he would do away with slavery in their states.

21. What surprised people about the Battle of Bull Run?

Most people on both sides thought that the war would be over quickly and without much bloodshed. The North was convinced that they would easily win the battle and that

would end the war. Both sides were surprised that there were so many deaths.

22. Why did Sherman feel that he had to cause so much destruction in the South during his March to the Sea?

Sherman wanted to break the will of the South. He wanted to make them so sick of war that they would never again leave the US.

23. How did General Grant show good sportsman ship at Appomattox Court House?

He allowed Lee's soldiers to keep their horses and baggage. He also allowed the officers to keep their swords. As Lee was leaving the house, Grant saluted him.

24. Who won the Civil War?

The North won the Civil War.

25. What lesson did we learn from the Civil War?

Responses will vary.

Essential Question

EQ: How are Pink and Say alike and how are they different?

Activating Strategies:

To introduce the lesson, explain that you are going to read a story about two young soldiers in the Civil War. Afterward, they will compare and contrast the two characters. Ask them to pay close attention to the characters and the situations that they become involved in.

Teaching Strategies:

Read the book aloud to students. Involve the students in the reading by stopping to ask questions that promote higher-order thinking and by making statements that will initiate comments from the students. After you finish reading the book, have the students share their thoughts and feelings about the story.

Summarizing Strategies:

Review the EQ again. Pass out and go over rubric and ask students to work in pairs to create a Venn diagram to compare and contrast the two characters.

Resources

Pink and Say by Patricia Polacco
Venn diagram rubric (Appendix A)

Accommodations

Collaborative Pairs
Accommodations per SST/EIP

GPS: SS5H1b

Essential Question

EQ: What states were considered the "North" during the *Civil War*, and what states were considered the "South"?

-KQ: Can I locate the states on my map?

Activating Strategies:

Give each student a blank map of the United States and ask them to draw a line with their pencil indicating which states they believe to be the "North" and which they believe to be the "South".

Teaching Strategies:

Explain that during the *Civil War*, our country was divided into two distinct areas. Display map on overhead projector and point out different states included with the north, included with the south, and those considered "border" states. Students will work in pairs to create their own similar map using the data on the overhead map. They will need to create a similar key that demonstrates what the different colors stand for.

Summarizing Strategies:

3-2-1

On the back of their map, the pairs will list 3 southern states, 2 northern states, and 1 border state. Call on volunteers to share their responses.

Resources

Blank map of the US for each student (Appendix B)

Overhead transparency showing the division of states during the *Civil War* (Appendix C)

Accommodations

Collaborative Pairs

Accommodations per SST/EIP

Essential Question

EQ: How did the North and the South differ?

KQ: Why did some Southerners feel that slavery was essential to survival?

KQ: Why did Georgia choose to secede?

Activating Strategies:

KWL- Students work in pairs to brainstorm what they already know and what they would like to learn about the North and the South before and during the Civil War. Then call the class back together and allow them to share some things from their individual charts as the teacher records on chart paper.

Teaching Strategies:

Introduce the topic of the Civil War by showing a Power Point Presentation on the differences between the Northern states and the Southern states before the Civil War. Have students use the North/South graphic organizer to compare the differences.

After viewing the presentation, ask students to pretend they are state delegates of Georgia at the time and they are in favor of or oppose secession. Ask them to write a letter to the state governor that explains the reasons that Georgia should or should not secede from the Union. (You may want to assign a point of view so that both views are explored.)

Divide the class into two sections, with all those sharing the same view on the same side of the classroom. Then hold a class debate, allowing the students to explain why Georgia should or should not secede from the Union.

Summarizing Strategies:

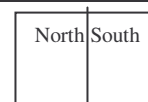
KWL- With your partner, list at least three things on your KWL chart that you learned about the differences between the North and the South during this time.

Resources

KWL chart

North/South graphic organizer (Appendix D)

Power Point Presentation



Accommodations

Collaborative Pairs

Accommodations per SST/EIP

Teacher-made graphic organizer w/ scaffolding (Appendix E)

Essential Question

EQ: What effect did the publishing of "Uncle Tom's Cabin" have on people during the pre-Civil War era?

Activating Strategies:

Show an overhead transparency of the book's cover and read the following paragraph from the book:

[Harriet Beecher Stowe explains in the last chapter why she wrote the book (she calls herself "the author".)] "For many years of her life, the author avoided all reading upon or allusion to the subject of slavery, considering it as too painful to be inquired into, and one which advancing light and civilization would certainly live down. But, since the legislative act of 1850, when she heard, with perfect surprise and consternation, Christian and humane people actually recommending the remanding escaped fugitives into slavery, as a duty binding on good citizens,--when she heard, on all hands, from kind, compassionate and estimable people, in the free states of the North, deliberations and discussions as to what Christian duty could be on this head,--she could only think, These men and Christians cannot know what slavery is: if they did, such a question could never be open for discussion. And from this arose a desire to exhibit it in a living dramatic reality."

Ask the following questions:

Why does Stowe say she wrote the book? What was she trying to accomplish?

Why did she choose to write a novel instead of publishing newspaper articles, making speeches, or performing some other action?

The legislative act of 1850 was also called "the Fugitive Slave Act." From this paragraph, what do you think "the Fugitive Slave Act" did?

Teaching Strategies:

Have the students look at an overhead transparency the illustration of *The Auction Sale* that appeared in the 1852 edition of *Uncle Tom's Cabin*.

Ask them to compare the ways that Caucasians and African Americans are portrayed. What are they wearing? Are they standing or sitting? What expressions are on their faces?

Ask them to pick one of the people in the illustration and write a paragraph about why he or she is at the auction sale, what his or her feelings are, and what it is like to be there.

Summarizing Strategies:

Call on volunteers to answer the essential question

Resources

Overhead transparency of book cover (Appendix F)

Overhead transparency of *The Auction Sale* (Appendix G)

Accommodations

Collaborative Pairs

Accommodations per SST/EIP

GPS: SS5H1a,b

EQ: Who was John Brown and how was he related to the Civil War?

Activating Strategies:

Jigsaw Activity- "Raid at Harper's Ferry"

Teaching Strategies:

Teacher will discuss with students the effects that John Brown's actions had on the people in the US (North and South). Why was he considered a martyr for Northern abolitionists and how did his actions hasten the beginning of the war?

Summarizing Strategies:

Pair/share EQ.

Resources

"Raid at Harper's Ferry" (Appendix H)

http://library.thinkquest.org/CR0215469/raid_at_harper%27s_ferry.htm

Accommodations

Collaborative Pairs

Accommodations per SST/EIP

EQ: What event was the "final straw" that led to the secession of seven southern states?

Activating Strategies:

Abe Lincoln puppet (synopsis of Lincoln's life up to the beginning of the Civil War)

Teaching Strategies:

Teacher will read aloud *The Election of 1860* on page 148-149 in *United States in Modern Times* stopping frequently to discuss material.

Students will create a timeline of election of 1860 that will reinforce their sequencing skills. Timeline will include campaign, election, and secession.

Summarizing Strategies:

Call on volunteers to share their timelines.

Resources

United States in Modern Times

Abe Lincoln mask

Abe Lincoln monologue (Appendix I)

Accommodations

Collaborative Pairs

Accommodations per SST/EIP

Teacher-made timeline w/ scaffolding (Appendix J)

EQ: What difficult decisions did Abe Lincoln and Jefferson Davis have to make during the months leading up to the attack on Ft. Sumter?

Activating Strategies:

Ask students whether they have ever disagreed with someone over an issue or idea that seemed important. Have them relate how they expressed their views. Remind them that in 1860 Americans were speaking and writing about many different issues.

Teaching Strategies:

Teacher will read aloud *Fort Sumter* on page 149-152 in *United States in Modern Times* stopping frequently to discuss material, concentrating on causes and effects. Students will work in pairs to create a cause/effect graphic organizer.

Summarizing Strategies:

Ticket out the door: Completed graphic organizer

Resources

United States in Modern Times

Accommodations

Collaborative Pairs

Accommodations per SST/EIP

Teacher-made graphic organizer w/ scaffolding (Appendix K)

GPS: SS5H1c,d

EQ: Why was the Battle of Bull Run an "eye-opening" experience for the Confederacy and Union?

Activating Strategies:

Ask volunteers to share with the class experiences they may have had doing something for the very first time. Have students compare what they expected to happen with what actually did happen. Explain that not every soldier who fought in the Civil War knew what to expect when marching into battle for the very first time.

Teaching Strategies:

Read aloud excerpt from Stonewall, by Jean Fritz (pg 124 *United States in Modern Times*). After reading and discussion, students will create a compare/contrast graphic organizer that highlights what both sides thought battle would be like and what it was actually like.

Summarizing Strategies:

Students write "Something new I learned today was..." and share with a partner.

Resources

United States in Modern Times

Accommodations

Collaborative Pairs

Accommodations per SST/EIP

GPS: SS5H1c

EQ: What was life like on the battlefield during the Civil War?

Activating Strategies:

Tell the students to try to put themselves in the place of a Civil War soldier as they listen to teacher read aloud a soldier's letter to home.

Teaching Strategies:

After reading the letter, discuss with students the hardships and lifestyle characteristics revealed in the letter. Tell students that soldiers often spoke in slang at the time and that while reading letters written during this time, some slang might be hard to understand. Pass out a list of Civil War slang. Go over each term and have students circle those that are still in use today.

Have students pretend that they are Civil War soldiers engaged in battle with the enemy (they can choose to be either Northerners or Southerners). Have them write a letter home to their family; explaining what life is like on the battlefield. Tell students that they are required to use at least 5 slang words in their letters.

Review the format of a friendly letter and ask students to choose a date for the top relevant for the time period.

Summarizing Strategies:

It's OK to Pass the Note- Students write a summary paragraph answering the essential question on a small piece of paper. Notes are exchanged with a partner who responds to the accuracy of the answer.

Resources

Civil War Soldier's Letter Rubric - (Appendix L)

Civil War Slang- (Appendix M)

Soldier's Letter (Appendix N)

Accommodations

Collaborative Pairs

Accommodations per SST/EIP

Teacher-made letter w/ scaffolding (Appendix O)

EQ: Why was the Battle of Gettysburg a turning point of the Civil War?

Activating Strategies:

Ask students to recall what they have learned about the "turning point" of a story. Tell them that real-life stories often have turning points. Explain that prior to the Battle of Gettysburg, the Confederacy was confident of victory. To peak their interest, tell them that they will hear and see gruesome things during this lesson, and they will understand why the Battle of Gettysburg was a turning point.

Teaching Strategies:

Use the Power Point presentation of "Battle of Gettysburg" to teach lesson. As they watch, students will fill in a Battle of Gettysburg timeline. Stop frequently to discuss frames and to allow students to work on their timeline.

Summarizing Strategies:

Ticket Out the Door: Write the major point of today's lesson making sure that you answer the essential question. If you are unsure about something from the lesson, please write down your question.

Resources

Power Point Presentation- "Battle of Gettysburg"

Battle of Gettysburg Timeline (Appendix P)

Accommodations

Collaborative Pairs

Accommodations per SST/EIP

Teacher-made timeline w/ scaffolding (Appendix Q)

GPS: SS5H1c

EQ: Who was William Tecumseh Sherman and what effect did he have on Georgians during the Civil War?

Activating Strategies:

Show March to the Sea Power Point without talking.

Teaching Strategies:

After watching Power Point presentation, ask students to think about and discuss how the Confederate soldiers were feeling after the defeat at Gettysburg. Then think about and discuss the feeling of Union soldiers.

Point out that Lincoln was also up for reelection, and the voters were calling for an end to the war. That is one reason for him declaring "total war" on the Confederacy. This meant that Sherman was to do whatever was necessary to break the will of the South. When Sherman finished his crippling march through Georgia, he left a wide path of destruction. Ask the students to imagine how Georgians of the time must have felt. Explain that Sherman's troops even created a song as they left their path of destruction. Pass out copies of "Marching Through Georgia" by Henry Clay Work. Read over the song and discuss the meaning of the verses. Then have students work with a partner to write a verse from the point of view of someone living in Georgia at the time.

Summarizing Strategies:

Hot Seat pairs share verse.

Resources

Power Point Presentation- "March to the Sea"

"We're Marching Through Georgia" by Henry Clay Work (Appendix R)

Accommodations

Collaborative Pairs

Accommodations per SST/EIP

EQ: What happened at Appomattox? How was this significant to the Civil War?

Activating Strategies:

Ask students to recall a time when they had to admit defeat. Talk about showing good sportsmanship, and how it is possible to lose with dignity.

Teaching Strategies:

Using the Power Point presentation "Leading to Appomattox", show students how Grant and Lee exchanged many letters before they came to an agreement about the surrender. Pass out "Meeting at Appomattox". Students read the account of Grant and Lee's meeting. Then, working in groups of three, students will write a script of the meeting and the conversation exchanged between Grant and Lee. General Porter's comments will be the narrator's part (Note: Students will need to summarize the narrator's part). Allow the groups to rehearse their scripts. Then, the next day, allow students to present their reenactment for the rest of the class.

Summarizing Strategies:

Hot seat answer EQ

Resources

Power Point Presentation- "Leading to Appomattox"

Leading to Appomattox-Letter Exchange Graphic Organizer (Appendix S)

"Meeting at Appomattox" retrieved from

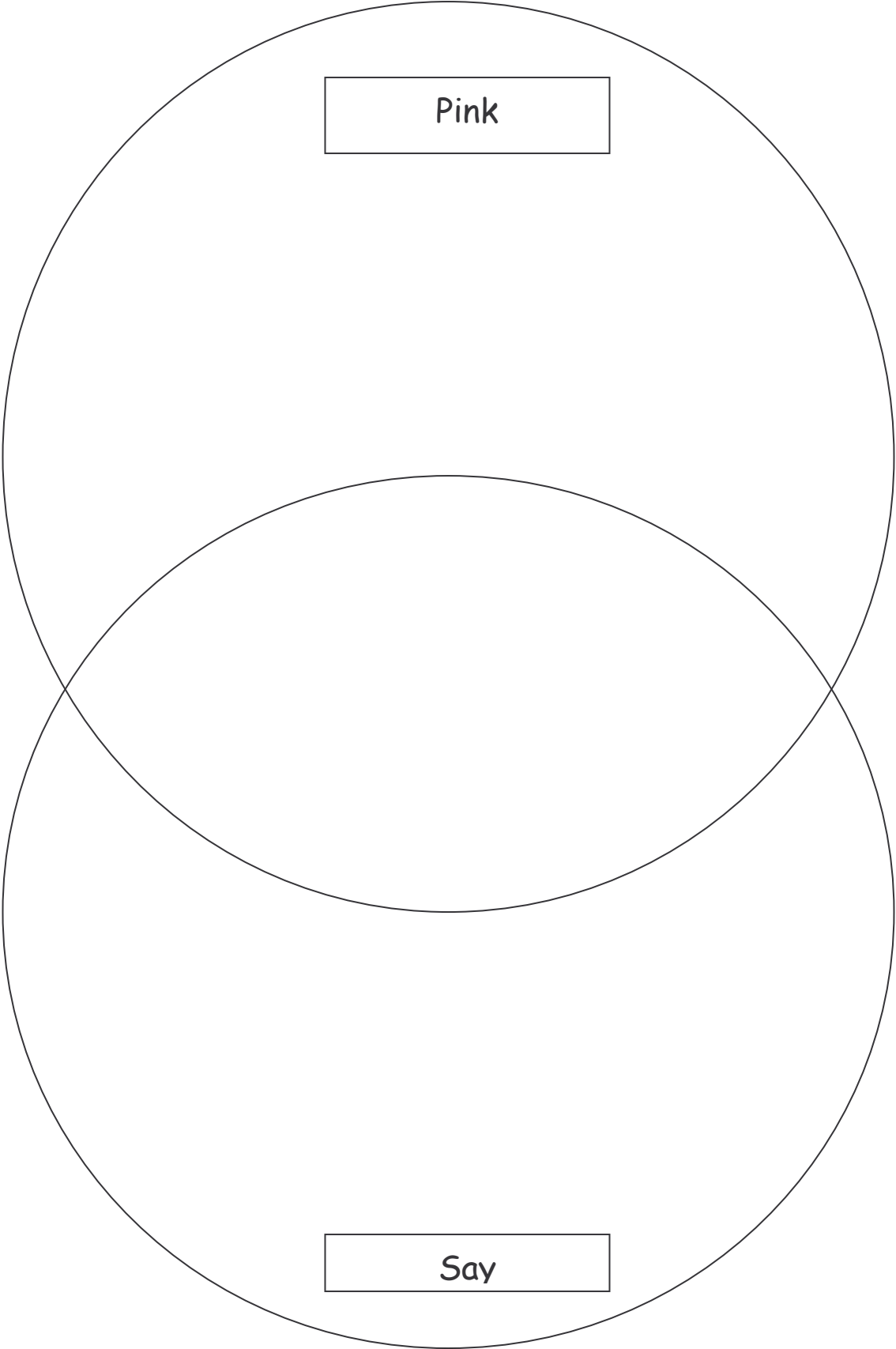
<http://www.eyewitnesstohistory.com/appomatx.htm> (Appendix T)

Accommodations

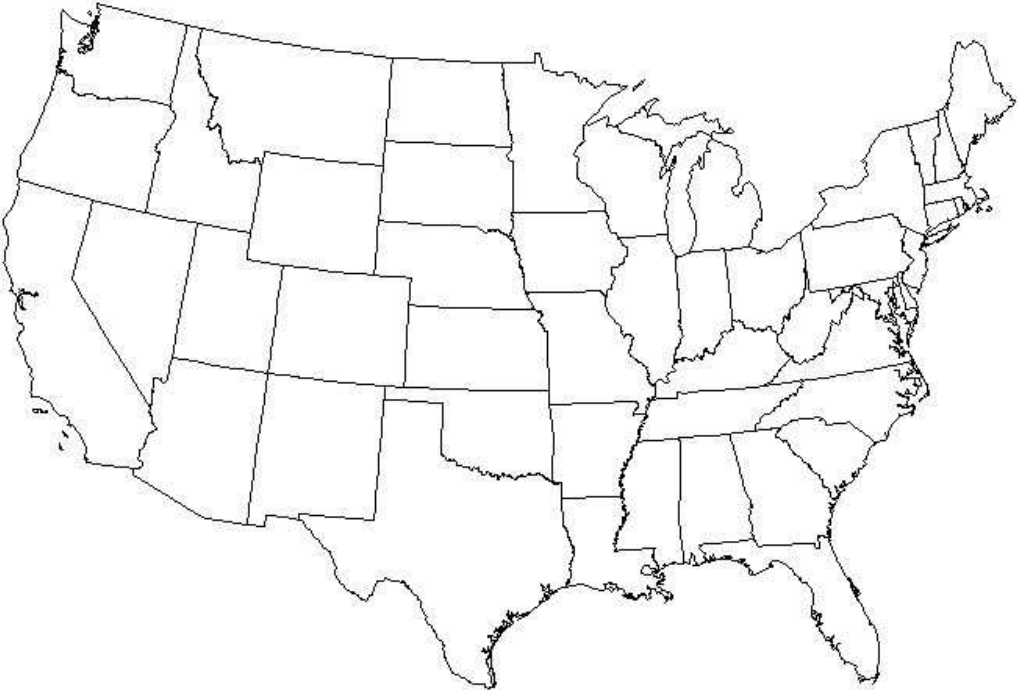
Collaborative Pairs

Accommodations per SST/EIP

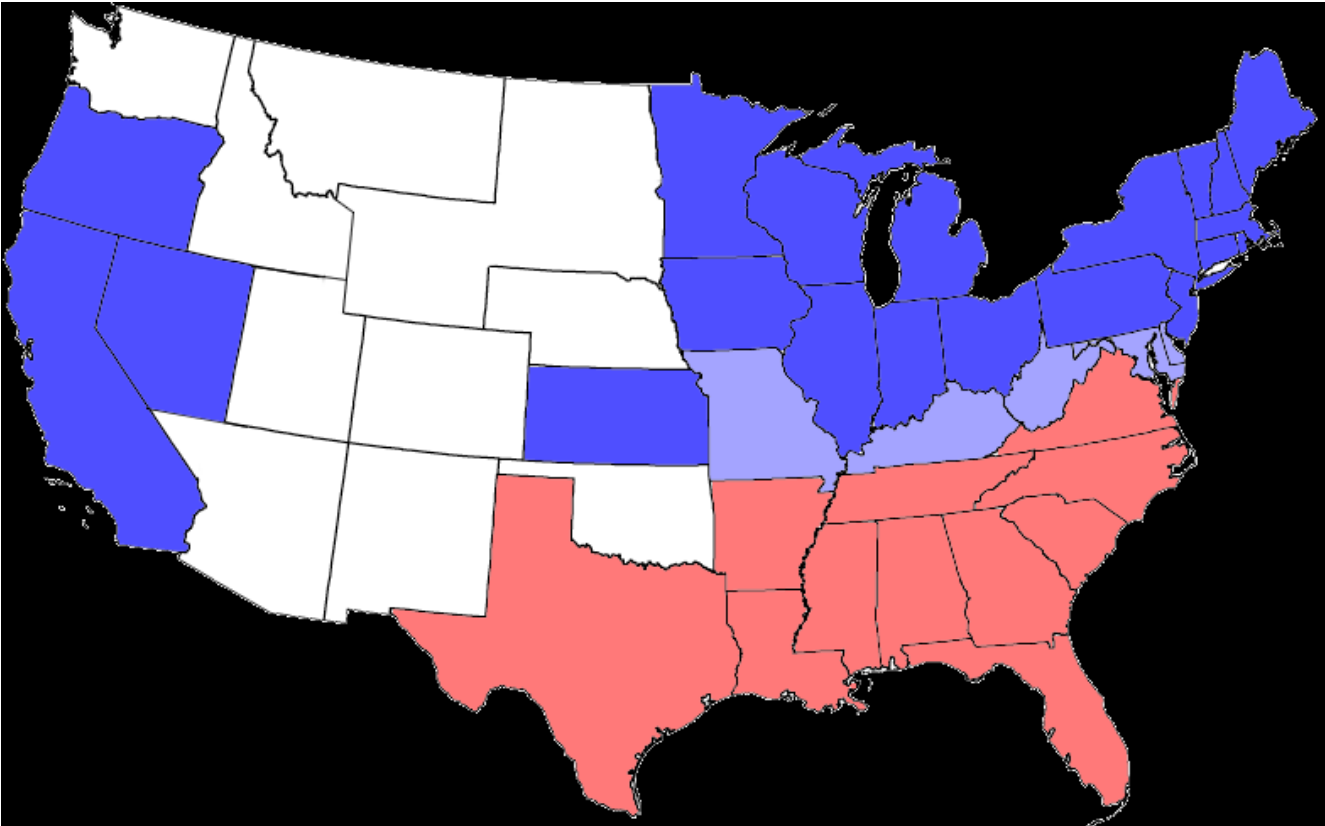
Appendix A



Appendix B



Appendix C



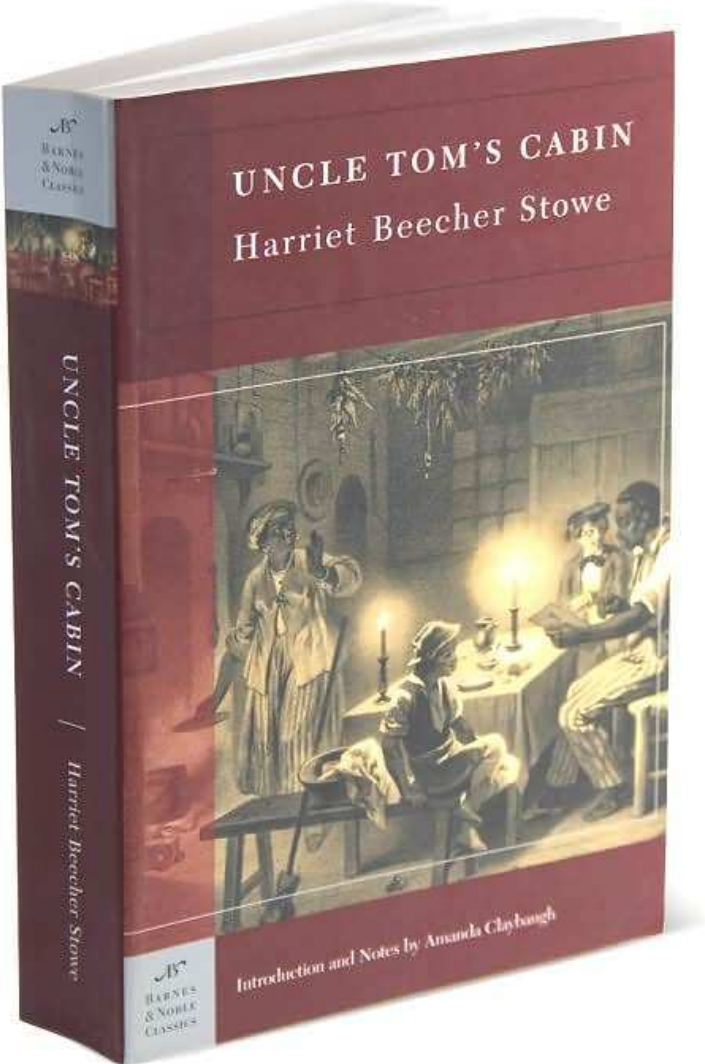
Appendix D

North	South

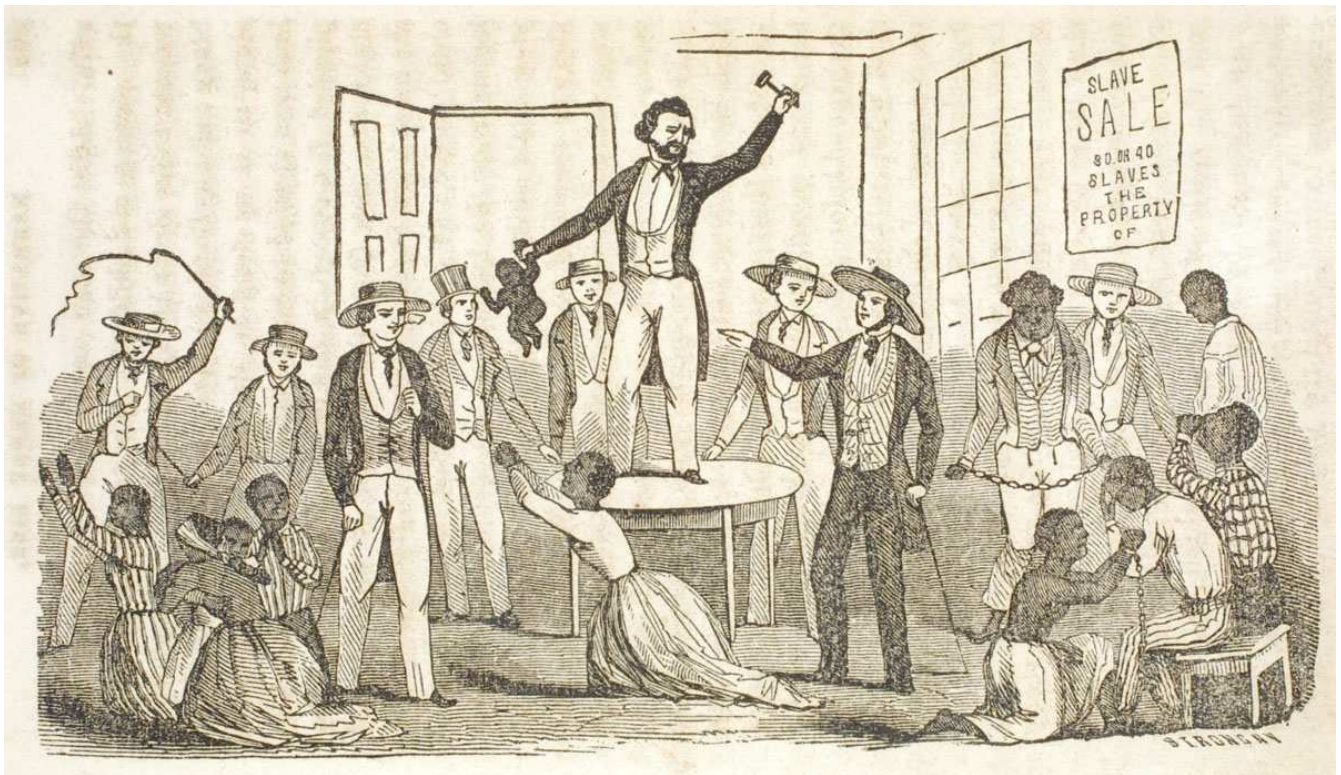
Appendix E

North	South

Appendix F



Appendix G



Appendix H

Raid at Harper's Ferry

Group 1—Background and Arsenal Attack

John Brown was born in Connecticut and raised in Ohio. As a child he became friends with a slave boy. One day he witnessed the boy's master strike him with a shovel. From that day on he hated slavery.

Throughout his life John Brown helped slaves escape to Canada. In 1851 he hid and protected slaves as part of the Underground Railroad. In 1859, the biggest event of his life was about to take place at Harpers Ferry, Virginia (now West Virginia). In October 1859, John Brown made plans to attack the U.S. Federal Arsenal. An arsenal is a place where military weapons are stored. He wanted the guns from the arsenal for slaves who were willing to fight for their freedom. John's plan was that the slaves would rebel and fight against their masters. However, this plan would not succeed. The Raid at Harpers Ferry would be a beginning to the Civil War and an end for John Brown.

In the crisp, cool evening of October 16, 1859 John Brown and his "army" of 20 men marched to a farmhouse a few miles from the U.S. Federal Arsenal. Inside they coordinated their plan of attack. John Brown and his men made their first move. They cut telegraph wires, so soldiers could not signal for help. Then, they took control of a lone watchman. Lastly, they captured prisoners including Colonel Lewis Washington (great grand nephew of George Washington).

Raid at Harper's Ferry

Group 2- Troubles for John Brown's "Army"

When they left the arsenal, trouble began. A train had spotted them. The conductor ran to tell the passengers to stay inside. Brown's men fired at the train and tried to stop it. While firing at the train, they shot an innocent free black man. He worked for the railroad. His name was Hayward Shepherd, the first victim of the raid.

In the morning when Brown and his men reached the nearest town, they were shot at by the townspeople. Word had spread from the train that this group of men were involved in the attack of the arsenal. They fled to a hotel in town, where they rested and ate.

By noon Brown's only escape route was lost (a bridge that led out of town). A company of soldiers had entered the town. Almost half of Brown's men were gone. Some had died (they were shot by the townspeople that morning), and some had escaped. Brown and his men hid in a small brick engine house.

Raid at Harper's Ferry

Group 3- Capture

The next morning, John Brown and his remaining men gazed at the sight before them. They were completely surrounded by an army of Marines under the command of Lieutenant Colonel Robert E. Lee. (He would later become the Confederate General who surrendered at the end of the Civil War.) Brown and his men were approached by a young Lieutenant named J.E.B. Stuart (famous for his battles at Bull Run and Gettysburg). Waving a white flag, Stuart said, "If you surrender, your lives will be spared." Brown refused. The Marines broke down the doors and invaded the engine house. One Marine tried to stab Brown but missed and hit his belt buckle. Next, the Marines beat him unconscious.

Raid at Harper's Ferry

Group 3- Trail, Execution, and Effect

Later that evening John Brown was taken to Charleston, Virginia. He was given a trial. During the trial his statements told the nation a different way to look at slavery. He told the nation that slaves were unpaid laborers. He spoke of the mistreatment of black slaves. Slaves were whipped, and women were raped. Children and family members were sold. John also spoke of the poor housing conditions and food (quality and quantity). His speech told people that slavery was wrong. John Brown was found guilty for his acts at Harpers Ferry. He was hanged December 2, 1859. He died for his cause and was later referred to as an abolitionist martyr (someone who dies for their cause). Brown's acts had inspired many to keep fighting for freedom.

The acts led by John Brown and his men caused southerners to worry that their lifestyle would be changed (no more slaves). Instead of losing their slaves, the southerners convicted and hung Brown. This reinforced the conflict of the north versus south. As a result, the Raid at Harpers Ferry became one of the contributing factors that led to the Civil War and John Brown became a martyr to Northern abolitionist. A martyr is a person who makes great sacrifices or suffers much in order to further a belief, cause, or principle.

Appendix I

Hello, my name is Abraham Lincoln. I was born in 1809 in a one-room log cabin in the wilderness of Kentucky. There was little time for playing when I was growing up because my sister, Sarah, and I had many chores. At night, I was very tired, but never so tired that I did not stretch out in front of the fireplace to read. One of my favorite books was about George Washington. I thought he was a great man. I wanted to go to school so badly, but my father thought it was a waste of time. He needed me on the farm. During the winter, when the farm work was slow, my mother insisted that Sarah and I go to school. We had to walk several miles to a one-room schoolhouse.

When I was seven, we moved to Indiana. I continued to read, even when I was plowing. When I was nine my mother died and we moved again to Kentucky. It was a sad time. My father remarried and I loved my stepmother because she sent me to school more often.

When I was 18, my sister died. I was sad again. I went to work on a riverboat hauling hogs and corn to New Orleans. I loved the big city, but one thing that shocked and upset me was slavery. I saw men, women, and children chained together and sold like animals. I was happy to go home.

When I turned 21, I decided it was time to leave home. I moved to New Salem, Illinois, and got a job working in a general store. One day, a woman came into the store and forgot to take home half of the tea she bought. I walked many miles to take her the tea. That is how I got the nickname "Honest Abe".

The townspeople were very proud of me. They thought that I should go into office and help make laws for the state. I traveled all over the state telling people why they should vote for me. I promised that I would get better roads built for their towns and free public schools where their children could learn to read and write. I won the election! I became an Illinois state legislator.

In the state capitol I was very busy. People used to laugh at the huge stacks of paper on my desk. I began to carry my papers in my stovetop hat, so that I wouldn't lose them.

I worked in state government for eight years. People listened to my ideas and trusted me.

I went to a party one night and there I met Mary Todd. She was smart, pleasant, and pretty. We fell in love and were married. Within a few years, we had four sons, Robert, Edward, William, and Thomas. Sadly, Edward died.

I went to Washington to work as a congressman. This was during the time that the issue of slavery was being argued between the north and the south. I ran for senator against Stephen Douglas who was for slavery. Unfortunately, I lost the election.

However, in 1860, I decided to run against him again. This time we were running for president. This time I won! I hope to be able to end slavery in the US.

Appendix J

Date	Event	Effect

Appendix K

Who had to make a decision?	What decision did they make?
The 6 Southern States	
Abraham Lincoln	
Jefferson Davis	

Appendix L

Civil War Letter Rubric

Category	95-100	85-94	75-84	65-74	
Attractiveness	The elements of the project are exceptionally attractive in terms of design and neatness.	The elements of the project are attractive in terms of design and neatness.	The elements of the project are acceptably attractive though they may be a bit messy.	The elements of the project are distractingly messy or very poorly designed. It is not attractive.	
Historical Accuracy	All historical information is accurate and in chronological order	Almost all information is accurate and in chronological order.	Most of the information is accurate and in chronological order.	Very little of the information is accurate or in chronological order.	
Creativity	Project reflects an exceptional degree of student creativity.	Project reflects student creativity.	Project reflects a small amount of student creativity.	Project reflects no student creativity.	
Knowledge Gained	Can clearly present knowledge with very little reference to notes.	Can clearly present knowledge with occasional reference to notes	Can clearly present knowledge totally dependent on notes.	Does not clearly present knowledge.	
Total	380-400= 95-100 75 below 260=0	340-379= 85-95	300-329= 75-85	260-299= 65-	

Civil War Slang

Buck and gag---a form of punishment
Dog tent---a small, two-man tent
First rate---feeling well and very happy
Forage-to search for food from nearby farms
Fresh fish---new recruits
Greenbacks---money
Haversack---cloth bag for carrying rations & utensils
Housewife---sewing kit
Horse sense---smart or to use good sense
Picket---a guard or guard duty
Sawbones---the surgeon of a regiment
Shirker---a soldier who would not do his duty on the battlefield
Tough as a knot---in good health
Vittles---food or rations
Breadbasket---stomach
Skedaddle---run
Possum---buddy or pal
Fit as a fiddle---in good shape, healthy
Grab a root---have dinner
Scarce as hen's teeth---rare or scarce
Joy juice---liquor
Hard case---tough
Quick-step---diarrhea
Played out---worn out or tired
Goobers---peanuts
Fit to be tied---angry
Gallinippers---insects, mosquitos
Iron clad possum---armadillo
Hospital rats---person who fakes an illness
Mule---meat
Top rail---first class
Bluff---cheater
Jawing---talking
Hunkey dorey---great
Hornets---bullets
Whipped---beaten

Appendix N

August 19, 1862

Dear Ma,

My regiment marched all night through the woods trying to get to back to our post. We were forced to stop short due to the fresh fish being played out. My possum and I put up our dog tent and went to forage for some vittles. Everyone was ready to grab a root and was fit to be tied when all we could find was three iron clad possums. All we had to eat yesterday was goobers which gave some of the men a case of quick-step. Shore am glad I'm tough as a knot.

The gallinippers are somethin' awful here and everybody looks like they have the measles. We are all itching and scratching like you ain't never seen! Ma, I shore do wish I had some of yore homemade joy juice to dab on my bites.

Thank goodness you raised me to be a hard case or I might consider becoming a hospital rat.

I gotta skedaddle. Write back when you can.

Your son,

Walter Smith

Dear _____,

Sincerely,

Gettysburg Timeline

Early June

June 3

June 27

June 30

July 1

July 2

July 3

July 4

Nov 19

Gettysburg Timeline

Early June

June 3

June 27

June 30

July 1

July 2

July 3

July 4

Nov 19

We're Marching through Georgia by Henry Clay Work

Bring the good old bugle, boys! we'll sing another song
Sing it with a spirit that will start the world along.
Sing it as we used to sing it, fifty thousand strong,
While we were marching through Georgia.
"Hurrah! Hurrah! we bring the Jubilee!
Hurrah! Hurrah! the flag that makes you free!"
So we sang the chorus from Atlanta to the sea,
While we were marching through Georgia.

How the darkeys shouted when they heard the joyful sound!
How the turkeys gobbled which our commissary found!
How the sweet potatoes even started from the ground,
While we were marching through Georgia.
"Hurrah! Hurrah! we bring the Jubilee!
Hurrah! Hurrah! the flag that makes you free!"
So we sang the chorus from Atlanta to the sea,
While we were marching through Georgia.

Yes, and there were Union men who wept with joyful tears,
When they saw the honor'd flag they had not seen for years;
Hardly could they be restrained from breaking forth in cheers,
While we were marching through Georgia.
"Hurrah! Hurrah! we bring the Jubilee!
Hurrah! Hurrah! the flag that makes you free!"
So we sang the chorus from Atlanta to the sea,
While we were marching through Georgia.

"Sherman's dashing Yankee boys will never reach the coast!"
So the saucy rebels said, and 'twas a handsome boast,
Had they not forgot, alas! to reckon with the host,
While we were marching through Georgia.
"Hurrah! Hurrah! we bring the Jubilee!
Hurrah! Hurrah! the flag that makes you free!"
So we sang the chorus from Atlanta to the sea,
While we were marching through Georgia.

So we made a thoroughfare for Freedom and her train,
Sixty miles in latitude three hundred to the main;
Treason fled before us, for resistance was in vain,
While we were marching through Georgia.
"Hurrah! Hurrah! we bring the Jubilee!
Hurrah! Hurrah! the flag that makes you free!"
So we sang the chorus from Atlanta to the sea,
While we were marching through Georgia.

Appendix S

Leading to Appomattox- Letter Exchange

From General Grant to General Lee--April 7, 1865 @ 5pm

From General Lee to General Grant--April 7, 1865

From General Grant to General Lee--April 8, 1865

From General Lee to General Grant--April 8, 1865

From General Grant to General Lee--April 9, 1865

From General Lee to General Grant--April 9, 1865

From General Grant to General Lee--April 9, 1865

Meeting at Appomattox

The exchange of messages initiated the historic meeting in the home of Wilber McLean. Arriving at the home first, General Lee sat in a large sitting room on the first floor. General Grant arrived shortly and entered the room alone while his staff respectfully waited on the front lawn. After a short time, the staff was summoned to the room. General Horace Porter described the scene:

“We entered and found General Grant sitting at a marble-topped table in the center of the room, and Lee sitting beside a small oval table near the front window in the corner... facing Grant. We walked in softly and ranged ourselves quietly about the sides of the room, very much as people enter a sick-chamber when they expect to find the patient dangerously ill.”

The contrast between the two commanders was striking. General Grant, then nearly 43 years of age, was five feet eight inches in height, with shoulders slightly stooped. His hair and full beard were a nut-brown, without a trace of gray in them. He had on a shirt made of gray flannel, unbuttoned in the front, and showing a waistcoat underneath. He wore an ordinary pair of top-boots, with his trousers inside, and was without spurs. The boots and portions of his clothes were spattered with mud. He had no sword. In fact his uniform was that of a private soldier.

Lee, on the other hand, was fully six feet in height, and quite erect for 59 years of age. His hair and full beard were silver-gray, and quite thick, except that the hair had become a little thin at the front. He wore a new uniform of Confederate gray, buttoned up to the throat, and at his side he carried a long sword of fine workmanship, the hilt studded with jewels. His top-boots were comparatively new, and seemed to have on them some ornamental stitching of red silk. Like his uniform, they were clean, and but little travel-stained. On the boots were handsome spurs. A felt hat, which in color matched pretty closely that of his uniform lay beside him on the table.

General Grant began the conversation by saying “I met you once before, General Lee, while we were serving in Mexico, when you came over from General Scott's headquarters to visit Garland's brigade, to which I then belonged. I have always remembered your appearance, and I think I should have recognized you anywhere.”

“Yes,” replied General Lee, “I know I met you on that occasion, and I have often thought of it and tried to recollect how you looked, but I have never been able to recall a single feature.”

The two generals talked a bit more about Mexico and moved on to a discussion of the terms of the surrender when Lee asked Grant to commit the terms to paper:

“Very well,” replied General Grant, “I will write them out.” And calling for his notebook, he opened it on the table before him and began to write the terms. He wrote very rapidly, and did not pause until he had finished. Then he looked toward Lee, and his eyes seemed to be resting on the handsome sword that hung at that officer's side. He said afterward that this set him to thinking that it would be an unnecessary humiliation to require officers to surrender their swords, and a great hardship to deprive them of their personal baggage and horses, and after a short pause he wrote the sentence: *This will not embrace the side-arms of the officers, nor their private horses or baggage.*

Grant handed the document to Lee. After reviewing it, Lee informed Grant that the Cavalry men and Artillery men in the Confederate Army owned their horses and asked that they keep them. Grant agreed and Lee wrote a letter formally accepting the surrender. Lee then made his exit:

At a little before 4 o'clock General Lee shook hands with General Grant, bowed to the other officers and left the room. One after another we followed, and went out to the porch. Lee signaled to his orderly to bring up his horse, and while the animal was being bridled the general stood on the lowest step and gazed sadly in the direction of the valley beyond where his army lay - now an army of prisoners. He rubbed his hands together a number of times in an absent sort of way; seemed not to see the group of Union soldiers who rose as he had approached. All appreciated the sadness that overwhelmed him, and he had the condolences of every one who saw him at this supreme moment of trial. The approach of his horse seemed to recall him from his thoughts, and he at once mounted. General Grant now stepped down from the porch, and, moving toward him, saluted him by raising his hat. He was followed in this act of courtesy by all our officers present; Lee raised his hat respectfully, and rode off to break the sad news to the brave fellows whom he had so long commanded."

Appendix U

Civil War Project

Students will exhibit their knowledge of our Civil War studies by completing a project of their choice. The rubric for this project is attached. All students will be required to present their project to their class. Since this project reflects a four-week study, it will count for **two test grades**. Students should put their best effort forward to present quality project.

Some suggestions are:

§ Poster

Poster projects need to be neat with at least 10 facts about a person or event important to the Civil War period.

§ diorama

Dioramas may depict any Civil War scene. Some suggestions are: battles, plantations, or maps.

§ character skit

There are many possibilities here. Abraham Lincoln reciting the Gettysburg Address, a slave singing a spiritual, a general addressing his troops, etc... Students who perform character skits must dress the part.

§ Power Point Presentation

Power Point Presentations must be composed at home. Again, there are endless possibilities. Presentations must have at least 10 frames with graphics and text.

§ Report

Written reports must be presented to the class. Students will not be allowed to "read" their report. They will need to be familiar enough with the material so that they can tell the class what they learned.

§ Doll

Dolls should be dressed in period clothing and they must have a story to tell. For instance, if the student creates a slave doll, he/she must be prepared to share the story of this doll's life.

§ song, rap, poem

Students must perform (seriously) their song/rap/poem. This performance should be at least 2 minutes long and must be about some event or person related to the Civil War.

§ picture book

This project must be a collection of drawings done by the student. It can be about anything pertaining to the Civil War. It must be very neatly done.

§ Timeline

The timeline project should span across at least 20 events. Each event must be clearly labeled and should have a graphic of some sort.

§ other (must be approved by teacher)

I am looking forward to seeing some great projects!

Please sign and return this section to indicate that you have read this letter.

Parent Signature _____ (I am aware of the Civil War project due 8/26)
Date _____

Appendix V

Civil War Project Rubric

Category	95-100	85-94	75-84	65-74	
Attractiveness	The elements of the project are exceptionally attractive in terms of design and neatness.	The elements of the project are attractive in terms of design and neatness.	The elements of the project are acceptably attractive though they may be a bit messy.	The elements of the project are distractingly messy or very poorly designed. It is not attractive.	
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Creativity	Project reflects an exceptional degree of student creativity.	Project reflects student creativity.	Project reflects a small amount of student creativity.	Project reflects no student creativity.	
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Total 380-400= 95-100 340-379= 85-95 300-329= 75-85 260-299= 65-75 below 260=0					