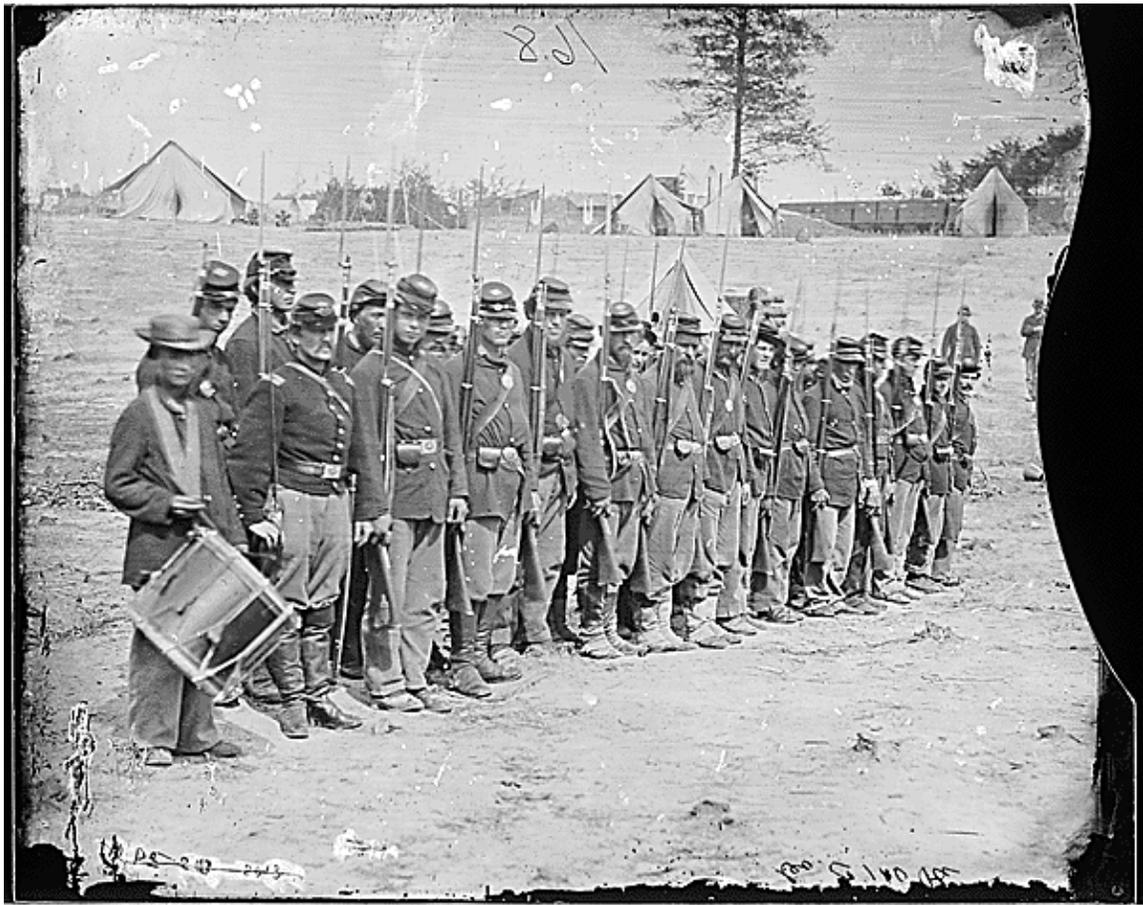


# Civil War and Reconstruction

## Grade 7: Unit 5



*A company of the 6th Maine Infantry on parade after the battle of Fredericksburg.  
Photo by Matthew Brady c.1860-65. Library of Congress.*



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Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

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## CIVIL WAR AND RECONSTRUCTION

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# I.

## The Planning Framework *Civil War and Reconstruction*



[www.archives.gov/education/lessons/brady-photos/images/wounded-in-hospital.gif](http://www.archives.gov/education/lessons/brady-photos/images/wounded-in-hospital.gif)  
Wounded Soldiers photographed by Matthew Brady



### HOW THIS UNIT WAS DEVELOPED

- This unit is the fifth unit of the Grade 7 scope and sequence. The unit was developed by a team of DOE staff and teachers. The first step was a brainstorming session and the results were charted in a “web.” While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that are most central and relevant to the topic and goals for the unit.
- After the brainstorm web was refined to include the most essential components, the Essential Question and Focus or Guiding Questions were developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on **Civil War and Reconstruction** is “*How do issues of power, wealth and morality influence war?*”
- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of the struggles faced by African-Americans. Therefore, one of the focus questions is, “How did enslaved Africans fight for freedom?”
- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.
- Various types of assessments are included to meet the needs of all learners.
- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concept, or skill that address the focus questions in some way.
- Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis, and synthesis of knowledge, concept, and skill to address the specific skills that students should acquire.
- A variety of activities for independent or small group investigations are suggested that allow students to create, share, or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.
- We have included guidelines on the use of text sets which are central to this unit.
- Current research on the importance of content area literacy, the development of academic vocabulary, and culturally relevant pedagogy is included.
- A bibliography of appropriate, multi-dimensional and varied resources is provided.

- A rationale for the value of field trips and a list of possible field trips to relevant cultural institutions, art museums and community -based organizations is included.
- A suggested culminating activity that validates and honors student learning and projects is described.

## TEACHER BACKGROUND

### CIVIL WAR AND RECONSTRUCTION

“A house divided against itself cannot stand.” Abraham Lincoln

Less than one hundred years after the founding fathers began their experiment in freedom, the foundations were rocked by civil war. The United States of America sprang from the colonies as a revolutionary idea, and as the nation grew, the fundamentals would be revised and adjusted to suit the developing country's needs. While a country founded on the ideals of “life, liberty, and the pursuit of happiness” cannot thrive with large percentages of its population enslaved, the fact remained that slavery existed. It is important also to understand that slavery was not the only issue facing the country. Issues arose from sectionalism, as different regions of the nation had different needs. Many states, mostly those of the South with smaller populations, wanted to protect their interests through decisions based on states' rights. To the federal government, if the nation was to remain united; the issues would need to be resolved.

Slavery in America was as old, even older, than the colonies. As the founding fathers began to take steps toward ending British tyranny they were faced with many questions and challenges. The debate over slavery stalled with the Three Fifths Compromise in the Constitution, when 3 of every 5 slaves were counted (for purposes of representation). While many states chose to prohibit slavery in their state constitutions, as a nation, slavery continued for nearly another one hundred years.

Throughout the history of slavery in the U.S. there were those who opposed it, known as abolitionists. Some abolitionists, such as Frederick Douglas and Harriet Tubman, knew the evils of slavery first hand. Others, such as John Brown, found they were vehemently committed to ending it, with violence if necessary. Abolitionists fought for the end of slavery but they also helped slaves resist through escape.

The Underground Railroad was one avenue for this resistance. The “railroad” was actually a series of “stations” (safe house) where escaping slaves could find help and protection. Runaways were led and assisted by “conductors”. Many enslaved African- Americans risked their lives using the Underground Railroad to have a chance at freedom. Those who were caught faced severe punishment.

As the nation acquired new territories, the debate over slavery would appear again and again. Abolitionists wanted to prohibit slavery in all new states. Southern states, of course, wanted to allow the practice to continue. The Missouri Compromise was an attempt to balance the power of free states versus slave states by prohibiting slavery above 36°30' north. While that worked for a time, the problems intensified after the Mexican-American War when the United States increased its size by one third. A series of compromises executed by Webster, Calhoun and Clay, including the Compromise of 1850 and the Kansas-Nebraska Act, attempted to ease the rising tensions, and maintain the balance of free states and slave states.

Many in the North, however, were increasingly disturbed by pro-slavery legislation. Fugitive Slave Laws required the return of runaway slaves and the Dred Scott decision not only denied Dred Scott his freedom but nullified the Missouri Compromise. Southerners

were outraged over John Brown's raid on Harper's Ferry. The issues were also debated in the political arena between Stephen Douglas and Abraham Lincoln in 1858. While slavery was an important issue of the debates, the other issue centered power, the power of the states versus the power of the federal government. Divisiveness intensified and two years later, when Lincoln was elected president, Southern states began to secede.

Abraham Lincoln, and other Northern leaders, viewed secession as illegal and believed the seceding states were rebelling. The states that seceded regarded themselves as a part of a newly independent nation, The Confederate States of America.

Though the firing on Fort Sumter officially started the war, no one, North or South, anticipated the devastation that would follow. Many battles would take place over the next four years as the South fought to preserve their economic and social structure, and the north fought to preserve the union and ultimately bring an end to the institution of slavery.

The Civil War holds the record for the highest number of American casualties of any war. Much of the devastation was a result of new technology and changes in methods of warfare. The Battle of Antietam, remembered as the bloodiest battle of the war, paved the way for Lincoln's Emancipation Proclamation which officially freed slaves in the Confederacy. The devastating Battle of Gettysburg, with the largest number of casualties of the Civil War, is remembered for Lincoln's inspiring speech, the Gettysburg Address. Finally, at Appomattox, the war ended with Lee's initial surrender. Though the war wouldn't officially end for another month, the country faced another great tragedy only two days later with the assassination of Abraham Lincoln.

By the war's end some of America's greatest challenges lay ahead and the country would face them without the leadership of Abraham Lincoln who had considered the possibilities for reconstructing the nation. Lincoln's successor, Andrew Johnson, held different ideas, as did the Radical Republicans, who, for a period of time dominated reconstruction.

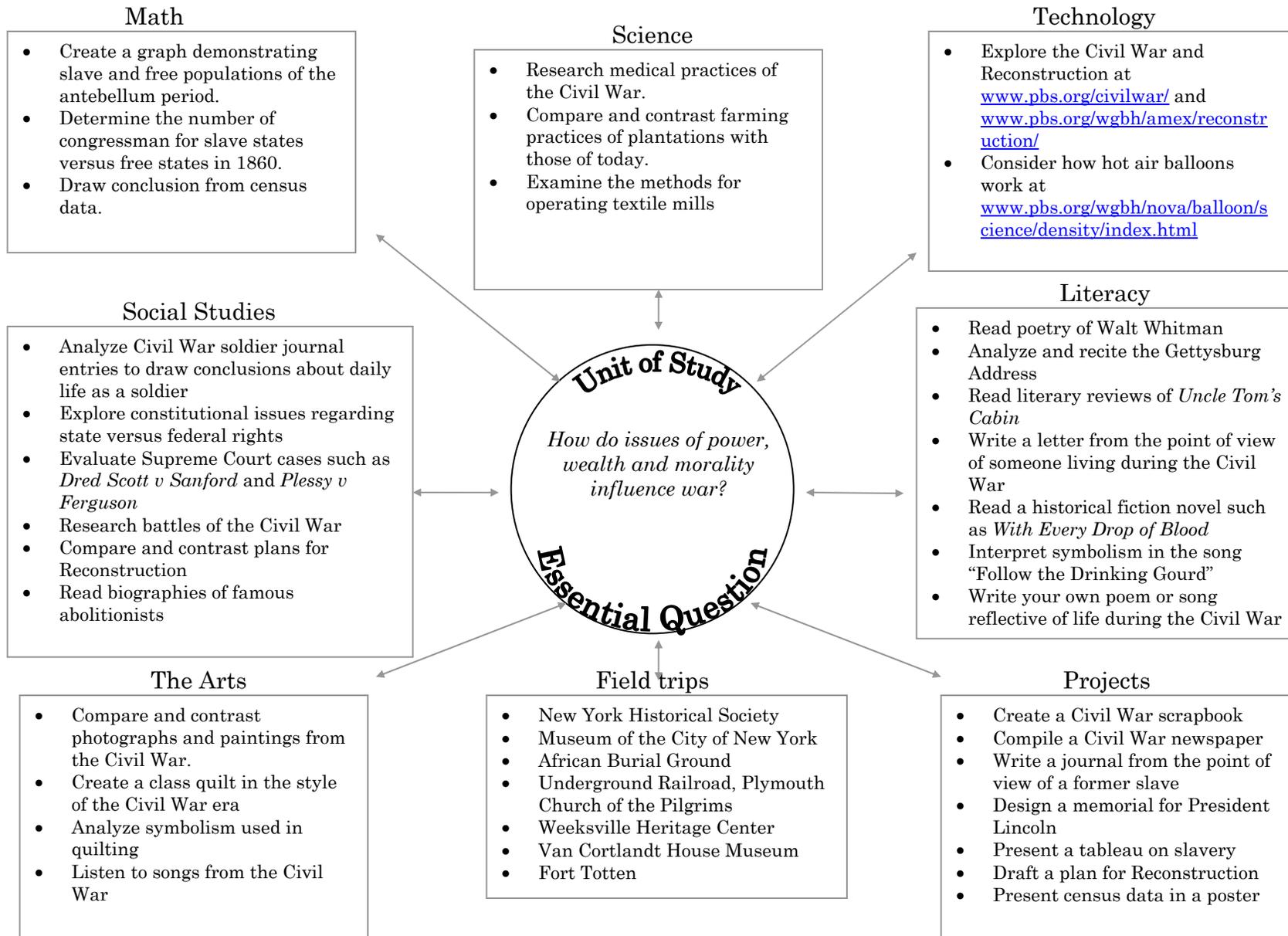
Though Presidential Reconstruction, from 1865-1867, included the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Constitutional Amendments passed and signed by Southern states as a condition for reentering the Union, little was done to enforce them. Under Andrew Johnson, the Confederate leaders retained much of their powers in the South. In 1867, the Radical Republicans took over the South with the Reconstruction Acts of 1867. Andrew Johnson tried to veto these acts and was viewed as too punitive to the South. His vetoes were overridden and followed by his impeachment by the Radical Republicans. The Radical Republicans spent ten years controlling the South and attempting to implement true equality for freed ex-slaves. In 1877, Union troops withdrew from the South ending the period of Reconstruction. As Union troops left, a new order of oppression emerged in the South.

Although Abraham Lincoln established the Freedman's Bureau to assist in the transition to freedom, Southern States resisted any attempts to establish equality. While Southern states pursued re-admittance to the Union they also passed Black Codes, limiting the rights of Freedmen. Under Radical Reconstruction these codes were repealed but shortly after Reconstruction, legalized segregation emerged with the Jim Crow laws and the Supreme Court case, *Plessy v. Ferguson*.

The Civil War succeeded in preserving the Union and in the emancipation of millions of slaves but the road to equality for African Americans was not over. African Americans and other minority groups still had much to face as they struggled for true equal rights.

Please note: the activities and lesson plans provided in this Unit Guide are suggestions that can be adapted and customized to meet your students' individual needs.

**BRAINSTORM WEB**



**ESSENTIAL QUESTION**

**How do issues of power, wealth and morality influence war?**

Content/Academic Vocabulary (sample)

popular sovereignty    secede    fugitive    civil war    border state    martial law    blockade  
 ironclad    casualty    emancipate    draft    amnesty    black codes    carpetbagger

Focus Questions



- How did sectionalism divide the nation?
- How did enslaved Africans fight for freedom?
- How did the failure to compromise lead to the Civil War?
- What were some pivotal turning points/battles of the Civil War?
- How did the Civil War differ significantly from all previous wars?
- What were the successes and challenges of reuniting the nation following the Civil War?



Student Outcomes	
Think about what you want the student to know and be able to do by the end of this unit.	
Content, Process and Skills	
Articulate the major political, social & economic causes of the Civil War	Read and interpret primary and secondary sources to gather information
Express the points of view of various groups during the Civil War	Research key figures of the civil war
Analyze the effects the Civil War had on different/various Americans	Evaluate events leading up to the Civil War
Understand the complex issues of slavery, states' rights, etc.	Develop an understanding of how the Civil War events and results impacted subsequent events

## SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1.	How did issues of power, wealth and morality influence war?	<b>Causes of the Civil War</b> -Sectionalism -States' rights -Slavery	<i>Launching the Unit</i>  <i>Academic Vocabulary</i>
2.	How did sectionalism divide the nation?	-Role of regional economies -Sectionalism -Interdependence -Northern and southern economy -Territorial expansion and slavery -Conflicting perspectives	<i>Sectionalism</i> sample lesson <ul style="list-style-type: none"> <li>• Research the different sections of the country</li> <li>• Complete a graphic organizer</li> </ul> Consult <i>The Causes of the Civil War, The Missouri Compromise</i> <a href="http://www.teachingamericanhistory.org/neh/interactives/sectionalism/lesson1/">www.teachingamericanhistory.org/neh/interactives/sectionalism/lesson1/</a> <a href="http://news.nationalgeographic.com/news/2003/01/0131_030203_jubilee2.html">http://news.nationalgeographic.com/news/2003/01/0131_030203_jubilee2.html</a> <a href="http://xroads.virginia.edu/~HYPER/DETOC/census/mfr1.jpg">http://xroads.virginia.edu/~HYPER/DETOC/census/mfr1.jpg</a>
3.	How did sectionalism divide the nation?	<b>Efforts to Compromise</b> -Balance of power in Congress -Missouri Compromise -Compromise of 1850 -Kansas Nebraska Act	<i>Conflict and Compromise</i> sample lesson <ul style="list-style-type: none"> <li>• Analyze quotes relating to slavery</li> <li>• Analyze legislation and the Constitution to determine the legality of slavery</li> </ul> Consult <i>The Causes of the Civil War, The Missouri Compromise</i> <a href="http://www.america.gov/st/usg-english/2008/January/20071116194724xjsnomis0.5400049.html">www.america.gov/st/usg-english/2008/January/20071116194724xjsnomis0.5400049.html</a> <a href="http://www.pbs.org/wgbh/aia/part4/4p2951.html">www.pbs.org/wgbh/aia/part4/4p2951.html</a>

4.	How did enslaved Africans fight for their freedom?	<b>Slavery in the United States</b> -Sectionalism -Conflicting perspectives -Abolitionists -Political and social movements	<i>Uncle Tom's Cabin</i> sample lesson <ul style="list-style-type: none"> <li>• Determine the role of <i>Uncle Tom's Cabin</i> in the Civil War</li> <li>• Analyze reviews of <i>Uncle Tom's Cabin</i> and complete a Venn diagram</li> </ul> Consult <i>The Anti-Slavery Movement in America, 1830-1865, Slavery in the United States, War, Terrible War</i> <a href="http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/reform/beecher_1">www.americaslibrary.gov/cgi-bin/page.cgi/jb/reform/beecher_1</a>
5.	How did enslaved Africans fight for their freedom?	<b>Slavery in the United States</b> -Abolitionists -Political and social movements	Slavery <ul style="list-style-type: none"> <li>• Research the culture of slavery using the text set             <ul style="list-style-type: none"> <li>○ Discuss the different jobs on a plantation</li> <li>○ Identify rituals for milestones such as marriage</li> <li>○ Explore ways that slaves maintained their African heritage</li> </ul> </li> </ul> Consult <i>Freedom Struggle: The Anti-Slavery Movement in America, 130-1865, Children of the Emancipation, If Slavery in the United States, You Lived When There Was Slavery in America, A Slave Family</i>

6.	How did enslaved Africans fight for their freedom?	<b>Slavery in the United States</b> -Abolitionists -Political and social movements	<i>The Drinking Gourd</i> sample lesson <ul style="list-style-type: none"> <li>• Read about the history of the drinking gourd</li> <li>• Interpret the song, “Follow the Drinking Gourd”</li> <li>• Explore routes of the Underground Railroad.</li> </ul> Consult <i>Africans in America: 1619 -1865</i> , <i>The Anti-Slavery Movement in America, 1830 -1865</i> , <i>If You Lived When There Was Slavery in America</i> , <i>A Slave Family</i> , <i>Slavery in the United States</i> <a href="http://quest.nasa.gov/ltc/special/mlk/gourd1.html">http://quest.nasa.gov/ltc/special/mlk/gourd1.html</a>
7.	How did enslaved Africans fight for their freedom?	<b>Slavery in the United States</b> -Abolitionists -Political and social movements	<i>Resistance</i> sample lesson <ul style="list-style-type: none"> <li>• Research methods of resisting slavery</li> <li>• Complete a graphic organizer on methods of resistance.</li> </ul> Consult <i>Africans in America: 1619 -1865</i> , <i>The Anti-Slavery Movement in America, 1830 -1865</i> , <i>Slavery in the United States</i> <a href="http://www.nationalgeographic.com/railroad/index.html">www.nationalgeographic.com/railroad/index.html</a>
8.	How did enslaved Africans fight for their freedom?	<b>Slavery in the United States</b> -Abolitionists -Political and social movements	Read and Interpret Negro Spirituals <ul style="list-style-type: none"> <li>• Listen to recordings of some spirituals and the Jubilee Singers.</li> <li>• Write spirituals.</li> </ul> Consult <a href="http://www.negrospirituals.com/">www.negrospirituals.com/</a>
9.	How did enslaved Africans fight for their freedom?	<b>Slavery in the United States</b> -Abolitionists -Political and social movements	<i>Slavery: A Tableau</i> sample lesson <ul style="list-style-type: none"> <li>• Create and present a tableau on slavery.</li> </ul> Consult <i>Africans in America: 1619 -1865</i> , <i>If You Lived When There Was Slavery in America</i> , <i>A Slave Family</i> , <i>Slavery in the United States</i>

10	How did enslaved Africans fight for their freedom?	<b>Slavery in the United States</b> -Abolitionists -Political and social movements	<i>Against all Odds</i> sample lesson <ul style="list-style-type: none"> <li>• Discuss the concept of heroism</li> <li>• Research famous abolitionists</li> <li>• Complete a graphic organizer</li> <li>• Create a tribute to an abolitionist</li> </ul> Consult <i>Africans in America: 1619 -1865</i> , <i>The Anti-Slavery Movement in America, 1830 -1865</i> , <i>A Slave Family</i> , <i>Slavery in the United States</i> , <a href="http://www.biography.com">www.biography.com</a>
11	How did failure to compromise lead to the Civil War?	<b>Causes of the Civil War</b> -Firing on Fort Sumter -Sectionalism -Secession of southern states -States' rights -Slavery -Economic issues -Preservation of the Union	Causes of the Civil War <ul style="list-style-type: none"> <li>• Read "What Caused the Civil War?" at <a href="http://www.nps.gov/archive/gett/gettkidz/cause.htm">www.nps.gov/archive/gett/gettkidz/cause.htm</a></li> <li>• Create a t-chart listing the causes and the evidence supporting them.</li> </ul>
12	How did failure to compromise lead to the Civil War?	Events leading to Civil War - <i>Dred Scott vs. Sandford</i> -Fugitive Slave Laws	<i>Dred Scott</i> sample lesson <ul style="list-style-type: none"> <li>• Read about the Dred Scott case</li> <li>• Analyze the arguments in the decision rendered by the Supreme Court</li> <li>• Discuss the implications of the case</li> </ul> Consult <a href="http://www.landmarkcases.org/dredscott/home.html">www.landmarkcases.org/dredscott/home.html</a>

13	How did failure to compromise lead to the Civil War?	Events leading to Civil War - <i>Dred Scott vs. Sandford</i> -Fugitive Slave Laws	<i>Impact of the Dred Scott Decision</i> sample lesson <ul style="list-style-type: none"> <li>• Discuss the system of checks and balances</li> <li>• Analyze editorials relating to the Dred Scott case</li> <li>• Compare and contrast view points of the North and the South</li> <li>• Write an editorial on the Dred Scott case.</li> </ul> Consult <a href="http://www.landmarkcases.org/dredscott/home.html">www.landmarkcases.org/dredscott/home.html</a> <a href="http://elections.harpweek.com/1860/cartoon-1860-Medium.asp?UniqueID=39&amp;Year=">http://elections.harpweek.com/1860/cartoon-1860-Medium.asp?UniqueID=39&amp;Year=</a> <a href="http://teachingamericanhistory.org/library/index.asp?document=52">http://teachingamericanhistory.org/library/index.asp?document=52</a>
14	How did failure to compromise lead to the Civil War?	-John Brown's raid on Harper's Ferry	<i>John Brown</i> lesson plan <ul style="list-style-type: none"> <li>• Read a biography of John Brown</li> <li>• Examine primary sources relating to John Brown</li> <li>• Develop an opinion of John Brown</li> </ul> Consult <i>John Brown</i> <a href="http://www.pbs.org/wgbh/amex/brown/index.html">www.pbs.org/wgbh/amex/brown/index.html</a>
15	How did failure to compromise lead to the Civil War?	-Lincoln-Douglas debates	<i>Lincoln-Douglas Debates</i> sample lesson <ul style="list-style-type: none"> <li>• Read a selection from the Lincoln-Douglas Debates</li> <li>• Complete a graphic organizer to determine the position of each candidate</li> </ul> Consult <i>The Causes of the Civil War, The Lincoln-Douglass Debates, War, Terrible War</i> <a href="http://lincoln.lib.niu.edu/teachers/lesson1.html">http://lincoln.lib.niu.edu/teachers/lesson1.html</a>

16	How did failure to compromise lead to the Civil War?	-Election of 1860 -Candidates and political parties	The Election of 1860 <ul style="list-style-type: none"> <li>Locate map at <a href="http://en.wikipedia.org/wiki/United_States_presidential_election,_1860">http://en.wikipedia.org/wiki/United_States_presidential_election,_1860</a> illustrating how the states voted in the Election of 1860</li> <li>Examine results of the Election of 1860</li> </ul>
17	How did failure to compromise lead to the Civil War?	-Election of 1860 -Candidates and political parties	Presidential Speeches <ul style="list-style-type: none"> <li>Read and discuss Abraham Lincoln's Inaugural address with that of Jefferson Davis.</li> <li>Paraphrase 3 major points identified by each leader.</li> </ul> Consult <i>Abraham Lincoln, Jefferson Davis</i> , <a href="http://www.bartleby.com/124/pres31.ht">www.bartleby.com/124/pres31.ht</a>
18	How did failure to compromise lead to the Civil War?	<b>The Civil War</b> -Key leaders	Political Cartoons and Lincoln <ul style="list-style-type: none"> <li>Analyze political cartoons on an interactive website.</li> <li>Identify persuasive techniques used by cartoonists.</li> </ul> <a href="http://www.eiu.edu/~eiutps/pca/cartoon1.php">www.eiu.edu/~eiutps/pca/cartoon1.php</a>
19	What were some pivotal turning points/battles of the Civil War?	<b>Causes of the Civil War</b> -Firing on Fort Sumter	The Civil War Begins <ul style="list-style-type: none"> <li>Compare and contrast a first-hand account of the firing on Fort Sumter at <a href="http://www.eyewitnesstohistory.com/sumter.htm">www.eyewitnesstohistory.com/sumter.htm</a> and a secondary-hand account from <i>Key Battles of the Civil War</i>, p. 8.</li> </ul>

20	What were some pivotal turning points/battles of the Civil War?	<b>The Civil War</b> -Key leaders	<i>Civil War Notables</i> sample lesson <ul style="list-style-type: none"> <li>• Research key people from the Civil War</li> <li>• Create memory cards for key people from the Civil War</li> <li>• Participate in memory game</li> </ul> Consult <i>Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, War, Terrible War</i> <a href="http://www.civilwar.com/">www.civilwar.com/</a> <a href="http://www.pbs.org/civilwar/war/biographies/barton.html">www.pbs.org/civilwar/war/biographies/barton.html</a>
21	What were some pivotal turning points/battles of the Civil War?	<b>The Civil War</b> -Daily life	<i>Civil War Letters</i> sample lesson <ul style="list-style-type: none"> <li>• Draw conclusions about the Civil War by reading letters between a soldier and his sweetheart.</li> <li>• Write a letter in response</li> </ul> Consult <i>Key Battles of the Civil War, The Civil War in the West, The Civil War in the East, The Civil War in the South</i> <a href="http://www.civilwarletters.com/">www.civilwarletters.com/</a>
22	What were some pivotal turning points/battles of the Civil War?	<b>The Civil War</b> -Daily life	<i>Brooklyn's Drummer Boy</i> sample lesson <ul style="list-style-type: none"> <li>• Analyze a primary source photograph</li> <li>• Read and interpret poems from the Civil War</li> <li>• Write a letter about the role of drummer boys.</li> </ul> Consult <i>Children of the Civil War</i> <a href="http://ephemeralnewyork.wordpress.com/2008/06/30/brooklyns-little-drummer-boy/">http://ephemeralnewyork.wordpress.com/2008/06/30/brooklyns-little-drummer-boy/</a>

23	What were some pivotal turning points/battles of the Civil War?	<b>The Civil War</b> -Daily life	<i>Black Soldiers</i> sample lesson <ul style="list-style-type: none"> <li>• Read about the role of Black soldiers in the Civil War.</li> <li>• Analyze a quote and a poster from the Civil War</li> <li>• Weigh the pros and cons of enlisting during the Civil War.</li> </ul> Consult <i>If You Lived When There Was Slavery in America, You Wouldn't Want to be a Civil War Soldier!</i> <a href="http://www.archives.gov/education/lessons/blacks-civil-war/">www.archives.gov/education/lessons/blacks-civil-war/</a> <a href="http://www.archives.gov/education/lessons/blacks-civil-war/images/recruitment-broadside.gif">www.archives.gov/education/lessons/blacks-civil-war/images/recruitment-broadside.gif</a>
24	What were some pivotal turning points/battles of the Civil War?	<b>The Civil War</b> -Daily life	Civil War Songs <ul style="list-style-type: none"> <li>• Sing songs from the Civil War.</li> </ul> Consult <i>War, Terrible War</i> p. 150
25	What were some pivotal turning points/battles of the Civil War?	-The Emancipation Proclamation -Role of border states	<i>The Emancipation Proclamation</i> sample lesson <ul style="list-style-type: none"> <li>• Guided reading of the Emancipation Proclamation</li> <li>• Consider the issues facing Abraham Lincoln</li> <li>• Complete a t-chart based on issues of slavery</li> <li>• Demonstrate an abolitionist view point</li> </ul> Consult <i>Children of the Emancipation, The Emancipation Proclamation, A Slave Family, Slavery in the United States</i> <a href="http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/">www.archives.gov/exhibits/featured_documents/emancipation_proclamation/</a>

26	What were some pivotal turning points/battles of the Civil War?	-Gettysburg Address	The Gettysburg Address <ul style="list-style-type: none"> <li>• Read and discuss “The Gettysburg Address.”</li> </ul> Consult <i>The Gettysburg Address</i>
27	What were some pivotal turning points/battles of the Civil War?	-Key battles	<i>Battle of Antietam</i> sample lesson <ul style="list-style-type: none"> <li>• Read aloud a newspaper article from the Battle of Antietam</li> <li>• Research different aspects of the Battle of Antietam</li> <li>• Create a Civil War newspaper</li> </ul> Consult <i>War, Terrible War, The Civil War in the East, Key Battles of the Civil War, The Civil War, Fields of Fury</i> <a href="http://www.civilwarhome.com/antietam.htm">www.civilwarhome.com/antietam.htm</a> <a href="http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/civil/battle_1">www.americaslibrary.gov/cgi-bin/page.cgi/jb/civil/battle_1</a> <a href="http://www.eyewitnesstohistory.com/antiet.htm">www.eyewitnesstohistory.com/antiet.htm</a> <a href="http://www.jprof.com/history/antietam.html">www.jprof.com/history/antietam.html</a>
28	What were some pivotal turning points/battles of the Civil War?	New York State during the Civil War -Military role -Political role -The draft riots	New York and the Civil War <ul style="list-style-type: none"> <li>• Explore New York Divided: A Virtual Exhibit at <a href="http://www.nydivided.org/VirtualExhibit/">www.nydivided.org/VirtualExhibit/</a></li> <li>• Compare and contrast the New York you know today with that described in the exhibit</li> <li>• Describe what New York would have been like using a five senses graphic organizer</li> </ul>
29	What were some pivotal turning points/battles of the Civil War?	New York State during the Civil War -Military role -Political role -The draft riots	<i>New York City Draft Riots</i> sample lesson <ul style="list-style-type: none"> <li>• Compare and contrast NYC Draft Riots images</li> </ul> Consult <i>The Home Front in the North</i>
30	What were some pivotal turning	-Key battles	Battles of the Civil War

	points/battles of the Civil War?	-Geographic, economic and military advantages for North and South	<ul style="list-style-type: none"> <li>Research Civil War battles</li> </ul> Consult <i>The Civil War at Sea, The Civil War in the West, The Civil War in the East, The Civil War, Fields of Fury: The American Civil War, Key Battles of the Civil War</i> <a href="http://www.cr.nps.gov/hps/abpp/battles/bystate.htm">www.cr.nps.gov/hps/abpp/battles/bystate.htm</a> <a href="http://data2.itc.nps.gov/parksearch/topicsearchresults.cfm">http://data2.itc.nps.gov/parksearch/topicsearchresults.cfm</a> <a href="http://www.americancivilwar.com/cwstats.html">www.americancivilwar.com/cwstats.html</a>
31	What were some pivotal turning points/battles of the Civil War?	-Key battles	<i>Appomattox</i> sample lesson <ul style="list-style-type: none"> <li>Analyze primary sources relating to the surrender at Appomattox</li> <li>Evaluate the conditions for the surrender</li> </ul> Consult <i>Fields of Fury, Robert E. Lee, Ulysses S. Grant</i> <a href="http://www.brotherswar.com/Civil_War_Quotes_4a.htm">www.brotherswar.com/Civil_War_Quotes_4a.htm</a> <a href="http://www.eyewitnesstohistory.com/appomatx.htm">www.eyewitnesstohistory.com/appomatx.htm</a>
32	How did the Civil War differ significantly from all previous wars?	-Technology	<i>Hot Air Balloons</i> sample lesson <ul style="list-style-type: none"> <li>Analyze a Civil War image</li> <li>Read about balloon spies</li> <li>Complete a t-chart about balloons in the Civil War</li> <li>Create a battle plan</li> </ul> Consult <i>War, Terrible War</i>
33	How did the Civil War differ significantly from all previous wars?	-Technology -Loss of lives	<i>Technology and War</i> sample lesson <ul style="list-style-type: none"> <li>Read about technological advances of the Civil War</li> <li>Analyze the impact of technology on war.</li> </ul> Consult <i>War, Terrible War</i>

34	How did the Civil War differ significantly from all previous wars?	-Loss of lives	<p><i>Civil War Casualties</i> sample lesson</p> <ul style="list-style-type: none"> <li>Analyze casualty data and draw conclusions</li> <li>Create posters with charts or graphs depicting data from the Civil War</li> </ul> <p>Consult <i>War, Terrible War, The Civil War in the East, The Civil War in the West, The Civil War at Sea, Fields of Fury, Key Battles of the Civil War</i></p>
35	How did the Civil War differ significantly from all previous wars?	<p>Results of the Civil War</p> <ul style="list-style-type: none"> <li>-Preservation of the Union</li> <li>-Emancipation of enslaved Africans</li> <li>-Loss of lives</li> <li>-Destruction of land</li> <li>-Economic issues</li> </ul>	<p>How was the Civil War different?</p> <ul style="list-style-type: none"> <li>Use <i>A History of US Book 6, War, Terrible War</i> Chapter 23 Pages 111-116 and Book 3 in the same series, Chapter 26 pages 123-125 to have students read and compare/contrast the American Revolution to the Civil War.</li> </ul>
36	How did the Civil War differ significantly from all previous wars?	<p>New York State during the Civil War</p> <ul style="list-style-type: none"> <li>-Military role</li> <li>-Political role</li> <li>-Daily life</li> </ul>	<p>The Northern vs. Southern home fronts</p> <ul style="list-style-type: none"> <li>Compare and contrast the home front in the North and the South</li> <li>Focus on New York City and a southern city of student's choice.</li> </ul> <p>Consult <i>The Home Front in the South, The Home Front in the North</i></p>
37	How did the Civil War differ significantly from all previous wars?	-Technology	<p>Documenting a war</p> <ul style="list-style-type: none"> <li>Analyze photos from a Civil War Slideshow at <a href="http://memory.loc.gov/learn/lessons/97/photo/slide1.html">http://memory.loc.gov/learn/lessons/97/photo/slide1.html</a>.</li> <li>Discuss the role of photography in war.</li> </ul>
38	What were the successes and challenges of reuniting the nation following the Civil War?	-Key leaders	<p><i>Lincoln's Assassination</i> sample lesson</p> <ul style="list-style-type: none"> <li>Read a historical account of Lincoln's assassination</li> <li>Interpret a quote and a poem in honor of</li> </ul>

			<p>Lincoln.</p> <ul style="list-style-type: none"> <li>Design a memorial for Lincoln.</li> </ul> <p>Consult <i>Abraham Lincoln</i>  <a href="http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/civil/lincoln_3">www.americaslibrary.gov/cgi-bin/page.cgi/jb/civil/lincoln_3</a>  <a href="http://www.loc.gov/teachers/lyrical/poems/my_captain.html">www.loc.gov/teachers/lyrical/poems/my_captain.html</a>  <a href="http://www.nps.gov/linc/upload/memorialinside.pdf">www.nps.gov/linc/upload/memorialinside.pdf</a></p>
39	<p>What were the successes and challenges of reuniting the nation following the Civil War?</p>	<p>-Destruction of land  -Economic issues</p> <p><b>Unifying The Nation</b>  Reconstruction plans  -Economic plan  -Political factions  -Lincoln's plan  -Johnson's plan  -Freedman's Bureau  -Congressional Reconstruction</p> <p>-States' rights vs. federalism</p>	<p><i>Plans for Reconstruction</i> sample lesson</p> <ul style="list-style-type: none"> <li>Research the different plans that were considered for Reconstruction</li> <li>Create your own plan based on aspects of the actual plans.</li> </ul> <p>Consult <i>Rebuilding the Nation, The Reconstruction Amendments</i>  <a href="http://www.u-s-history.com/pages/h126.html">www.u-s-history.com/pages/h126.html</a>  <a href="http://www.ushistory.org/us/35.asp">www.ushistory.org/us/35.asp</a>  <a href="http://www.pbs.org/wgbh/amex/reconstruction/index.html">www.pbs.org/wgbh/amex/reconstruction/index.html</a>  <a href="http://americanhistory.si.edu/presidency/timeline/pres_era/3_656.html">http://americanhistory.si.edu/presidency/timeline/pres_era/3_656.html</a></p>
40	<p>What were the successes and challenges of reuniting the nation following the Civil War?</p>	<p>-Emancipation of enslaved Africans</p>	<p>40 acres and a Mule</p> <ul style="list-style-type: none"> <li>Explore what the government provided to newly freed slaves upon their emancipation.</li> <li>Research current considerations for reparations to ancestors of slaves.</li> <li>List three arguments in favor and three arguments against reparations</li> </ul> <p>Consult  <a href="http://www.pbs.org/wgbh/amex/reconstruction/40acres/index.html">www.pbs.org/wgbh/amex/reconstruction/40acres/index.html</a></p>

41	What were the successes and challenges of reuniting the nation following the Civil War?	<ul style="list-style-type: none"> <li>-Emancipation of enslaved Africans</li> <li>-Citizenship rights</li> <li>-Voting rights</li> </ul> <p>Successes and Failures of Reconstruction</p> <ul style="list-style-type: none"> <li>-Sharecropping</li> <li>-Migration</li> <li>-Black codes of 1865</li> <li>-Jim Crow laws</li> <li>-<i>Plessy vs. Ferguson</i></li> </ul>	<p><i>Life for African Americans after the Civil War</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Define terms relating to African American life during Reconstruction</li> <li>• Create a journal from the point of view of a former slave</li> </ul> <p>Consult <i>If You Lived When There Was Slavery in America, The Reconstruction Amendments, Reconstruction: Rebuilding after the Civil War</i></p>
42	What were the successes and challenges of reuniting the nation following the Civil War?	<ul style="list-style-type: none"> <li>-Jim Crow laws</li> </ul>	<p><i>Jim Crow Laws</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Explore primary and secondary sources relating to the Jim Crow laws</li> <li>• Discuss what life would have been like under the Jim Crow laws</li> </ul> <p>Consult  <a href="http://www.pbs.org/wnet/jimcrow/stories.html">www.pbs.org/wnet/jimcrow/stories.html</a>,  <a href="http://www.jimcrowhistory.org/home.htm">www.jimcrowhistory.org/home.htm</a></p>
43	What were the successes and challenges of reuniting the nation following the Civil War?	<ul style="list-style-type: none"> <li>-<i>Plessy vs. Ferguson</i></li> </ul>	<p><i>Plessy v Ferguson</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Read excerpts from the case</li> <li>• Evaluate the decision</li> </ul> <p>Consult  <a href="http://www.landmarkcases.org/plessy/home.html">www.landmarkcases.org/plessy/home.html</a></p>
44	How do issues of power, wealth, and morality influence war?		<p>Compile Unit Project</p> <ul style="list-style-type: none"> <li>• Discuss what students learned about the Civil War from their historical fiction novels.</li> </ul>
45	How do issues of power, wealth, and morality influence war?		<p><i>Putting It All Together</i> discussion and activities</p> <ul style="list-style-type: none"> <li>• Complete a graphic organizer on the role of wealth, power and morality in war.</li> <li>• Discuss the role of slavery in the past and in the present</li> </ul>

**LEARNING AND PERFORMANCE STANDARDS CORRELATED  
TO: CIVIL WAR AND RECONSTRUCTION**

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p><b>History of the United States and New York State</b> Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical</p> <p><b>World History</b> Key Idea 2.4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why the interpretations change over time, explain the importance of historical evidence, and</p>	<p>1.1b: Interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution, and United States Constitution, Bill of Rights, and other important historical documents.</p> <p>1.2a: Describe the reasons for periodizing history in different ways.</p> <p>1.3c: Describe how ordinary people and famous historic figures in the local community, state, and the United States have advanced the fundamental democratic values, beliefs and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents.</p> <p>1.4d: Describe historic events through the eyes and experiences of those who were there.</p> <p>2.4d: Investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions.</p>

understand the concepts of change and continuity over time.

### **Geography**

Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Key Idea 3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

### **Economics**

Key Idea 4.2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

### **Civics, Citizenship and Government**

Key Idea 5.1: The study of civics, citizenship and government involves learning about political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance and law.

Key Idea 5.3: Central to civics is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

3.1c: Investigate why people and places are located where they are located and what patterns can be perceived in these locations.

3.2d: Interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.

4.2d: Develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions.

5.1b: Consider the nature and evolution of constitutional democracies.

5.3a: Explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York over time.

***Sample list of strategies that Social Studies and ELA have in common.  
Check all that apply and add new strategies below***

- Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, oral and written presentations.
- Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
- Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.
- Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.
- Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.
- Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
- Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
- Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.
- Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
- Select and use strategies that have been taught for note-taking, organizing, and categorizing information.
- Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

**Add your own strategies:**

## NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

Grade	Units of Study					
K	School and School Community	Self and Others		Families	The Neighborhood	
First	Families are Important	Families, Now and Long Ago		Families in Communities	The Community	
Second	Our Community's Geography	New York City Over Time		Urban, Suburban and Rural Communities	Rights, Rules and Responsibilities	
Third	Introduction to World Geography and World Communities			Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia <i>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</i>		
Fourth	Native Americans: First Inhabitants of NYS	Three Worlds Meet	Colonial and Revolutionary Periods	The New Nation	Growth and Expansion	Local and State Government
Fifth	Geography and Early Peoples of the Western Hemisphere	The United States	Latin America	Canada	Western Hemisphere Today	
Sixth	Geography and Early Peoples of the Eastern Hemisphere	Middle East	Africa	Asia	Europe	
Seventh	Early Encounters: Native Americans and Explorers	Colonial America and the American Revolution	A New Nation	America Grows	Civil War and Reconstruction	
Eighth	An Industrial Society	The Progressive Movement	The United States as an Expansionist Nation	The United States between Wars	The United States Assumes Worldwide Responsibilities	From World War II to the Present: The Changing Nature of the American People
Ninth	Ancient World-Civilizations & Religions	Expanding Zones of Exchange and Encounter		Global Interactions (1200-1650)	The First Global Age (1450-1770)	
Tenth	An Age of Revolution (1750-1914)	Crisis and Achievement Including World Wars (1900-1945)		The 20th Century Since 1945	Global Connections and Interactions	
Eleventh	Forming a Union	Civil War and Reconstruction	Industrialization, Urbanization and the Progressive Movement	Prosperity and Depression: At Home and Abroad (1917-1940)	Triumphs and Challenges in American Democracy (1950-present)	
Twelfth	Economics and Economic Decision Making			Participation in Government		

## II.

# Principles Guiding the Development of this Unit



[www.archives.gov/education/lessons/brady-photos/images/wounded-in-hospital.gif](http://www.archives.gov/education/lessons/brady-photos/images/wounded-in-hospital.gif)

Wounded Soldiers photographed by Matthew Brady



## PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

*Quality social studies instruction must:*

cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.

## INQUIRY IN THE SOCIAL STUDIES CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

### **Teacher’s Role**

The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

### **Scaffold the Learning**

Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful) also helps students experience success.

### **Students’ Role**

Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

### **Assessment**

Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.

## SOCIAL STUDIES SKILLS

### ***Comprehension Skills***

- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

### ***Research and Writing Skills***

- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

### ***Interpersonal and Group Relation Skills***

- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

### ***Sequencing and Chronology Skills***

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

### ***Map and Globe Skills***

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

### ***Graph and Image***

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

### ***Analysis Skills***

- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument

## NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline (like Social Studies or History) has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in social studies unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a math text or social studies text in the same way or with the same purposes. In Social Studies we often deal with the events, ideas and individuals that have historical significance. An example would be how Social Studies require the reader to consider context in the following way:

*To understand a primary source, we need to consider the creator of the document, the era in which it was created and the purpose of its creation.*

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education     *Literacy Instruction in the Content Areas June 2007*

Vacca and Vacca     *Content Area Reading. Literacy and Learning Across the Curriculum*

Robert Marzano  
& Debra Pickering     *Building Academic Vocabulary*

## SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

**Use Bloom's Taxonomy.** From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

**Use "academic" vocabulary.** An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below,"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

**Be aware of what SS texts demand of the reader.** It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases and statements; make generalizations; and analyze the author's voice and method.

**Anticipate the main idea.** Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

**Make connections.** Before reading it is helpful for students to ask themselves "What do I *think* I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested—and interactive—readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

**Preview vocabulary.** Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

**Focus on questions.** The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions—a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.

**During Reading**

During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

**Encourage a critical lens.** Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

**Identify the author's style.** Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

**Look for the Five W's.** When working with newspaper articles have students identify the **Who, What, Where, When** and **Why** of any major event reported by the writer.

**Note comparisons/contrasts.** Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

**Recognize cause-effect arguments.** When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

**Interpret sequence wisely.** Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

**Post-Reading Review**

Post-reading strategies help students review and synthesize what they've read:

**Use graphic organizers.** Students may often need assistance to grasp an author's basic argument or message. Graphic organizers—flowcharts, outlines, and other two-dimensional figures—can be very helpful.

**Paraphrase.** After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to

include references to: the topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

**Time order and importance** When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

**True or false?** Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase, "according to the author."

**Stress key issues.** After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

**Making meaning.** Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What, can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton's (2003) research states that, "teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning."

*Adapted from Reading Skills in the Social Studies, [www.learningenrichment.org/reading.html](http://www.learningenrichment.org/reading.html)*

## DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop *historical empathy* (Kohlmeier, 2005). All citizens of a democratic society who can display *historical empathy* are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?

Why are there different versions of events and what impact does this have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

*“Powerful social studies teaching helps students develop social understanding and civic efficacy.... Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.” from NCSS.*

## READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of **structures**: chronological, sequential, and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals, or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or “frames,” to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the **source** information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a **subtext** on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians “try to reconstruct authors' purposes, intentions, and goals” as well as understand authors' “assumptions, world view, and beliefs” (pp. 65–66). Wineburg calls readers who believe exactly what they read “mock” readers while “actual” readers take a critical and skeptical stance toward the text.

Judy Lightfoot has constructed the following chart (based on Wineburg’s work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

### HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

Experts . . .	Novices . . .
Seek to <i>discover context and know content</i> .	Seek only to <i>know content</i> .
Ask what the text <i>does</i> (purpose).	Ask what the text <i>says</i> (“facts”).
Understand the <i>subtexts</i> of the writer's language.	Understand the <i>literal meanings</i> of the writer's language.
See any text as a <i>construction</i> of a vision of the world.	See texts as a <i>description</i> of the world.
See texts as <i>made by persons with a view of events</i> .	See texts as <i>accounts of what really happened</i> .
Consider <i>textbooks less trustworthy</i> than other kinds of documents.	Consider <i>textbooks very trustworthy</i> sources.
Assume <i>bias</i> in texts.	Assume <i>neutrality, objectivity</i> in texts.
<i>Consider word choice</i> (connotation, denotation) and <i>tone</i> .	<i>Ignore word choice and tone</i> .
Read slowly, <i>simulating a social exchange between two readers</i> , “actual” and “mock.”	Read to <i>gather lots of information</i> .
<i>Resurrect</i> texts, like a magician.	<i>Process</i> texts, like a computer.

Compare texts to judge different, perhaps divergent accounts of the same event or topic.	Learn the “right answer.”
Get interested in contradictions, ambiguity.	Resolve or ignore contradictions, ambiguity.
Check sources of document.	Read the document only.
Read like witnesses to living, evolving events.	Read like seekers of solid facts.
Read like lawyers making a case.	Read like jurors listening to a case someone made.
Acknowledge uncertainty and complexity in the reading with qualifiers and concessions.	Communicate “the truth” of the reading, sounding as certain as possible.
<p>Source: From Judy Lightfoot, “Outline of Sam Wineburg's Central Arguments in ‘On the Reading of Historical Texts.’” Available: <a href="http://home.earthlink.net/~judylightfoot/Wineburg.html">http://home.earthlink.net/~judylightfoot/Wineburg.html</a>. Based on “On the Reading of Historical Texts: Notes on the Breach Between School and Academy,” by Samuel Wineburg, <i>American Educational Research Journal</i>, Fall 1991, pp. 495–519.</p>	

## HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, “People in communities are interdependent,” students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: *concrete and defined*. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a “best” example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the “best” example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question. (“Today we are going to learn about capitalism” or “What is a peninsula?”).

- Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
- Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
- Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
- Have students develop a definition of the concept based on its category and critical characteristics.
- Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

- Have students observe and identify items to be grouped (“Which items are shown in this picture?”).
- Identify the characteristics (attributes) used to group each set of items (“Which items seem to belong together? Why?”)
- Name, label, or define each group (“What is a good name for each group?”)
- Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
- Test the definition by applying it to a wide variety of examples and non-examples.
- Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

*Adapted from: Social Studies Department/ San Antonio Independent School District*

**INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS**

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (*Social Studies at the Center. Integrating, Kids Content and Literacy*, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

- |                                     |  |
|-------------------------------------|--|
| Heidi Hayes Jacobs                  | <i>Interdisciplinary Design &amp; Implementation, and Mapping the Big Picture: Integrating Curriculum and Assessment</i> |
| Robin Fogarty                       | <i>How to Integrate Curricula: The Mindful School</i>  |
| David B. Ackerman                   | <i>Intellectual &amp; Practical Criteria for Successful Curriculum Integration</i>                                       |
| Davis N. Perkins                    | <i>Knowledge by Design</i>   |
| Grant Wiggins & Jay McTighe         | <i>Understanding by Design</i>   |
| Carol Ann Tomlinson and Jay McTighe | <i>Integrating Differentiated Instruction &amp; Understanding by Design</i>  |
| Harvey Daniels & Steven Zemelman    | <i>Subjects Matter: Every Teacher's Guide to Content Area Reading</i>  |
| Stephanie Harvey                    | <i>Nonfiction Matters. Reading, Writing and Research in Grades 3-8</i>   |

### III.

## Teaching Strategies



[www.archives.gov/education/lessons/brady-photos/images/wounded-in-hospital.gif](http://www.archives.gov/education/lessons/brady-photos/images/wounded-in-hospital.gif)

Wounded Soldiers photographed by Matthew Brady

## SOCIAL STUDIES CASE STUDY

A case study provides students and teachers with an opportunity to zoom in on a sub-topic of a larger unit of study and participate in an in-depth analysis of a single event, country, issue or movement in history. Teachers and students can focus on specific content through rich, varied and meaningful exploration and exposure.

Social studies teachers must often make difficult choices and decide on priorities when it comes to issues of depth versus breadth in content instruction. Depth takes time, and for students to be able to experience depth of content, teachers cannot investigate all topics with equal emphasis and time. While coverage of content is important it is also important for students to experience the demands and rewards that focused and intensive learning around one specific piece of content can afford. All teaching involves decision-making around what will be taught and how it will be taught. But teachers need also consider what not to teach and what merits greater emphasis. Good teaching means making sacrifices that are sometimes necessary in order to achieve the deeper learning. Through a case study, teachers can think more about how they want students to learn and less about how much content to cover.

Many of the units of study in the new social studies scope and sequence suggest a Case Study experience. When students participate actively and productively in “case studies,” deep, meaningful and enduring understandings are achieved in a climate of respect for discussion, inquiry and ideas. Case studies demand patience, stamina and, rigor but will result in expertise and passion for learning.

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, a focused study of one specific colony’s development, such as New York, will lead to deeper contextual understanding of how the American colonies and Great Britain moved from a mutually beneficial to a tyrannical relationship.

Case studies lend themselves well to student-directed, project-based learning and will help students gain a sharpened understanding of a period in history and why things happened as they did.

A case study is a bit like reading a detective story. It keeps students interested in the content, challenges them, and helps them “stand in someone’s shoes”, while encouraging them to develop their own ideas and conclusions, make connections and apply their understandings. Students get a chance to learn by doing. They will discover how historical events have legacies, meaning and relevance.

## TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer's purpose influences the organizational pattern of a particular text. When students do not recognize a text's structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

<b>Type of Organizational Pattern</b>	<b>Signal Words</b>	<b>Questions Suggested by the Pattern</b>
<p><b>Chronological Sequence:</b> organizes events in time sequence.</p>	<p>after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when</p>	<ul style="list-style-type: none"> <li>- What sequence of events is being described?</li> <li>- What are the major incidents that occur?</li> <li>- How is this text pattern revealed in the text?</li> </ul>
<p><b>Comparison and Contrast:</b> organizes information about two or more topics according to their similarities and differences.</p>	<p>although, as well as, as opposed to, both, but, compared with, different from, either...or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet</p>	<ul style="list-style-type: none"> <li>- What items are being compared?</li> <li>- What is it about the item that is being compared? What characteristics of the items form the basis of comparison?</li> <li>- What characteristics do they have in common; how are these items alike?</li> <li>- In what ways are these items different?</li> <li>- What conclusion does the author reach about the degree of similarity or difference between the items?</li> <li>- How did the author reveal this pattern?</li> </ul>

<p><b>Concept/ Definition:</b> organizes information about a generalized idea and then presents its characteristics or attributes.</p>	<p>for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually</p>	<ul style="list-style-type: none"> <li>- What concept is being defined?</li> <li>- What are its attributes or characteristics?</li> <li>- How does it work, or what does it do?</li> <li>- What examples are given for each of the attributes or characteristics?</li> <li>- How is this pattern revealed in the text?</li> </ul>
<p><b>Description:</b> organizes facts that describe the characteristics of a specific person, place, thing or event.</p>	<p>above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/ left, under</p>	<ul style="list-style-type: none"> <li>- What specific person, place, thing, or event is being described?</li> <li>- What are its most important attributes or characteristics?</li> <li>- Would the description change if the order of the attributes were changed?</li> <li>- Why is this description important?</li> </ul>
<p><b>Episode:</b> organizes a large body of information about specific events.</p>	<p>a few days/ months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when</p>	<ul style="list-style-type: none"> <li>- What event is being described or explained?</li> <li>- What is the setting where the event occurs?</li> <li>- Who are the major figures or characters that play a part in this event?</li> <li>- What are the specific incidents or events that occur? In what order do they happen?</li> <li>- What caused this event?</li> <li>- What effects has this event had on the people involved?</li> <li>- What effects has this event had on society in general?</li> </ul>

<p><b>Generalization/ Principle:</b> organizes information into general statements with supporting examples.</p>	<p>additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if...then, in fact, it could be argued that, moreover, most convincing, never, not only...but also, often, second, therefore, third, truly, typically</p>	<ul style="list-style-type: none"> <li>- What generalizations is the author making or what principle is being explained?</li> <li>- What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle?</li> <li>- Do these details appear in a logical order?</li> <li>- Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/ principle?</li> </ul>
<p><b>Process/ Cause and Effect:</b> organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome.</p>	<p>accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, leads/ led to, may be sue to, next, so that, steps involved, therefore, thus, when...then</p>	<ul style="list-style-type: none"> <li>- What process or subject is being explained?</li> <li>- What are the specific steps in the process, or what specific causal events occur?</li> <li>- What is the product or end result of the process; or what is outcome of the causal events?</li> </ul>

## ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

### What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

### What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

### What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

### Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

### Why is student discussion valuable?

Students' enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match what they hear with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

## PROJECT-BASED LEARNING

Standards-focused project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project-based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students' lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.
- Project-based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project-based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom's taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.

## SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

Document-based questions are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion referenced and employ a scoring rubric. Document-based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:

- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.

Then state the task. The task statement directs students to:

- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide “adaptations” and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.

- The purpose of scaffolding questions is to lead students to think about the answer they will write.
- They provide information that will help students answer the main essay question.

Good scaffolding questions:

- are clear and specific.
- contain information in the stimulus providing a definite answer to the question.

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.

## DBQ DOCUMENTS

**Informational Graphics** are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

**Maps** and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose and scale help you to analyze colors, symbols, distances and direction on the map.

Decide what kind of map you are studying:

raised relief map	military map
topographic map	bird's-eye view map
political map	satellite photograph
contour-line map	pictograph
natural resource map	weather map

Examine the physical qualities of the map.

- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.

- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

**Tables** show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:

- Read the title to learn the table's general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

**Graphs**, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs and line graphs. To interpret or complete a graph:

- Read the title to find out what the graph shows.
- Next, read the labels of the graph's axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.

- Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

**Timelines** show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

### Written Documents

Most documents you will work with are textual documents:

newspapers	speeches	reports
magazines	memorandums	advertisements
letters	maps	congressional records
diaries	telegrams	census reports

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps.

To interpret a written document:

- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

### Firsthand Account

A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author's position, job, or role in the event. What is his opinion of the event?

### Cartoons

What do you think is the cartoonist's opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.

- Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?
- Who is the main character? What is he doing?
- What is the main idea of the cartoon?
- Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?
- Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.
- List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

### **Posters and Advertisements**

Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.

- Look at the artwork. What does it show?
- Observe and list the main colors used in the poster.
- Determine what symbols, if any, are used in the poster.
- Are the symbols clear (easy to interpret), memorable, and/or dramatic?
- Explore the message in the poster. Is it primarily visual, verbal, or both?
- Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?
- Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.
- Read the caption. It provides historical context.
- What purpose does the poster serve?

Pay attention to every detail in the advertisement. Look for answers to: Who? What? When? Where? and Why?

- Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.
- What is the poster/advertisement about?
- When is it happening?
- Where is it happening?
- Who is the intended audience? Identify the people who the advertisement is intended to reach.
- Why is it being advertised?
- Describe how the poster reflects what was happening in history at that time.

## ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department Social Studies assessments are administered in November of the 5<sup>th</sup> Grade and June of the 8<sup>th</sup> Grade. These exams measure the progress students are making in achieving the learning standards. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The National Council of Social Studies adopted six “Guiding Principles for Creating Effective Assessment Tools”. They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to “track” resources and develop learning profiles.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down—unpacked and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments—assessments that allow teachers to give feedback as the project progresses—and *summative* assessments—assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills and relate their understanding to their experiences. Additionally, artifacts, or evidence of student thinking, allow teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> <li>• exit projects</li> <li>• student-made maps and models</li> <li>• student-made artifacts</li> <li>• mock debates</li> <li>• class museums and exhibitions</li> <li>• student peer evaluation</li> <li>• student-made books</li> <li>• I-movies; photo-essays</li> <li>• graphic timelines</li> <li>• creating songs and plays</li> <li>• writing historical fiction and/or diary entries</li> <li>• creating maps and dioramas</li> <li>• student-created walking tours</li> <li>• tables, charts and/or diagrams that represent data</li> <li>• student-made PowerPoints, webquests</li> <li>• monologues</li> </ul>	<ul style="list-style-type: none"> <li>• higher level analytical thinking activities</li> <li>• portfolios of student work</li> <li>• student criteria setting and self-evaluation</li> <li>• teacher observations</li> <li>• checklists and rubrics</li> <li>• conferences with individuals or groups</li> <li>• group discussions</li> <li>• anecdotal records</li> <li>• teacher-made tests</li> <li>• student presentations</li> <li>• role play and simulations</li> <li>• completed “trips sheets”</li> <li>• reflective journal entries</li> <li>• student writing (narrative procedures, etc.)</li> <li>• video and/or audio tapes of student work</li> <li>• student work</li> </ul>

## MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

<b>Intelligence</b>	<b>Learning preferences</b>
<b>Verbal-Linguistic</b> “word smart”	Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening.
<b>Logical- Mathematical</b> “number-smart”	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.
<b>Body-Kinesthetic</b> “body-smart”	Students who use the body to express their ideas and feelings, and learn best through physical activity—games, movement, hands-on tasks, dancing, building.
<b>Visual-Spatial</b> “picture-smart”	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
<b>Naturalistic</b> “nature smart”	Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature.
<b>Musical-Rhythmic</b> “music-smart”	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
<b>Interpersonal</b> “people-smart”	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
<b>Intrapersonal</b> “self-smart”	Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.

*Adapted from Dr. Howard Gardner’s Theory of Multiple Intelligences*

## BLOOM'S TAXONOMY

The language of Bloom's Taxonomy was revised by his student Lynn Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
<p><b>A. Factual Knowledge</b></p> <p><b>B. Conceptual Knowledge</b></p> <p><b>C. Procedural Knowledge</b></p> <p><b>D. Metacognitive Knowledge</b></p>	Retrieve relevant knowledge from long-term memory <ul style="list-style-type: none"> <li>Recognize (identify)</li> <li>Recall (retrieve)</li> </ul>	Construct meaning from instructional messages, including oral, written, and graphic information <ul style="list-style-type: none"> <li>Interpret (clarify, paraphrase, represent, translate)</li> <li>Exemplify (illustrate, give examples)</li> <li>Classify (categorize, subsume)</li> <li>Summarize (abstract, generalize)</li> <li>Infer (conclude, extrapolate, interpolate, predict)</li> <li>Compare (contrast, map, match)</li> <li>Explain (construct models)</li> </ul>	Carry out or use a procedure in a given situation <ul style="list-style-type: none"> <li>Execute (carry out)</li> <li>Implement (use)</li> </ul>	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose <ul style="list-style-type: none"> <li>Differentiate (discriminate, distinguish, focus, select)</li> <li>Organize (find coherence, integrate, outline, parse, structure)</li> <li>Attribute (deconstruct)</li> </ul>	Make judgments based on criteria and standards <ul style="list-style-type: none"> <li>Check (coordinate, detect, monitor, test)</li> <li>Critique (judge)</li> </ul>	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure <ul style="list-style-type: none"> <li>Generate (hypothesize)</li> <li>Plan (design)</li> <li>Produce (construct)</li> </ul>

## MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. This implies that the field trip is not an essential part of an important planned learning experience.

## IV.

# Sample Lessons, Materials and Resources



[www.archives.gov/education/lessons/brady-photos/images/wounded-in-hospital.gif](http://www.archives.gov/education/lessons/brady-photos/images/wounded-in-hospital.gif)  
Wounded Soldiers photographed by Matthew Brady

## TRADE BOOK TEXT SETS

### What are they?

Trade book text sets are collections of books centered on specific topics or themes. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies Scope and Sequence. There is a dedicated text set for each unit of study. The books and texts are carefully selected to present a variety of perspectives on the focus of each unit of study. Though the texts are linked by theme (content) they fall across many genres and are suited to a wide range of reading levels. While the collections currently include trade books and picture books, the authors intend that over time, teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to these collections. In essence, anything that is print-related, authentic and thematically linked will enhance text sets.

The titles in this trade book set were chosen for their literary quality, their historical accuracy, the citation of primary sources, their visual appeal and the level at which they buttress the content understandings of the unit. The books span a wide array of topics within the central theme. They vary in length, level of complexity and text structure. Selected ancillary titles were included for the purpose of teacher and classroom reference.

Text sets provide students with language that supports specific learning styles, use rich and engaging content, and generate meaningful interaction and discussion. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary.
- recognize how texts are organized.
- monitor comprehension.
- evaluate authors' ideas and perspectives.

The varied reading experiences that result from the use of text sets benefit students' reading development as well as content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

### Introducing Text Sets to Students

There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group, from 6-8 students. Books can be organized for students so that each table has a comparable set of texts by using multiple copies of key books or where groups have a unique set of texts in order to concentrate on sub-topics of the unit focus.

Here are some suggestions for getting started:

Scavenger Hunt: Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students

can then share their findings with their group or with the entire class. As they search through texts for answers, they will get a sense of the content and structure of each book.

**Book Browse:** Let students browse through the table's collection, selecting the titles that they are drawn to skim or read. Students can later discuss their selections and reason for the interest .

**Word Splash:** Print a selection of content vocabulary taken from the texts onto large paper and post around the classroom and on the tables. Ask students to try to read, discuss and discern vocabulary meaning. As the unit progresses specific vocabulary can become part of the word wall; this which will heighten students' recognition of words and their definitions as they recur in the text sets.

### **Text Sets as the Core of Mini-Lessons**

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Shorter texts found in key titles can be used as exemplars to create lessons with specific content such as reading strategies, content knowledge focus, text structures, and process skills, all related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

### **Formative Assessment**

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills such as note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing student learning. Daily student assessments should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

### **Dynamic Collections**

The best text sets are those that change and grow with time. New titles are always arriving in bookstores and libraries. Library publications list notable books in social studies (NCSS) and award-winning books. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding new print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners, etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.

**ACADEMIC VOCABULARY**  
 Exclusion Brainstorming Strategy

Exclusion Brainstorming (Blachowicz, 1986) is an instructional strategy that helps students build word banks of words related to the specific content you are studying. After having students read, view, or study an event, topic, concept or time period, give students a list of words and ask them to think critically about the words in the list. They can use this activity as a prewriting strategy by examining the words for three purposes: excluding words that would not make sense in a piece of writing about this topic or event, circling for inclusion those words that fit the event or context, and adding to the list related words. Think aloud to model the strategy. After the students have worked in groups, bring them back together and think through together.

Janet Allen, *Reading History*, 2005.

# Civil War Soldiers

Discuss the words in the box below with members of your group. If you were writing a news article about life as a Civil War soldier, which words would you use in your article and which would you exclude?

artillery	knapsack	miracle	cavalry
secede	spread	disagreed	haversack
housewife	infantry	bayonet	plantations
volunteers	jacket	mean	draft
canteen	bedroll	hard tack	welcome
slouch hat	divided	kepi	rifled-musket
argument	cap box	aggressive	states' rights

Based on your group discussion, what other critical words would you now add to the ones you chose from the list above?

_____		_____
_____		_____
_____		_____

**CIVIL WAR AND RECONSTRUCTION**  
**ENGAGING THE STUDENT/ LAUNCHING THE UNIT**

Engaging students with curriculum content to be studied is critical. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students “hooked.” Another effective instructional practice is to provide students with the means to view the content from an unusual, different perspective. Launching the unit for students involves engaging them in mental stretching activities and providing a hook for the content to be learned. Students are more interested in and pay more attention to activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively will excite the students—it gives them the motivational energy to want to learn. Activities that provide students with the opportunity to think divergently are highly important. Presenting unconventional theories, paradoxes, and incongruities to stimulate wonder and inquiry are extremely effective.

One way to launch the “Civil War and Reconstruction” unit is to have students discuss the concept of values. The teacher facilitates a discussion on how values are taught to us: through our family, religious affiliations and community and are passed down from generation to generation. The teacher will then ask the class,

- Does their class have the same set of values as a 7<sup>th</sup> grade class in China?
- What about a 7<sup>th</sup> grade class from North Carolina?

The teacher will then ask the class the question,

- In the mid 1800s, how would the North and South likely develop very different sets of values, particularly pertaining to slavery?

Have the class brainstorm the similarities and differences between the people of the North and South and reach a conclusion about how and why the North and South value system would split or divide. In conclusion, have the students brainstorm reasons why the South would eventually seek to secede from the North.

7th graders often have preconceived ideas about the Civil War. Much of their knowledge has been gained through movies, television and previous education. It will undoubtedly surprise them to discover that some of the information they have learned is inaccurate or

only partly true. A wonderful self-assessment tool is available by devising a pre-test on the unit's content. As the answers are uncovered and discussed many falsely held notions should lead to great discussions.

### Sample True or False Questions

1. All white landowners in the South owned slaves.
2. All black people in the South were slaves.
3. The North did not benefit economically from the slave trade.
4. Slaves lived on plantations in the South.
5. All Southern plantation owners treated their slaves harshly by whipping them and selling them.
6. After Reconstruction the freed slaves were welcomed in all states and treated equally.
7. Industrialization in the North created jobs for whomever wanted to work, including immigrants and freed slaves.
8. Slaves were treated like members of the plantation owner's family.
9. The North was dependent on factories and the South on agriculture.
10. The only cause of the Civil War was the issue of slavery.

Another way to launch the unit is to demonstrate the issues of federal power vs. states' rights by discussing the following: the principal represents federal power, the teachers represent states, and the students represent individual citizens. Have students generate lists of issues that arise in schools. (School uniforms, completing homework, various discipline issues, etc...) Have students create a 3 column chart in which they decide the responsibilities/powers belonging to the appropriate group: principal, teachers, and students.

Guiding questions:

- Why is it necessary to have the principal make certain decisions?
- How would the students feel if teachers decided on dress codes and some classes had codes while others did not?
- Why is it necessary for teachers to retain control of certain decisions in their classroom?

## SECTIONALISM

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** How did sectionalism divide the nation?

**The Teaching Point:**

- Students will learn how sectionalism contributed to the war.

**Why/Purpose/Connection:**

- Students will begin to understand the differences between the regions of America through an analysis of readings, charts and maps.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *The Causes of the Civil War*
  - *The Missouri Compromise*
- Websites
  - [www.teachingamericanhistory.org/neh/interactives/sectionalism/lesson1/](http://www.teachingamericanhistory.org/neh/interactives/sectionalism/lesson1/)
  - [http://news.nationalgeographic.com/news/2003/01/0131\\_030203\\_jubilee2.html](http://news.nationalgeographic.com/news/2003/01/0131_030203_jubilee2.html)
  - <http://xroads.virginia.edu/~HYPER/DETOC/census/mfr1.jpg>
- Section analysis worksheet

**Model/Demonstration:**

- Teacher asks students to think about the word ‘sectionalism’ – encourage students to develop a definition. Students should be able to state that it means something broken up into sections or parts.
- Teacher explains that sectionalism was one of the causes of the Civil War.
- Teacher explains that student groups will be responsible for gathering information on a specific region or section of the United States, and then will use that information to determine why that section of the country would take a particular position during the Civil War.

**Differentiation:** Students will have the opportunity to gather information from a variety of sources including maps, photos, and texts at a variety of levels.

**Guided Practice:**

- Teacher assigns each student group a section: North, South, Border States, and the far West. Teacher displays the map on page 7 of *The Causes of the Civil War* using either handouts or an overhead projector.
- Teacher asks students to make observations about the different sections on the map and records responses on a model of the students’ charts. Students record information on their individual charts.
- Teacher displays two quotes (see below) and asks students for other details that could be recorded on the charts.

**Factory vs. Plantation in the North and South:**

During the first half of the 19th century, economic differences between the regions also increased. By 1860 cotton was the chief crop of the South, and it represented 57 percent of all U.S. exports. The profitability of cotton, known as King Cotton, completed the South's dependence on the plantation system and its essential component, slavery.

The North was by then firmly established as an industrial society. Labor was needed, but not slave labor.

—Source: "Civil War, American." Microsoft® Encarta® Online Encyclopedia, 2000

“Five years ago Mr. and Mrs. Kirke Boott took up their residence at Lowell where there was then no building except one or two little hovels, but last night we went over very extensive cotton manufacturies that have sprung up since that time, and on every side fresh ones are starting into life. This State is so very bad for agricultural purposes that they are driven to manufactures to gain a livelihood?”

—Margaret Hall, writing about Lowell, Massachusetts  
October 13, 1827

**Independent Exploration:**

- Students use a variety of sources to complete a worksheet on their section of the country. (Note to teacher: Chapter One of *The Causes of the Civil War* provides an overview of each section. You may want to photocopy this for each group.)

**Share/Closure:**

- Selected students share a description of life in their section of the country.
- Teacher facilitates a discussion on in which section students would most want to live.
  - What aspects of the region appeal to you?
  - What would your prospects for work include?
  - What would be possible drawbacks?

**Assessment:**

- Teacher circulates in order to monitor accountable talk.
- Teacher evaluates student group charts.

**Next Steps:**

- Students explore the compromises that took place between the regions.

**Section analysis**

Section:	
States or territories	
Geographic features	
Economy	
Crops	
Status of slavery	
Daily Life (Note differences for women, African-Americans, landholders, factory workers, etc.)	

## CONFLICT AND COMPROMISE

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** How did sectionalism divide the nation?

**The Teaching Point:**

- Through an analysis of quotes and primary sources, students will understand the conflicts and compromises that preceded the Civil War and divided the nation.

**Why/Purpose/Connection:** This lesson will provide context for events prior to the beginning of the Civil War.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *The Causes of the Civil War*
  - *The Missouri Compromise*
- Websites
  - [www.america.gov/st/usg-english/2008/January/20071116194724xjsnommis0.5400049.html](http://www.america.gov/st/usg-english/2008/January/20071116194724xjsnommis0.5400049.html)
  - [www.ourdocuments.gov/](http://www.ourdocuments.gov/)
  - [www.pbs.org/wgbh/aia/part4/4p2951.html](http://www.pbs.org/wgbh/aia/part4/4p2951.html)
- Compromise handouts
- Compromise worksheet
- Historical quotes

**Model/Demonstration:**

- Engage the students by asking them to think about what it means to compromise. Have they ever had to make a compromise? In what circumstances? Ask student to think about why and how political compromises are made. You may want to ask them to think about this idea in terms of President Obama. Since taking office, has he had to make any compromises? In what instances? Why? Why would leaders try to do this? Do you think compromises work? Are there some issues where compromises should not be sought? Why?
- Teacher reminds students that slavery had been a political issue since the founding of the nation. The founding fathers and future political leaders made compromises regarding the issue of slavery.
- Teacher explains that student groups will explore the various compromises with the purpose of finding out why they all eventually failed.
- Teacher displays quotes around the room. Students choose one quote upon which to reflect. Students should conclude whether the quote is against or in support of slavery. Students should then reflect on the goals of their chosen text.
- Teacher facilitates a discussion on some of the issues reflected in the quotes.
  - Were the South and the North dependent on each other?
  - Should states have the right to secede?
  - Should states be able to determine their own policies?
- Teacher charts the various issues that relate to slavery. Teacher explains that students will explore legislation enacted in response to issues raised by slavery.

**Independent Exploration:**

- Student groups are each assigned legislation or an aspect of the Constitution relating to slavery.
- Student groups are responsible for reading background material on a selected compromise followed by an excerpt of legislative compromise enacted in regard to slavery.
- Student groups complete their worksheet concluding with a discussion of any problems with the compromise.
- Student groups determine if any other compromises could have been attempted to avoid war.

**Share/Closure:**

- Teacher facilitates a discussion on why all of the compromises were ultimately unsuccessful.
  - What did the compromises fail to take into account?
  - Were there any other possible compromises aside from the abolition of slavery?

**Assessment:**

- Teacher monitors and records student responses
- Teacher evaluates group worksheets.

**Next Steps:**

- Students read biographies of Clay, Calhoun, and Webster, key figures in the attempts at compromise.

### Historical Quotes

I do not...hesitate to avow before this House and the country, and in the presence of the living God, that if by your legislation you seek to drive us from the territories of California and New Mexico, purchased by the common blood and treasure of the whole people, and to abolish slavery in this District, thereby attempting to fix a national degradation upon half the States of this Confederacy, I am for disunion.

Representative Robert Toombs of Georgia, 1849

With the ever watchful eye that the Slave Power has had over its own interests...with slaveholding Presidents and Cabinets of their selection, forty-nine years out of sixty-one....The Slave Power, like the power of the pit, never lacks for a stratagem....The embargo [of 1807]...was levelled at the commercial prosperity of the free North....From the beginning of the first embargo, therefore, in Dec., 1807, until the peace of Dec., 1814...the commerce of the free States was either totally prohibited, or rendered of little pecuniary power....

In 1811, the charter of the old National Bank expired, and was not permitted by the dominant Slave Power to be renewed, on the alleged ground that a national bank was unconstitutional....The real reason was that the South had become bankrupt...throwing off the greater part of its indebtedness upon its creditors in some other community....The Slave Power now demanded a war...."Free trade and sailors' rights" was now the southern watchword....the war party was led on by John C. Calhoun....New England would be the sufferer by the war and the North would be burdened with the chief expense of the affliction...despoiling it of half its remaining wealth....

Thus Slavery controls all the leading measures of the nation and moulds its political economy.

William Goodell, 1852

We are now far into the fifth year since a policy was initiated with the promise of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased but has constantly augmented. In my opinion, it will not cease until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved--I do not expect the house to fall--but I do expect it will cease to be divided....Either the opponents of slavery will arrest the further spread of it...or its advocates will push it forward till it shall become alike lawful in all the States, old as well as new, North as well as South. Have we no tendency to the latter condition?

The new year of 1854 found slavery excluded from more than half the States by State constitutions, and from most of the national territory by congressional prohibition. Four days later commenced the struggle which ended in repealing that congressional prohibition. This opened all the national territory to slavery....While the Nebraska bill was passing through Congress, a law case involving the question of a Negro's freedom...was passing through the United States Circuit Court....The Negro's name was Dred Scott....

The several points of the Dred Scott decision...constitute the piece of machinery in its present state of advancement....The working points of that machinery are:

- (1) That no Negro slave, imported as such from Africa, and no descendant of such slave, can ever be a citizen of any State, in the sense of that term as used in the Constitution of the United States....
- (2) That, "subject to the Constitution of the United States," neither Congress nor a territorial legislature can exclude slavery from any United States Territory....

We cannot absolutely know that all these exact adaptations are the result of preconcert. But when we see a lot of framed timbers, different portions of which we know have been gotten out at different times and places and by different workmen--Stephen, Franklin, Roger, and James, for instance--and we see these timbers joined together, and see they exactly make the frame of a house or a mill, all the tenons and mortises exactly fitting, and all the lengths and proportions of the different pieces exactly adapted to their respective places, and not a piece too many or too few...in such a case we find it impossible not to believe that Stephen and Franklin and Roger and James all understood one another from the beginning, and all worked upon a common plan or draft drawn up before the first blow was struck.

Abraham Lincoln, 1858

They had for more than a century before been regarded as beings of an inferior order; and altogether unfit to associate with the white race, either in social or political relations; and so far inferior that they had no rights which the white man was bound to respect...This opinion was at the time fixed and universal in the civilized portion of the white race.

Chief Justice Roger Taney, Dred Scott case

If the cotton States shall decide that they can do better out of the Union than in it, we insist on letting them go in peace. The right to secede may be a revolutionary one, but it exists nevertheless....Whenever a considerable section of our Union shall deliberately resolve to go out, we shall resist all coercive measures designed to keep it in. We hope never to live in a republic, whereof one section is pinned to the residue by bayonets.

New York Tribune, 1860

I firmly believe that the slave-holding South is now the controlling power of the world--that no other power would face us in hostility. Cotton, rice, tobacco, and naval stores command the world; and we have sense to know it, and are sufficiently Teutonic to carry it out successfully. The North without us would be a motherless calf, bleating about, and die of mange and starvation.

Senator James H. Hammond of South Carolina

**Compromises**

Legislation/government act	
Parties/people involved	
Date	
Sectional/Regional issues	
Conflict	
Compromise	
Results	
Problems/Concerns your group has with the compromise	

### **The Three-Fifths Compromise**

The Three-Fifths Compromise is found in Article 1, Section 2, Paragraph 3 of the United States Constitution:

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.

### **Background**

#### **The Great Compromise and Other Compromises**

[www.america.gov/st/usgenglish/2008/January/20071116194724xjsnommis0.5400049.html](http://www.america.gov/st/usgenglish/2008/January/20071116194724xjsnommis0.5400049.html)

On June 13, 1787, the Virginia Plan, with some revisions, was reported out of the Committee of the Whole.

On June 15, 1787, William Paterson, speaking for the plan's opponents, introduced the New Jersey Plan. Under this plan, each state would have an equal vote in a unicameral Congress. Resolving themselves once again into a Committee of the Whole, the delegates debated the merits of the Virginia and New Jersey plans.

On June 19, 1787, the committee voted, seven states to three (with Maryland divided), to stay with the Virginia Plan. The matter remained unresolved, with votes settling into a pattern of six states (Massachusetts, Pennsylvania, Virginia, the Carolinas, and Georgia) against Connecticut, New York, New Jersey, and Delaware, with Maryland divided. In late June, Connecticut's Oliver Ellsworth proposed a compromise -- population to be the basis for representation in one house, the states to have equality in the other.

In early July 1787, the convention voted on Connecticut's proposal for state equality in the Senate, but the motion failed on an equal division (with Georgia divided). The convention appeared to be deadlocked. Looking for a way out of the predicament, South Carolina's Charles C. Pinckney asked for the appointment of a grand committee. That committee then ratified what has come to be called the Great Compromise -- proportional representation in the lower house, states' equality in the upper house. Even though the larger states preferred representation based on population as the basic rule, some of their delegates preferred compromise to risking a walk-out by small state delegates. Virginia's George Mason said that he would "rather bury his bones" in Philadelphia than see the convention dissolved without agreement on a plan of government. On July 16, the convention voted for the compromise, five states in favor, four opposed, one divided (with New York not present).

Notwithstanding grumbling by some delegates from the larger states, the most contentious issue now had been resolved, and the convention could move on to other questions. Election of the executive proved a thorny issue. The Virginia Plan had provided for an executive elected by the legislature; this, however, would create a dependent executive branch -- a defect of many of the state constitutions. Few delegates were so bold as to suppose that direct election by the people was a wise move.

Ultimately, the convention opted for a device -- an awkward one to the modern mind -- of having an electoral college choose the president. Each state was entitled, by whatever method it pleased, to select electors equal in number to the number of that state's senators and representatives. The electors would meet in their respective states and vote for the president and vice president. The subsequent rise of political parties, however, has ended the framers' notion that electors actually would deliberate on their choices for national leadership.

On July 24, 1787, the convention appointed five members to a Committee of Detail, whose job it was to draft an actual constitution embodying the fundamental principles thus far approved by the whole body. The committee's members seem to have assumed that they were at liberty to make substantive changes of their own. The most important of these was, in place of a general statement of Congress's powers, a clear enumeration of its powers. Leading the list were the power to tax and the power to regulate interstate and foreign commerce -- two of the basic reasons that had brought the delegates to Philadelphia in the first place.

Regional differences surfaced during the convention's latter weeks. Southern states, dependent on the export of agricultural commodities, wanted to forbid Congress from taxing exports, and they wanted to protect slavery and the slave trade. In late August 1787, the convention agreed to a ban on taxes on exports and a prohibition on interference with the slave trade until the year 1808.

Slavery was the unwelcome guest at the convention's table. Nowhere does the Constitution use the word "slave" or "slavery." In language intended to compromise competing southern and northern views on representation, the convention decided that, in apportioning representatives, to the number of "free Persons" should be added three-fifths of "all other Persons" -- that is, slaves. Some of the delegates thought slavery a blot on the nation's moral conscience, but they concluded, reluctantly, that a stronger stand on slavery would mean rejection of the proposed Constitution in the southern states and thus the prospect of the Union's dissolution. How to resolve the burning issue of slavery was thus postponed, to be settled decades later by civil war and reconstruction.

On September 8, 1787, a Committee on Style was appointed to polish the Constitution's language and to arrange its articles. When that committee reported, George Mason, the author of Virginia's 1776 Declaration of Rights, argued that the federal document also should have a bill of rights that would specify and protect the rights of individual citizens. Others argued, however, that nothing in the Constitution would infringe the rights guaranteed in the state constitutions. Mason's proposal was rejected, although it would be revived during the ratification debates.

The convention was moving to its conclusion. On September 17, 1787, Benjamin Franklin, at age 81 the convention's patriarch, pleaded with those who had some reservations about the meeting's product to "doubt a little of his own infallibility." Looking ahead to the ratification process, the Constitution's proponents wanted a unanimous result. Of the 42 members (of the original 55) still present on September 17, all but three signed the final document. As representatives from each state had concurred in the result, Gouverneur Morris of Pennsylvania devised the formula "Done in Convention by the Unanimous Consent of the States present" on that date.

## The Missouri Compromise

Transcript of Missouri Compromise (1820)

[www.ourdocuments.gov/doc.php?flash=true&doc=22&page=transcript](http://www.ourdocuments.gov/doc.php?flash=true&doc=22&page=transcript)

Excerpt

“An Act to authorize the people of the Missouri territory to form a constitution and state government, and for the admission of such state into the Union on an equal footing with the original states, and to prohibit slavery in certain territories.”

This legislation admitted Missouri as a slave state and Maine as a non-slave state at the same time, so as not to upset the balance between slave and free states in the nation. It also outlawed slavery above the 36° 30′ latitude line in the remainder of the Louisiana Territory.

With the purchase of the Louisiana Territory and the application of Missouri for statehood, the long-standing balance between the number of slave states and the number of free states would be changed. Controversy arose within Congress over the issue of slavery.

Congress adopted this legislation and admitted Missouri as a slave state and Maine as a non-slave state at the same time, so that the balance between slave and free states in the nation would remain equal. The Missouri Compromise also proposed that slavery be prohibited above the 36° 30′ latitude line in the remainder of the Louisiana Territory. This provision held for 34 years, until it was repealed by the Kansas-Nebraska Act of 1854.

## The Compromise of 1850

The Compromise of 1850 and the Fugitive Slave Act

[www.pbs.org/wgbh/aia/part4/4p2951.html](http://www.pbs.org/wgbh/aia/part4/4p2951.html)

Excerpt

CLAY'S RESOLUTIONS January 29, 1850

“It being desirable, for the peace, concord, and harmony of the Union of these States, to settle and adjust amicably all existing questions of controversy between them arising out of the institution of slavery upon a fair, equitable and just basis: therefore,

1. Resolved, That California, with suitable boundaries, ought, upon her application to be admitted as one of the States of this Union, without the imposition by Congress of any restriction in respect to the exclusion or introduction of slavery within those boundaries.
2. Resolved, That as slavery does not exist by law, and is not likely to be introduced into any of the territory acquired by the United States from the republic of Mexico, it is inexpedient for Congress to provide by law either for its introduction into, or exclusion from, any part of the said territory; and that appropriate territorial governments ought to be established by Congress in all of the said territory, not assigned as the boundaries of the proposed State of California, without the adoption of any restriction or condition on the subject of slavery...”

## Background

Henry Clay, U.S. Senator from Kentucky, was determined to find a solution. In 1820, he had resolved a fiery debate over the spread of slavery with his Missouri Compromise. Now, thirty years later, the matter surfaced again within the walls of the Capitol. But this time the stakes were higher -- nothing less than keeping the Union together.

There were several points at issue:

- The United States had recently acquired a vast territory -- the result of its war with Mexico. Should the territory allow slavery, or should it be declared free? Or maybe the inhabitants should be allowed to choose for themselves?
- California -- a territory that had grown tremendously with the California Gold Rush of 1849, had recently petitioned Congress to enter the Union as a free state. Should this be allowed? Ever since the Missouri Compromise, the balance between slave states and free states had been maintained; any proposal that threatened this balance would almost certainly not win approval.
- There was a dispute over land: Texas claimed that its territory extended all the way to Santa Fe.
- Finally, there was Washington, D.C. Not only did the nation's capital allow slavery, it was home to the largest slave market in North America.

On January 29, 1850, the 70-year-old Clay presented a compromise. For eight months members of Congress, led by Clay, Senator Daniel Webster of Massachusetts, and Senator John C. Calhoun of South Carolina, debated the compromise. With the help of Stephen Douglas, a young Democrat from Illinois, a series of bills that would make up the compromise were ushered through Congress.

According to the compromise, Texas would relinquish the land in dispute but, in compensation, be given 10 million dollars -- money it would use to pay off its debt to Mexico. Also, the territories of New Mexico, Nevada, Arizona, and Utah would be organized without mention of slavery. (The decision would be made by the territories' inhabitants later, when they applied for statehood.) Regarding Washington, the slave trade would be abolished in the District of Columbia, although slavery would still be permitted. Finally, California would be admitted as a free state. To pacify slave-state politicians who would have objected to the imbalance created by adding another free state, the Fugitive Slave Act was passed.

Of all the bills that made up the Compromise of 1850, the Fugitive Slave Act was the most controversial. It required citizens to assist in the recovery of fugitive slaves. It denied a fugitive's right to a jury trial. (Cases would instead be handled by special commissioners -- commissioners who would be paid \$5 if an alleged fugitive were released and \$10 if he or she were sent away with the claimant.) The act called for changes in filing for a claim, making the process easier for slaveowners. Also, according to the act, there would be more federal officials responsible for enforcing the law.

For slaves attempting to build lives in the North, the new law was disaster. Many left their

homes and fled to Canada. During the next ten years, an estimated 20,000 blacks moved to the neighboring country. For Harriet Jacobs, a fugitive living in New York, passage of the law was "the beginning of a reign of terror to the colored population." She stayed put, even after learning that slave catchers were hired to track her down. Anthony Burns, a fugitive living in Boston, was one of many who were captured and returned to slavery. Free blacks, too, were captured and sent to the South. With no legal right to plead their cases, they were completely defenseless.

Passage of the Fugitive Slave Act made abolitionists all the more resolved to put an end to slavery. The Underground Railroad became more active, reaching its peak between 1850 and 1860. The act also brought the subject of slavery before the nation. Many who had previously been ambivalent about slavery now took a definitive stance against the institution.

The Compromise of 1850 accomplished what it set out to do -- it kept the nation united -- but the solution was only temporary. Over the following decade the country's citizens became further divided over the issue of slavery. The rift would continue to grow until the nation itself divided.

### **The Kansas-Nebraska Act**

Excerpt

[www.ourdocuments.gov/print\\_friendly.php?page=transcript&doc=28&title=Transcript+of+Kansas-Nebraska+Act+%281854%29](http://www.ourdocuments.gov/print_friendly.php?page=transcript&doc=28&title=Transcript+of+Kansas-Nebraska+Act+%281854%29)

#### **Transcript of Kansas-Nebraska Act (1854)**

#### **An Act to Organize the Territories of Nebraska and Kansas.**

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That all that part of the territory of the United States included within the following limits, except such portions thereof as are hereinafter expressly exempted from the operations of this act, to wit: beginning at a point in the Missouri River where the fortieth parallel of north latitude crosses the same; then west on said parallel to the east boundary of the Territory of Utah, the summit of the Rocky Mountains; thence on said summit northwest to the forty-ninth parallel of north latitude; thence east on said parallel to the western boundary of the territory of Minnesota; thence southward on said boundary to the Missouri River; thence down the main channel of said river to the place of beginning, be, and the same is hereby, created into a temporary government by the name of the Territory Nebraska; and when admitted as a State or States, the said Territory or any portion of the same, shall be received into the Union with without slavery, as their constitution may prescribe at the time of the admission:

#### **Background**

[www.ourdocuments.gov/doc.php?doc=28](http://www.ourdocuments.gov/doc.php?doc=28)

Officially titled "An Act to Organize the Territories of Nebraska and Kansas," this act repealed the Missouri Compromise, which had outlawed slavery above the 36° 30' latitude in the Louisiana territories and reopened the national struggle over slavery in the western territories.

In January 1854, Senator Stephen Douglas introduced a bill that divided the land west of Missouri into two territories, Kansas and Nebraska. He argued for popular sovereignty, which would allow the settlers of the new territories to decide if slavery would be legal there. Antislavery supporters were outraged because, under the terms of the Missouri Compromise of 1820, slavery would have been outlawed in both territories.

After months of debate, the Kansas-Nebraska Act passed on May 30, 1854. Pro-slavery and anti-slavery settlers rushed to Kansas, each side hoping to determine the results of the first election held after the law went into effect. The conflict turned violent, aggravating the split between North and South until reconciliation was virtually impossible.

Opponents of the Kansas-Nebraska Act helped found the Republican Party, which opposed the spread of slavery into the territories. As a result of the Kansas-Nebraska Act, the United States moved closer to Civil War.

## UNCLE TOM'S CABIN

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** How did enslaved Africans fight for freedom?

**The Teaching Point:**

- Students will read reviews of *Uncle Tom's Cabin* to gain an understanding of the book's role in helping to achieve the abolition of slavery.
- Students will infer the social divide between the North and the South based on the reviews.

**Why/Purpose/Connection:** This lesson contributes to student understanding of the broad spectrum of people involved in the fight for the abolition of slavery and the many strategies used toward achieving that end.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Freedom Struggle: The Anti-Slavery Movement in America, 1830-1865*
  - *Slavery in the United States*
  - *A History of Us: War, Terrible War*
- Websites
  - [www.americaslibrary.gov/cgi-bin/page.cgi/jb/reform/beecher\\_1](http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/reform/beecher_1)
- Teacher Created Materials, Primary Sources: Civil War, "The Little Lady Who Started the Big War."
- Reviews of *Uncle Tom's Cabin* and accompanying questions

**Model/Demonstration:**

- Teacher engages students by asking them if they believe a book can be a powerful tool or if they believe that books can inspire people to change their views or take action.
- Teacher reads aloud "*Uncle Tom's Cabin* appears in serial form, June 5<sup>th</sup>, 1851" from [www.americaslibrary.gov/cgi-bin/page.cgi/jb/reform/beecher\\_1](http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/reform/beecher_1) (Note to teacher: if possible, display on a smart board and show the accompanying documents.)
- Teacher asks students to think about how specific individuals or groups in the U.S. at the time might have responded to the book.
- Teacher encourages students to understand that the book is considered to have played a substantial role in the onset of the Civil War. Teacher facilitates student discussion by asking: Can a book influence a war?
- Teacher facilitates a discussion on the role that *Uncle Tom's Cabin* might have played.
  - Could a work of fiction incite a war? How?
  - Did Abraham Lincoln really say, "So this is the little lady who made this big war?"
- Teacher explains that students will read reviews of the book to gain an understanding of the strong feelings that the book incited at the time it was published.

**Differentiation:** Student needs will be addressed by the implementation of a variety of activities including read-aloud, shared reading, independent reading of book reviews, and both small group and whole class discussion.

**Independent Exploration:**

- Half of the class reads the review from *The Southern Press Review* and the other half reads the *Boston Morning Post* review.
- Students complete questions in response to the review.
- Students share their responses in whole class discussion and subsequently, pair off with partners who read the opposing reviews and complete a Venn diagram.

**Share/Closure:**

- Teacher concludes with a short discussion on the role played by *Uncle Tom's Cabin* during the Civil War.
  - What made the book both so popular and so unpopular?
  - How did the reviews reflect the sectionalism present in America?

**Assessment:**

- Teacher circulates, assisting students with the reading and completion of activities and worksheets.
- Teacher evaluates worksheets and Venn diagrams.

**Next Steps:**

- Students read additional excerpts from *Uncle Tom's Cabin*.

***Boston Morning Post Review***

Unsigned

Boston: 1852

SINCE “Jane Eyre,” no book has had so sudden and so great a success on this side of the Atlantic as “Uncle Tom's Cabin.” Everybody has read it, is reading, or is about to read it. And certainly it is one of the most remarkable literary productions of the time--an evident result of some of the highest attributes of the novel writer.

As all the world knows, “Uncle Tom's Cabin” purports to be a picture of slavery as it now exists in the Southern States. It is an attempt to present the accidental and inevitable evils of slavery side by side with the practical advantages of the system in its paternal care of a long depressed, if not actually inferior, race. It paints both slaveholder and slave, and none can doubt the intention of the author to deal justly with both, nothing extenuating and setting down naught in malice. The incidents are stated to be drawn from the personal experience of the writer or her most immediate friends, and we believe it is universally admitted that, as a mere story, the book is of intense interest.

But we would here remark that some portions are very highly colored. The main facts stated, also, may have occurred somewhere or other, and at distant intervals of times; but the aggregation of so many rare horrors into two small volumes, produces a picture which we are happy to believe does not do justice to practical slavery in our Southern States. In a word, the effect of “Uncle Tom's Cabin,” as a whole, is grossly to exaggerate the actual evils of negro slavery in this country. As a didactic work, therefore, it should be swallowed with a considerable dose of allowance.

But it is not as an instructive work, chiefly, that we now desire to regard it. As chroniclers of the literature of the day, we have much more to do with the conception and execution of books, as merely literary works, than with their sentiment or effect, although these latter may be all that make them practically important. Suffice it to say, then, that “Uncle Tom's Cabin,” even with our dose of allowance, is the finest picture yet painted of the abominable horrors of slavery, (bad enough at the best, and *inevitably*,) and that it is likely to do more for the cause of liberal abolitionism, than all that has been preached, said, and sung for a long time.

But throwing aside the design or effect of the book under notice, and looking at it as a literary work merely, it must be confessed that if the incidents be exaggerated in themselves, or if they be so unduly crowded as to create an erroneous impression--admitting all this, we say--it must be owned that the incidents are treated artistically and with a master hand. The whole is truth-seeming if not true, and the whole book reads naturally and probably. It has nothing forced or awkward in its conduct.

And yet the management of the tale is among its lesser interests. Both in dialogue and in character Mrs. Stowe has produced a fiction which can scarcely be excelled, in its peculiar line. To be sure, her negroes often pronounce a word properly, while a few sentences later on the same people mangle it horribly. But such inaccuracies are of little consequence, and are soon lost in the tide of humor, pathos, and oddity that flows from the lips of the queer children of Africa. The dialogue, both of the whites and the blacks, is naturalness itself, having nothing either of books or of the theatre in its composition.

And in respect to character-painting, "Uncle Tom's Cabin" may compare with any fiction of the day, English or American. It does not contain a figure that is not so vigorously sketched as to be fully individualized, and well able to stand alone. Every slave differs from his fellows in some essential features, and runs no risk of being mistaken for a sooty brother. Mrs. Shelby's "Sam," for instance, though visible in but a single scene, is as well drawn as if he were the sole hero of the fiction. Chloe the cook is not Dinah the cook, and neither of the young quadroon slaves of St. Clare could be mistaken for the quadroon George or his wife Eliza. The Quakers also, who appear but once, are very nicely sketched, and Mrs. Shelby, who is scarcely seen but in a few chapters, at the beginning, is as perfect a portrait of the intelligent and right-hearted lady as we have lately seen. Topsy is a gem. Indeed, whether as regards black or white, everybody is hit off properly, and is nobody else but himself.

But coming to the principal characters, we must say that Uncle Tom himself, St. Clare, Marie, Eva and Miss Ophelia are given with a truth to nature that fairly astonished us, in our utter ignorance that a female author lived who was capable of such painting. Eva, indeed, is not to be criticized. She stands with Little Nell and Little Paul--unnatural, it may be said, as a child of man, but a creation of exquisite beauty, tenderness, intelligence, and affection--an embodiment, in baby form, of all that is highest, holiest, and best in human nature.

We hope the book in hand will be noticed by our leading reviews. As an American novel, merely, it deserves an elaborate critique, and we feel that our limited space does not do it justice.

We should like to sustain our praise by several extracts, but are obliged to refer our readers to the glowing pages themselves.

"Uncle Tom's Cabin," as much as any novel we know of, is stamped on every page with genius. The author cannot touch a single incident without showing that she bears the sacred fire. How strong and wide may be the blaze we know not, but taking the present novel as the first effort in this line of writing, it is a wonderful composition, emanating from true genius, and produced with a nice tact, and ingenuity, and a thorough knowledge of human nature, etc. The scene at Senator Bird's, the flight across the Ohio, the interview of George with the manufacturer, at the road-side inn, the

night scene in the steamer--nay, many other passages--are not prominent portions of the work, but they are given in a masterly manner. Not one word in the book suggests mediocrity, whether the pictures of slavery please or displease. And the death of Eva! We have said that some chapters are beyond criticism--the reader will find them so. And with all the pathos and intensity of most of the story, there is no jot of dulness--no harping on one string. A vein of humor and drollery meanders through it, and one is often laughing with wet eyes.

But brilliant as is "Uncle Tom's Cabin" as a literary work, it is yet more creditable to the author in another point of view. It proves that unlike most women, and very many men, Mrs. Stowe has the high ability of looking on both sides of one question. With feelings and principles equally opposed to slavery, for its unavoidable evils as well as its accidental abuses, she is yet able to paint the slaveholder as he lives and moves, with no touch of bigotry or fanaticism. No southerner need be ashamed of the noble, kind and generous St. Clare, or the angel-child, his daughter.

More than this, Mrs. Stowe has fairly presented the various arguments in favor of slavery, and the various feelings which exist in the mind of the south, in reference to this terrible evil. And indeed, were it not for the incidental remarks in the book, one would be rather puzzled to say, from the dialogue alone, what were Mrs. Stowe's real sentiments. Both sides are presented with heart, soul and strength.

The entire fiction is filled with instances of this peculiar power of the author to look on both sides of a question at once, and this (so called) masculine quality of mind is sustained by an exceeding ease in the management of details and the handling of masculine facts of all sorts. One wonders, indeed, where a lady could pick up so much stuff, and how she could acquire such free and easy manners in disposing of it. Everything is fish that comes to her net, and she is equally at home with saint or sinner, black or white, high or low. She never suffers any mock-modesty, reverence or respect for any world-prejudice whatever to stand in the way of truth of portraiture or naturalness of dialogue.

"Uncle Tom's Cabin," we believe, was first published in chapters, in the National Era. It there became known to a sufficient number of readers to give it a large circulation, when it appeared in book-form.

***Southern Press Review***

Unsigned

1852

We have just finished the perusal of "Uncle Tom's Cabin," a work in two volumes, of more than three hundred pages each, which appeared originally in the *National Era*, in a succession of numbers, and has recently been re-published in its present form. The papers inform us that already, within eleven weeks of its re-publication, eighty thousand copies of it have been sold at the rate of a dollar to a dollar and a quarter per copy.

The authoress of this work is HARRIET BEECHER STOWE, wife of Professor Stowe, and daughter of Dr. Beecher. She resided for many years, before and after marriage, in Cincinnati. "Uncle Tom's Cabin" is an anti-slavery novel. It is a caricature of slavery. It selects for description the most odious features of slavery—the escape and pursuit of fugitive slaves, the sale and separation of domestic slaves, the separation of husbands and wives, parents and children, brothers and sisters. It portrays the slaves of the story as more moral, intelligent, courageous, elegant and beautiful than their masters and mistresses; and where it concedes any of these qualities to the whites, it is to such only as are, even though slaveholders, opposed to slavery. Those in favor of slavery are slave-traders, slave-catchers, and the most weak, depraved, cruel and malignant of beings and demons.

It is a little curious, that the two works on slavery that have attained the largest circulation since the Wilmot proviso was proposed, have both emanated from Cincinnati. The first, the lecture on "the North and the South," by the senior editor of this paper; the other, "Uncle Tom's Cabin." Of the lecture, about three hundred thousand copies were printed in pamphlets and newspapers. The novel will probably reach an equal circulation.

It deserves to be considered that the defense of the South was a documentary argument, consisting chiefly of a collection of all the evidence on the subject which existed in an authentic shape. The attack on the South is a novel—a romance. The system of the South relies on fact—the sentiment of the North flies to fiction. This is significant. For some time before, the North, the practical, calculating, unimaginative North, claimed the facts. But since the appearance of "the North and the South," that pretension has almost been abandoned. We have been struck by the almost total abstinence of the northern press from all allusion to the results of the last census, when discussing the slavery question. That census has vindicated triumphantly the positions of the lecture on "the North and the South." Now, what is the value of a work of fiction in this controversy? What would be its value even if even incident it contains were founded on fact, as the writer intimates? Why, just nothing at all. Every man who is accustomed to reason is familiar with the artifice of a discomfited antagonist. When refuted in argument, when overwhelmed with evidence, he insists on relating an anecdote, or telling a story—he retreats into fiction, or cites a particular instance—although everyone capable of reasoning knows that any proposition can be maintained,

or any institution be overthrown, if the citation of particular incidents is accepted as argument. Government, society, law, civilization itself would fall in an hour, if we were to listen to the stories of the wrong and ruin that incidentally or exceptionally attend them. Do not murderers escape—are not the innocent sometimes put to death under the administration of criminal law? And yet, who would abolish it, even if hundreds of novels were written to illustrate its defects, or under pretence of exposing its enormity? Do we not find bad men with wealth, or good men in want—then why not have a novel to prove it and to insist on the abolition of property? Nay, there is religion itself, whose institutions cannot be divested of superstition, hypocrisy and fanaticism. How many romances could be written and have been written to illustrate these latter? Yet must we abolish religion?

Mrs. Stowe may have seen, during her residence in Cincinnati, in the arrival and departure of emigrants, and in the trade and navigation of the Ohio and Mississippi, more families separated forever; she must know that from that single city more husbands, brothers, sons and fathers have gone voluntarily, as she calls it, from wives, mothers and children, and, in the pursuit of trade, met with untimely death by fevers and cholera on the river, or in the wilderness, leaving their families to suffer from want, their children to perish from neglect, than probably all who have been separated by the slave trade. Why doesn't she write a romance against emigration, and navigation and commerce? They are all permitted by our laws.

But Mrs. Stowe complains that slavery gives to one man the power over another to do these things. Well, does not freedom, as she calls it? Cannot the landlord of Cincinnati turn out a family from his dwelling if unable to pay the rent? Cannot those who have food and raiment refuse them to such as are unable to buy? And does not Mrs. Stowe herself virtually do these very things? Suppose a poor man were to present himself to her and say, "Madam, I am a poor man with a large family, and we are destitute. And unless you prevent it, I shall be compelled to-morrow to hire myself as a hand on a flatboat to New Orleans, and besides exposing myself to the cholera and yellow fever, leave my wife in delicate health, my oldest daughter to the dangers of a large city without a protector, and my young ones to the diseases that depopulate the infancy of this place every summer. Now, I have read your novel, and I understand that you have already received a large fortune by the copy-right of it. Now, we are equals—except that I have none of your education, and that is not my fault. Yet somehow or other the laws of this freesoil State allow you to keep thousands of dollars in bank which you do not need, whilst I, for the want of a small part of it, am doomed to separation from all that I hold dear." We doubt whether Mrs. Stowe would recognize the cogency of this argument. But if she would, the laws of this country do not.

Name \_\_\_\_\_

***The Southern Press Review***

**Paragraphs 1–3**

1. What facts do these paragraphs present as background for the reader?
2. In what ways does the author of the article state that the book misrepresents the institution of slavery?
3. What is the point of the reference to the city of Cincinnati?

**Paragraph 4**

The author says that the North portrays its argument against slavery in a work of fiction, but the South portrays its argument favoring slavery with fact.

4. List the author's arguments against using fiction to promote causes.
5. What do you consider to be the strengths and weaknesses of the author's argument?

**Paragraph 5**

6. How does the author compare or contrast escaped slaves and other immigrants?
7. What do you consider to be the strengths and weaknesses of the author's comparison?

**Paragraph 6**

8. How does the author compare or contrast slum landlords of the North with slaveholders of the South?
9. How does the author criticize the "wealthy" Mrs. Stowe? What type of scene does the author present to make the point?

10. What do you consider to be the strengths and weaknesses of the author's argument?

11. Was this article a review of the book or was it an argument for slavery? Support your viewpoint by using details from the text.

12. How does this point of view contrast with the viewpoint of the author of the *Boston Morning Press* review?

**Author's Purpose**

13. Describe the author's purposes in writing this review. Think about how he chose his words.

***Boston Morning Post Review*****Paragraphs 1–3**

1. List the ways this author praises the book.
2. List the ways the author says that the book “grossly exaggerates the actual evils of slavery.”
3. This book was written nine years before the war. Does this account for the author’s careful words stating that the book does not “do justice to practical slavery in our southern States”?

**Paragraph 4**

4. In what way does the tone of the article change in this paragraph?

**Paragraph 5**

5. Explain how the author is now praising Stowe’s work.

**Paragraphs 6–10**

6. How does the author describe Stowe’s handling of characters and dialogue?
7. What comment does the author make about women writers?
8. What statements show the author’s enthusiasm for this book?

**Paragraph 11**

9. What scenes from the book did the author find particularly moving?
10. How does the author explain that Stowe has the “sacred fire”?

**Paragraphs 12–13**

11. How does the author demonstrate that Stowe wrote an unbiased book?

12. How does this point of view contrast with the viewpoint of the author of *The Southern Press* review?

**Author's Purpose**

13. Describe the author's purposes in writing this review. Think about how the author chose the words for the review.

## FOLLOW THE DRINKING GOURD

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** How did enslaved Africans fight for their freedom?

**The Teaching Point:**

- Students will analyze primary and secondary source documents to learn that slaves actively resisted slavery, and how the Underground Railroad provided a system of escape from the South to Canada.
- Students will develop historical perspective on how the issue of slavery divided a nation.

**Why/Purpose/Connection:** Students will add to their understanding of the Civil War by exploring the Underground Railroad, one of the key components to the resistance of slavery.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Africans in America: 1619 -1865*
  - *Freedom Struggle: The Anti-Slavery Movement in America, 1830 -1865*
  - *If You Lived When There Was Slavery in America*
  - *A Slave Family*
  - *Slavery in the United States*
- Websites
  - <http://quest.nasa.gov/lrc/special/mlk/gourd1.html>
- History of the Drinking Gourd
- “Follow the Drinking Gourd” with explanation
- Physical/political map of the United States dating to 1860.

**Model/Demonstration:**

- Teacher motivates the students by asking if they already know about the Underground Railroad. Teacher asks students to share what they know about why they think the path to freedom was known as the Underground Railroad and charts their responses. What do the terms bring to mind?
- Teacher elicits and/or confirms that the Underground Railroad was neither physically underground nor an actual railroad, but instead a secret method of assisting and facilitating the escape of fugitive slaves to free states, or to Canada.
- Those who led slaves to freedom were called CONDUCTORS and the fugitives they assisted were called PASSENGERS. Sometimes they may have traveled on trains, but mostly they traveled by horseback, in wagons, by boat or on foot. Hiding places where the fugitives stayed were called STATIONS and may have been barns, churches, or even mansions. These hiding places were run by STATIONMASTERS. Ask students to think about why train language was used.
- Teacher directs students to read “History of the Drinking Gourd” and facilitates a discussion on this method of resisting slavery.
  - How is escape a form of resistance?
  - Why didn’t all slaves attempt this form of resistance?

- Teacher facilitates student analysis of “Follow the Drinking Gourd.”

**Independent Exploration:**

- Student groups read (and, if possible, sing) the song, “The Drinking Gourd,” (without the explanation) and using a bright marker or pen, create a possible route out of Alabama and Mississippi.
- Student groups then read the explained version, and with a different color ink, trace the route again.
- Students compare the accuracy of their routes to the actual route taken. They discuss the dangers that would have been faced along the routes.
- Student groups create their own songs using symbolism to guide slaves to freedom. Students may refer to the text set for ideas.

**Share/Closure:**

- Students share their songs and challenge other students to interpret the symbolism.
- Teacher facilitates a discussion on the use of songs as a method of resistance.
  - What other types of songs/music were used by slaves?
  - How is song an effective method for communication?

**Assessment:** Teacher reviews student work.

**Next Steps:** Students research and analyze slave spirituals and other songs.

### History of "The Drinking Gourd"

During the era of slavery in the United States, many slaves fled to freedom in the North. In order to reduce the numbers of escaping slaves, owners did everything they could to keep slaves illiterate and ignorant of geography. Owners even went so far as to try to keep slaves from learning how to tell directions. "

Nonetheless, slaves knew perfectly well freedom lay to the north, and they also knew how to locate north. They used the North Star, or as it is more correctly named, Polaris. Polaris lies almost directly north in the sky. Slaves fled using the simple direction "walk towards the North Star." However, unable to plan a route, they risked walking into impassable or dangerous terrain.

Members of the Underground Railroad were fully aware of the predicament faced by fleeing slaves. About 1831 the "Railroad" began to send travelers into the South to secretly teach slaves specific routes they could navigate using Polaris. By the beginning of the Civil War in 1861, about 500 people a year were traveling in the South teaching these escape routes to slaves, and various escape routes had been well established. Scholars estimate that 60,000 to 100,000 slaves successfully used the routes and fled to freedom.

Polaris became a symbol of freedom to slaves as well as a guiding star. As soon as they were old enough to understand, slave children were taught to locate Polaris by using the stars of the Big Dipper.

Slaves passed the travel instructions from plantation to plantation through song. From their tribal cultures of Africa the enslaved peoples brought the custom of creating songs to transmit factual information and they used this tradition to gain their freedom. Slaves turned their songs into codes that secretly transmitted information they wished to keep from their white masters.

"Follow the Drinking Gourd" is a coded song that gives the route for an escape from Alabama and Mississippi. Of all the routes out of the Deep South, this is the only one for which the details survive. The route instructions were given to slaves by an old man named Peg Leg Joe. Working as an itinerant carpenter, he spent winters in the South, moving from plantation to plantation, teaching slaves this escape route. Unfortunately, we know nothing more about Peg Leg Joe.

Source: <http://quest.nasa.gov/lrc/special/mlk/gourd1.html>

## Explanation of “Follow the Drinking Gourd”

The song and its translation are as follows:

When the sun comes back and the first quail calls,  
Follow the Drinking Gourd.  
For the old man is waiting for to carry you to freedom,  
If you follow the Drinking Gourd.

"When the sun comes back" means winter and spring when the altitude of the sun at noon is higher each day. Quail are migratory birds wintering in the South. The Drinking Gourd is the Big Dipper. The old man is Peg Leg Joe. The verse tells slaves to leave in the winter and walk towards the Drinking Gourd. Eventually they will meet a guide who will escort them for the remainder of the trip.

Most escapees had to cross the Ohio River which is too wide and too swift to swim. The “Railroad” struggled with the problem of how to get escapees across, and with experience, came to believe the best crossing time was winter. Then the river was frozen, and escapees could walk across the ice. Since it took most escapees a year to travel from the South to Ohio, the “Railroad” urged slaves to start their trip in winter in order to be at the Ohio the next winter.

The river bank makes a very good road,  
The dead trees show you the way,  
Left foot, peg foot, traveling on  
Follow the Drinking Gourd.

This verse taught slaves to follow the bank of the Tombigbee River north looking for dead trees that were marked with drawings of a left foot and a peg foot. The markings distinguished the Tombigbee from other north-south rivers that flow into it.

The river ends between two hills,  
Follow the Drinking Gourd.  
There's another river on the other side,  
Follow the Drinking Gourd.

These words told the slaves that when they reached the headwaters of the Tombigbee, they were to continue north over the hills until they met another river. Then they were to travel north along the new river which is the Tennessee River. A number of the southern escape routes converged on the Tennessee.

Where the great big river meets the little river,  
Follow the Drinking Gourd.  
For the old man is awaiting to carry you to freedom if you  
follow the Drinking Gourd.

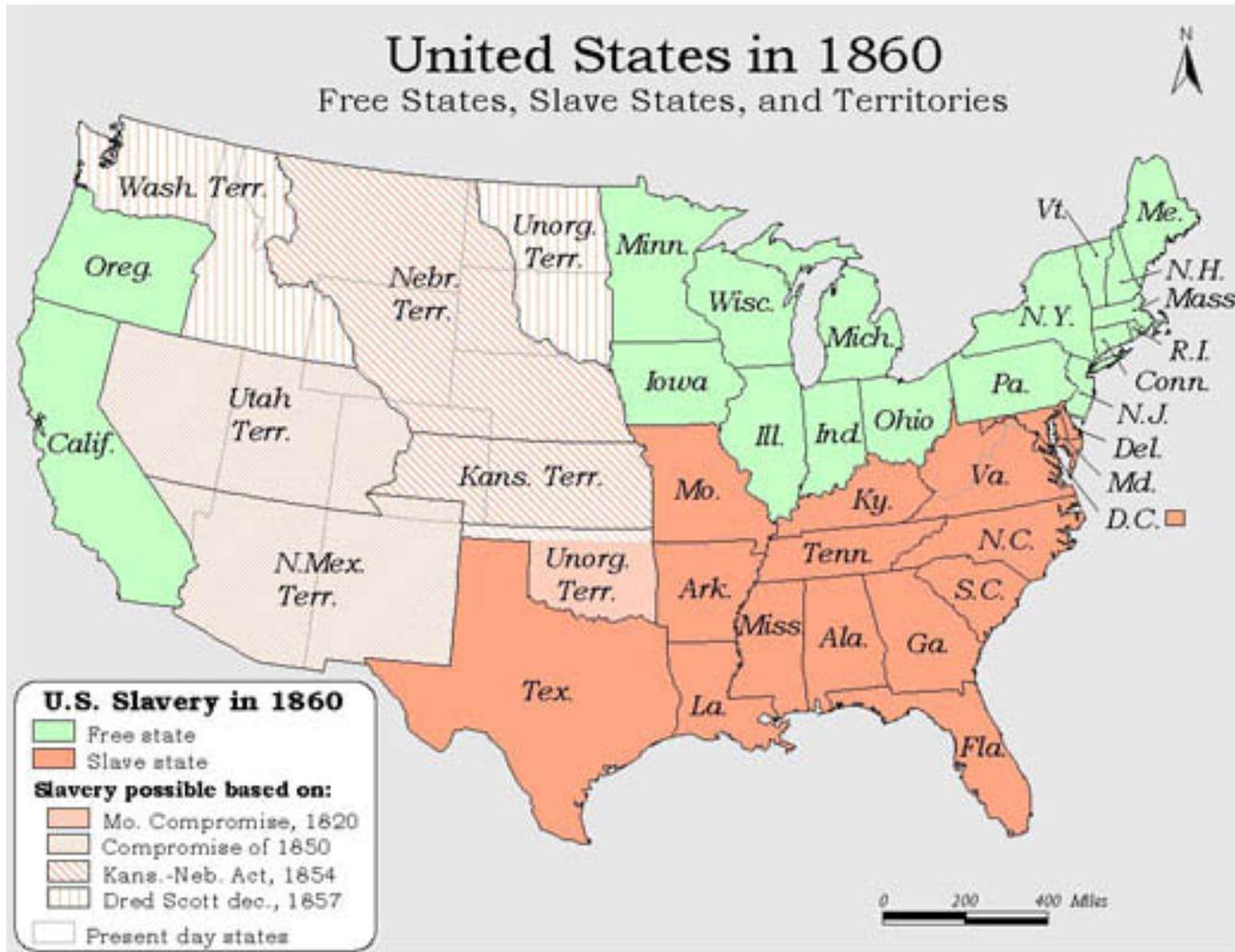
This verse told the slaves the Tennessee joined another river. They were to cross that river (which is the Ohio River), and on the north bank, meet a guide from the Underground Railroad.

To hear or download the song, visit <http://www.math.nus.edu.sg/aslaksen/gem-projects/hm/0203-1-20-follow/music/the%20weavers%20%20Follow%20the%20Drinking%20Gourd.mp3>



Little Dipper, Big Dipper, and North Star

Credit: [www.nygeo.org/drinking\\_gourd.jpg](http://www.nygeo.org/drinking_gourd.jpg)



[http://www.alicebernstein.net/Tubman-US-map\\_1860\\_slave\\_free-states041001\\_400.jpg](http://www.alicebernstein.net/Tubman-US-map_1860_slave_free-states041001_400.jpg)

## RESISTANCE

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** How did enslaved Africans fight for freedom?

**The Teaching Point:**

- Students will learn about and evaluate various types of slave resistance.

**Why/Purpose/Connection:** Though this lesson demonstrates the brutality of slavery it also shows the efforts, by those who were enslaved, to break free.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Africans in America: 1619 -1865*
  - *Freedom Struggle: The Anti-Slavery Movement in America, 1830 -1865*
  - *If You Lived When There Was Slavery in America*
  - *A Slave Family*
  - *Slavery in the United States*
- Websites
  - [www.nationalgeographic.com/railroad/index.html](http://www.nationalgeographic.com/railroad/index.html)
- Readings “Resisting Slavery” and “Escaping Slavery” at:  
[http://www.slaveryinamerica.org/history/hs\\_es\\_overview.htm](http://www.slaveryinamerica.org/history/hs_es_overview.htm)
- Graphic organizer
- Methods of Slave Resistance worksheet

**Model/Demonstration:**

- Teacher engages students by asking them to think about the worst things that come to mind when they think about the institution of slavery.
- Teacher asks students to think about what they might have done to resist slavery if they were alive at the time of the Civil War. Chart student responses.
- Teacher asks students what possible consequences they might have faced.

**Guided Practice:**

- Teacher directs students to read about “Resisting Slavery” and “Escaping Slavery.” Either direct the students to the website or make copies from the *Slavery in America: Historical Overview* website at:  
[http://www.slaveryinamerica.org/history/hs\\_es\\_overview.htm](http://www.slaveryinamerica.org/history/hs_es_overview.htm). Teacher tells students to underline any examples of slave resistance or rebellion.
- Teacher then assigns students to work groups to complete the graphic organizer.

**Differentiation:** Text set allows options for various reading levels.

**Independent Exploration:**

- Student groups complete the first two columns of their graphic organizer regarding slave resistance.
- Student groups use the text set to research other methods of resistance or to elaborate on the methods already listed.

- Student groups then determine which method of resistance they believe would be most effective.

**Share/Closure:**

- Students share the method of resistance that their group determined to be the most effective, comparing and contrasting with the conclusions drawn by different groups.

**Assessment:** Teacher evaluates groups' graphic organizers.

**Next Steps:** Students research specific slave rebellions.

**Slave Resistance**

Method of Resistance and description	Possible consequences, both positive and negative	Effectiveness

## SLAVERY: A TABLEAU

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** How did enslaved Africans fight for freedom?

**The Teaching Point:**

- Students will research notable persons and create dramatic *tableaux vivants*.

**Why/Purpose/Connection:** This lesson allows students to role play (without speaking) the numerous people who played a part in slavery, working either to end it or maintain it.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Africans in America: 1619 -1865*
  - *Freedom Struggle: The Anti-Slavery Movement in America, 1830 -1865*
  - *If You Lived When There Was Slavery in America*
  - *A Slave Family*
  - *Slavery in the United States*
- Websites
  - [www.pbs.org/wnet/slavery/](http://www.pbs.org/wnet/slavery/)
  - [www.nationalgeographic.com/railroad/](http://www.nationalgeographic.com/railroad/)
  - [www.freedomcenter.org/](http://www.freedomcenter.org/)

**Model/Demonstration:**

- Teacher asks students to brainstorm the emergence of the multifarious roles resulting from slavery. Answers should include the very disparate positions of slaves and non-slaves, such as runaways, cooks, field hands slave-owners, slave catchers, Underground Railroad conductors, etc.)
- Teacher explains that the students will be researching these roles to prepare for a *tableaux vivant presentation* to the class. (A *tableau vivant*, or living picture, is a representation of a scene or image by actors. They do not speak or move, but pose at length to create a vivid dramatization.)

**Independent Exploration/Guided Practice:**

- Students research their characters and/or scenes and write a depiction.
- Student groups discuss possible scenes they would like to present and decide on their characters.
- Student groups make decisions regarding their actual poses for their chosen scene. Students should be able to defend their choices of scenes, poses, etc.

**Share/Closure:** Student groups present their tableaux to the class. The class tries to determine what is taking place in the scene and the identity of each person represented.

**Assessment:** Teacher evaluates character descriptions using a rubric developed in collaboration with the class.

**Next Steps:** Students read biographies and source documents of famous former slaves.

**AGAINST ALL ODDS**

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** How did enslaved Africans fight for freedom?

**The Teaching Point:**

- Students will study the lives of some eminent former slaves who through, ingenuity, tenacity and courage, helped to triumph over slavery.

**Why/Purpose/Connection:** This adds to students' growing understanding of the abolitionists who were born into slavery - the men and women provide examples of courage that still resonates today.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Africans in America: 1619 -1865*
  - *Freedom Struggle: The Anti-Slavery Movement in America, 1830 -1865*
  - *If You Lived When There Was Slavery in America*
  - *A Slave Family*
  - *Slavery in the United States*
- Websites
  - [www.nationalgeographic.com/railroad/](http://www.nationalgeographic.com/railroad/)
  - [www.freedomcenter.org/](http://www.freedomcenter.org/)
- Biographical Background worksheet

**Model/Demonstration:**

Engage the students by asking the following question: What is a hero? What kinds of acts or behavior are heroic?

- After a class discussion, teacher charts students regarding characteristics of a hero or heroine.
- Teacher explains that the class will examine some “heroes” of the abolitionist movement.
- Teacher can assign students to groups or can allow students to choose their own groups to conduct the research. (Choices could include Harriet Tubman, Frederick Douglas, Sojourner Truth, etc.)

**Independent Exploration/Guided Practice:**

- Student groups will conduct their research using worksheets as guides.
- Student groups will present biographical information on the person they are researching.
  - Students may write a poem or a song, create a memorial, design a poster, or come up with another idea to share their research about the hero or heroine they researched.

**Share/Closure:**

- Student groups present to the class.

- Teacher facilitates a discussion on how these leaders were able to overcome adversity, against all odds.
  - What can you pinpoint that made him/her special or heroic?
  - Are there any individuals you consider to have the same qualities of heroism today?
  - Who are they? Why do you think they are heroic?

**Assessment:**

- Teacher evaluates group research worksheets.
- Teacher evaluates the group's tribute (the biographical information presentation).

**Next Steps:** Read excerpts from Frederick Douglass's autobiography, *Narrative of the Life of Frederick Douglass, An American Slave*

**Biographical Background**

Name:

Birth and Death	
Places where he/ she lived	
Description of his/her life as a slave	
How he/she achieved freedom	
Accomplishments	
Publications, speeches, or other primary sources that may be referred to	

## The Dred Scott Decision

**Unit of Study:** Civil War and Reconstruction

**Focus Question:**

- How did enslaved Africans fight for freedom?
- How did failure to compromise lead to the Civil War?

**Teaching Points:**

- Students will interpret and analyze the arguments used in the case of *Dred Scott v Sanford*.
- Students will understand how the case contributed to the growing momentum toward war.

**Why/Purpose/Connection:** This lesson contributes to student understanding of the complex issues of slavery and states' rights.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *The Dred Scott Decision*
- Websites
  - [www.landmarkcases.org/dredscott/home.html](http://www.landmarkcases.org/dredscott/home.html)
- Background
- Classifying arguments
- Excerpts from the majority and dissenting opinion

**Model/Demonstration:**

Teacher engages students by asking them if they believe that words have power.

After a brief discussion teacher writes the following statement on the board or onto chart paper, “We the People of the United States...” and asks: Where do you think the phrase comes from? Once students recall that it is the first line of the U.S. Constitution, ask students to consider which people were considered within the “We” of that phrase? Were all Americans included in the “We?” Who was not included? Why were they excluded?

- Teacher explains that the interpretation of “We” was one of the issues at stake in the case of Dred Scott.

**Differentiation:** Teacher may choose to assign a variety of background reading that is matched to each student’s reading level. The case is available at three reading levels on the website.

**Independent Exploration/Guided Practice:**

- Students read the background material and answer teacher- designed questions.
- Working in pairs, students complete Classifying the Arguments student handout using the codes listed in the handout. The codes can be added to the margins.
- Student pairs determine what factors they believe influenced the outcome of the case.

**Share/Closure:**

- Selected student pairs will share the factors they believed influenced the outcome of the case.
- Teacher facilitates a discussion on the role of states' rights in the Dred Scott decision.
  - How did the majority ruling empower states?
  - How did the ruling negate the Missouri Compromise? How does the Supreme Court have the power to do so?

**Assessment:**

- Teacher reviews student work and student contribution/responses to class discussions.

**Next Steps**

- Students research further decisions of the Supreme Court to learn when the decision in Dred Scott was overturned, and what the reasons were for the overturn.
- Students trace the travels of Dred Scott on a map.

## Dred Scott v Sanford (1857) Background Summary and Questions

Source: [www.landmarkcases.org/dredscott/background2.html](http://www.landmarkcases.org/dredscott/background2.html)

(Background available in various reading levels)

Dred Scott was born a slave in Virginia around 1799. In 1830, Scott and his master moved to Missouri, another slave state. Four years later, a surgeon in the U.S. Army, Dr. John Emerson, bought Scott and moved him to the free state of Illinois. In 1836, Scott and Emerson moved to Fort Snelling in the Wisconsin Territory. The Missouri Compromise prohibited slavery in this territory. That same year, Scott married a slave named Harriet. In 1838, the Emersons and the Scotts moved back to Missouri where the Scotts had two daughters. Emerson died in 1843 and left his possessions, including the Scotts, to his widow Irene. In 1846, Scott asked Mrs. Emerson if he could work for his freedom. According to Scott, she refused.

Scott sued Mrs. Emerson for "false imprisonment" and battery. Scott argued that he was being held illegally because he had become a free man as soon as he had lived in a free state. He claimed he was taken to a slave state against his will. Many slaves had sued their owners in this way and won their freedom in the past. In 1847, Emerson won in the Missouri Circuit Court because Scott's lawyers failed to prove that she was holding Scott as a slave. Scott's lawyers successfully argued for a new trial.

By the time the new case went to trial in 1850, Emerson had moved to Massachusetts leaving her brother, John Sanford, in charge of Scott's case. The jury agreed that Scott and his family should be freed in accordance with the doctrine "once free, always free." The case was appealed to the Missouri Supreme Court in 1852, where two of the three judges found for Emerson and Sanford. William Scott wrote the decision of the court, stating that states have the power to refuse to enforce the laws of other states.

Sanford was legally recognized as Scott's owner in 1853. Sanford moved to New York leaving the Scotts in Missouri. Scott filed a new lawsuit in federal court (the other suits had been in state courts). Federal courts settle disputes between citizens of different states. A clerk mistakenly added a letter to Sanford's name, so the case permanently became *Dred Scott v. John F.A. Sandford*.

In 1854, the U.S. Court for the District of Missouri heard the case. John Sanford argued in this federal lawsuit that Dred Scott could not sue because he was not a citizen. U.S. District Judge Robert W. Wells did not accept this argument, but he did instruct the jury to apply only the laws of Missouri in its decision. The jury found in favor of Sanford. Dred Scott then appealed to the Supreme Court of the United States.

Unfortunately for Scott, the political divisions over slavery worsened from the time his case first came to trial in 1847 through 1857, when the Court finally announced its decision. Events of this period that increased conflicts included the passage of the Fugitive Slave Act (1850), publication of *Uncle Tom's Cabin* (1852), enactment of The Kansas-Nebraska Act (1854), violence in "bleeding Kansas" (1856), and Representative Brooks's battery of Senator Sumner in the U.S. Senate (1856). Like almost all people of their time, the justices had strong personal views about slavery. One justice, Peter V. Daniel of Virginia, supported slavery so much that he even refused to travel north of the Mason-Dixon line into a free

state. Some historians believe that Chief Justice Robert B. Taney hoped that his decision in the *Dred Scott* case would help prevent, not create, future disputes over slavery.

**Questions to Consider:**

1. Why did Dred Scott sue Emerson? What was his goal?
2. Summarize the basic argument made by Scott's lawyers in the Missouri Circuit Court (the state court). Did Dred Scott have good reason to believe that he would win his case?
3. How do you think the political divisions over slavery affected Dred Scott's chances of winning his case?

## Classifying Arguments in the Case – Student Handout

The following is a list of arguments used in *Dred Scott v. Sandford*. Read through each argument and decide whether it supports Dred Scott's side in favor of his freedom (DS), Sanford's position in favor of Scott's continued slavery (SAN), both sides (BOTH), or neither side (N). Label each argument next to the number.

1. The Missouri Compromise of 1820 outlawed slavery forever in certain areas. Dred Scott's owner took him to these free areas. Thus, Scott became free forever.
2. Dred Scott is not a citizen because if he were he would be entitled to all of the privileges and immunities of a citizen, one of which is the right of free movement. It is clear that the laws governing slavery do not permit this, thus he cannot be a citizen.
3. Even before the Constitution, some states allowed blacks to vote. The Constitution does not say explicitly that blacks cannot be citizens.
4. The U.S. Constitution is the supreme law of the land. Neither Congress nor states can pass laws that conflict with the Constitution.
5. It was law in many states and had been common law in Europe for centuries that a slave who legally traveled to a free area automatically became free.
6. In the case of *Strader v. Graham* (1850), the Supreme Court of the United States heard the case of three slaves who had been taken from Kentucky to Indiana and Ohio and then back to Kentucky. The Court declared that the status of the slave depended on the laws of Kentucky, not Ohio.
7. In 1865, the states ratified the Thirteenth Amendment to the Constitution making slavery illegal.
8. The Constitution recognized the existence of slavery. Therefore, the men who framed and ratified the Constitution must have believed that slaves and their descendants were not to be citizens.
9. The Missouri Compromise of 1820 that outlawed slavery in some future states was unconstitutional because Congress does not have the authority to deny property rights of law-abiding citizens. Thus, Scott was always a slave in areas that were free.
10. At the time of the Dred Scott case, women and minors could sue in federal court even though they could not vote.

[www.landmarkcases.org/dredscott](http://www.landmarkcases.org/dredscott)

## Impact of the Dred Scott Decision

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** How did failure to compromise lead to the Civil War?

(This lesson should be completed after the Dred Scott decision lesson)

**The Teaching Point:**

- Students will read contemporaneous editorials to gain an understanding of the implications of the Dred Scott decision.
- Students will write editorials on the Dred Scott decision.

**Why/Purpose/Connection:** This lesson demonstrates the importance of Supreme Court decisions on the citizenry, and in particular the impact of the Dred Scott case.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *The Dred Scott Decision*
- Websites
  - [www.landmarkcases.org/dredscott/home.html](http://www.landmarkcases.org/dredscott/home.html)
- Editorials at <http://history.furman.edu/benson/docs/dsmenu.htm>

**Model/Demonstration:**

Engage the students by playing a simple “Match Game.” Prepare the six cards in advance. Onto large cards, write the name of each branch of the U.S. government and a description that details each branch’s responsibilities. Students will be challenged to match the name of the branch to its role and responsibilities.

- Once students match the cards correctly, (executive-carries out law, legislative-makes law, judicial-evaluates law) teacher asks students what law(s) was (were) evaluated in the Dred Scott decision.
- Teacher asks students to think about the individuals who were impacted the most by the decision. (Teacher should ensure students understand the role of the Supreme Court in determining if a law is constitutional. It is important for students to understand that the outcome impacted more than just Dred Scott himself.)
- Teacher explains that students will be reading and writing editorials. Teacher explains the function of an editorial (to give an opinion). Teacher might need to share a contemporary editorial and its structure with students before students begin writing.

**Differentiation:** Teacher can choose to assign students to explore and create a political cartoon to provide opportunities for visual-spatial learners.

**Independent Exploration/Guided Practice:**

- Each student pair reads an editorial, one from the South and one from the North. While reading, students should highlight the argument that the journalist is making. Students should also highlight any words or phrases that help make the argument.
- Student pairs create a Venn diagram comparing and contrasting view points of the North and South regarding the Dred Scott decision.
- Student pairs create a list of words and phrases that helps make the article they read persuasive.
- Students individually write journalistic editorials on the Dred Scott case. Students may be as specific or broad as they like, but they must be sure to include facts from the case.

**Share/Closure:**

- Students share excerpts from their original editorials.
- Teacher facilitates a discussion on the outcomes of the Dred Scott case.
  - How did the case impact the North?
  - How is the Supreme Court's power limited? In other words, if the case of Dred Scott had not been appealed to the Supreme Court, how would the outcome have been different?

**Assessment:** Teacher evaluates the students' editorials using a rubric designed in collaboration with the class.

**Next Steps:** Students read Abraham Lincoln's speech on the Dred Scott decision. <http://teachingamericanhistory.org/library/index.asp?document=52>

## John Brown

**Unit of Study:** Civil War and Reconstruction

**Focus Question:** How did failure to compromise lead to the Civil War?

**The Teaching Point:**

- Students will analyze primary and secondary sources to form an opinion of John Brown.

**Why/Purpose/Connection:** This lesson lets students consider how John Brown's actions played a role in the division of the United States.

**Material/Resources/Reading:**

- Titles from the trade book text set
  - *John Brown*
- Websites
  - [www.pbs.org/wgbh/amex/brown/index.html](http://www.pbs.org/wgbh/amex/brown/index.html)
- Documents
  - Document #1 –John Brown quote.  
<http://www.dailypress.com/news/specials/hc-newdoc1.artsep29,0,870515.story?page=1>
  - Document #2 - Account of the Pottawatomie massacre.  
[www.americanheritage.com/places/articles/web/20060524-john-brown-pottawatomie-slavery-terrorism-nat-turner-kansas-civil-war.shtml](http://www.americanheritage.com/places/articles/web/20060524-john-brown-pottawatomie-slavery-terrorism-nat-turner-kansas-civil-war.shtml)
  - Document #3- Drawing of John Brown with arms outstretched.  
[www.cs.cornell.edu/nystrom/images/Antietam/fullsize/hf-john-brown.jpg](http://www.cs.cornell.edu/nystrom/images/Antietam/fullsize/hf-john-brown.jpg)
  - Document #4- Picture of John Brown on his way to execution.  
[www.wilsonsalmanc.com/images1/brown\\_john\\_last\\_moments\\_by.jpg](http://www.wilsonsalmanc.com/images1/brown_john_last_moments_by.jpg)
  - Document #5- Thomas “Stonewall” Jackson’s letter to his wife describing the execution of John Brown.  
<http://www.vmi.edu/archives.aspx?id=4919>
  - Document #6- Song lyrics to “John Brown’s Body.”  
<http://digital.library.upenn.edu/women/aitch/songs/110-100.jpeg>

**Model/Demonstration:**

Teacher engages the class by posing the following question:

- “Is it acceptable to resort to violence to accomplish one’s goal? If yes, in what situations? Why?”
- Teacher provides students with a brief biography of John Brown to read and analyze using the 3-2-1 summary technique. Excerpts can be drawn from:
- Teacher reviews the biography of John Brown.
- Teacher explains that students will work in groups to determine the character of John Brown. Students will need to think carefully about what kind of man they believe John Brown to be. Do they think he was a saint, a fanatic, or a cold-blooded murderer?
- Teacher displays primary sources relating to John Brown. Additional secondary source readings about James Redpath, Frederick Douglas, Raid on Harper’s Ferry

and Henry A. Wise can be drawn from [www.pbs.org/wgbh/amex/brown/peopleevents/pande03.html](http://www.pbs.org/wgbh/amex/brown/peopleevents/pande03.html). Teacher distributes a copy of secondary source readings to each group.

**Student Exploration:**

- Student groups determine who will complete each reading and who will be responsible for the primary source analysis.
- After completing the reading and questions, students report back to their group.
- Student groups then read “The Role of Civil Disobedience.”
- Students discuss John Brown with the purpose of determining what kind of person he was.
  - Was violence necessary for the abolition of slavery?
  - How do you think Gandhi or Dr. Martin Luther King, Jr. would have felt about John Brown’s actions?
  - What could have been an alternative to violence?

**Share/Closure:**

- Student groups share their decision on John Brown.
- Teacher facilitates a discussion on the role of violence in obtaining a political goal vs. nonviolent civil disobedience.
  - Brainstorm example of violence and non-violence in attempting to achieve political goals. Why did each group choose a particular method?

**Assessment:**

- Teacher monitors student work and discussions.
- Teacher evaluates student responses to guiding questions.

**Next steps:** Students explore the methods of other abolitionists such as Frederick Douglas and Harriet Tubman.

## A Biography of John Brown

Source: [www.pbs.org/wgbh/amex/brown/peopleevents/pande01.html](http://www.pbs.org/wgbh/amex/brown/peopleevents/pande01.html)

Each June, in the small town of Osawatomie, Kansas, local residents hold a pageant to select a high school girl to be the new "John Brown Queen." The unlikely namesake of this pageant was responsible for the murder of five unarmed men in 1856 along the nearby Pottawatomie Creek. His memory is intertwined with the town's past, for he fought to keep Osawatomie free of slavery.

The annual summer event is a celebration of a man who remains one of the most controversial figures in American history. John Brown dedicated his life to the abolition of slavery; for him, any means used to achieve this goal were justified. He was prepared to kill or be killed in this effort, a decisive break with the nonviolent resistance embraced by most abolitionists at that time.

He has been called a saint, a fanatic, and a cold-blooded murderer. The debate over his memory, his motives, about the true nature of the man, continues to stir passionate debate. It is said that John Brown was the spark that started the Civil War. Truly, he marked the end of compromise over the issue of slavery, and it was not long after his death that John Brown's war became the nation's war.

John Brown was born into a deeply religious family in Torrington, Connecticut, in 1800. Led by a father who was vehemently opposed to slavery, the family moved to northern Ohio when John was five, to a district that would become known for its antislavery views.

During his first fifty years, Brown moved around the country, settling in Ohio, Pennsylvania, Massachusetts, and New York, taking along his ever-growing family (he would father twenty children). Working at various times as a farmer, wool merchant, tanner, and land speculator, he was never financially successful. He was stubborn, possessed a notoriously poor sense of business, and had more than his share of bad luck. In the Panic of 1837, Brown -- like thousands of others -- would lose everything. In 1842, he filed for bankruptcy.

Despite his financial setbacks, Brown always found a way to support the abolitionist cause. He participated in the Underground Railroad and, in 1851, helped establish the League of Gileadites, an organization that worked to protect escaped slaves from slave catchers.

In 1847 Frederick Douglass met Brown for the first time in Springfield, Massachusetts. Of the meeting, Douglass stated that, "though a white gentleman, [Brown] is in sympathy a black man, and as deeply interested in our cause, as though his own soul had been pierced with the iron of slavery." It was at this meeting that Brown first outlined to Douglass his plan to lead a war to free slaves.

Brown moved to the black community of North Elba, New York, in 1849. Gerrit Smith, a wealthy abolitionist, had donated 120,000 acres of his property in the Adirondacks to black families who were willing to clear and farm the land. Brown, knowing that many of the families were finding life in this isolated area difficult, offered to establish his own home there and teach his neighbors how to farm the rocky soil.

"He is socializing and associating with Blacks in this community," comments historian, James Horton. "This is something unheard of for a white man to be doing in the middle of the 19th

century. Most abolitionists were lukewarm, at best, on the notion of racial equality. John Brown in this regard was, I think, remarkable."

Despite his contributions to the antislavery cause, Brown did not emerge as a figure of major significance until 1855, after he followed five of his sons to the Kansas territory.

Proslavery forces had terrorized the region, using threats and violence to influence elections in an attempt to make Kansas a slave state. (The Kansas-Nebraska Act of 1854 dictated that the people of the territories would vote on whether to be free or slave.) On May 24, 1856, in retribution for an attack on the free-soil town of Lawrence, Brown led a small party of men to the homes of proslavery settlers along Pottawatomie Creek. Five men were dragged from their homes and brutally killed. (Brown would say that he approved of, but did not participate in, the killings.) Brown took to the brush, striking out against proslavery forces whenever possible.

John Brown's resistance of proslavery forces in Kansas brought him national attention. To many in the North, he became an abolitionist hero. His defense of the free-soil town of Osawattomie earned him the nickname "Osawattomie Brown," and a play by that name soon appeared on Broadway to commemorate his story.

For the next two and a half years, Brown traveled ceaselessly throughout New England beseeching abolitionists for money and guns to bring his war against slavery to the South. A clandestine group of wealthy abolitionists, known as the "Secret Six," funded Brown, allowing him to raise a small army.

On October 16, 1859, John Brown led 21 men on a raid of the federal arsenal at Harpers Ferry, Virginia. His plan to arm slaves with the weapons he and his men seized from the arsenal was thwarted, however, by local farmers, militiamen, and U.S. Marines led by Robert E. Lee. Within 36 hours of the attack, most of Brown's men had been killed or captured.

Brown was taken to Charlestown, Virginia, where he was tried and convicted of treason to the state of Virginia. Before hearing his sentence, Brown addressed the court:

... I believe to have interfered as I have done . . . in behalf of His despised poor, was not wrong, but right. Now, if it be deemed necessary that I should forfeit my life for the furtherance of the ends of justice, and mingle my blood further with the blood of my children, and with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust enactments, I submit: so let it be done.

Although initially shocked by Brown's exploits, many Northerners began to speak favorably of the militant abolitionist. "He did not recognize unjust human laws, but resisted them as he was bid....," said Henry David Thoreau in an address to the citizens of Concord, Massachusetts. "No man in America has ever stood up so persistently and effectively for the dignity of human nature...."

Brown was found guilty of murder, treason, and of inciting slave insurrection. On Dec. 2, 1859, he was hanged. It was a turning point for America, for with his death all hope of a peaceful end to the slavery issue died as well.

The 3-2-1 Summary Technique is a way to summarize an expository text. It is a simple chart that asks the students write down the information that is important to them using the following prompts:

### 3-2-1 Summary Technique Chart

**3** things I want to **remember**:


**2** things that I found **interesting**


**1** question I still have about the topic

--

**James Redpath (1833-1891)**

[www.pbs.org/wgbh/amex/brown/peopleevents/pande03.html](http://www.pbs.org/wgbh/amex/brown/peopleevents/pande03.html)

## Guiding Questions:

1. What role did Redpath play in making John Brown a central figure in the escalating crisis between the North and the South?
2. Explain whether you think the raid on Harper's Ferry was a success or failure.

**Frederick Douglass**

[www.pbs.org/wgbh/amex/brown/peopleevents/pande02.html](http://www.pbs.org/wgbh/amex/brown/peopleevents/pande02.html)

## Guiding Questions:

1. How were Frederick Douglass's actions against slavery different from John Brown's?
2. How did Douglass promote the abolition of slavery?

**The Raid at Harper's Ferry**

[www.pbs.org/wgbh/amex/brown/peopleevents/pande09.html](http://www.pbs.org/wgbh/amex/brown/peopleevents/pande09.html)

## Guiding Questions:

1. Explain whether the raid on Harper's Ferry was justified.
2. When is it acceptable to resort to violence?

**Henry A. Wise (1806-1876)**

Source: [www.pbs.org/wgbh/amex/brown/peopleevents/pande05.html](http://www.pbs.org/wgbh/amex/brown/peopleevents/pande05.html)

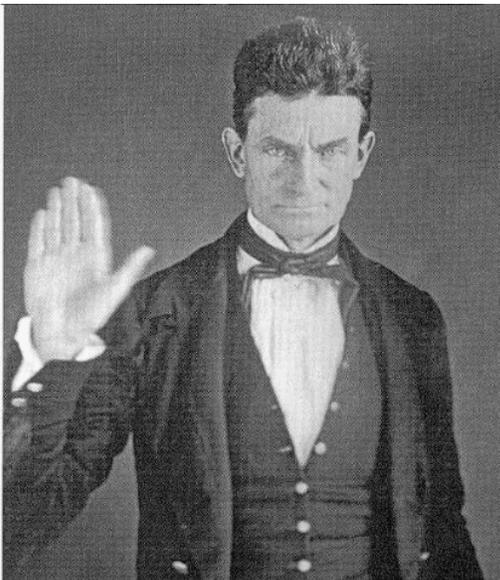
## Guiding Questions:

1. What factors did Wise need to consider in determining the fate of John Brown?
2. Was wise justified in his decision to have John Brown hanged?

**Primary Source Analysis**

For each of the primary sources record the following:

- Who wrote/created it?
- What is the point of view of the creator of the document?
- Why is this important to know?
- When was it written/ created?
- What is the purpose of the image/source?
- How were people who viewed the source or read the document meant to feel/react?
- What event is reflected?
- What is the emotional power of the image?
- Whose point of view is presented?
- How does it portray John Brown?



John Brown, 1846 West Virginia Archives.

[www.historycooperative.org/journals/jah/87.3/images/mr\\_7\\_fl.jpg](http://www.historycooperative.org/journals/jah/87.3/images/mr_7_fl.jpg)



John Brown in August, 1859

[www.law.umkc.edu/faculty/projects/FTRIALS/johnbrown/brown5-89.jpg](http://www.law.umkc.edu/faculty/projects/FTRIALS/johnbrown/brown5-89.jpg)

***DOCUMENT 1***

“Now, if it is deemed necessary that I should forfeit my life for the furtherance of the ends of justice, and mingle my blood . . . with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust enactments, I say, let it be done.”

John Brown

<http://www.dailypress.com/news/specials/hc-newdoc1.artsep29,0,870515.story?page=1>

## DOCUMENT 2

STATEMENT OF JAMES TOWNSLEY Lane, Ks., Dec 6, '79.

Their plan was “to strike terror in the hearts of people. Something must be done to show these barbarians that we, too, have rights.”

The next place we came to was the residence of the Doyles. They went to the door, leaving Frederick Brown, Winer and myself a short distance from the house. About this time a large dog attacked us. Frederick Brown struck the dog a blow with his short two-edged sword, after which I dealt him a blow on the head with my sabre and heard no more from him.

The old man Doyle and two sons were called out and marched some distance from the house toward Dutch Henry's in the road. His wife's pleading saved a younger boy. He drew his revolver and shot the old man Doyle in the forehead, and the two youngest sons immediately fell upon the younger Doyles with their short two-edged swords. One of the young Doyles was stricken down in an instant, but the other attempted to escape, and was pursued a short distance by his assailant and cut down. The company then proceeded down Mosquito creek to the house of Allen Wilkinson. Here, as at the Doyle residence, they went to the door and ordered Wilkinson to come out, leaving Frederick Brown, Winer and myself standing in the road east of the house. Wilkinson was taken, marched some distance south of the house then hacked to death, his body mangled and left in the road.

We then crossed the Pottawatomie and came to the house of Henry Sherman, generally known as Dutch Henry. Here Frederick Brown, Winer and myself were again left outside a short distance from the door. They went into the house and brought out one or two persons, talked with them some, and then took them in again. They afterward brought out Wm. Sherman, Dutch Henry's brother, and marched him into Pottawatomie creek, where he was slain with swords and left lying in the creek.

It was the expressed intention to execute Dutch Henry also, but he was not found at home. He also hoped to find George Wilson, Probate Judge of Anderson co., there, and intended, if he did, to kill him too. Wilson had been notifying men to leave the Territory. I had received such a notice from him myself.

Some claim the mutilations helped plant in history the notion that he was a madman. I desire to say here that it was not true that there was any intentional mutilation of the bodies after they were killed. They were slain as quickly as possible and left, and whatever gashes they received were inflicted in the process of cutting them down with swords. I understood that the killing was done with these swords, so as to avoid alarming the neighborhood by the discharge of firearms.

Account of the Pottawatomie massacre.

[www.americanheritage.com/places/articles/web/20060524-john-brown-pottawatomie-slavery-terrorism-nat-turner-kansas-civil-war.shtml](http://www.americanheritage.com/places/articles/web/20060524-john-brown-pottawatomie-slavery-terrorism-nat-turner-kansas-civil-war.shtml)

**DOCUMENT 3**

John Brown mural, *Tragic Prelude*, at the Kansas Capitol. Painting by John Steuart Curry (1897-1946). The tornado and prairie fires represent the storm of war and the fires of war that swept the land. The men on either side of Brown represent the brother-against-brother conflict of the Civil War. The soldiers at his feet represent over a million wounded and dead soldiers. Source: Kansas State Historical Society.

[www.cs.cornell.edu/nystrom/images/Antietam/fullsize/hf-john-brown.jpg](http://www.cs.cornell.edu/nystrom/images/Antietam/fullsize/hf-john-brown.jpg)

**DOCUMENT 4**

*Last Moments of John Brown*. Painting by Thomas Hovenden c.1884.

[http://commons.wikimedia.org/wiki/File:'The\\_Last\\_Moments\\_of\\_John\\_Brown',\\_oil\\_on\\_canvas\\_painting\\_by\\_Thomas\\_Hovenden.jpg](http://commons.wikimedia.org/wiki/File:'The_Last_Moments_of_John_Brown',_oil_on_canvas_painting_by_Thomas_Hovenden.jpg)

***DOCUMENT 5 - Thomas "Stonewall" Jackson's letter to his wife describing the execution of John Brown***

December 2d.

John Brown was hung today at about 11 1/2 A.M. He behaved with unflinching firmness. The arrangements were well made under the direction of Col. Smith. Brown's wife visited him last evening. The body is to be delivered to her. The gibbet was south east of the town in a large field. Brown rode on the head of his coffin, from his prison to the place of execution. The coffin was of black walnut, enclosed in a poplar box of the same shape as the coffin.

He was dressed in carpet slippers of predominating red, white socks, black pants, black frock coat, black vest & black slouch hat. Nothing around his neck beside his shirt collar. The open wagon in which he rode was strongly guarded on all sides. Capt. Williams, formerly one of the assistants of the Institute, marched immediately in front of the wagon. The jailer and high sheriff and several others rode in the wagon with the prisoner.

Brown had his arms tied behind him, & ascended the scaffold with apparent cheerfulness. After reaching the top of the platform, he shook hands with several who were standing around him. The sheriff placed the rope around his neck, then threw a white cap over his head & asked him if he wished a signal when all should be ready---to which he replied that it made no difference, provided he was not kept waiting too long.

In this condition he stood on the trap door, which was supported on one side by hinges, and on the other (south side) by a rope, for about 10 minutes, when Col. S. told the Sheriff "all is ready," which apparently was not comprehended by the Sheriff, and the Col. had to repeat the order, when the rope was cut by a single blow, and Brown fell through about 25 inches, so as to bring his knees on a level with the position occupied by his feet before the rope was cut. With the fall his arms below the elbow flew up, hands clenched, & his arms gradually fell by spasmodic motions---there was very little motion of his person for several minutes, after which the wind blew his lifeless body to & fro.

His face, upon the scaffold, was turned a little east of south, and in front of him were the cadets commanded by Major Gilham. My command was still in front of the cadets, all facing south. One howitzer I assigned to Mr. Truheart on the left of the cadets, and with the other I remained on the right. Other troops occupied different positions around the scaffold, and altogether it was an imposing but very solemn scene.

I was much impressed with the thought that before me stood a man, in the full vigor of health, who must in a few minutes be in eternity. I sent up a petition that he might be saved. Awful was the thought that he might in a few minutes receive the

sentence "Depart ye wicked into everlasting fire." I hope that he was prepared to die, but I am very doubtful--he wouldn't have a minister with him.

His body was taken back to the jail, and at 6 p.m. was sent to his wife at Harper's Ferry. When it reached Harper's Ferry the coffin was opened and his wife saw the body--the coffin was again opened at the depot, before leaving for Baltimore, lest there should be an imposition.

<http://www.vmi.edu/archives.aspx?id=4919>

**DOCUMENT 6** - Song lyrics to "John Brown's Body."

<http://digital.library.upenn.edu/women/aitch/songs/110-100.jpeg>

110

**JOHN BROWN'S BODY.** CHARLES S. HALL.

1. John Brown's bo - dy lies a - mould'ring in the grave, John Brown's bo - dy lies a -  
 2. The stars of heav - en are looking kindly down, The stars of heav - en are  
 3. He's gone to be a soldier in the army of the Lord, He's gone to be a soldier in the  
 4. John Brown's knap - sack is strapped upon his back, John Brown's knap - sack is

mould'ring in the grave, John Brown's body lies a - mould'ring in the grave, His soul goes marching on!  
 looking kindly down, The stars of heaven are looking kindly down, On the grave of old John Brown!  
 army of the Lord, He's gone to be a soldier in the army of the Lord! His soul is marching on!  
 strapped upon his back, John Brown's knapsack is strapped upon his back! His soul is marching on!

*Chorus*

Glo - ry, glo - ry hal - le - lu - jah! Glo - ry, glo - ry, glo - ry hal - le -  
 lu - jah! Glo - ry, glo - ry hal - le - lu - jah! His soul is march - ing on.

**SPEED AWAY.**

1. Speed a - way! speed a - way! on thine er - rand of light! There's a young heart a -  
 2. And, oh! wilt thou tell her, blest bird on the wing, That her moth - er hath  
 3. Go, bird of the sil - ver wing, fet - ter - less now, Stop not thy bright

waiting thy com - ing to - night; She will fon - die thee close, she will ask for the  
 ev - er a sad song to sing; That she standeth a - lone in the still qui - et  
 pinions on yon mountain's brow; But, hie thee a - way, o'er rock, riv - er, and

## **The Role of Civil Disobedience in Democracy**

by Kayla Starr, adapted

Source: [www.civilliberties.org/sum98role.html](http://www.civilliberties.org/sum98role.html)

Civil Disobedience is the act of disobeying a law on grounds of moral or political principle. It is an attempt to influence society to accept a dissenting point of view. Although it usually uses tactics of nonviolence, it is more than mere passive resistance since it often takes active forms such as illegal street demonstrations or peaceful occupations of premises. Personal conscience and on the need to act now rather than to wait for legal change are recurring elements in civil disobedience movements.

Throughout the history of the U.S., civil disobedience has played a significant role in many of the social reforms that we all take for granted today. Some of the most well known of these are:

- 1) **The Boston Tea Party** -- citizens of the colony of Massachusetts trespassed on a British ship and threw its cargo (tea from England) overboard, rather than be forced to pay taxes without representation to Britain. This was one of the many acts of civil disobedience leading to the War for Independence, establishing the United States of America as a sovereign state.
- 2) **Anti-war movements** -- recent examples include the nationwide protests against the war in Viet Nam, U.S. involvement in Nicaragua and Central America, and the Gulf War. Actions have included refusal to pay for war, refusal to enlist in the military, occupation of draft centers, sit-ins, blockades, peace camps, and refusal to allow military recruiters on high school and college campuses.
- 3) **The Women's Suffrage Movement** lasted from 1848 until 1920, when thousands of courageous women marched in the streets, endured hunger strikes, and submitted to arrest and jail in order to gain the right to vote.
- 4) **Abolition of slavery** -- including Harriet Tubman's underground railway, giving sanctuary, and other actions which helped to end slavery.
- 5) **The introduction of labor laws and unions.** Sit-down strikes organized by the IWW, and CIO free speech confrontations led to the eradication of child labor and improved working conditions, established the 40-hour work week and improved job security and benefits.
- 6) **The Civil Rights Movement**, led by Martin Luther King, Jr. and others, included sit-ins and illegal marches which weakened segregation in the south.

## THE LINCOLN-DOUGLAS DEBATES

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** How did failure to compromise lead to the Civil War?

**The Teaching Point:**

- Students will explore the issues that were debated between Stephen Douglas and Abraham Lincoln in 1858.
- Students will use critical thinking skills (analysis, inference, evaluation) to understand the significance of the debates.

**Why/Purpose/Connection:** This lesson focuses on one political event to highlight the many issues over which the Civil War was fought (and that led to Abraham Lincoln's candidacy for president).

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *The Causes of the Civil War*
  - *The Lincoln-Douglass Debates*
  - *A History of Us: War, Terrible War*
- Websites
  - <http://lincoln.lib.niu.edu/teachers/lesson1.html>
- The Debate worksheet

**Model/Demonstration:**

- Motivate the students by asking them if they watched any of the presidential debates during the last election. Ask them to think about what they learned during the debates? What issues were prominent? Why are public debates between political figures/candidates important? After a short discussion proceed with the lesson.
- Teacher explains that a famous series of debates took place between Stephen Douglass and Abraham Lincoln in 1858 as part of the campaign for the Illinois senate seat.
- Teacher displays or distributes the following terms and descriptions. Teacher should encourage students to review each issue and discuss each briefly to ensure an understanding of the issue and why the issue generated opposing viewpoints.
  - **Popular sovereignty**
    - The doctrine that sovereign power is vested in the people and that those chosen to govern, as trustees of such power, must exercise it in conformity with the general will.
    - *American History*. (before the Civil War) a doctrine, held chiefly by the opponents of the abolitionists, that the people living in a territory should be free of federal interference in determining domestic policy, esp. with respect to slavery.

- **Compromise of 1850**
  - A set of laws, passed in the midst of fierce wrangling between groups favoring slavery and groups opposing it that attempted to give something to both sides. The compromise admitted California to the United States as a “free” (no slavery) state but allowed some newly acquired territories to decide on slavery for themselves. Part of the Compromise included the Fugitive Slave Act, which proved highly unpopular in the North. Senator Henry Clay was a force behind the passage of the compromise.
- **Fugitive slave law**
  - A law passed as part of the Compromise of 1850, which provided southern slaveholders with legal weapons to capture slaves who had escaped to the free states. The law was highly unpopular in the North and helped to convert many previously indifferent northerners to antislavery.
- **Dred Scott case**
  - *Dred Scott v. Sandford*,<sup>[1]</sup> 60 U.S. (19 How.) 393 (1857), was a decision by the United States Supreme Court that ruled that people of African descent imported into the United States and held as slaves, or their descendants<sup>[2]</sup>—whether or not they were slaves—were not legal persons and could never be citizens of the United States, and that the United States Congress had no authority to prohibit slavery in federal territories. The Court also ruled that slaves could not sue in court, and that slaves—as chattel or private property—could not be taken away from their owners without due process.
- **Kansas-Nebraska Act**
  - The **Kansas-Nebraska Act** of 1854 created the territories of Kansas and Nebraska, opened new lands, repealed the Missouri Compromise of 1820, and allowed settlers in those territories to determine if they would allow slavery within their boundaries. The initial purpose of the Kansas-Nebraska Act was to create opportunities for a Mideastern Transcontinental Railroad. It was not problematic until popular sovereignty was written into the proposal.
- **Missouri Compromise**
  - An act of Congress (1820) by which Missouri was admitted as a slave state, Maine as a free state, and slavery was prohibited in the Louisiana Purchase north of latitude 36°30'N, except for Missouri.
- Teacher explains that each student group will determine the position that each candidate held in regards to each of the above issues.

### Independent Exploration/ Guided Practice:

- Each student group will be assigned a debate to read. The debates are accessible at <http://lincoln.lib.niu.edu/teachers/lesson1.html>

- After the debate is read they will determine the stance on the issues listed above.
  - Ottawa
  - Freeport
  - Jonesboro
  - Charleston
  - Galesburgh
  - Quincy
  - Alton

**Share/Closure:**

- Teacher compiles student lists onto a class chart.
- Teacher facilitates a discussion on the debates.
  - How did the candidates differ? Did they have anything in common?
  - Why do you think the debates influenced the Republican Party to choose Lincoln as their presidential candidate?

**Assessment:** Teacher evaluates student group worksheets.

**Next Steps:** Students research the election of 1860.

**The Debate**

Issue	Stephen Douglas	Abraham Lincoln
Popular Sovereignty		
Compromise of 1850		
Fugitive Slave Law		
Dred Scott Case		
Kansas-Nebraska Act		
Missouri Compromise		
Any other issues		

## CIVIL WAR NOTABLES

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** What were some pivotal turning points/battles of the Civil War?

**The Teaching Point:**

- Students will research key figures of the Civil War and strengthen their understanding of them by playing a memory game.

**Why/Purpose/Connection:** This lesson provides background information on key players of the Civil War.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Abraham Lincoln*
  - *Ulysses S. Grant*
  - *Robert E. Lee*
  - *A History of Us: War, Terrible War*
- Websites
  - [www.biography.com](http://www.biography.com)
  - [www.civilwar.com/](http://www.civilwar.com/)
  - [www.pbs.org/civilwar/war/biographies/barton.html](http://www.pbs.org/civilwar/war/biographies/barton.html)
- Template for memory cards

**Model/Demonstration:**

- Motivate students by asking them if they recall playing games that involve memory. Allow students to brainstorm a list of games where memory is important. Teacher tells students that they will create cards to be used for a memory game.
- Teacher displays an example of the card(s) that students are expected to create. (*Note to teacher: You will need to create a sample card in advance of this lesson.*)
- Teacher explains to students that they will work in groups to conduct research and create cards of notable figures from the Civil War era.

**Independent Exploration/Guided Practice:**

- Student groups research figures for memory cards and write three to five facts the blank cards.
- Students label the cards using a letter “N” for a name card and a letter “F” for a fact card
- Some suggested notable figures for memory cards include:
  - Clara Barton
  - Ulysses S. Grant
  - George McClellan
  - Thomas “Stonewall” Jackson
  - Robert E. Lee
  - Frederick Douglas

- Mary Boykin Chesnut
- Mary Todd Lincoln
- Harriet Tubman
- Winfield Scott
- Andrew Jackson
- Rosie O'Neal Greenhow
- Jefferson Davis
- Abraham Lincoln

**Share/Closure:**

- Students pass their cards to another group to play the game of memory.
- Directions for game:
  - Students play in groups of 2-4 players
  - Students place all cards face down.
  - Students will select one name card and one fact card.
  - The objective of the game is for the students to appropriately match the name card with the corresponding fact card.
  - The student/team with the most matched cards wins.

**Assessment:** Teacher evaluates memory cards.

**Next Steps:** Students explore one figure from the Civil War in greater detail.

Example for memory card:

 <p style="text-align: center;">Clara Barton</p>	<ul style="list-style-type: none"> <li>• Lived from 1821-1912</li> <li>• Search for wounded soldiers and supplied them with food and medical services.</li> <li>• Founded the American Red Cross</li> </ul>
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Template for memory card:

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## CIVIL WAR LETTERS

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** What were some of the pivotal turning points/battles of the Civil War?

**The Teaching Point:**

- Students will practice their analytical skills through the reading of primary source letters written during the Civil War.

**Why/Purpose/Connection:** This lesson provides students with insight regarding how the Civil War affected ordinary citizens and also allows for opportunities to review the different reading skills involved in analyzing primary sources.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *You Wouldn't Want to be a Civil War Soldier*
  - *Key Battles of the Civil War*
  - *The Civil War in the West*
  - *The Civil War in the East*
  - *The Civil War in the South*
- Websites
  - [www.civilwarletters.com/](http://www.civilwarletters.com/)
- Civil War letters found at [www.civilwarletters.com/letters\\_toc.html](http://www.civilwarletters.com/letters_toc.html)
- Obituaries of Hannah Scott and Newton Scott
- Document analysis worksheet

**Model/Demonstration:**

- Teacher motivates students by asking them the following question: “How are people on the home front affected by war?” Students can be encouraged to think about how the war in Iraq has affected people at home. Teacher concludes the discussion by stating that their responses might have relevance for ways that people were affected by the Civil War as well.
- Teacher distributes the obituaries of Hannah Cone to half of the class and the obituary of Newton Scott to the other half.
- Teacher directs students to read the obituaries and to think about how the lives of Hannah Cone and Newton Scott would have been impacted by the Civil War. Teacher charts student responses.
- Teacher explains that student groups will read the letters written between Hannah Cone and Newton Scott.
- Teacher asks students: “What type of primary source is a letter?”
- Teacher explains that since the letters are primary sources they are not going to give a description of the Civil War in the same way as a secondary source would.
- Teacher asks students to consider what kind of information they will discover about the Civil War from reading letters.

- Teacher assigns student groups a letter to read from [www.civilwarletters.com/letters\\_toc.html](http://www.civilwarletters.com/letters_toc.html).

**Guided Practice:**

- Teacher shares a copy of the document analysis worksheet and explains that students will complete the worksheet individually and use it as a guide for their discussion.
- Teacher reads aloud a letter and works with students to complete a sample document analysis worksheet.

**Independent Exploration:**

- Students read letters individually and complete worksheets.
- Student groups discuss letters using worksheet as a guide.
- Student groups write a fictional letter to Hannah Cone in response to her letter.

**Share/Closure:**

- Teacher charts descriptions of the Civil War found in the letters.
- Selected students share their letter to/from Hannah Cone.
- Teacher facilitates a discussion on what it was like for the various people who lived through the Civil War.

**Assessment:**

- Teacher observes and makes notes of student work and discussions..
- Teacher evaluates group letters from Hannah Cone.

**Next Steps:**

- Students research daily life in the Civil War.
- Students read letters from a Confederate soldier. Compare and contrast the experiences of soldiers from opposing sides of the war.

### Hannah Cone's Obituary

*Published obituary of Hannah Cone Scott. Source is not known, but probably was from the Osceola Sentinel or Osceola Tribune, Osceola, Iowa, March 1911.*

### **Mrs. Newton Scott**

Hannah Margarite, daughter of Ezra P. and Mary Cone, was born in Saugamon \*sic\* county, Ill., December 5th, 1841, and died in Osceola March 7th, 1911, aged 69 years, 3 months and 2 days.

She came with her parents to Iowa when two years of age and settled in Monroe county. She was married to Newton Scott August 21, 1866, and came to Clarke county in 1867 and lived in and near Murray until 1896 when the family moved to Osceola, where she has since resided.

Nine children were born to this union, four sons and five daughters, one son dying in infancy and one daughter at the age of eleven years. Three sons and four daughters survive her. They are Mrs. Daisy Miler of Hayfield, Minn; Mrs. Bessie Rarick, Mrs. Mable Dalby and Miss Birdie of this city; A. C. and E. P. Scott, also of this city, and Dr. E. N. Scott of Hinsdale, Ill.

She joined the M. E. church in her girlhood and has lived a consistent Christian life ever since. She was a noble woman, wife and mother and her life was an open book. Her friends were numbered by her acquaintances and many sorrow with the bereaved ones.

The pall bearers were the three brothers of Mrs. Scott, E. T. and W. E. Cone of Murray, and Barney Cone of Council Bluffs, also the three brothers of Mr. Scott, C. C. Scott of Murray, Wiley A. Scott of Albia and T. B. Scott of South Omaha.

Funeral services in charge of Rev. L. B. Carpenter were conducted from the home on Thursday afternoon, March 9th. Interment in Maple Hill cemetery.

### Newton Scott Obituary

*Published obituary of Newton Scott. Source is not known, but probably was from the Osceola Sentinel or Osceola Tribune, Osceola, Iowa, March 1925.*



Newton Scott Grave Marker [www.civilwarletters.com/gravestone.jpg](http://www.civilwarletters.com/gravestone.jpg)

### Newton Scott

Newton Scott, son of Hullum and Mary A. Scott, was born April 4, 1841, in Putman County, Indiana, and passed away at his home in Osceola, Iowa, March 2, 1925, at the age of 83 years, 10 months and 28 days.

He came to Iowa, with his parents, in 1856 at the age of 15 years and settled in Monroe County. In August, 1866, he was united in marriage to Hannah

Margaret Cone, and came to Clarke county, Iowa, in 1867, and resided in and near Murray, Iowa, until 1896, when he moved to Osceola, Iowa, where he spent the remainder of his days. To this Christian home and union were born nine children, five daughters and four sons, seven of whom are living and were present at the funeral. They are: Mrs. F. W. Miller, Omaha, Nebraska, Mrs. W. E. Dalby and Mr. A. C. Ccott \*sic\* of Independence, Kansas, Dr. E. N. Scott of Hinsdale, Illinois, Mr. E. P. Scott, Mrs. Bessie S. Rarick and Miss Tot Scott of Osceola, Iowa. One daughter died at the age of eleven years and one son in infancy.

The following brothers and one sister are left to mourn his death: William and Wiley S. Scott of Albia, Iowa, T. B. Scott of Sioux City, Iowa, B. F. Scott and Mrs. Amanda Cone of Murray, Iowa. His wife preceded him in death March 7, 1911.

Mr. Scott was one of a number of Methodists who joined the First Methodist Church of Murray, and helped to organize and finance the building of the M. E. church there and has lived a consistent Christian life to the last.

Newton Scott enlisted in Company A, 36th Iowa Infantry on the 9th day of August, 1862, and was discharged August 24, 1865, after three years of service.

Nearly forty years of his life were spent as Railway Mail clerk, retiring at the age of seventy-two years.

Funeral services were held at the late residence Thursday at 2:00 p. m., conducted by the Rev. C. S. Burnette. Interment was made in Maple Hill cemetery.

**Civil War letters  
Document Analysis**

Letter from: \_\_\_\_\_

Letter to: \_\_\_\_\_

Date of letter: \_\_\_\_\_

Location (where letter was written): \_\_\_\_\_

1. Choose one line from the letter that catches your interest and explain why.

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2. List any factual references in the letter. (places, distances, prices)

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3. How does Newton describe the war, or his experiences during it?

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4. List two things the document reveals to you about the Civil War.

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5. List any questions the document brings to mind about the Civil War.

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During your group discussion, select 2 questions raised by your group and conduct additional research to find the answers using the trade books.

## BROOKLYN'S DRUMMER BOY

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** What were some pivotal turning points/battles of the Civil War?

**The Teaching Point:**

- Students will analyze poems and primary sources to understand the different concepts of “childhood” during the Civil War and today.

**Why/Purpose/Connection:** This lesson provides insight into the drummer boy, one of the many child roles in a military regiment of the Civil War.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *A History of Us: War, Terrible War*
  - *Children of the Civil War*
- Websites
  - <http://ephemeralnewyork.wordpress.com/2008/06/30/brooklyns-little-drummer-boy/>
- Drummer boy photo and obituary
- Poems, “The Hero of the Drum” and “The Dead Drummer Boy”

**Model/Demonstration:**

- Teacher tells students that if the year were 1861, many of the boys in class would be fighting in the Civil War. Teacher asks for student responses to the statement. After students share their reactions and responses, teacher displays a picture of Brooklyn's boy martyr and asks students to suppose what his life was like. Teacher points out the drum and the uniform.
- Teacher distributes copies of his obituary.
- Teacher explains that he was the first Civil War casualty from Brooklyn. Teacher asks students for their reactions.
- Teacher explains that drummer boys played an important role during the war, performing reveille, calling for meals, the surgeon's call to the sick bay, drill call-summoning soldiers to drill, assembly call, and taps at bedtime.
- Teacher explains that students will read and analyze two poems about drummer boys during the Civil War and decide if they would have chosen to be a drummer boy (or girl).

**Guided Practice:**

- Teacher conducts a shared reading of the two poems.
- Teacher facilitates a discussion on the different descriptions of life as a drummer boy.

**Independent Exploration:**

- Teacher instructs students to write a letter (as the drummer boy) to their parents explaining their decision to become a drummer boy or to write a

letter to President Lincoln demanding the use of children in the military be brought to an immediate halt.

**Share/Closure:**

- Selected students share their letters.
- Teacher facilitates a discussion on the different standards for children/childhood in the past versus today.

**Assessment:** Teacher evaluates letters using a rubric.



Brooklyn Eagle, June 13, 1861.



Green-wood Cemetery, Brooklyn. Sculpture of Clarence McKenzie Credit: WallyG, Flickr

#### THE DEATH OF YOUNG MCKENZIE.

Capt. Balsdon arrived here last evening with the body of Clarence D. McKenzie, drummer of Company D, 13th regiment, and gives the following particulars in regard to the manner of his death: It appears he was sitting on the floor with his back to the wall, playing with his brother, and one of the members of Company B was practising the manual of arms, when in the motion of the charge bayonets, the hammer must have caught in his belt, and the piece went off, the ball striking the floor about two feet from the wall, entered the wall, and bounding back, entered his back and passed right through his body, burying itself in a blanket at his feet. No blame can be attached to the man who shot him individually, as he was perfectly ignorant of the piece being loaded. The members of Company D, at home and the 13th regiment home guard are requested to attend his funeral from the house, 23 Liberty street, on Friday afternoon at 3 o'clock. The members of Engine Co. No. 6 and Hose Co. No. 7 are also requested to attend by his parents.

From the Brooklyn Eagle, June 13, 1861.

## The Hero of the Drum

by George W. Bungay (1867)

THE drummer with his drum  
 Shouting "Come! heroes, come!  
 Forward march, higher, nigher\*!  
 When the veterans turned pale,  
 And the bullets fell like hail,  
 In that hurricane of fire  
 Beat his drum,  
 Shouting "Come!  
 Come! come! come!"  
 And the fife,  
 In the strife,  
 Joined the drum, drum, drum--  
 And the fifer with his fife and the drummer with his drum,  
 Were heard above the strife and the bursting of the bomb.  
 The bursting of the bomb,  
 Bomb, bomb, bomb.  
 Clouds of smoke hung like a pall  
 Over tent and dome and hall;  
 Hot shot and blazing bomb  
 Cut down our volunteers  
 Swept off our engineers;  
 But the drummer beat his drum,  
 And he beat  
 "No retreat!"  
 With his drum:  
 Through the fire,  
 Hotter, nigher\*,  
 Throbbled the drum, drum, drum,  
 In that hurricane of flame and the thunder of the bomb,  
 Braid the laurel wreath of fame for the hero of the drum!  
 The hero of the drum,  
 Drum, drum, drum.  
 Where the Rappahannock runs,  
 The sulphur-throated guns,  
 Poured out iron hail and fire;  
 But the heroes in the boats  
 Heeded not the sulphur throats,  
 For they looked up higher, higher,  
 While the drum,  
 Never dumb,  
 Beat, beat, beat,  
 Till the oars  
 Touched the shores,  
 And the fleet feet, feet,  
 Of the soldiers on the shore, with the bayonet and gun,  
 Thought the drum could beat no more, made the dastard rebels run.  
 The dastard rebels run,  
 Run, run, run.

\*nigher, pronounced like 'higher,' is an archaic word meaning nearer or nearly.

## The Dead Drummer Boy

'MIDST tangled roots that lined the wild ravine,  
Where the fierce fight raged hottest through the day,  
And where the dead in scattered heaps were seen,  
Amid the darkling forest's shade and sheen  
Speechless in death he lay.

The setting sun, which glanced athwart the place  
In slanting lines, like amber-tinted rain,  
Fell sidewise on the drummer's upturned face,  
Where Death had left his gory finger's trace  
In one bright crimson stain.

The silken fringes of his once bright eye  
Lay like a shadow on his cheek so fair;  
His lips were parted by a long-drawn sigh,  
That with his soul had mounted to the sky  
On some wild martial air.

No more his hand the fierce tattoo shall beat,  
The shrill reveille, or the long roll's call,  
Or sound the charges, when, in smoke and heat  
Of fiery onset, foe with foe shall meet,  
And gallant men shall fall.

Yet may be in some happy home, that one,  
A mother, reading from the list of dead,  
Shall chance to view the name of her dead son,  
And move her lips to say, "God's will be done!"  
And bow in grief her head.

But more than this what tongue shall tell his story?  
Perhaps his boyish longings were for fame.  
He lived, he died; and so *memento mori*.  
Enough if on the page of War and Glory  
Some hand has writ his name.

Source: Moore, Frank (Editor). *Anecdotes, Poetry and Incidents of the War: North and South. 1860-1865*. NY: The Arundl Print, 1882, p. 51, no author given.

## BLACK SOLDIERS IN THE CIVIL WAR

**Unit of Study/Theme:** The Civil War and Reconstruction

**Focus Question:** What were some pivotal turning points/battles of the Civil War?

**The Teaching Point:**

- Students will analyze a primary source and secondary source to determine the role Black soldiers played during the Civil War.

**Why/Purpose/Connection:**

- This lesson demonstrates the important role of Black soldiers during the Civil War
- 

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *If You Lived When There Was Slavery in America*
  - *You Wouldn't Want to be a Civil War Soldier!*
- Websites
  - [www.archives.gov/education/lessons/blacks-civil-war/](http://www.archives.gov/education/lessons/blacks-civil-war/)
  - [www.archives.gov/education/lessons/blacks-civil-war/images/recruitment-broadside.gif](http://www.archives.gov/education/lessons/blacks-civil-war/images/recruitment-broadside.gif)
- "The Fight For Equal Rights: Black Soldiers in the Civil War"
- Civil War Recruitment Poster
- To serve or not to serve T-chart

**Model/Demonstration:**

- Teacher motivates students by asking them if they believe that women in the military should be allowed in combat positions. Once students have had a few minutes to debate the issue, bring the class back to the topic at hand by telling them that freed slaves were initially not allowed to enlist in the war.
- Teacher explains that while slavery was a major factor in the cause of the Civil War, abolition was not initially a main objective of the Union. The main objective was to preserve the Union. As the war progressed, Abraham Lincoln realized slavery must be abolished. This did not eliminate the racism that was prevalent in the North, or give Blacks in the North equal rights.
- Teacher displays quote by Frederick Douglass and encourages students to interpret and discuss.

*"Once let the black man get upon his person the brass letter, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, there is no power on earth that can deny that he has earned the right to citizenship."*

-Frederick Douglass

- Teacher facilitates a shared reading of “The Fight for Equal Rights: Black Soldiers in the Civil War.”

**Guided Practice:**

- Teacher displays poster and asks students to determine which words are meant to stand out.
- Teacher explains that students will analyze the document, complete the document analysis questions, and finally, determine if they would answer the call to fight.

**Independent Exploration:**

- Student groups examine document and complete their worksheet.
- Student groups complete pros and cons t-chart to help them determine their actions.
- Students work individually on a letter.
  - If students decide not to fight, they should write a letter to Abraham Lincoln explaining what changes need to occur before they would be motivated to enlist.
  - If students decide to fight, they should write a letter to a friend encouraging him/her to enlist.

**Share/Closure:**

- Selected students share their letters.
- Teacher facilitates a discussion on why students made the decision to enlist or not.
  - How would enlisting help promote emancipation?
  - What were the dangers of enlisting?
  - What fears might a Black soldier have that a white soldier would not need to consider?
  - Are there causes that you believe are worth fighting for?

**Assessment:**

- Teacher observes student work and evaluates letters.

**Next Steps:**

- Students research the role of African-Americans in the military.

## The Fight for Equal Rights: Black Soldiers in the Civil War

*"Once let the black man get upon his person the brass letter, U.S., let him get an eagle on his button, and a musket on his shoulder and bullets in his pocket, there is no power on earth that can deny that he has earned the right to citizenship."*

Frederick Douglass

The issues of emancipation and military service were intertwined from the onset of the Civil War. News from Fort Sumter set off a rush by free black men to enlist in U.S. military units. They were turned away, however, because a Federal law dating from 1792 barred Negroes from bearing arms for the U.S. army (although they had served in the American Revolution and in the War of 1812). In Boston disappointed would-be volunteers met and passed a resolution requesting that the Government modify its laws to permit their enlistment.

The Lincoln administration wrestled with the idea of authorizing the recruitment of black troops, concerned that such a move would prompt the border states to secede. When Gen. John C. Frémont in Missouri and Gen. David Hunter in South Carolina issued proclamations that emancipated slaves in their military regions and permitted them to enlist, their superiors sternly revoked their orders. By mid-1862, however, the escalating number of former slaves (contrabands), the declining number of white volunteers, and the increasingly pressing personnel needs of the Union Army pushed the Government into reconsidering the ban.

As a result, on July 17, 1862, Congress passed the Second Confiscation and Militia Act, freeing slaves who had masters in the Confederate Army. Two days later, slavery was abolished in the territories of the United States, and on July 22 President Lincoln presented the preliminary draft of the Emancipation Proclamation to his Cabinet. After the Union Army turned back Lee's first invasion of the North at Antietam, MD, and the Emancipation Proclamation was subsequently announced, black recruitment was pursued in earnest. Volunteers from South Carolina, Tennessee, and Massachusetts filled the first authorized black regiments. Recruitment was slow until black leaders such as Frederick Douglass encouraged black men to become soldiers to ensure eventual full citizenship. (Two of Douglass's own sons contributed to the war effort.) Volunteers began to respond, and in May 1863 the Government established the Bureau of Colored Troops to manage the burgeoning numbers of black soldiers.

By the end of the Civil War, roughly 179,000 black men (10% of the Union Army) served as soldiers in the U.S. Army and another 19,000 served in the Navy. Nearly 40,000 black soldiers died over the course of the war—30,000 of infection or disease. Black soldiers served in artillery and infantry and performed all noncombat support functions that sustain an army, as well. Black carpenters, chaplains, cooks, guards, laborers, nurses, scouts, spies, steamboat pilots, surgeons, and teamsters also contributed to the war cause. There were nearly 80 black commissioned officers. Black women, who could not formally join the Army, nonetheless served as nurses,

spies, and scouts, the most famous being Harriet Tubman, who scouted for the 2d South Carolina Volunteers.

Because of prejudice against them, black units were not used in combat as extensively as they might have been. Nevertheless, the soldiers served with distinction in a number of battles. Black infantrymen fought gallantly at Milliken's Bend, LA; Port Hudson, LA; Petersburg, VA; and Nashville, TN. The July 1863 assault on Fort Wagner, SC, in which the 54<sup>th</sup> Regiment of Massachusetts Volunteers lost two-thirds of their officers and half of their troops, was memorably dramatized in the film *Glory*. By war's end, 16 black soldiers had been awarded the Medal of Honor for their valor.

In addition to the perils of war faced by all Civil War soldiers, black soldiers faced additional problems stemming from racial prejudice. Racial discrimination was prevalent even in the North, and discriminatory practices permeated the U.S. military. Segregated units were formed with black enlisted men and typically commanded by white officers and black noncommissioned officers. The 54th Massachusetts was commanded by Robert Shaw and the 1st South Carolina by Thomas Wentworth Higginson—both white. Black soldiers were initially paid \$10 per month from which \$3 was automatically deducted for clothing, resulting in a net pay of \$7. In contrast, white soldiers received \$13 per month from which no clothing allowance was drawn. In June 1864 Congress granted equal pay to the U.S. Colored Troops and made the action retroactive. Black soldiers received the same rations and supplies. In addition, they received comparable medical care.

The black troops, however, faced greater peril than white troops when captured by the Confederate Army. In 1863 the Confederate Congress threatened to punish severely officers of black troops and to enslave black soldiers. As a result, President Lincoln issued General Order 233, threatening reprisal on Confederate prisoners of war (POWs) for any mistreatment of black troops. Although the threat generally restrained the Confederates, black captives were typically treated more harshly than white captives. In perhaps the most heinous known example of abuse, Confederate soldiers shot to death black Union soldiers captured at the Fort Pillow, TN, engagement of 1864. Confederate General Nathan B. Forrest witnessed the massacre and did nothing to stop it.

The document featured with this article is a recruiting poster directed at black men during the Civil War. It refers to efforts by the Lincoln administration to provide equal pay for black soldiers and equal protection for black POWs. The original poster is located in the Records of the Adjutant General's Office, 1780's–1917, Record Group 94.

### Article Citation

Freeman, Elsie, Wynell Burroughs Schamel, and Jean West. "The Fight for Equal Rights: A Recruiting Poster for Black Soldiers in the Civil War." *Social Education* 56, 2 (February 1992): 118-120. [Revised and updated in 1999 by Budge Weidman.]

## Guiding Questions:

1. Why was it well into the war before abolition became an objective? How did it become an objective of the war?
2. Why was recruitment initially slow? What changed that?
3. What were some of the challenges to being a Black soldier in the Civil War?

**TO COLORED MEN!**

---

**FREEDOM,**  
**Protection, Pay, and a Call to Military Duty!**

On the 1st day of January, 1863, the President of the United States proclaimed **FREEDOM TO OVER THREE MILLIONS OF SLAVES.** This decree is to be enforced by all the power of the Nation. On the 21st of July last he issued the following order:

**PROTECTION OF COLORED TROOPS.**

"WAR DEPARTMENT, ADJUTANT GENERAL'S OFFICE,  
WASHINGTON, July 21."

"General Order, No. 233.

"The following order of the President is published for the information and government of all concerned:—

EXECUTIVE MANSION, WASHINGTON, July 30.

"It is the duty of every Government to give protection to its citizens, of whatever class, color, or condition, and especially to those who are duly organized as soldiers in the public service. The law of nations, and the usages and customs of war, as carried on by civilized powers, permit no distinction as to color in the treatment of prisoners of war as public enemies. To sell or enslave any captured person on account of his color, is a relapse into barbarism, and a crime against the civilization of the age.

"The Government of the United States will give the same protection to all its soldiers, and if the enemy shall sell or enslave any one because of his color, the offense shall be punished by retaliation upon the enemy's prisoners in our possession. It is, therefore, ordered, for every soldier of the United States, killed in violation of the laws of war, a rebel soldier shall be executed; and for every one enslaved by the enemy, or sold into slavery, a rebel soldier shall be placed at hard labor on the public works, and continued at such labor until the other shall be released and receive the treatment due to prisoners of war.

"ABRAHAM LINCOLN."

"By order of the Secretary of War.  
"E. D. TOWNSEND, Assistant Adjutant General."

That the President is in earnest the rebels soon began to find out, as witness the following order from his Secretary of War:

"WAR DEPARTMENT, WASHINGTON CITY, August 8, 1863.

"Sir: Your letter of the 2d inst., calling the attention of this Department to the cases of Orin H. Brown, William H. Johnston, and Wm. Wilson, three colored men captured on the gunboat Isaac Smith, has received consideration. This Department has directed that three rebel prisoners of South Carolina, if there be any such in our possession, and if not, three others, be confined in close custody and held as hostages for Brown, Johnston and Wilson, and that the fact be communicated to the rebel authorities at Richmond.

"Very respectfully your obedient servant,  
"EDWIN M. STANTON, Secretary of War.

"The Hon. GIDEON WELLES, Secretary of the Navy."

And retaliation will be our practice now—man for man—to the bitter end.

---

**LETTER OF CHARLES SUMNER,**

Written with reference to the Convention held at Poughkeepsie, July 15th and 16th, 1863, to promote Colored Enlistments.

BOSTON, July 13th, 1863.

"I doubt if, in times past, our country could have expected from colored men any patriotic service. Such service is the return for protection. But now that protection has begun, the service should begin also. Nor should relative rights and duties be weighed with nicety. It is enough that our country, aroused at last to a sense of justice, seeks to enrol colored men among its defenders.

"If my counsels should reach such persons, I would say: enlist at once. Now is the day and now is the hour. Help to overcome your cruel enemies now battling against your country, and in this way you will surely overcome those other enemies hardly less cruel, here at home, who will still seek to degrade you. This is not the time to hesitate or to hizzle. Do your duty to our country, and you will set an example of generous self-sacrifice which will conquer prejudice and open all hearts.

"Very faithfully yours,  
"CHARLES SUMNER."

Source: National Archives

<http://images.google.com/imgres?imgurl=http://www.archives.gov/education/lessons/blacks-civil-war/images/recruitment-broadside>

### Analyzing a Recruiting Poster

1. Who is the intended audience for the poster?
2. What does the Government hope the audience will do?
3. What references to pay do you find in this document?
4. What references to treatment of prisoners of war do you find in this document?
5. What evidence of discrimination during the Civil War do you find in this document?
6. What evidence of Government efforts to improve conditions for black soldiers do you find in this document?
7. What purpose(s) of the Government is/are served by this poster?
8. How is the design of this poster different from contemporary military recruitment posters?

**TO SERVE OR NOT TO SERVE**

PROS	CONS



Photograph of Washington, 1862-1865, view of the defenses of Washington. Shows group of twenty African American soldiers with musical instruments. Arlington Virginia Band of 107<sup>th</sup> U.S. Colored Infantry at Fort Corcoran. Library of Congress.

## THE EMANCIPATION PROCLAMATION

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** What were some pivotal turning points/battles of the Civil War?

**The Teaching Point:**

- Students will evaluate the factors that Abraham Lincoln considered when issuing the Emancipation Proclamation using a t-chart.
- Students will read and analyze the text of the Emancipation Proclamation

**Why/Purpose/Connection:** This lesson provides insight into the complexity of Abraham Lincoln’s decision-making prior to issuing the Emancipation Proclamation.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Children of the Emancipation*
  - *The Emancipation Proclamation: Hope of Freedom for the Slaves*
  - *The Emancipation Proclamation: The Abolition of Slavery*
  - *A History of Us: War, Terrible War*
  - *If You Lived When There Was Slavery in the United States*
  - *A Slave Family*
  - *Slavery in the United States*
- Websites
  - [www.archives.gov/exhibits/featured\\_documents/emancipation\\_proclamation/](http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/)
- Copies of the Emancipation Proclamation
- Copies of Statements and opinions that Lincoln considered and t-chart

**Model/Demonstration:**

- Teacher motivates the students by writing the words “Emancipation Proclamation” onto chart paper or the board and asks students to consider the meaning. Students can think of the meaning of each word independently and then together as a term.
- Teacher explains that Abraham Lincoln issued a statement titled the Emancipation Proclamation in 1863, as the nation approached its 3<sup>rd</sup> year of the Civil War.

**Guided Practice:**

- Teacher leads class in a shared reading of the Emancipation Proclamation. Teacher should note that Lincoln only freed slaves in the Confederacy, and specifically did not free slaves in areas under Union control.
- Teacher asks students to comment on the contents of the text.
- Teacher distributes to students the Statements and Opinions that Lincoln Considered and the T-chart graphic organizer.
- Student groups categorize the list of considerations and decide whether to include in the “for” and “against” columns.

- Student groups highlight the factors that were moral considerations and the factors that were political considerations.
- Students create a list of other reasons for the abolition of slavery.

**Individual Exploration:**

- Students choose one of the following activities. Students can use titles from the trade book texts to find additional information.
  - Write letters to President Lincoln from the point of view of an abolitionist, urging the president to free all of the slaves on moral grounds
  - Draw a political cartoon demonstrating the evils of slavery
  - Create a political poster advocating the abolition of slavery

**Share/Closure:**

- Students share their completed activities.
- Teacher displays activities for the class to view.

**Assessment:** Teacher evaluates activities using a rubric.

**Next Steps:** Students explore the impact of the Emancipation Proclamation on the slave population.

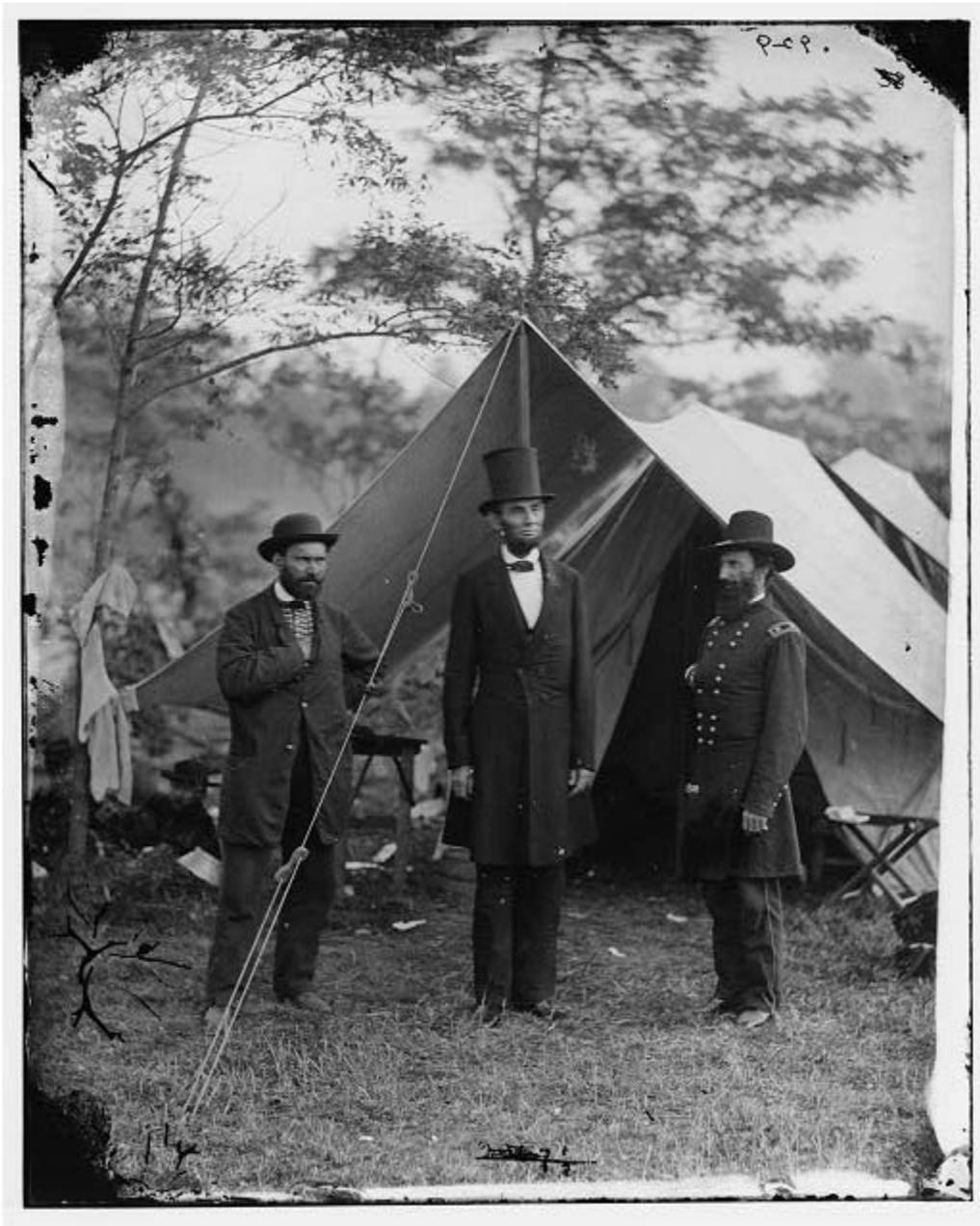
### Statements and opinions that Lincoln considered

(Adapted from Teacher Created Materials: Primary Sources, Civil War.)

- Great Britain and France are considering helping the South since they buy most of their cotton from there. What if these countries break the Union blockade and give the South the supplies they need?
- Citizens in Great Britain and France oppose slavery, so freeing the slaves could keep them out of the war.
- The U.S. Constitution gives the president special powers during a war. Freeing slaves could be such a power.
- Freeing the slaves in all states would mean that the Border States might leave the Union.
- Freed slaves could enlist in the Union Army and aid in the fight for their freedom.
- The Confiscation Act in 1862 allows slaves captured by the Union Army to be freed.
- Many Union soldiers are fighting to preserve the Union, not free the slaves.
- Freeing the slaves would anger the South to the point that when the Union wins the war the South could always be bitter members of the country.
- Freeing slaves before the South is defeated will close the issue once and for all so that it will not have to be dealt with after the war.
- The goal is to preserve the Union at all costs.
- If an Emancipation Proclamation is issued when the Union is not at a military advantage, it will look like a desperate act and that the slaves are being freed to help win the war.
- If slaves are freed during wartime, how will they be treated by their owners? How would they be fed or housed safely? What kind of employment could they have?

### Lincoln's Dilemma

For issuing the Proclamation	Against issuing the Proclamation



Antietam, Md. Allan Pinkerton, President Lincoln, and Maj. Gen. John A. McClernand; another view. October 3, 1862. Photo: Alexander Gardner. Library of Congress.

## THE BATTLE OF ANTIETAM

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** What were some pivotal turning points/battles of the Civil War?

**The Teaching Point:**

- Students will analyze the Battle of Antietam using excerpts from George Smalley’s accounts as a model. They will write about a battle from the point of view of a war reporter with either a Northern or Southern perspective.

**Why/Purpose/Connection:** This lesson gives students an understanding of the Battle of Antietam as a key turning point in the Civil War and an appreciation of the dangers faced by war correspondents.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *A History of Us: War, Terrible War*
  - *The Civil War in the East*
  - *Key Battles of the Civil War*
  - *The Civil War*
  - *America at War: The Civil War*
  - *Fields of Fury: The American Civil War*
- Websites
  - [www.civilwarhome.com/antietam.htm](http://www.civilwarhome.com/antietam.htm)
  - [www.americaslibrary.gov/cgi-bin/page.cgi/jb/civil/battle\\_1](http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/civil/battle_1)
  - [www.eyewitnesstohistory.com/antiet.htm](http://www.eyewitnesstohistory.com/antiet.htm)
  - [www.jprof.com/history/antietam.html](http://www.jprof.com/history/antietam.html)
- Article Worksheet

**Model/Demonstration:**

- Teacher engages students by asking them if they would want to have a job as a war correspondent. Teacher should also ask the students to consider the role and dangers associated with that occupation.
- After a brief discussion of the roles and hazards of a war correspondent, teacher explains that students will examine a key battle of the Civil War.
- Teacher assigns each student group to address the battle as either a northerner or a southerner.
- Teacher reads aloud “George Smalley and the Battle of Antietam.” Teacher asks students to imagine what it would have been like to be a war correspondent during the Civil War. Teacher asks students to think in terms of that perspective when writing their articles.
- Teacher explains that students will work in groups to compile a newspaper and each student will be responsible for one specific article for the newspaper. The newspapers will either be Northern published newspapers or Southern published newspaper and should reflect the beliefs and opinions of that region and include the following articles:
  - Clara Barton/ Nursing the Wounded

- Robert E. Lee
- McClellan (Discovery of Battle Plans)
- Victory/Defeat
- Casualties
- Emancipation Proclamation
- Public reaction

**Independent Exploration/Guided Practice:**

- Students work individually on their specific article, using their newspaper worksheet as a guide.
- Student groups meet to decide on a title for their newspaper and to create an advertisement that may have appeared in a newspaper from the period.

**Share/Closure:**

- Student groups share their newspapers.
- Teacher facilitates discussion on difference between the Northern and Southern perspectives.

**Assessment:** Teacher evaluates student newspapers using a rubric.

**Next Steps:** Students explore the American Red Cross and the life of Clara Barton.

## George Smalley and the Battle of Antietam

During the hours after the battle of Antietam in September 1862, New York Tribune correspondent George Smalley went through hell.

Having attached himself to the headquarters staff of Gen. Joseph Hooker, Smalley had seen more of the battle than any other newspaper correspondent at the scene.

Desperate to get word back to his newspaper, he rode through the night to the telegraph station at Frederick, Maryland. The telegraph operator agreed to send a short account, and Smalley sat down and wrote one.

"Fierce and desperate battle between two hundred thousand men has raged since daylight, yet night closes on an uncertain field. It is the greatest fight since Waterloo--all over the field contested with an obstinancy equal even to Waterloo. If not wholly a victory tonight, I believe it is the prelude to a victory tomorrow. . . ."

Smalley handed the telegraph operator each page as he wrote it. Without Smalley's permission or knowledge, the operator sent the account to the War Department in Washington rather than to the Tribune in New York. There President Abraham Lincoln read the first account of the battle that he knew Union forces had to win.

Smalley's job, however, was far from done.

. . .

George Smalley was a well-educated man, especially for his time. He had attended Yale University and was a graduate of Harvard Law School. He had begun his law practice when war broke out between the North and the South. To see the action firsthand, he joined the staff of the New York Tribune.

Smalley was one of several Tribune reporters attached to the Union Army. When the battle of Antietam was about to begin, Smalley stayed with Gen. Joseph Hooker for a good part of the day, even performing some duties for the army in the midst of the fighting.

As he went from place to place across the battlefield, Smalley -- possibly more than any other man that day -- had a sense of what was happening, of the fierceness of the fighting that few human beings had ever witnessed.

At the end of the day, Smalley met with other members of the Tribune's reporting team and pooled their information. Then he began a hard ride to the telegraph office in Frederick.

In addition to the first paragraph, Smalley was able to transmit several others, including the following:

"The battle began with the dawn. Morning found both armies just as they had slept, almost close enough to look into each other's eyes. The left of Meade's reserves and the right of Rickett's line became engaged at nearly the same moment, one with artillery, the other with infantry. A battery was almost immediately pushed forward beyond the central woods, over a ploughed field near the top of the slope where the cornfield began. On this open field, in the corn beyond, and in the woods which stretched forward into the broad fields like a promontory into the ocean, were the hardest and deadliest struggles of the day.

"For half an hour after the battle had grown to its full strength, the line of fire swayed neither way. Hooker's men were fully up to their work. They saw their General everywhere in front, never away from the line, and all the troops believed in their commander, and fought with a will. Two thirds of them were the same men who under McDowell had broken at Manassas.

"The half-hour passed, the rebels began to give way a little--only a little, but at the first indication of a receding fire, Forward, was the word, and on went the line with a cheer and a rush. Back across the cornfield, leaving dead and wounded behind them, over the fence, and across the road, and then back again into the dark woods which closed around them went the retreating rebels.

"Meade and his Pennsylvanians followed hard and fast--followed till they came within easy range of the woods, among which they saw their beaten enemy disappearing-- followed still, with another cheer, and flung themselves against the cover.

At some point in Frederick, Smalley realized that his dispatches were being sent to Washington rather than New York. He went to the railroad station to catch a train to Baltimore, writing for two hours while waiting for the train.

He fell asleep on the train -- his first sleep in 36 hours -- and nearly missed the connection to New York. Once on the train heading north, he resumed writing.

The War Department, which had first received Smalley's reports, sent them on to the Tribune in New York. By the time Smalley arrived and walked into the newspaper office on Nassau Street, typesetters and proofreaders were waiting. Word had also gotten to the newspaper office about Smalley himself, and his colleagues broke into applause when they saw him.

An hour later, the Tribune hit the streets with the first account of that important battle. It included paragraphs such as

"The fight in the ravine was in full progress, the batteries in the center were firing with new vigor, Franklin was blazing away on the right, and every hilltop, ridge and woods along the whole line was crested and veiled with white clouds of smoke. All day had been clear and bright since the early cloudy morning, and now this whole magnificent, unequalled scene shone with the splendor of an afternoon September sun. Four miles of battle, its glory all visible, its horrors all hidden, the fate of the Republic hanging on the hour--could anyone be insensible of its grandeur?"

Topic: \_\_\_\_\_

Possible Headlines:

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Who? (List all the people you will be discussing)

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What? (What aspect of the battle are you writing about?)

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When? (When is the particular issue you are talking about taking place/or when did it take place?)

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Where?

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Why? (Why is the particular issue you are writing about relevant?)

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## THE NEW YORK CITY DRAFT RIOTS

**Unit of Study:** Civil War and Reconstruction

**Focus Question:** What were some pivotal turning points/battles in the Civil War?

**The Teaching Points:**

- Students will analyze images related to the New York City Draft Riots of 1863.
- Students will explore a variety of sources relating to the draft riots and gain an understanding of how various sources of information present different perspectives.

**Why/Purpose/Connection:**

- This lesson allows students to see the range of perspectives held by people during the Civil War through a historic event that took place in New York City.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *The Home Front in the North*
- New York City Draft Riots of 1863
- Images of the draft riots
- Excerpt from the Report of the Committee of Merchants for the Relief of Colored People

**Model/Demonstration:**

- Teacher motivates students by asking them to define the word “riot.” Teacher can ask students if they recall any riots that have taken place in the recent past. (examples: the 1992 Rodney King beating in LA, Super Bowl riot in 2004, the riot that broke out when the Boston Red Sox beat the Yankees in 2004, etc.). Teacher facilitates a discussion to get students to think about the kinds of issues/emotions that incite riots.
- Teacher then writes the year **1863** on the board. Teacher asks what pivotal event took place in 1863. (Students should be able to recall the date of the Emancipation Proclamation.)
- Teacher then asks students to look at images of the NYC draft riots.
- Teacher assigns students to view and examine different pictures, and instructs them to complete the image analysis worksheet.
- Teacher charts some of the student responses to the Image Analysis Worksheet.
- Teacher asks students to provide an overview of what they think is happening during the draft riots based on their analysis of the pictures.
- Teacher explains that students will read a secondary source about the draft riots to help them gain a deeper understanding of the events.

**Independent Exploration/Guided Practice:**

- The teacher distributes the “New York City Draft Riots” passage and instructs students to read, paying particular attention to the imagery.
- Students work in groups to complete a Venn Diagram comparing the images evoked from the reading and the actual images of the Draft Riots from the pictures they previously viewed.
- Students then read the account of Abraham Franklin’s death.
- Student groups discuss the differences between the three sources, focusing on what is especially informative in each.

**Share/Closure:**

- Teacher facilitates a discussion of the ‘victims’ and the ‘villains’ of the draft riots.
  - Were the perpetrators of the riots in some ways victims too? Do they ‘look’ like victims in the pictures? Do they look like victims in the account of Abraham Franklin? How are they portrayed in descriptions in the secondary source?
  - Should a government be able to impose a draft? Why do you think we have a voluntary army today?

**Assessment:**

- Teacher evaluates the worksheet.

**Next Steps:**

- Students research living conditions of African-Americans and Irish immigrants in New York City.
- Students discuss the idea of the Civil War as “A rich man’s war and a poor man’s fight.” Could this be true of any other wars in history?

## Incidents of the Riot.

ABRAHAM FRANKLIN.

This young man who was murdered by the mob on the corner of Twenty-seventh St., and Seventh avenue, was a quiet, inoffensive man, 23 years of age, of unexceptionable character, and a member of Zion African Church in this city. Although a cripple, he earned a living for himself and his mother by serving a gentleman in the capacity of coachman. A short time previous to the assault upon his person, he called upon his mother to see if anything could be done by him for her safety. The old lady, who is noted for her piety and her Christian deportment, said she considered herself perfectly safe; but if her time to die had come, she was ready to die. Her son then knelt down by her side, and implored the protection of Heaven in behalf of his mother. The old lady was affected to tears, and said to our informant that it seemed to her that good angels were present in the room. Scarcely had the supplicant risen from his knees, when the mob broke down the door, seized him, beat him over the head and face with fists and clubs, and then hanged him in the presence of his mother.

While they were thus engaged, the military came and drove them away, cutting down the body of Franklin, who raised his arm once slightly and gave a few signs of life.

The military then moved on to quell other riots, when the mob returned and again suspended the now probably lifeless body of Franklin, cutting out pieces of flesh and otherwise mutilating it.

AUGUSTUS STUART.

Died at the Hospital, Blackwell's Island July 22d, from the effects of a blow received at the hands of the mob, within one block and a half of the State Arsenal, corner 7th Avenue and 35th street, on Wednesday evening, July 15th. He had been badly beaten previously by a band of rioters and was frightened and insane from the effects of the blows which he had received. He was running towards the Arsenal for safety when he was overtaken by the mob from whom he received his death blow.

Mrs. Stuart, his wife, says that some of the rioters declared that at

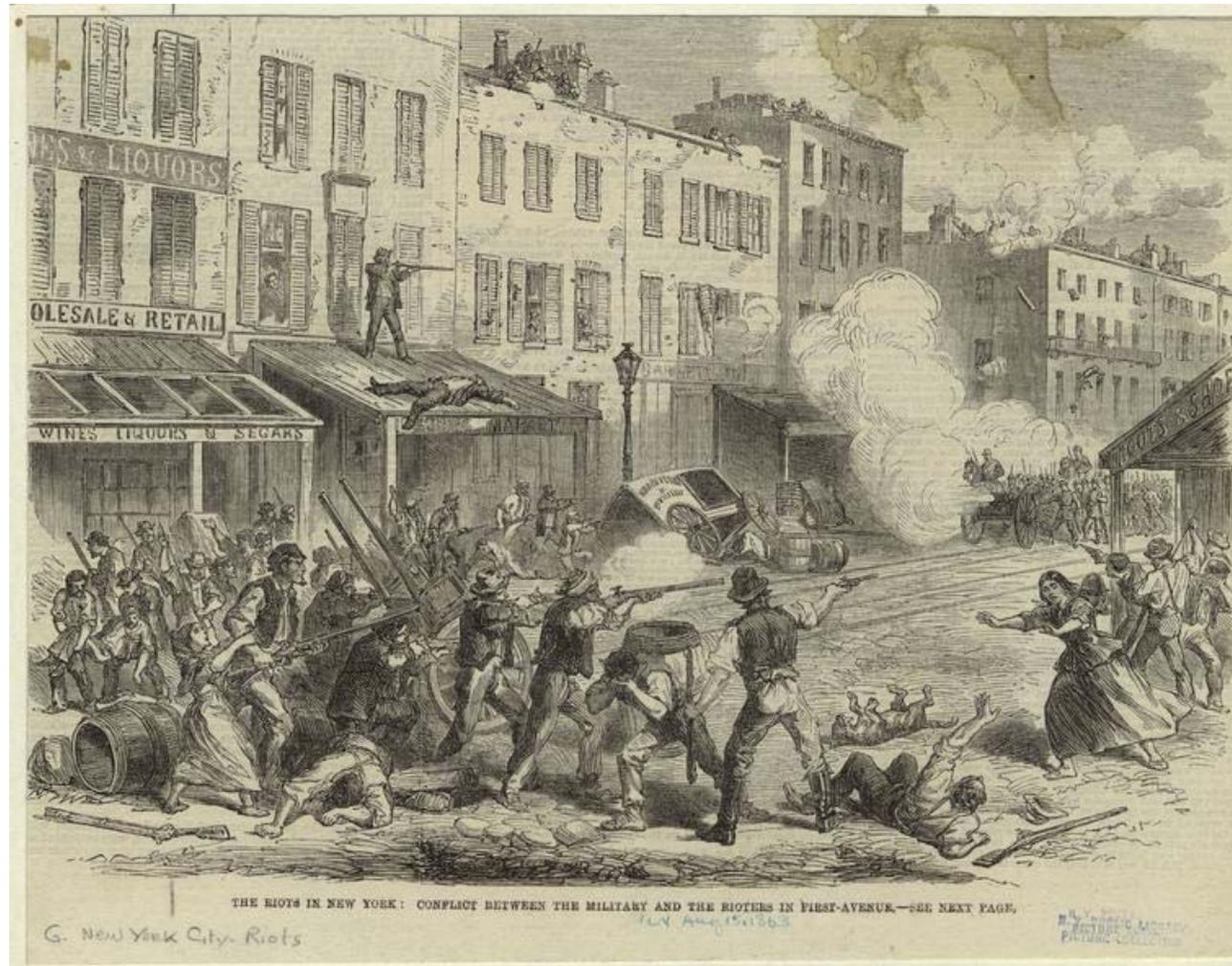
Source: [http://memory.loc.gov/cgi-bin/ampage?collId=rbaapc&fileName=21000//rbaapc21000.db&recNum=13&itemLink=r?amem/rbaapcbib:@field\(NUMBER+@od1\(rbaapc+21000\)\)&linkText=0](http://memory.loc.gov/cgi-bin/ampage?collId=rbaapc&fileName=21000//rbaapc21000.db&recNum=13&itemLink=r?amem/rbaapcbib:@field(NUMBER+@od1(rbaapc+21000))&linkText=0)



“The Riots in New York: The Mob Lynching a Negro in Clarkson Street” Retrieved from:  
<http://digitalgallery.nypl.org/nypldigital/dgdisplaylargemeta.cfm?strucID=715989&imageID=809576&word=draft%20riots&s=1&notword=&d=&c=&f=&lWord=&lField=&sScope=&sLevel=&sLabel=&num=12&imgs=12&total=22&pos=>



The Riots in New York: Destruction of the Coloured Orphan Asylum Retrieved from:  
<http://digitalgallery.nypl.org/nypldigital/dgdisplaylargemeta.cfm?strucID=722284&imageID=812649&word=draft%20riots&s=1&notword=&d=&c=&f=&lWord=&lField=&sScope=&sLevel=&sLabel=&num=12&imgs=12&total=22&pos=19>



The Riot in New York: Conflict Between the Military and the Rioters in First Avenue. August 15, 1863  
<http://digitalgallery.nypl.org/nypldigital/dgdisplaylargemeta.cfm?strucID=715992&imageID=809571&word=draft%20riots&s=1&notword=&d=&c=&f=&lWord=&lField=&sScope=&sLevel=&sLabel=&num=0&imgs=12&total=22&pos=2>

## The New York City Draft Riots of 1863

On January 1, 1863, President Abraham Lincoln issued the Emancipation Proclamation, freeing all slaves in the southern states. The proclamation marked a major transformation in the North's reason for fighting the Civil War. The Confederate army had benefited from a string of battlefield victories during the first two years. There was a growing realization throughout the northern states that the original war aim of preserving the Union had changed and now the focus was on the destruction of the institution of slavery. By summer 1863, the Union army, which had been entirely white when the war started, began recruiting African-American soldiers. The number of men volunteering to enlist in the Union Army had already slowed down and the initial recruitment of black troops into the Union army was not overwhelming.

Conditions were unstable in New York City in July, 1863. The Battle of Gettysburg broke out in Pennsylvania. This caused President Lincoln to order New York's governor to send the militia from New York City to help. Therefore, the city was left without the proper security force. The city was crowded and smelly since tenements were overflowing with immigrants and the sewage system was poor. Politics were complicated and there was tension between the Democrats and Republicans over the war. New York's businesses had a vested interest in maintaining slavery and the southern system. As a result, New York was largely a Democratic town. Irish immigrants were especially discontented because they resented that freed African Americans were moving north and taking their jobs. Employers were even using African Americans to break strikes which was bringing down wages and creating unemployment.

The governor of New York was a Democrat and President Lincoln was a Republican. When Lincoln passed the National Enrollment and Conscription Act in March of 1863, the governor publicly objected to this policy. Lincoln wanted 300,000 more young men to join the fight which was taking its toll on every American. The act made all single men aged twenty to forty-five and married men up to thirty-five subject to a draft lottery which meant that you had to become a soldier if your name was called. However, if you could supply someone to take your place or to pay the government a three hundred-dollar fee, you could be excused. Not surprisingly, only wealthy men could afford to buy their way out of the draft. It was a rich man's war, they said, but a poor man's fight.

By the time the names of the first draftees were drawn in New York City it was July 11, 1863. Reports of the death toll at Gettysburg had circulated. On Sunday, July 12th, the names of the draftees drawn were published in the newspapers. Within hours, groups of irate citizens, many of them Irish immigrants, banded together across the city. Eventually numbering some 50,000 people, the mob terrorized neighborhoods on the East Side of New York. The rioters' targets initially included only military and governmental buildings, symbols of the unfairness of the draft. They attacked and seized the Second Ave. armory containing rifles and guns, and set fire to buildings. At first, the mobs attacked only those individuals who interfered

with their actions. But by afternoon of the first day, some of the rioters had turned to attacks on black people and abolitionists, and on things symbolic of black political, economic, and social power. Rioters attacked a black fruit vendor and a nine-year-old boy at the corner of Broadway and Chambers Street before moving to the Colored Orphan Asylum on Fifth Avenue between Forty-Third and Forty-Fourth Streets. The violence continued for three days. All in all, the mob caused more than \$1.5 million of damage. The number killed or wounded during the riot is unknown, but estimates range from two dozen to nearly 100. Eventually, Lincoln deployed combat troops from the Federal Army of the Potomac to restore order; they remained encamped around the city for several weeks. In the end, the draft raised only about 150,000 troops throughout the North, about three-quarters of them substitutes, amounting to just one-fifth of the total Union force.

Historian Iver Bernstein wrote: "Any understanding of this social and political upheaval must begin with the observation that Irish Americans and African Americans at this moment in history shared much. Both were desperately poor. Both were subjected to the same battering and dehumanizing discrimination in the 1850s and '60s, which characterized them as 'lazy,' 'bestial,' and 'low-browed.' The fantasy of the rioting Irish was that they could somehow become more American by using their whiteness as an emblem to distinguish them from slaves — an ironic dream because the Irish were very close to being slaves themselves and they knew it."

*Adapted from the following sources:*

<http://www.civilwarhome.com/draftriots.htm>

[http://www.vny.cuny.edu/draftriots/Intro/draft\\_riot\\_intro\\_set.html](http://www.vny.cuny.edu/draftriots/Intro/draft_riot_intro_set.html)

<http://www.press.uchicago.edu/Misc/Chicago/317749.html>

<http://www.brooklynpubliclibrary.org/civilwar/cwdoc056.html>

[http://www.mapsites.net/gotham/es/alexblankfein\\_es.htm](http://www.mapsites.net/gotham/es/alexblankfein_es.htm)

<http://www.answers.com/topic/draft-riots>

## Image Analysis Worksheet

### Step 1: Observe

A. Study the image for 2 minutes. Form an overall impression of the image and then examine individual parts and/or people.

B. Use the chart below to list people, objects, and activities in the image:

PEOPLE	OBJECTS	ACTIVITIES

### Step 2: Infer/Deduce

Based on what you have observed above, list three things you might infer or conclude after viewing this image.

- 1.
- 2.
- 3.

### Step 3: Further Questions

1. What questions does this image raise?
2. Where do you think you could find answers to your questions?

**APPOMATTOX**

**Unit of Study:** Civil War and Reconstruction

**Focus Question:** What were some of the key battles/turning points of the Civil War?

**Teaching Point:**

- Students will analyze and evaluate the decisions made at the end of the Civil War using primary sources.

**Why/Purpose/Connection:**

- This lesson shows the processes that took place to end the Civil War.

**Materials and Resources:**

- Titles from the trade book text set
  - *Fields of Fury: The American Civil War*
  - *Robert E. Lee*
  - *Ulysses S. Grant*
- Websites
  - [www.brotherswar.com/Civil\\_War\\_Quotes\\_4a.htm](http://www.brotherswar.com/Civil_War_Quotes_4a.htm)
  - [www.eyewitnesstohistory.com/appomatz.htm](http://www.eyewitnesstohistory.com/appomatz.htm)
- Surrender Documents
- Grant's journal excerpt
- Copy of painting "Surrender of General Lee to General Grant, April 9, 1865"

**Model/Demonstration:**

- Teacher motivates the students by asking them to consider: "How does a leader know when to surrender?" Teacher charts student responses.
- Teacher shares statistics to give students a sense of why General Lee surrendered.
- Teacher explains that Appomattox Court House was the site where General Lee officially surrendered to the North.
- Teacher displays the painting depicting the surrender. Guiding discussion questions might include:
  - Describe the dress and manner of General Grant and Lee.
  - How do you think each general was feeling? Why?
  - Do you think this is an accurate portrayal of what happened at the Appomattox Court House? Why?
- Teacher charts student responses.
- Teacher explains that students will examine three other primary sources relating to the surrender, and use them to add to their initial reaction after viewing the painting.

**Differentiation:**

- Students will analyze different sources of information: a painting, two surrender documents, and a journal.

**Student Exploration/Practice:**

- Students individually read the surrender documents, the journal and then answer the guiding questions.
- In pairs, students share their answers with a partner.
- Student pairs compare their thoughts after reading the other sources to their initial reactions/analysis of the painting.
- Student pairs come to a conclusion regarding the end of the war. Was the outcome fair for all parties involved? Why or why not?

**Share/Closure:**

- Teacher asks students to analyze the painting again after having read the other documents, and charts any new thoughts.
- Teacher facilitates a discussion on how reading the documents impacted their understanding of the painting.
- Teacher reads aloud from *Fields of Fury: The American Civil War*, p 84. Teacher asks students if the reading changes their thoughts any further.
- Teacher leads a discussion on the ending of the war. (Note to teacher: Point out to students that battles were still taking place in other parts of the country and that a full surrender did not take place until May 26, 1865)
  - Were the terms ending the war fair?
  - What factors did the North need to consider when negotiating the surrender?
  - (Note to teacher: You may also want to address the difference between looking at a historical event through primary and secondary sources.)

**Assessment:**

- Teacher evaluates student worksheets.
- Teacher evaluates accountable talk during small group discussion and participation in whole class discussion.

**Next steps:**

- Students read biographies of General Lee and Grant, with the intent of comparing and contrasting the Generals.

### **Details of the Day as Recalled by General Ulysses S. Grant**

I had known General Lee in the old army, and had served with him in the Mexican War; but did not suppose, owing to the difference in our age and rank, that he would remember me; while I would more naturally remember him distinctly, because he was the chief of staff of General Scott in the Mexican War.

When I had left camp that morning I had not expected so soon the result that was then taking place, and consequently was in rough garb. I was without a sword, as I usually was when on horseback on the field, and wore a soldier's blouse for a coat, with the shoulder straps of my rank to indicate to the army who I was. When I went into the house I found General Lee. We greeted each other, and after shaking hands took our seats. I had my staff with me, a good portion of whom were in the room during the whole of the interview.

What General Lee's feelings were I do not know. As he was a man of much dignity, with an impassable face, it was impossible to say whether he felt inwardly glad that the end had finally come, or felt sad over the result, and was too manly to show it. Whatever his feelings, they were entirely concealed from my observation; but my own feelings, which had been quite jubilant on the receipt of his letter [proposing negotiations], were sad and depressed. I felt like anything rather than rejoicing at the downfall of a foe who had fought so long and valiantly, and had suffered so much for a cause, though that cause was, I believe, one of the worst for which a people ever fought, and one for which there was the least excuse. I do not question, however, the sincerity of the great mass of those who were opposed to us.

General Lee was dressed in a full uniform which was entirely new, and was wearing a sword of considerable value, very likely the sword which had been presented by the State of Virginia; at all events, it was an entirely different sword from the one that would ordinarily be worn in the field. In my rough traveling suit, the uniform of a private with the straps of a lieutenant-general, I must have contrasted very strangely with a man so handsomely dressed, six feet high and of faultless form. But this was not a matter that I thought of until afterwards.

We soon fell into a conversation about old army times. He remarked that he remembered me very well in the old army; and I told him that as a matter of course I remembered him perfectly, but from the difference in our rank and years (there being about sixteen years' difference in our ages), I had thought it very likely that I had not attracted his attention sufficiently to be remembered by him after such a long interval. Our conversation grew so pleasant that I almost forgot the object of our meeting. After the conversation had run on in this style for some time, General Lee called my attention to the object of our meeting, and said that he had asked for this interview for the purpose of getting from me the terms I proposed to give his army. I said I meant merely that his army should lay down their arms, not to take them up again during the continuance of the war unless duly and properly exchanged. He said that he had so understood my letter.

Then we gradually fell off again into conversation about matters foreign to the subject which had brought us together. This continued for some little time, when General Lee again interrupted the course of the conversation by suggesting that the terms I proposed to give his army ought to be written out.

When news of the surrender first reached our lines our men commenced firing a salute of a hundred guns in honor of the victory. I at once sent word, however, to have it stopped. The Confederates were now our prisoners, and we did not want to exult over their downfall.

I determined to return to Washington at once, with a view to putting a stop to the purchase of supplies, and what I now deemed other useless outlay of money. Before leaving, however, I thought I would like to see General Lee again; so next morning I rode out beyond our lines towards his headquarters, preceded by a bugler and a staff-officer carrying a white flag.

Appomattox C H., Va.,  
Ap'l 9th, 1865

SOURCE: [www.brotherswar.com/Civil War Quotes 4a.htm](http://www.brotherswar.com/Civil_War_Quotes_4a.htm)

1. Describe the relationship between Grant and Lee. What do they have in common?
2. How does Grant describe Lee, in particular, the way he was dressed?
3. What was the reaction of the Union troops after hearing of Lee's surrender?
4. How did Grant feel about the surrender?

## **Surrender**

The surrender document of 9 April 1865 read,

"We, the undersigned Prisoners of War, belonging to the Army of Northern Virginia, having been this day surrendered by General Robert E. Lee, C.S.A., Commanding said Army to Lieut. Genl. U. S. Grant, Commanding Armies of United States, do hereby give our solemn parole of honor that we will not hereafter serve in the armies of the Confederate States or in any military capacity whatever, against the United States of America or under aid to the enemies of the latter, until properly exchanged in such manner as shall be mutually approved by the respective authorities.

Done at Appomattox Court House, Va. this 9th day of April, 1865.

R. E. Lee, Genl. W. H. Taylor, Lt. Colonel Charles S. Venaber, Lt. Col. adjutant Charles Marshal, Lt. Col. & Inspector General W. E. Pentin, Lt. Col. Gilbert B. Cooke, Major H. S. Young, Major

## **Letter to General Lee from General Grant regarding the surrender**

General R.E. Lee,  
Commanding C.S.A.  
APPOMATTOX Ct H., Va.,  
April 9, 1865,

General; In accordance with the substance of my letter to you of the 8th inst., I propose to receive the surrender of the Army of Northern Virginia on the following terms, to wit: Rolls of all officers and men to be made in duplicate, one copy to be given to an officer to be designated by me, the other to be retained by such officer or officers as you may designate. The officers to give their individual paroles not to take up arms against the Government of the United States until properly [exchanged], and each company or regimental commander to sign a like parole for the men of their commands. The arms, artillery, and public property to be parked, and stacked, and turned over to the officers appointed by me to receive them. This will not embrace the side-arms of the officers, nor their private horses or baggage. This done, each officer and man will be allowed to return to his home, not to be disturbed by the United States authorities so long as they observe their paroles, and the laws in force where they may reside.

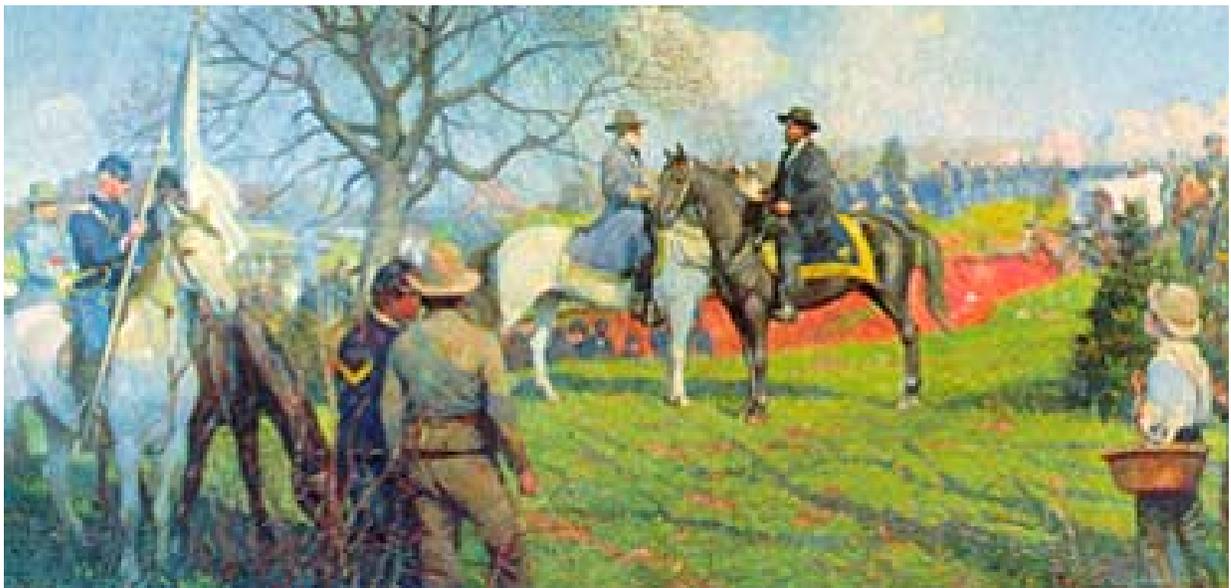
Very respectfully,  
U.S. Grant,  
Lieutenant-General

Source: [www.eyewitnesstohistory.com/appomatx.htm](http://www.eyewitnesstohistory.com/appomatx.htm)

1. What must the South surrender after the war?
2. What are Southern soldiers allowed to do after the war?
3. Why does the document say “Army of Northern Virginia” rather than “Army of the Confederate States”?
4. How do you think the Southern soldiers and citizens felt about the terms of the surrender?



Lee and Grant at Appomattox  
Source: <http://www.army.mil/-images>



*First Day of Peace*, Painting by Stanley Arthurs <http://www.nps.gov/apco/>

## HOT AIR BALLOONS

**Unit of Study:** Civil War and Reconstruction

**Focus Question:** How did the Civil War differ significantly from all other wars?

**The Teaching Points:**

- Students will read and examine texts and photographs to draw conclusions about technological advances during the Civil War.
- Students will use visual literacy skills to develop predictions and assumptions.
- Students will use texts to provide evidence proving or disproving their predictions and assumptions.

**Why/ Purpose/ Connection:** This lesson provides an understanding of technological advances during the Civil War and how the advances may have affected the outcome.

**Materials/ Resources/ Readings:**

- Websites
  - [www.centennialofflight.gov/essay/Lighter\\_than\\_air/Civil\\_War\\_balloons/LTA5.htm](http://www.centennialofflight.gov/essay/Lighter_than_air/Civil_War_balloons/LTA5.htm)
  - [www.old-picture.com/civil-war/Professor-military-Virginia-balloon.htm](http://www.old-picture.com/civil-war/Professor-military-Virginia-balloon.htm)
  - <http://www.historynet.com/intelligence-the-secret-war-within-americas-civil-war.htm>
- Photograph of Professor Lowe in the balloon.
- Assumptions t-chart

**Model/Demonstration:**

- Teacher engages the class by stating assumptions about what students are doing, to introduce the concept of an **assumption**. (e.g.: You're looking out the window, you must be daydreaming, you don't drink soda, you must be health conscious, you sit in the back of the room, you must be disinterested, etc.)
- Teacher displays photograph of Professor Lowe on a transparency.
- Teacher asks students to work in pairs to create a list using a T-Chart (on the left side of the t-chart are assumptions/predictions of what is going on in the picture).
- Teacher facilitates a discussion based on the student's assumptions.

**Independent Exploration/Guided Practice:**

- Students then read "Intelligence: The Secret War within America's Civil War" at <http://www.historynet.com/intelligence-the-secret-war-within-americas-civil-war.htm>.
- Students work in pairs to locate textual evidence from the website that supports or disproves their assumptions made after viewing the image.

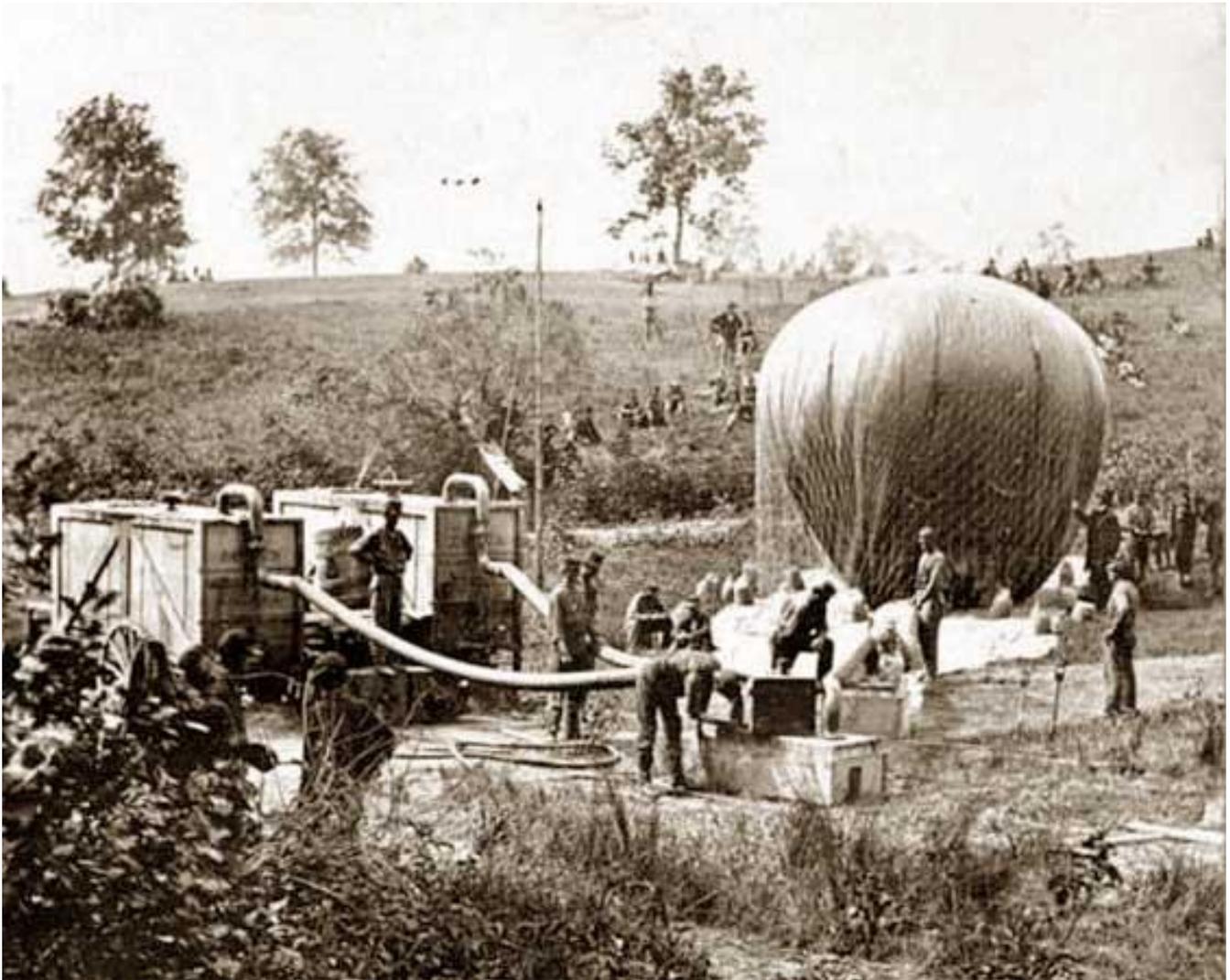
- Student pairs write a military/ battle plan that requires the use of hot air balloons explaining in detail how the balloons will be used and all of the geography that will be encountered during the battle. Students provide a visual to accompany / illustrate your plan.

**Share/ Closure**

- Conduct a whole class discussion on t-chart findings. Teacher scribes responses.

**Assessment:** Teacher evaluates battle plans.

**Next steps:** Students explore other technological advancements in the Civil War.



[www.old-picture.com/civil-war/Professor-military-Virginia-balloon.htm](http://www.old-picture.com/civil-war/Professor-military-Virginia-balloon.htm)

**Assumptions worksheet**

<b>Assumptions</b>	<b>Support</b>

## TECHNOLOGY AND WAR

**Unit of study/theme:** Civil War and Reconstruction

**Focus Question:** How did the Civil War differ significantly from all previous wars?

**Teaching Point:**

- Students will read nonfiction texts to determine how technological advances affected the Civil War.
- Students will organize information to analyze and judge the various technological advances of the Civil War.

**Why/ Purpose/Connection:** This lesson allows students to analyze how technology affected the Civil War in both positive and negative ways.

**Materials:**

- Titles from the Trade book text set
  - *A History of US: War, Terrible War*, Chapter 16, pages 80-85.
- Copies “*Civil War Technology*”. This article can be accessed at [www.civilwaracademy.com/civil-war-technology.html](http://www.civilwaracademy.com/civil-war-technology.html)
- Technological Advances worksheet

**Model Demonstration:**

- Teacher engages the students by asking them to brainstorm some technological advances of their lifetime. Then ask students to list 3 gadgets (e.g. iPod, laptop) that they cannot live without and ask them to construct 2-3 sentences on how one of the gadgets affects their life. Does it make your life easier, better? How so? Challenge students to consider how some advances in technology can be both positive and negative.
- Teacher explains to students that they will first look at the pros and cons of technological advances as they relate to war in general.
- Teacher creates a t-chart to scribe their responses. (Possible responses.)

Pros	Cons
Automatic weapons can require less soldiers	Can cost more lives
Submarines can allow for one side to surprise the other	Sometimes technology can fail, causing death or injury
Cameras allow the public to see the actual images of war	This can cause citizens/civilians to oppose the war
Newspapers/radio/television can keep people informed in a timely fashion	The media can place slants on the facts
Railroads could carry goods and people more quickly	If the railroad is unreliable people may suffer

Teacher facilitates a discussion of the chart contents and directs students to the next activity, which will focus on the technological advances of the Civil War specifically.

**Independent exploration:**

- Students read the article *Civil War Technology* at [www.civilwaracademy.com/civil-war-technology.html](http://www.civilwaracademy.com/civil-war-technology.html) and Chapter 16 of *A History of US: War, Terrible War*. Upon completion of the reading assignment, students can work either in pairs or individually to complete the Technological Advances chart.

**Share/Closure:**

- Students can share their responses to the chart while the teacher scribes onto a master chart.
- Teacher conducts a whole class discussion in which students share their responses to the guiding questions.
- Teacher creates a class tally that demonstrates the opinions of the students regarding each technological advance and its importance.

**Assessment:**

- Teacher evaluates the charts to assess students' understanding of the reading

**Next Steps:**

- Students create a Venn diagram comparing and contrasting the technological advances of the Civil War to other previous wars.

### Civil War Technological Advances

	<b>Pro</b>	<b>Con</b>
<b>Rifle</b>		
<b>Mine ball</b>		
<b>Torpedo</b>		
<b>Tin can</b>		
<b>Camera</b>		
<b>Telegraph</b>		
<b>Newspaper</b>		
<b>Hot Air Balloon</b>		

1. Which invention/technological advance was the most important? Why? Use facts to support your opinion.
  
2. Rank the technological advances listed in the chart in order of importance. Use number 1 as the most important, etc.

## CIVIL WAR CASUALTIES

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** How did the Civil War differ significantly from all previous wars?

**The Teaching Point:**

- Students will read graphs and interpret data regarding Civil War casualties.
- Students will infer reasons for the high casualties in the Civil War.

**Why/Purpose/Connection:** To understand the brutality of the Civil War by exploring the devastating number of casualties and reasons for the high casualty rate.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *A History of Us: War, Terrible War*
  - *The Civil War in the East*
  - *The Civil War in the West*
  - *The Civil War at Sea*
  - *Fields of Fury: The American Civil War*
  - *Key Battles of the Civil War*
- Websites
  - [www.nps.gov/vick/](http://www.nps.gov/vick/)

**Model/Demonstration:**

- Teacher places the word “CASUALTY” onto the board or onto chart paper. Teacher invites students to come to the board/chart and add a word that could be a synonym for casualty. Students may also write “Don’t Know” Teacher asks students to think about why this word is used rather than number of deaths/wounded.
- Teacher shares data of Civil War casualties which shows that this war had greater casualties than all other American wars combined. Teacher asks students to consider the reasons why.
- Teacher explains that student groups will work with the data regarding Civil War casualties and create a graph to display the information., Students will then formulate a hypothesis (which they will check with further research) to form a conclusion. Students will present their information in the form of a poster.

**Guided Practice:**

- Teacher displays the Civil War Casualties worksheet and completes it with class participation.
- Teacher asks students to consider the various ways this information can be represented in a graph. (Answers may include, a bar graph comparing Confederate and Union deaths, or a pie chart reflecting causes of death in the Union, etc.)

**Independent Exploration:**

- Student groups choose an aspect of Civil War casualties data to further explore. They can use data from the above mentioned chart, one of the above mentioned ideas, or use data from one of the other sources provided. Other data that can be used:
  - [www.civilwarhome.com/casualties.htm](http://www.civilwarhome.com/casualties.htm)
  - [http://en.wikipedia.org/wiki/United\\_States\\_casualties\\_of\\_war](http://en.wikipedia.org/wiki/United_States_casualties_of_war)
- Student groups create a graph representing the data.
- Student groups form a hypothesis on the reasons for the data and then conduct additional research using the web and titles from the text set.

**Share/Closure:**

- Student groups share their graphs, hypothesis and conclusions.
- Teacher facilitates a discussion on the casualties of the Civil War.
  - What role did technology play in the high number of casualties?
  - How did later wars with increased technology not have more deaths?

**Assessment:**

- Teacher evaluates student posters using a rubric.

**Next Steps:** Students explore medical procedures in the Civil War.

### Civil War Casualties

#### ENLISTMENTS:

UNION ..... 2,893,304

#### CONFEDERATE

(estimate)..... 1,342,035

#### Union

#### Confederate

Total hit in battle	385,100	320,000
Battle deaths	110,100	94,000
Killed in Action	67,100	54,000
Died of Wounds	43,000	40,000
Wounded	275,000	226,000
Missing in action	6,750	?
Captured	211,400	462,000
Died in Prison	30,200	26,000
Died of Disease	224,000	60,000
Other deaths	34,800	?
Desertions	199,000	83,400

#### Questions

1. What was the total number of those wounded in battle? \_\_\_\_\_

2. What percentage of battle deaths were attributed to “killed in action”?

\_\_\_\_\_

**Union** \_\_\_\_\_ **Confederate** \_\_\_\_\_

3. How many Confederate troops were captured during the war? \_\_\_\_\_

How does this compare with the Union? \_\_\_\_\_

What factors could have contributed to the wide difference? \_\_\_\_\_

4. Compare the causes of death by disease. Which side had the higher percentage of death by disease?

5. How many troops deserted? \_\_\_\_\_ Which side had the higher ratio? \_\_\_\_\_

6. Of the total Union enlistments, what percentage is recorded as missing in action?

Union \_\_\_\_\_ Confederate \_\_\_\_\_

Source: [www.civilwarhome.com/casualties.htm](http://www.civilwarhome.com/casualties.htm)

## THE ASSASSINATION OF A PRESIDENT

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** What were the successes and challenges of reuniting the nation after the Civil War?

**The Teaching Point:**

Students will learn about the state of the nation after the assassination of the president and create a tribute for Abraham Lincoln.

**Why/Purpose/Connection:** This lesson allows students to dig deeply into the nation's reaction at the time of the assassination of the president.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *Amazing Americans: Abraham Lincoln*
  - *Abraham Lincoln*
  - *Primary Source Readers: Abraham Lincoln*
- Websites
  - [www.americaslibrary.gov/cgi-bin/page.cgi/jb/civil/lincoln\\_3](http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/civil/lincoln_3)
  - [www.loc.gov/teachers/lyrical/poems/my\\_captain.html](http://www.loc.gov/teachers/lyrical/poems/my_captain.html)
  - [www.nps.gov/linc/upload/memorialinside.pdf](http://www.nps.gov/linc/upload/memorialinside.pdf)
- Copy of "O Captain, My Captain!" by Walt Whitman

**Model/Demonstration:**

- To motivate the student teacher displays the quote, "**Now he belongs to the ages.**" –Secretary of War, Edwin M. Stanton
  - How do you think Edwin Stanton felt about Abraham Lincoln
  - What is the implication of the quote?
- Teacher directs students to read an account of Abraham Lincoln's death from either one of the text sets or America's story, [www.americaslibrary.gov/cgi-bin/page.cgi/jb/civil/lincoln\\_3](http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/civil/lincoln_3).
- Teacher asks students what feelings are aroused after the reading and how they think they might have felt if they lived at that time.
- Teacher explains to the class that they will create a tribute to Abraham Lincoln and his legacy, from the point of view of a person living at the time.

**Differentiation:** Poem can be read in small chunks and students can paraphrase each stanza to check for understanding. Students can also be given different activities.

**Guided Practice:**

- Teacher reads aloud, "O Captain, My Captain" by Walt Whitman.
- Teacher asks students to respond to the poem.
- After a class discussion, teacher asks students to identify the metaphor used for Abraham Lincoln.

- Teacher asks students how Walt Whitman must have felt for Abraham Lincoln.
- Teacher asks students how they think the poem honors Abraham Lincoln.
- Teacher may also display a picture of the Lincoln Memorial and its murals.
  - [www.nps.gov/linc/upload/memorialinside.pdf](http://www.nps.gov/linc/upload/memorialinside.pdf)
  - <http://www.nps.gov/linc>

**Independent Exploration:**

- Student groups determine how they would like to pay tribute to Lincoln's legacy. Ideas include but are not limited to a poem or song, a poster, a memorial, or a letter to his widow. Student groups should have access to the trade book text set and the internet for additional research..

**Share/Closure:**

- Teacher establishes an area of the room to be used as a class memorial where students can visit and view student tributes.
- Teacher facilitates a "Gallery Walk" and discussion on the impact of the assassination.
  - What about our government allowed for a transition of power upon the death of the president?
  - How might things have been different if Lincoln hadn't been assassinated?

**Assessment:** Teacher evaluates student tributes.

**Next Steps:** Students investigate plans for Reconstruction.

**O CAPTAIN! MY CAPTAIN!** by Walt Whitman

I.

O CAPTAIN! my captain! our fearful trip is done;  
The ship has weathered every rack, the prize we sought is won;  
The port is near, the bells I hear, the people all exulting,  
While follow eyes the steady keel, the vessel grim and daring.  
But O heart! heart! heart!  
O the bleeding drops of red!  
Where on the deck my captain lies,  
Fallen cold and dead.

II.

O captain! my captain! rise up and hear the bells;  
Rise up for you the flag is flung for you the bugle trills  
For you bouquets and wreaths for you the shores a-crowding;  
For you they call, the swaying mass, their eager faces turning.  
O Captain! dear father!  
This arm beneath your head;  
It is some dream that on the deck  
You've fallen cold and dead.

III.

My captain does not answer, his lips are pale and still  
My father does not feel my arm, he has no pulse nor will.  
The ship is safe and sound, its voyage closed and done:  
From fearful trip the victor ship comes in with object won!  
Exult, O shores! and ring, O bells!  
But I, with silent tread,  
Walk the spot my captain lies  
Fallen cold and dead.

Source: [www.whitmanarchive.org/published/periodical/poems/per.00076](http://www.whitmanarchive.org/published/periodical/poems/per.00076)

## PLANS FOR RECONSTRUCTION

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** What were the successes and challenges of reuniting the nation following the Civil War?

**The Teaching Point:**

- Students will analyze the various plans for Reconstruction and use key points to create their own plan.

**Why/Purpose/Connection:** This lesson gives an overview of how the government attempted to rebuild the nation at the end of the Civil War in the period that came to be known as Reconstruction

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *Rebuilding the Nation: Picking up the Pieces*
  - *Reconstruction: Rebuilding after the Civil War*
  - *The Reconstruction Amendments*
- Websites
  - [www.u-s-history.com/pages/h126.html](http://www.u-s-history.com/pages/h126.html)
  - [www.ushistory.org/us/35.asp](http://www.ushistory.org/us/35.asp)
  - [www.pbs.org/wgbh/amex/reconstruction/index.html](http://www.pbs.org/wgbh/amex/reconstruction/index.html)
  - [http://americanhistory.si.edu/presidency/timeline/pres\\_era/3\\_656.html](http://americanhistory.si.edu/presidency/timeline/pres_era/3_656.html)

**Model/Demonstration:**

- Teacher motivates students by displaying the quote below (from Lincoln's second inaugural address):

*“With malice toward none, with clarity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation’s wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all of which may achieve and cherish a just and lasting peace among ourselves and with all nations.”*
- Teacher asks students to paraphrase the quote. What is the president promising in the quote? Ask students to infer how Lincoln would have approached rebuilding the nation had he lived (using the excerpt from his second inaugural speech).
- Teacher explains that the period following the Civil War, when the nation was trying to rebuild, became known as Reconstruction.
- Teacher asks students to define the term and explains that student groups will research the various plans for Reconstruction (using the jigsaw method); then students will then create their own Reconstruction plan.

**Independent Exploration/Guided Practice:**

- In student groups (of four) each member will research one of the following plans:
  - Abraham Lincoln's plan
  - Initial Congressional Plan
  - Andrew Johnson's plan
  - Radical Republican's plan
- Each student is responsible for preparing an overview of the plan they research and to report back to their group. Students must also include an analysis of what they believe are the strengths and weaknesses of each plan.
- Students will share their research with their group and try to develop an overall effective plan for Reconstruction.

**Share/Closure:**

- Student groups share their Reconstruction plans. Other groups will offer critiques of their plans.
- Teacher facilitates a discussion on the difficulties faced in reconstructing the nation.
  - Why was it important to not punish the South too brutally?
  - In addition to losing the war, what problems was the south facing?
  - What balance did you try to find in your plan?

**Assessment:**

- Teacher evaluates Reconstruction plans.

**Next Steps:** Students investigate the role of African-Americans in Reconstruction.

## LIFE FOR AFRICAN AMERICANS AFTER THE CIVIL WAR

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** What were the successes and challenges of reuniting the nation following the Civil War?

**The Teaching Point:**

- Through research and journal entries, students will learn about and analyze the obstacles faced by African Americans after receiving “equal rights.”

**Why/Purpose/Connection:** This lesson explores the impact of Civil Rights legislation on African Americans. Students will understand that the end of the war did not mean the end of discrimination.

**Materials and Resources**

- Titles from the trade book text set
  - *If You Lived When There Was Slavery in America*
  - *The Reconstruction Amendments*
  - *Reconstruction: Rebuilding after the Civil War*
- Journal outline handout
- Resources
  - Freedmen Bureau  
[www.civilwarhome.com/freedmen.htm](http://www.civilwarhome.com/freedmen.htm)
  - 13th, 14th and 15th Amendments handout
  - Sharecroppers  
[www.learner.org/amerpass/unit13/context\\_activ-5.html](http://www.learner.org/amerpass/unit13/context_activ-5.html)
  - Elias Hill’s Testimony Before the Congressional Committee Investigating the Ku Klux Klan, 1871  
[www.pbs.org/wnet/historyofus/web07/features/source/docs/C25.pdf](http://www.pbs.org/wnet/historyofus/web07/features/source/docs/C25.pdf)
  - Mississippi Black Codes  
[http://afroamhistory.about.com/library/blmississippi\\_blackcodes.htm](http://afroamhistory.about.com/library/blmississippi_blackcodes.htm)

**Model/Demonstration**

- Teacher engages students by posing the following questions: “How do you think newly freed African-Americans felt after the war was over? Would they have had fears and concerns? Why?”
- Teacher reads aloud p. 60 from, *If You Lived When There Was Slavery in America*, “What was the first thing you would do when slavery ended?” Teacher then asks students for other things freed slaves would want/need to do and what resources they might need to do them.
- After listening to student responses and engaging in a discussion, the teacher will read a sample of the Mississippi Black Codes at: ([http://afroamhistory.about.com/library/blmississippi\\_blackcodes.htm](http://afroamhistory.about.com/library/blmississippi_blackcodes.htm)) to demonstrate how African Americans were still being denied equal rights in the United States.

- Teacher instructs the students to write a journal entry from the perspective of an African American after the Civil War.

**Differentiation:**

- Select books from trade Book text set in a variety of reading levels and with additional picture supports.

**Independent Exploration/Guided Practice:**

- Teacher makes sure that students understand that to write a well-organized and content rich journal entry, they will first need to complete a journal writing outline. They complete the outline after reading some documents and defining important vocabulary such as: Freedmen Bureau, 13<sup>th</sup> Amendment, 14<sup>th</sup> Amendment, 15<sup>th</sup> Amendment, Sharecroppers, and Ku Klux Klan. The trade book text sets and internet can be used.
- Upon completion of the journal outline, students will write their journals, using the prompt below, incorporating the vocabulary from their outlines.
  - You are an African American living in North Carolina after the Civil War. Write a journal entry detailing the rights and obstacles that you've faced in the South.

**Share/Closure:**

- Students share excerpts from their journal entries.
- Teacher facilitates a discussion on racism after the Civil War.
  - How do you think freed slaves felt when faced with discriminatory laws?
  - How did African-Americans strive to overcome the persisting racism?
  - What do you think the government should have done at the time (that they did not do)?

**Assessment:** Teacher evaluates journals using a rubric.

**Next Steps:** Students further explore discriminatory practices from the post-Civil War era.

## Journal Writing Outline

1. Define the following vocabulary terms.
  - a. Freedmen Bureau
  - b. 13<sup>th</sup> Amendment
  - c. 14<sup>th</sup> Amendment
  - d. 15<sup>th</sup> Amendment
  - e. Sharecropping
  - f. Black Codes
  - g. Ku Klux Klan
2. What rights were given to African Americans?
3. What obstacles did African Americans face during this time?

## The Reconstruction Amendments

**Thirteenth Amendment:** "Neither slavery nor involuntary servitude, except as punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."

*[passed by Congress, January 1865; ratified December 1865]*

**Fourteenth Amendment:** "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

*[passed by Congress June 1866; ratified July 1868]*

**Fifteenth Amendment:** "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude."

*[passed by Congress February 1869; ratified March 1870]*

## JIM CROW LAWS

**Unit of Study/Theme:** Civil War and Reconstruction

(This lesson is meant to be paired with the *Plessy vs. Ferguson* lesson)

**Focus Question:** What were the successes and challenges of reuniting the nation following the Civil War?

**The Teaching Point:**

- Students will investigate the Jim Crow laws as well as laws that were made to protect the rights of African-Americans
- Students will read and interpret a poem by Paul Laurence Dunbar.

**Why/Purpose/Connection:** To understand what was faced by African Americans after the Civil War.

**Materials/Resources/Readings:**

- Laptops/Websites
  - [www.pbs.org/wnet/jimcrow/stories.html](http://www.pbs.org/wnet/jimcrow/stories.html)
  - [www.jimcrowhistory.org/home.htm](http://www.jimcrowhistory.org/home.htm)
- Student worksheets
- Copies of Paul Laurence Dunbar poem and images of segregation

**Model/Demonstration:**

- Teacher poses the following question: What does it mean to be free? Were the African-Americans really free? How were they free? How were they not free?
- After a lively discussion, teacher reviews the Thirteenth, Fourteenth, and Fifteenth Amendments.
- Teacher facilitates a discussion on how the newly freed slaves would feel about the amendments.
- Teacher should explain that the amendments did not fulfill the hopes and dreams of the African-Americans because of “Jim Crow laws”
- Teacher explains that students will read about the kinds of laws that came to be known as “Jim Crow” laws and the laws that were created to ensure rights to African-Americans to understand how they affected life in America (for both black and white citizens).

**Guided Practice:**

- Teacher distributes the following texts to student groups 1. What are Jim Crow Laws and 2. Federal Laws to Protect the Rights of African-Americans.
  - Teacher instructs students to read the 2 texts and discuss while answering the questions at the bottom of page 2.
  - Teacher gathers whole class for a large group discussion comparing and contrasting the texts.
- Teacher then reads aloud the poem “We Wear the Mask” by Paul Laurence Dunbar.
- Teacher guides students through an analysis and interpretation of the poem.

**Differentiation:** Use the laptops to provide picture support for the information presented. Students can also interpret the photographs that demonstrate segregation in the south.

**Independent Exploration:**

- Students, working in pairs or small groups, conduct additional research:
  - Listen to personal narratives
    - [www.pbs.org/wnet/jimcrow/stories\\_narratives.html](http://www.pbs.org/wnet/jimcrow/stories_narratives.html)
  - Examine the statutes and their states
    - [www.jimcrowhistory.org/geography/geography.htm](http://www.jimcrowhistory.org/geography/geography.htm)
  - Explore the timeline
    - [www.pbs.org/wnet/jimcrow/segregation.html](http://www.pbs.org/wnet/jimcrow/segregation.html)

**Share/Closure:**

- Ask students to share/discuss their best ideas for what they believe the government should have done to protect the rights and freedom of African-Americans in the South.

**Assessment:** Teacher evaluates student worksheets.

**Next Steps:**

- Students create a timeline of Civil Rights legislation.
- Students can learn about the famous Black Colleges and universities that were established after the Civil War.

## 1. What are Jim Crow Laws?

Source: [www.jimcrowhistory.org/history/creating.htm](http://www.jimcrowhistory.org/history/creating.htm)

The term Jim Crow was generally used to identify the racist laws and actions of southern states to deprive African Americans of their civil rights.

**Black Codes:** (1865-1867) Laws and proclamations restricting the civil rights of the formerly enslaved African Americans that were passed in most southern states at the end of the Civil War. The harshest provisions used vagrancy and apprenticeship laws to bind the freedmen to the land, limiting their personal freedom and relegating them to a status similar to serfs in Eastern Europe. The U. S. Congress reacted to these laws by imposing military rule over the South and passing civil rights legislation. The Codes also energized the drive for the 14th and 15th Amendments to the U. S. Constitution, extending citizenship to all African Americans and suffrage to black males.

**Disfranchisement:** The move by militant southern Democrats in 1890 to systematically and legally end black voting. To circumvent the 15th Amendment--which explicitly forbids the denial of votes on "account of race, color, or previous condition of servitude"--white racists rewrote state constitutions by adopting complex voting requirements that--without mentioning race--disfranchised black voters. Mississippi set the pace in 1890 with a set of disfranchisement measures that required proof of residency and payment of a poll tax, no criminal convictions, and literacy tests, which whites were allowed to pass if they understood the State Constitution when read to them. Louisiana introduced the grandfather clause in 1898, which stated that only men who had been eligible to vote before 1867, or whose father or grandfather had been eligible to vote prior to that year, were qualified to vote. This obviously excluded virtually all black males. Some states also passed the so-called "white primary," which limited voting in the Democratic Party primaries to whites. These measures taken together eliminated the black vote from southern politics.

**Ku Klux Klan:** A secret racist society founded in 1866 at Pulaski, Tennessee, the Ku Klux Klan violently attacked and intimidated African Americans and white Republicans (carpetbaggers and Union League members). Ex-Confederate General Nathan Bedford Forrest (1862-77), who had massacred black and white Union soldiers at Fort Pillow, was elected its first Grand Wizard.

In the 1890s, starting with Mississippi, most southern states began more systematically to disfranchise black males by imposing voter registration restrictions, such as literacy tests, poll taxes, and the white primary. These new rules of the political game were used by white registrars to deny voting privileges to blacks at the registration place rather than at the ballot box, which had previously been done by means of fraud and force.

By 1910, every state of the former Confederacy had adopted laws that segregated all aspects of life (especially schools and public places). Blacks and whites could not socially mingle or come into contact.

## 2. Federal Laws to Protect the Rights of African-Americans

**Civil Rights Act of 1866:** The law bestowing citizenship upon African Americans and passed over President Andrew Johnson's veto. It spelled out the civil rights granted to all persons born in the U. S. (except Native Americans), including the right to make and enforce contracts, to sue and give evidence, and to inherit, purchase, and convey real and personal property. It did not apply, however, to state segregation statutes. Nor did it mention the state rights of blacks regarding public education or public accommodations. Due to the racial violence, the Ku Klux Klan, and the political upheaval of the era, it failed to protect the civil rights of the formerly enslaved people of the South.

**Civil Rights Act of 1875:** A law passed on March 1, 1875, that guaranteed equal rights for blacks in public places and made illegal the exclusion of African Americans from jury duty. However, the Supreme Court declared this act invalid in 1883 because it protected social rather than political rights. The Court also argued that the 14th Amendment prohibited the states from depriving individuals of their civil rights but did not protect the abuse of individuals' civil rights by other individuals. This ruling ended Federal protection of African Americans against discrimination by private persons.

**Fourteenth Amendment to the U. S. Constitution:** An amendment that, because of doubts about the constitutionality of the Civil Rights Act of 1866, defined national citizenship to include African Americans and provided for a proportionate reduction in representation when a state denied suffrage to its citizens. It passed Congress on June 13, 1866, was rejected by most southern states, and its ratification was made a condition of restoring the Union. Ultimately, the 14th Amendment was ratified and put in effect on July 28, 1868. A key provision prohibited states from depriving "any person of life, liberty, or property, without due process of law." After 1877, most southern states ignored the civil rights guaranteed by the Amendment, and the Federal Government did not act to rigorously enforce these provisions until the Civil Rights Movement of the 1960s.

**Fifteenth Amendment to the U. S. Constitution:** An amendment that prohibited states from depriving a citizen of his vote due to race, color, or condition of servitude. It essentially enfranchised black males. The Amendment also empowered Congress "to enforce this article by appropriate legislation." During Congressional Reconstruction, this Amendment, along with the 14th Amendment and the Civil Rights Act of 1866, enabled blacks to vote and black leaders to hold office. For a brief decade, blacks held an array of elected offices, including serving as judges, superintendents of education, state officers, such as lieutenant governors, members of state congresses and the House of Representatives, and two United States senators. The 15th Amendment was ratified on March 30, 1870. But this victory was short-lived as southern whites began to enforce measures aimed at disfranchising black voters. These actions included such regulations as poll taxes, literacy tests, and the grandfather clause, as well as the use of violence to intimidate blacks. Taken together these measures effectively eliminated black votes in the South until the passage of the Voting Rights Act of 1965.

### Questions

Why did states create their own laws to prevent African-Americans from participating as full citizens?

Why do you think the federal government (in Washington) let it happen?

Why did people at the time, those who had power and those who did not, let it happen?

***POEM – “We Wear the Mask”****We Wear the Mask*

*We wear the mask that grins and lies,  
It hides our cheeks and shades our eyes--  
This debt we pay to human guile;  
With torn and bleeding hearts we smile,  
And mouth with myriad subtleties.*

*Why should the world be overwise  
In counting all our tears and sighs?  
Nay, let them only see us while  
    We wear the mask.*

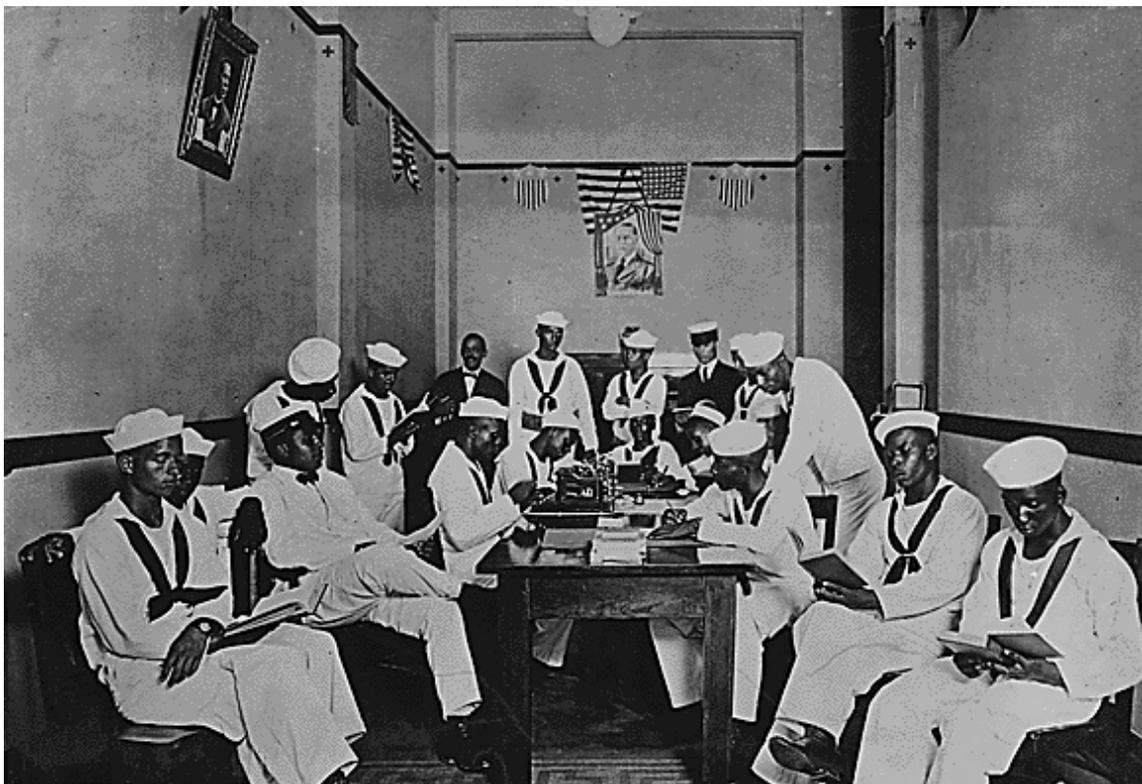
*We smile, but, O great Christ, our cries  
To Thee from tortured souls arise.  
We sing, but oh the clay is vile  
Beneath our feet, and long the mile;  
But let the world dream other wise,  
    We wear the mask.*

--Paul Laurence Dunbar, 1896

Source: [www.potw.org/archive/potw8.html](http://www.potw.org/archive/potw8.html)



Photo: John Vachon, U.S. Farm Security Administration, 1938



Segregated American Red Cross Rest Room for "Colored" servicemen during World War I, New Orleans. Source: War Department photograph.

***PLESSY VS. FERGUSON***

**Unit of Study/Theme:** Civil War and Reconstruction

**Focus Question:** What were the successes and challenges of reuniting the nation following the Civil War?

**The Teaching Point:**

- Students will analyze the case of *Plessy vs. Ferguson* and evaluate the concept of separate but equal.

**Why/Purpose/Connection:** This lesson demonstrates the legal maneuvering behind the Jim Crow laws.

**Materials/Resources/Readings:**

- Websites
  - [www.landmarkcases.org/plessy/home.html](http://www.landmarkcases.org/plessy/home.html)

**Model/Demonstration:**

- Teacher asks students to think about the Jim Crow Laws and asks how were these laws allowed to persist?
- Teacher explains that the students will look at the court case, *Plessy v Ferguson* that set the legal precedent for segregation.
- Teacher displays the quote,

"The object of the [Fourteenth] Amendment was undoubtedly to enforce the absolute equality of the two races before the law, but in the nature of things it could not have been intended to abolish distinctions based upon color, or to enforce social, as distinguished from political, equality, or a commingling of the two races upon terms unsatisfactory to either."

—Justice Henry Billings Brown,  
speaking for the majority  
(*Plessy vs. Ferguson*)

- Teacher asks students to restate the quote in their own words in their notebooks and then asks students to explain what the judge was saying.
- Teacher explains that students will further explore the concept of separate but equal in order to write a dissenting opinion in the case of *Plessy vs. Ferguson*.
- Teacher asks students to read the background of the case and complete the background activity.

**Differentiation:**

- The background reading and activity is available on three different reading levels.

- Multiple activities provide varied learning opportunities for students.

**Independent Exploration/Guided Practice:**

- Student groups will take part in a variety of activities exploring the concept of separate but equal.
  - Majority opinion
    - [www.landmarkcases.org/plessy/excerpts\\_maj.html](http://www.landmarkcases.org/plessy/excerpts_maj.html)
  - Dissenting opinion
    - [www.landmarkcases.org/plessy/excerpts\\_min.html](http://www.landmarkcases.org/plessy/excerpts_min.html)
  - Does treating people the same mean treating them equally?
    - [www.landmarkcases.org/plessy/equal\\_same.html](http://www.landmarkcases.org/plessy/equal_same.html)
  - 14<sup>th</sup> Amendment vs 10<sup>th</sup> Amendment
    - [www.landmarkcases.org/plessy/14th\\_10th\\_amendments.html](http://www.landmarkcases.org/plessy/14th_10th_amendments.html)
- Student groups will discuss if separate could ever be equal.
- Using evidence from the activities students will individually write a dissenting opinion for the case.

**Share/Closure:**

- Students share their dissenting opinions.
- Teacher facilitates a discussion on the impact of *Plessy vs. Ferguson*.
  - How did the Supreme Court's decision allow for the continuation of Jim Crow laws?
  - In what ways was the opinion a reflection of the time?
  - How do most people think differently today?
  - Are there any examples of similar issues that do exist today, in America or in the world?

**Assessment:**

- Teacher circulates monitoring accountable talk.
- Teacher evaluates opinions.

**Next Steps:** Students explore court cases resulting from or relating to *Plessy vs. Ferguson*.

## Background Summary and Questions

Source: Landmark Cases [www.landmarkcases.org/plessy/home.html](http://www.landmarkcases.org/plessy/home.html)



In 1890, Louisiana passed a statute called the "Separate Car Act." This law declared that all rail companies carrying passengers in Louisiana had to provide separate but equal accommodations for white and non-white passengers. The penalty for sitting in the wrong compartment was a fine of \$25 or 20 days in jail.

Two parties wanted to challenge the constitutionality of the Separate Car Act. A group of black citizens who raised money to overturn the law worked together with the East Louisiana Railroad Company, which sought to terminate the Act largely for monetary reasons. They chose a 30-year-old shoemaker named Homer Plessy, a citizen of the United States who was one-eighth black and a resident of the state of Louisiana. On June 7, 1892, Plessy purchased a first-class passage from New Orleans to Covington, Louisiana and sat in the railroad car for "White" passengers. The railroad officials knew Plessy was coming and arrested him for violating the Separate Car Act. Well known advocate for black rights Albion Tourgee, a white lawyer, agreed to argue the case for free.

Plessy argued in court that the Separate Car Act violated the Thirteenth and Fourteenth Amendments to the Constitution. The Thirteenth Amendment banned slavery and the Fourteenth Amendment requires that the government treat people equally. John Howard Ferguson, the judge hearing the case, had stated in a previous court decision that the Separate Car Act was unconstitutional if applied to trains running outside of Louisiana. In this case, however, he declared that the law was constitutional for trains running within the state and found Plessy guilty.

Plessy appealed the case to the Louisiana State Supreme Court, which affirmed the decision that the Louisiana law was constitutional. Plessy then took his case, *Plessy v. Ferguson*, to the Supreme Court of the United States, the highest court in the country. Judge John Howard Ferguson was named in the case because he had been named in the petition to the Louisiana State Supreme Court, not because he was a party to the initial lawsuit.

### Questions to Consider:

1. What law did Homer Plessy violate? How did Plessy violate this law?
2. What rights do the Thirteenth and Fourteenth Amendments provide? Why did Plessy believe that the Separate Car Act violated these rights?

## Unit Project The Civil War through Historical Fiction

One way to get a feel for a period in history is through historical fiction. Historical fiction uses fictional characters to explore a historical period. While the main character is fictional he or she will often encounter events that actually took place, and have experiences that are true to the period. The main character may even encounter historical figures.

The question is, should historical fiction be used to teach social studies even though aspects of it are fiction?

As we study the Civil War, you will read and analyze a piece of historical fiction. You will then write a persuasive essay either in support of or against use of historical fiction as a tool in teaching Social Studies. You will use examples from your selection to support your opinion.

Make sure you:

- Take notes while you are reading so that you could support your opinions when completing your essay.
- Use the outline to develop your essay.
- Check your rubric
- Proofread and edit your essay

### Possible titles:

*Abraham's Battle: A Novel of Gettysburg* by Sara Banks

*Turn Homeward Hannalee* by Patricia Beatty

*The Red Badge of Courage* by Stephen Crane

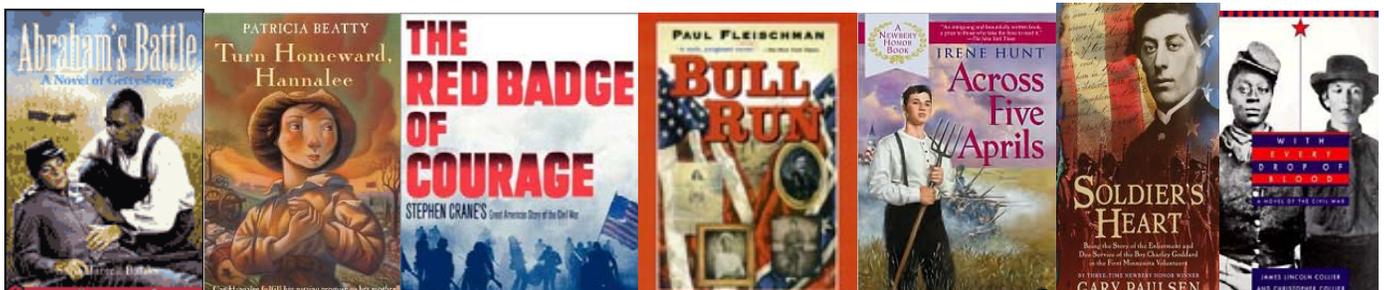
*Bull Run* by Paul Fleischman

*Across Five Aprils* by Irene Hunt

*A Soldier's Heart: A Novel of the Civil War* by Gary Paulsen

*With Every Drop of Blood* by James and Christopher Collier

(For other ideas see <http://bookgirl3.tripod.com/civilwar.htm>,  
<http://www.morseinstitute.org/PDF/Historical%20Fiction.pdf> ,  
<http://plymouthlibrary.org/civilbib.htm> )



### The Civil War through Historical Fiction Rubric

	4	3	2	1
<b>Historical fiction worksheet</b>	<ul style="list-style-type: none"> <li>○ Thoughtfully completed worksheet with 10 examples in each column</li> </ul>	<ul style="list-style-type: none"> <li>○ Completed worksheets</li> </ul>	<ul style="list-style-type: none"> <li>○ Incomplete worksheets</li> </ul>	<ul style="list-style-type: none"> <li>○ Missing worksheets</li> </ul>
<b>Fact checker</b>	<ul style="list-style-type: none"> <li>○ Thoroughly researched examples.</li> </ul>	<ul style="list-style-type: none"> <li>○ Evidence of some research for examples</li> </ul>	<ul style="list-style-type: none"> <li>○ Little evidence of research</li> </ul>	<ul style="list-style-type: none"> <li>○ No evidence of research</li> </ul>
<b>Outline</b>	<ul style="list-style-type: none"> <li>○ Clearly planned essay</li> </ul>	<ul style="list-style-type: none"> <li>○ Evidence of planning</li> </ul>	<ul style="list-style-type: none"> <li>○ Incomplete outline</li> </ul>	<ul style="list-style-type: none"> <li>○ Missing outline</li> </ul>
<b>Essay</b>	<ul style="list-style-type: none"> <li>○ Clearly explained, well developed essay that uses appropriate examples to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>○ Fully developed essay that uses some examples to support opinions</li> </ul>	<ul style="list-style-type: none"> <li>○ Essay answers the question but without a clear explanation</li> <li>○ Essay does not use examples, or uses inappropriate examples</li> </ul>	<ul style="list-style-type: none"> <li>○ Essay does not answer the question</li> <li>○ Essay does not use examples</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>○ Correct spelling, grammar, and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>○ Mostly correct spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>○ Some mistakes in spelling, grammar, and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>○ Many mistakes in spelling, grammar, and punctuation</li> </ul>

**Historical Fiction: Useful or misleading?**

Fact		Fiction		Unsure	
Text	Page	Text	Page	Text	Page
1.		1.		1.	
2.		2.		2.	
3.		3.		3.	
4.		4.		4.	
5.		5.		5.	
6.		6.		6.	
7.		7.		7.	
8.		8.		8.	
9.		9.		9.	
10.		10.		10.	

Explain your thoughts on distinguishing facts from fiction while reading a historical fiction novel.

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Fact Checker: List any topics that you were unsure of. Use the text set or websites to research the item and record your conclusion.

Unsure	Fact Checker: Conclusion and source
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

**Historical Fiction**  
Persuasive Essay Outline

Does Reading Historical Fiction Add to your Understanding of Social Studies?

**Introduction**

**Paragraph 1**

State something about reading historical fiction and give your opinion

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List 3-5 good reasons to support your opinion

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Body**

**Paragraph 2**

Explain reason 1.

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Example from the text

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**Paragraph 3**

Explain reason 2.

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Example from the text

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**Paragraph 4**

Explain reason 3.

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Example from the text

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**Paragraph 5**

Explain Reason 4

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Example from the text

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**Paragraph 6**

Explain Reason 5

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Example from the text

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**Conclusion**

**Last Paragraph** - A strong and convincing final statement to sum it all up.

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## PUTTING IT ALL TOGETHER

As professionals we recognize that social studies education provides students with knowledge and skills that are necessary for participation as active and informed citizens of the United States and the world. Though we hope our students will see that the lessons learned in social studies have significance to them, and to contemporary society, we must go further and nurture these connections with intentionality. The understandings, insight, content and concepts acquired as the result of the lessons, discussions, activities and projects need to be understood within the framework of the classroom *and* the greater communities of which the student is a member.

In order for our students to be able to apply their knowledge and skills in the “real world,” they must be able to make the connections between what they are learning in the classroom and life outside of school.

We can help foster these connections in many ways. We suggest that at the end of each unit students engage in thoughtful discourse and activities that seek to affirm meta-cognition and the relevance of what they have learned. Encourage students to ask the bigger questions and raise the important issues that push their in-school learning toward meaning and purpose in the real world.

The following activities could serve as a reflective summary for the unit, **Civil War and Reconstruction** while providing students with a framework within which to see the continuity and consequence of present and future content to be studied.

### **Slavery**

Read aloud “Slavery-Then and Now” on pp. 50-51 in *A History of Us: War, Terrible War*. Discuss the fact that slavery, in various forms, still exists today. Have students read stories of former slaves at [http://razoo.com/articles/Five\\_Former\\_Slaves](http://razoo.com/articles/Five_Former_Slaves).

### **Prejudice**

Discuss the concept of racial prejudice. Where does it come from? How has it changed? Could it be stopped?

### **Power, Wealth and Morality**

Have students provide examples of the issues involving power, wealth and morality during the Civil War/Reconstruction era and today using their knowledge and current news articles. Have the influences of power, wealth and morality changed in any way?

	Power	Wealth	Morality
Then			
Now			

**Field Trips for Civil War and Reconstruction**LocationExhibits and Programs

African Burial Ground National Monument  
290 Broadway, Manhattan  
[www.nps.gov/afbg](http://www.nps.gov/afbg)

Brooklyn Museum  
200 Eastern Parkway, Brooklyn  
[www.brooklynmuseum.org](http://www.brooklynmuseum.org)

Fort Totten Park  
Totten Road, Queens  
[www.nycgovparks.org/parks/forttotten](http://www.nycgovparks.org/parks/forttotten)

General Grant National Memorial  
Riverside Drive and W. 122<sup>nd</sup> St., Manhattan  
<http://www.nps.gov/gegr/planyourvisit/directions.htm>

New York Historical Society  
170 Central Park West, Manhattan  
[www.nyhistory.org](http://www.nyhistory.org)

Underground Railroad Station, Plymouth  
Church  
75 Hicks Street, Brooklyn  
[www.nps.gov/nr/travel/underground/ny6.htm](http://www.nps.gov/nr/travel/underground/ny6.htm)

VanCortlandt House Museum  
Broadway at West 246<sup>th</sup> Street, Bronx  
[www.vancortlandthouse.org/School%20Tour%20&%20Children's%20Programs.htm](http://www.vancortlandthouse.org/School%20Tour%20&%20Children's%20Programs.htm)

Weeksville Heritage Center  
1698 Bergen Street, Brooklyn  
[www.nps.gov/nr/travel/underground/ny6.htm](http://www.nps.gov/nr/travel/underground/ny6.htm)

American Art: Emblems of the Civil War

The Civil War: Self Guided Tour

Grant and Lee in War and Peace virtual tour  
(<https://www.nyhistory.org/web/grantandlee/>)

School Program: Slavery



# V.

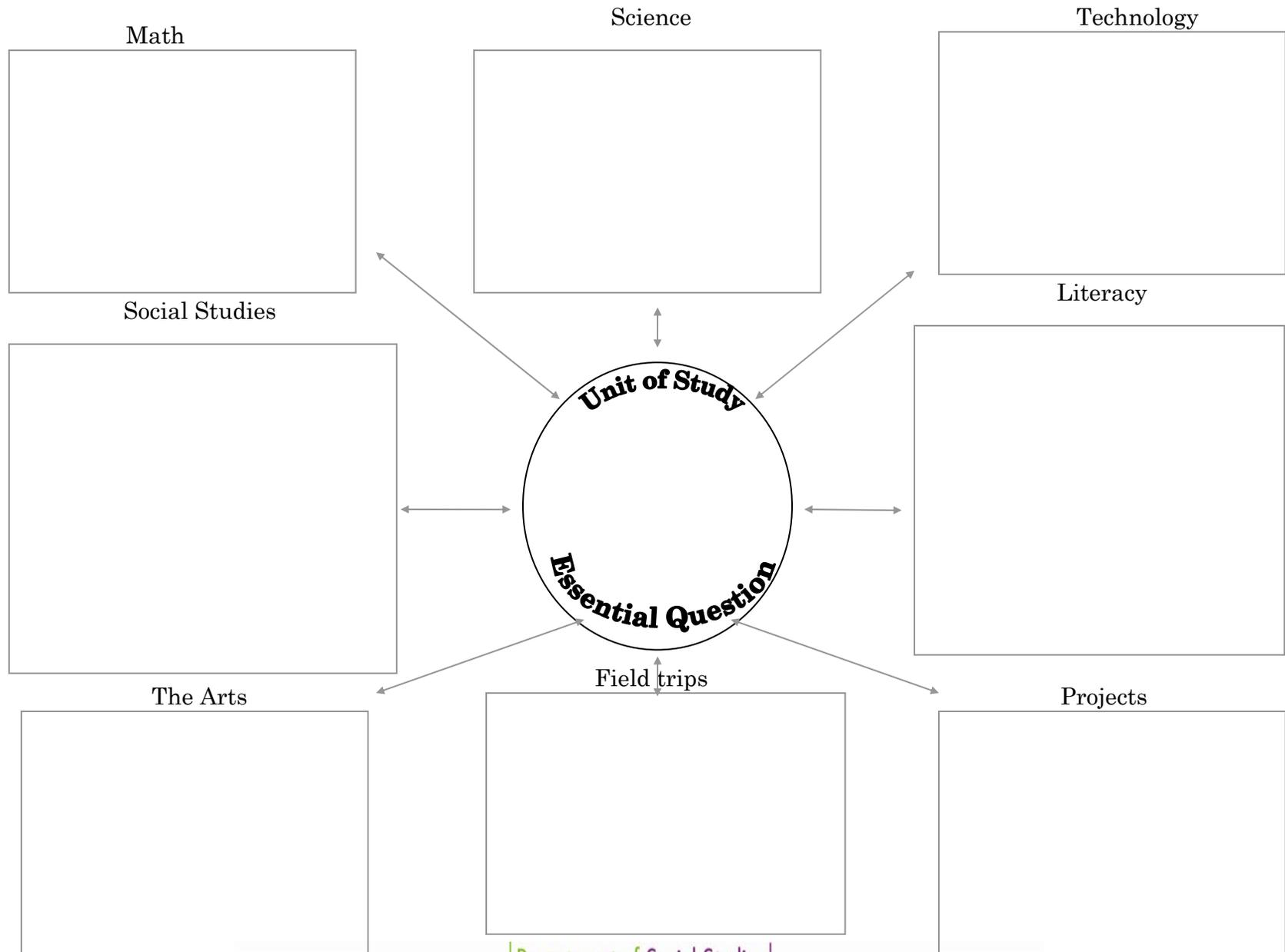
## Additional Resources



[www.archives.gov/education/lessons/brady-photos/images/wounded-in-hospital.gif](http://www.archives.gov/education/lessons/brady-photos/images/wounded-in-hospital.gif)  
Wounded Soldiers photographed by Matthew Brady



### BRAINSTORM WEB TEMPLATE



**ESSENTIAL QUESTION**

Content/Academic Vocabulary (sample)

Focus Questions



**Student Outcomes**

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

**INTERDISCIPLINARY PLANNING TEMPLATE**

Focus Question					
Social Studies					
Reading connected to the Social Studies curriculum					
Writing Connected to the Social Studies Curriculum					
Math					
Technology					
Arts					
Science					

**LESSON PLAN STRUCTURE****Unit of Study/Theme** \_\_\_\_\_**Date** \_\_\_\_\_**The Teaching Point:** What concept/skill/strategy will you be teaching today?**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?**Differentiation:** How will you address student learning styles?**Guided Practice:** This is when students practice the new learning with teacher guidance.**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?**Next Steps:** How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?**Other Notes/Comments:**

**TEXT SELECTION PLANNER****Text Title:** \_\_\_\_\_ **Author:** \_\_\_\_\_**Text Genre:** \_\_\_\_\_

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

**Student Outcomes:** Decide what you want the students to know or be able to do as a result of interacting with this text.

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- 
- 

**Social Studies Outcomes:** What are the specific Social Studies outcomes to be connected with this text?

- 
- 
- 

**ELA Outcomes:** What are the specific ELA outcomes (e.g., main idea, cause/effect, visualizing)?

- 
- 
- 

**What will students do to interpret this text (read and discuss, high-light, take notes, complete graphic organizer, etc.)?**

-

**THINKING ABOUT TEXT TEMPLATE**

Your Name: \_\_\_\_\_

Name of text: \_\_\_\_\_

Read the text carefully and fill in the chart below.

What I Read	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.

**THINKING ABOUT IMAGES TEMPLATE**

Your Name: \_\_\_\_\_

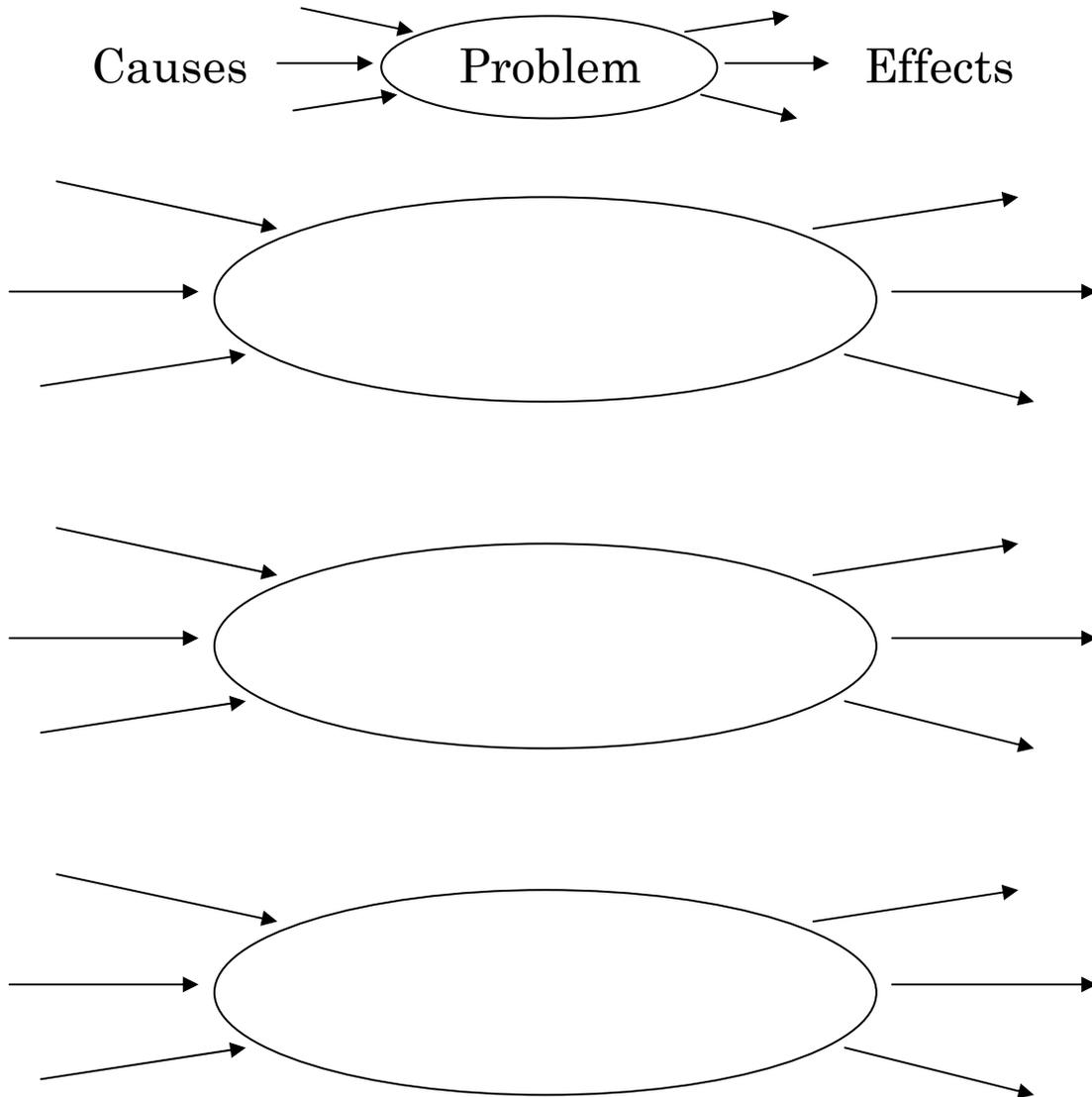
Name of image: \_\_\_\_\_

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

**CAUSE-EFFECT TEMPLATE**



**NOTE-TAKING TEMPLATE**

**Chapter Title:** \_\_\_\_\_

**Big Idea:**

Using only 2 to 3 sentences, tell what the chapter/section is about.

**What I Learned (Details):**

- 
- 
- 
- 
- 
- 
- 
- 
- 
-

**WHAT DOES IT MEAN TO SUMMARIZE?**

Name \_\_\_\_\_

Date \_\_\_\_\_

Text \_\_\_\_\_

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”
2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the \$2.00 sentence here:

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**WHAT'S THE POINT?  
LOOKING FOR THE MAIN IDEA**

Name \_\_\_\_\_

Text \_\_\_\_\_

As I read, I note the following:

1) \_\_\_\_\_  
\_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

4) \_\_\_\_\_  
\_\_\_\_\_

To sum up points 1-4, I think that this text is mostly about...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PARAPHRASE ACTIVITY SHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

Text \_\_\_\_\_

The Actual Text Reads...	In My Own Words...

**OPINION/PROOF THINK SHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

Text \_\_\_\_\_

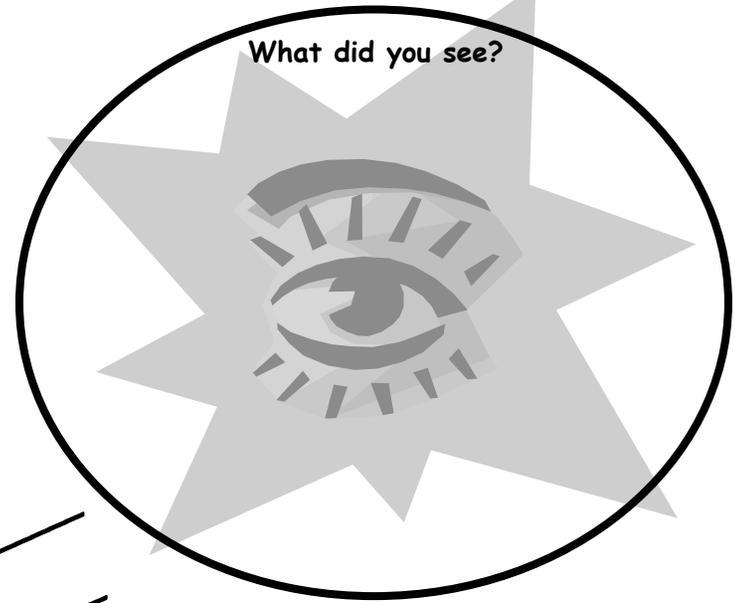
<b>What I think</b>	<b>Evidence</b>
I think the author is stating that...	I know this because...

VIDEO VIEWING GUIDE

What did you hear?

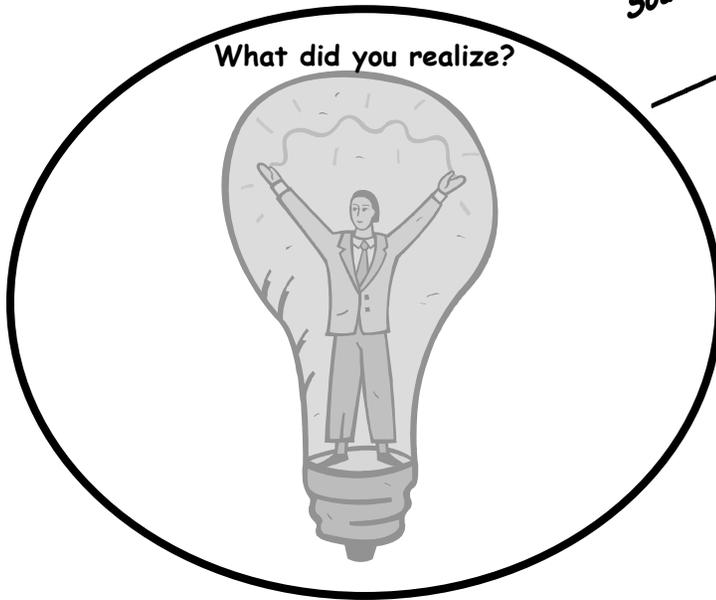


What did you see?

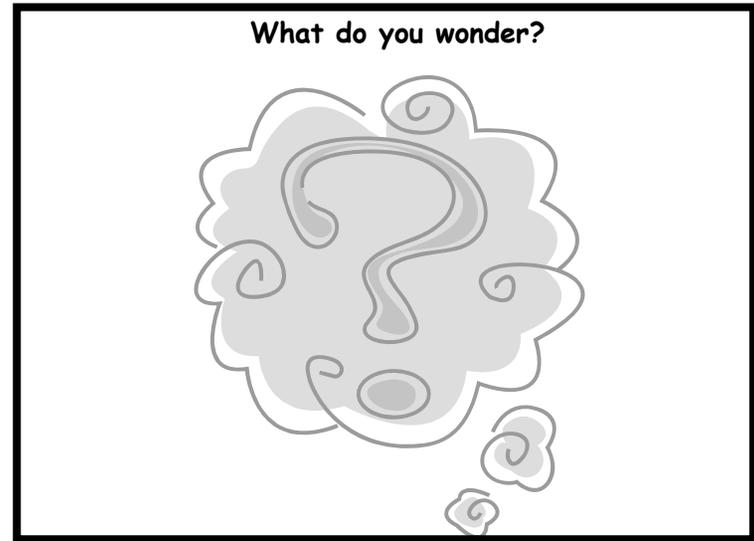


Source:

What did you realize?



What do you wonder?



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