



The Civil War

Teacher Guide



Soldiers



Ulysses S. Grant



Robert E. Lee



Harriet Tubman and
the Underground Railroad

Abraham Lincoln



The Civil War

Teacher Guide



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ISBN: 978-1-68380-228-0

The Civil War

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The Civil War

Teacher Guide

Core Knowledge History and Geography™ 5

Introduction

ABOUT THIS UNIT

The Big Idea

Slavery and the Civil War sharply divided citizens and states throughout the country and led to more than six hundred thousand deaths in one of the nation's greatest crises.

Most Northerners opposed the practice of slavery. While some Southerners concurred with this opinion, most supported the continuation of slavery as vital to the Southern way of life. As the nation expanded and new states entered the Union, compromise merely stayed the inevitable. Running on a firm anti-expansion of slavery platform, Abraham Lincoln and his election posed a threat to Southerners and their way of life. The Civil War, which was expected to last a few days or weeks, became a four-year national nightmare of bloodshed and bitterness. In the end, half the United States was in ruins. Slavery was dead, a president was dead, and another president faced impeachment. African Americans gained the right to live with their spouses, establish their own churches, and create lives that were unimaginable under slavery. While economic and social oppression continued for African Americans, the end of enslavement represented a profound change.

What Students Should Already Know

Students in Core Knowledge schools should be familiar with:

Kindergarten

- some people were not free, slavery in early America
- Abraham Lincoln: humble origins, “Honest Abe”

Grades 1 and 2

- slavery in ancient Egypt, Greece, Rome

Grade 2

- the Civil War: the controversy over slavery, Harriet Tubman and the Underground Railroad, Northern versus Southern states (Yankees and Rebels), Generals Ulysses S. Grant and Robert E. Lee, Clara Barton (“Angel of the Battlefield” and founder of the American Red Cross), President Abraham Lincoln and keeping the Union together, Emancipation Proclamation, and the end of slavery
- civil rights: Jackie Robinson and the integration of major league baseball; Rosa Parks and the bus boycott in Montgomery, Alabama; Martin Luther King, Jr., and the dream of equal rights for all
- symbols and figures: Lincoln Memorial

Grade 3

- slavery in the Southern Colonies, including economic reasons that the Southern Colonies came to rely on slavery (slave labor on large plantations); the difference between indentured servant and slave (slaves as property); the Middle Passage

Grade 4

- abolitionists

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1619 to 1900.

1619	Tobacco was the chief crop grown in Jamestown.
1660s	Enslaved people were brought from Africa to grow tobacco in North America.
1767	Mason-Dixon Line was surveyed.
1789	Samuel Slater built first cotton mill in America.
1793	Eli Whitney invented the cotton gin.
1820	Missouri Compromise
1831	Nat Turner led slave rebellion in Virginia.
1831	William Lloyd Garrison published his newspaper, <i>The Liberator</i> .
1845	Frederick Douglass published <i>Narrative of the Life of Frederick Douglass</i> .
1846–1848	Mexican-American War
1850	Compromise of 1850
1852	Harriet Beecher Stowe published <i>Uncle Tom's Cabin</i> .
1850s	Abraham Lincoln opposed slavery but wished to end it constitutionally.
1857	<i>Dred Scott</i> decision
1858	Lincoln-Douglas debates
1859	John Brown's raid at Harpers Ferry
1860	Abraham Lincoln was elected president.
1861	Jefferson Davis was elected president of the Confederacy.
1861	Confederate bombardment of Fort Sumter

1861	First Battle of Bull Run
1861	Robert E. Lee became a general for the Confederacy.
1861–1865	Clara Barton was called “Angel of the Battlefield” for her work tending wounded soldiers.
1862	Battle of Hampton Roads between the <i>Virginia</i> and the <i>Monitor</i>
1862	Battle of Shiloh
1862	Union troops lost the Battle of Antietam; George McClellan was removed from post as general.
1863	Lincoln issued the Emancipation Proclamation.
1863	Battle of Vicksburg
1863	Massachusetts 54th Regiment became the most famous all-African American unit of the Union Army.
1863	Battle of Gettysburg
1864	Reelection of Abraham Lincoln
1865	Freedmen’s Bureau was established.
1865	Fall of Richmond
1865	Robert E. Lee surrendered to Ulysses S. Grant at Appomattox Court House.
1865	John Wilkes Booth assassinated Abraham Lincoln at Ford’s Theatre.
1865–1866	Thirteenth and Fourteenth Amendments were ratified.
1865–1900	Freedmen and poor white farmers became sharecroppers.
1868	President Andrew Johnson was impeached.

What Students Need to Learn

Toward the Civil War

- Abolitionists: William Lloyd Garrison and *The Liberator*, Frederick Douglass
- Slave life and rebellions
- Industrial North versus agricultural South
- Mason-Dixon Line
- Controversy over whether to allow slavery in territories and new states
 - Missouri Compromise of 1820
 - *Dred Scott* decision allows slavery in the territories
- Importance of Harriet Beecher Stowe’s *Uncle Tom’s Cabin*
- John Brown and Harpers Ferry raid
- Lincoln: “A house divided against itself cannot stand.”
 - Lincoln-Douglas debates
 - Lincoln elected president, Southern states secede

The Civil War

- Fort Sumter
- Confederacy and Jefferson Davis
- Yankees and Rebels, Blue and Gray
- First Battle of Bull Run
- Robert E. Lee and Ulysses S. Grant
- General Stonewall Jackson
- Ironclad ships, battle between USS *Monitor* and CSS *Virginia* (formerly the USS *Merrimack*)
- Battle of Antietam Creek
- The Emancipation Proclamation
- Gettysburg and the Gettysburg Address
- African American troops, Massachusetts Regiment led by Colonel Robert Gould Shaw
- William Tecumseh Sherman’s march to the sea and the burning of Atlanta
- Lincoln reelected, concluding words of the Second Inaugural Address (“With malice toward none, with charity for all.”)
- Fall of Richmond (Confederate capital) to Union forces
- Surrender at Appomattox
- Assassination of Lincoln by John Wilkes Booth

What Students Need to Learn CONTINUED

Reconstruction

- The South in ruins
- Struggle for control of the South, Radical Republicans vs. Andrew Johnson, impeachment proceedings against Johnson
- Carpetbaggers and scalawags
- Freedmen's Bureau, "forty acres and a mule"
- Thirteenth, Fourteenth, Fifteenth Amendments to the Constitution
- Black Codes, the Ku Klux Klan, "vigilante justice"
- End of Reconstruction, all federal troops removed from the South

A Special Note to Teachers—Talking About Slavery

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons* or *enslaved workers*.

AT A GLANCE

The most important ideas in Unit 11 are:

- A series of compromises over several decades attempted to avert open confrontation over slavery between the North and South.

- Sectional tension over slavery increased as the United States acquired more territory in the mid-1800s and abolitionists and other opponents of slavery became more outspoken.
- Both sides expected the Civil War to be short, and each expected to win easily.
- From the time of the first military engagement until fall 1864, the war went so badly for the Union that some Northerners wanted to negotiate peace.
- When Lincoln issued the Emancipation Proclamation, he effectively changed the focus of the fight from merely preserving the Union to preserving the Union while also ending slavery.
- Bull Run, Antietam, Shiloh, Vicksburg, and Gettysburg were key battles in the war.
- Robert E. Lee was the most important general for the South, and Ulysses S. Grant was the most important general for the North.
- William Tecumseh Sherman's march to the sea effectively cut the South in half.
- The Union forces won major battles each time Confederate forces invaded the North.
- Lee surrendered to Grant at Appomattox.
- Lincoln's assassination shortly after the surrender led to conflicts about Reconstruction. Andrew Johnson and Radical Republicans in Congress clashed over who would oversee the reconstruction of the South; Johnson lost.
- A political compromise ended Reconstruction.

WHAT TEACHERS NEED TO KNOW

Abolitionists

There had been calls for the abolition of slavery since before there had been a United States. The first formal abolitionist organization was formed in 1787, when a group of free African Americans met in Philadelphia and founded the Free African Society to work for the end of slavery.

Although the U.S. Constitution ended the foreign slave trade in 1808, the inter- and intrastate slave trade continued, and by the 1830s, slavery had become entrenched in the Southern states. As the practice of slavery grew, ordinary people (many of them slaves or former slaves) actively opposed it, giving voice to what became known as the abolitionist movement.

Being an abolitionist—especially an outspoken activist—was dangerous. Those who supported slavery often used violence to try to silence critics. They burned the homes and offices of abolitionists, ran abolitionists out of town, and even murdered some.

Frederick Douglass

Among the most notable abolitionists was Frederick Douglass. Douglass was an escaped slave who wrote an autobiography describing his life as a slave and who later published the abolitionist newspaper *North Star*. Born on a plantation in Maryland, he was sold to a new owner and sent to Baltimore. While there, the wife of the owner began teaching him how to read but had to stop when her husband discovered what she was doing and forbade her from teaching Douglass any more. Douglass was very disappointed that his reading instruction stopped, but he felt fortunate to discover the value of reading by listening to his owner's arguments against teaching him. Douglass, now determined to gain these skills, continued to learn to read and write the letters of the alphabet by asking neighborhood boys to help him and sometimes by tricking children into teaching him. At twenty-one, while working in a Baltimore shipyard, he was able to pass himself off as a sailor and get a job on a ship. He landed in New Bedford, Massachusetts. An articulate and powerful writer and speaker, by 1845, Douglass was an important figure in the antislavery movement, writing and lecturing about the inhumanity of slavery. His autobiography, *Narrative of the Life of Frederick Douglass*, was published in London, and he traveled there to speak out against slavery in the British Empire.

Douglass was not alone on the abolitionists' lecture circuit; those who joined him included Sojourner Truth, a former slave, and Harriet Tubman, a former slave and conductor on the Underground Railroad. Students in Core Knowledge schools learned about both of these women in earlier grades.

William Lloyd Garrison

Influential white abolitionists included William Lloyd Garrison, who published *The Liberator*, another abolitionist newspaper. Garrison had begun the paper in 1831 in Boston, a center of the antislavery movement. Garrison's aim was the immediate end to slavery—without compensating any slaveholder for the loss of his so-called property.

Garrison actually advocated that the North should secede from the South. When people pointed out that slavery was protected by the Constitution, Garrison said that any document that supported slavery ought to be burned, even the Constitution. In 1854, he actually did burn a copy of the Constitution, calling out, "So perish all compromises with tyranny!" Garrison's extreme views led to disagreements between him and others, including Frederick Douglass. But Garrison was unapologetic. He wrote:

To those who find fault with his harsh language he makes reply: I will be as harsh as truth, and as uncompromising as justice. On this subject, I do not wish to think, or to speak, or write, with moderation. No! no! Tell a man whose house is on fire to give a moderate alarm; tell him to moderately rescue his wife from the hands of the ravisher; tell the mother to gradually extricate her babe from the fire into which it has fallen;—but urge me not

to use moderation in a cause like the present. I am in earnest—I will not equivocate—I will not excuse—I will not retreat a single inch—AND I WILL BE HEARD.

Garrison's attacks on slavery made him unpopular in the South. The state of Georgia offered a reward for his arrest and conviction, and he received numerous death threats. Even many in the North did not approve of his views. On one occasion a Boston mob looped a rope around his neck, as if threatening to hang him, and paraded him through the streets.

After the emancipation of the slaves, Garrison continued to work for reform in areas such as temperance and women's rights.

Slave Life

The first Africans to be enslaved in the Americas in the early 1500s were brought by the Spanish to the Caribbean to work on farms and in mines. The first Africans in the English colonies on the mainland arrived at Jamestown not long after 1607. Some historians believe that the status of these first Africans was as indentured servants—people who contracted to work for a certain period of time and then were released to work for themselves. Other historians think the first Africans in the colonies were enslaved. Certainly by the 1660s, Africans were enslaved for life. By then, it was difficult to find enough workers to farm the large tobacco plantations that white colonists were starting in Jamestown, and captured Africans seemed to promise a steady supply of labor.

In the 1700s, importing Africans as slaves for the Southern Colonies became big business for white merchants and sea captains. The climate and terrain of New England were not suitable for large, plantation-style farms. Slavery, therefore, did not become the basis for the economy in New England, although there were some slaves in those colonies. New York, for example, had the most slaves of any colony north of Maryland, with more than ten thousand slaves, almost 20 percent of the total population, in the mid-1700s. Most of these slaves lived in New York City. Slavery was less important in the Middle Colonies as well. There, most farms were small and tilled by families, although there were slaves on both farms and in cities, where they worked in houses and as skilled artisans and craftworkers.

The situation was quite different in the South where there were many farms that ranged in size from small, with simple homes, to large, elaborate plantations. While most Southerners did not own any slaves at all, the vast majority who owned small farms had fewer than twenty slaves. Only a few farms were large enough to be considered plantations with crops—tobacco, indigo, and later, cotton—that required large numbers of workers. Most plantations had anywhere from fifty to two hundred slaves. The plantation system, which the Spanish and Portuguese had developed on islands in the Atlantic and which had also been established in British colonies in the Caribbean, was adopted to address Southern colonists' need for workers on these large farms.

The owners of the plantations lived in large, well-furnished houses separate from their slaves. The latter lived in the slave quarters, a cluster of small cabins—shacks, really—with a few sticks of furniture, straw for mattresses, a cooking pot, and little else. The slaves often worked in the fields from sunup to sundown.

Slaves had little time to themselves to care for their families or tend their own gardens to supplement the food rations they were given by their owners. Slaves were not paid for their work, so they could not buy extra food, clothes, or other necessities. Everything they had was given to them by their owners.

However, in some areas of the South in particular, in order to survive, sometimes slaves were able to establish a trade network to gain cash and goods in exchange for their personal crops and craft goods.

Slaves could not leave the plantation without permission, and, by the early 1800s, laws were established that prohibited slaves from learning to read and write. About the only thing they could do that their owners did not interfere in was go to church—as long as it was a Christian service. Slave owners discouraged the practice of religions that slaves had known in Africa, but slaves did retain some aspects of their African culture in their religious practice. Slaves also embraced biblical stories about freedom, particularly the story of Moses leading the Israelites out of slavery in Egypt.

Slave Rebellions

Enslaved African Americans found many ways to resist slavery. They broke lost, or misplaced tools, worked slowly, and, on occasion, burned down a slaveholder's property. Many slaves attempted to escape from their owners, while others staged rebellions.

As early as 1658, African slaves joined with Native American slaves in Hartford, Connecticut, to burn the homes of their owners. Five years later, African slaves and European indentured servants were caught as they attempted a rebellion. Each time a slave uprising took place or a planned uprising was exposed by a spy, new, tougher slave codes were passed. Among the regulations might be the banning of meetings of more than two slaves at a time and the adoption of slave curfews. A curfew was the time by which all slaves had to be on their plantation or, if an urban slave, at his or her owner's house.

There are four slave uprisings that stand out, however, for the number of enslaved people involved and the havoc they created.

Stono Uprising

- September 9, 1739
- Along the Stono River near Charleston, South Carolina
- Under the leadership of a man named Jemmy, twenty slaves stole weapons from an arsenal and set out for a fort near St. Augustine in Spanish Florida to join a group of slaves who had escaped from South Carolina and Georgia

plantations. The men killed people and burned plantations as they went. They were eventually caught and killed by South Carolina militia.

Gabriel Prosser Conspiracy

- August 30, 1800
- Henrico County, Virginia
- Gabriel Prosser and about one thousand armed slaves marched on Richmond to seize the state capital and kill all whites except Quakers, Methodists, and French. Roads were impassable because of a huge thunderstorm on the night prearranged for the march. In addition, the conspiracy was revealed by two slaves, and six hundred troops were sent to disperse the rebels. Prosser and thirty-four others were tried and hanged.

Denmark Vesey Conspiracy

- May 1822
- Charleston, South Carolina
- Denmark Vesey, a former slave who had bought his freedom, and an unknown number of slaves and free blacks plotted to seize Charleston.
- Plot revealed by informant; Vesey and thirty-four others were executed

Nat Turner Rebellion

- August 21 to late October 1831
- Southampton County, Virginia
- Nat Turner and seven others were joined by slaves as they went from plantation to plantation, gathering a force of about sixty people in all. Through a vision, Turner became convinced he was to kill whites who enslaved African Americans. For two months, he and his men moved around the area, freeing slaves and killing plantation owners, as well as their wives and children. They killed fifty-five people.
- Turner was captured and hanged, and there was a terrible backlash. Many slaves and free Africans who had nothing to do with the rebellion were beaten and murdered by vindictive white mobs. The Virginia legislature actually considered abolishing slavery but decided instead to impose restrictive new laws to keep slaves under control.

Industrial North Versus Agricultural South

The Civil War, or the War Between the States as it was known in the South, arose out of social, political, and economic differences between the Northern states, where slavery had gradually been abandoned, and the Southern states, where slavery had become both an economic system and a way of life—even though most white Southerners did not own slaves.

In reality, there were very few large plantations in the South and many small farms. The large plantations had anywhere from fifty to two hundred slaves and

raised tobacco or cotton. The crop depended on whether the plantation was located in Virginia, Kentucky, Tennessee, and North Carolina, where tobacco was the chief crop, or in the Deep South, where cotton was king. Small farmers typically raised their own food and a small cash crop like tobacco or cotton; usually, they owned few, if any, slaves. There were few wealthy small farmers. However, the real wealth existed with rich planters with large plantations worked by hundreds of slaves. This was the basis of the Southern economy, and people took up arms to protect their economic system. Southern intellectuals developed certain arguments to justify the continued use of human beings as slaves. One argument said that slavery was essential to the Southern economy, which was based on the cultivation of cotton, a very labor-intensive crop. These same white Southerners pointed to the abuse of workers in Northern mills and factories and claimed that slavery was actually preferable to working in such a mill. Slavery, they said, ensured that slaves had food, clothing, and shelter, regardless of whether they were healthy and able to work or too ill or too old to work. Some Southerners made religious arguments and claimed that certain Bible passages seemed to sanction slavery. Another argument used was the racist opinion that black people were inherently inferior to whites and needed to be taken care of, like small children.

The North by this time had become the center of American industry. Northern farms were small for the most part and had little potential for great wealth; they could not grow cotton or tobacco or other large-scale cash crops. However, certain parts of the North were well suited to the development of industry, and the Industrial Revolution that had begun in Great Britain had quickly taken hold in the Northeast. The North had reserves of coal to produce power for factory machines, and it had an abundance of people to run the machines. Men and women were moving away from farms, and thousands of immigrants were entering the country every year. By 1860, almost all the industry in the nation, most of the banking and financial centers, most of the rail lines, and most of the coal, iron, and gold reserves in the nation were located in the North.

Mason-Dixon Line

The Mason-Dixon Line was established in the 1760s to settle a boundary dispute between the Penns of Pennsylvania and the Calverts of Maryland. These families were descendants of the original proprietors of the two colonies. The line became the boundary between western Pennsylvania and Virginia in 1779. The Mason-Dixon Line, along with the Ohio River further to the west, was considered the dividing line between free and slave states up until the Civil War. The line was named after the two English men who conducted the land survey, Charles Mason and Jeremiah Dixon.

Slavery in Territories and New States

Beginning with the Declaration of Independence, when the delegates to the Second Continental Congress removed references to King George III's part in the slave trade in order to mollify Southern slaveholders, the United States made

compromises over slavery. These compromises did not solve the controversy over slavery, but only prolonged it and raised the stakes each time a new compromise was reached. Among the compromises were the following:

- In 1787, the Constitutional Convention compromised and agreed to count every five enslaved Africans and African Americans as three free men for purposes of determining representation in the House. This is known as the three-fifths clause. The new Constitution did mandate an end to the importation of slaves by 1808 but did not abolish slavery or end the internal slave trade.
- In 1820, the Missouri Compromise enabled Missouri to enter the Union as a slave state as long as Maine entered as a free state. In addition, it declared that any new states created from the Louisiana Purchase above the 36th parallel would be free. The Missouri Compromise ensured the balance between free and slave states, but set the stage for future conflicts over the entrance of new states into the Union.
- While the Compromise of 1850 was an attempt to satisfy the North and South, it ended the balance of slave and free states by allowing California to enter the Union as a free state and the Utah and New Mexico territories to decide for themselves through popular sovereignty whether they would enter as free or slave states. Congress also abolished the slave trade in the District of Columbia and passed a Fugitive Slave Act, which required the return of escaped slaves to their owners.
- The Kansas-Nebraska Act of 1854 took up the issue of slavery in lands above the 36th parallel and overturned the Missouri Compromise. The new law allowed voters in the two territories to determine for themselves whether the states should be free or slave. Nebraskans voted to become a free state, but bloody fighting broke out in Kansas as pro- and antislavery factions fought each other for power and the outcome of the vote. The fighting was so widespread that Kansas became known as “Bleeding Kansas.”

Dred Scott Decision

Dred Scott was a slave whose owner, an army doctor, had taken him from Missouri (a slave state) to live in Illinois (a free state). After two years in Illinois, Scott and his owner moved to the Wisconsin Territory to live for two years before returning to Missouri. According to the terms of the Missouri Compromise of 1820, slavery was banned in the Wisconsin Territory. When Scott’s owner took him back to Missouri, Scott sued for his freedom on the grounds that he had lived in a territory where slavery was expressly forbidden and had therefore ceased to be a slave. The lawsuit, known formally as *Dred Scott v. Sandford*, made its way to the Supreme Court.

In 1857, seven of the nine justices ruled in favor of Scott’s owner. (It should be noted that five of the seven were Southerners.) Chief Justice Roger B. Taney of Maryland wrote the majority ruling. First, Taney wrote, Scott had no right to sue in federal court because he was not a citizen of the United States. Taney argued that the Constitution did not recognize slaves as citizens.

It is worth noting that some, including one of the dissenting justices and Abraham Lincoln, disagreed with Taney's interpretation of the Constitution. They noted that if even just one state considered an African American a citizen, then all states and, by inference, the Constitution had to likewise recognize this individual's rights as a citizen. Nonetheless, the majority decision stood.

In addition, Taney went on to state in his decision that even if Scott could have sued, the fact that he had once lived in a free state was of no consequence; as a slave, he was the property of his owner. As such, Congress could not deprive an owner of his property. Third, and of the greatest consequence to the nation, the justices ruled that the Missouri Compromise was unconstitutional. The justices found that the right to own a slave was a property right and Congress under the Fifth Amendment could not interfere with a person's property rights.

As a result of the decision in the *Dred Scott* case, slavery was allowed in all new territories and, therefore, new states. The South was jubilant; the North was outraged.

Uncle Tom's Cabin

Sometimes, books can change history. *Uncle Tom's Cabin*, by Harriet Beecher Stowe, is one book that did. Stowe was born into a New England family that was opposed to slavery. She moved to Cincinnati, Ohio, as a young woman, where she saw firsthand what slavery was like. She was moved in particular by a scene she witnessed there in which a slave husband and wife were separated and sold to different buyers.

Stowe became a writer. Around that time, the Fugitive Slave Act was passed in 1850, outraging abolitionists. Stowe's sister-in-law challenged her to "write something that would make this whole nation feel what an accursed thing slavery is!" In 1852, Stowe published *Uncle Tom's Cabin*, which sold more than three hundred thousand copies in its first year and more than three million copies before the outbreak of the Civil War. The novel describes the life of the gentle slave Tom, who eventually dies at the hands of a brutal overseer named Simon Legree. It is worth noting that while Stowe described life on a Southern plantation, she did not have direct knowledge of plantation life in the South. Although somewhat melodramatic, the novel brought home to thousands of Americans the terrors and brutality of slavery. The novel greatly boosted the antislavery movement and created alarm in the South where Southerners felt maligned by the brutal depiction of slavery. Abraham Lincoln paid tribute to the impact of the novel when, during the Civil War, he characterized Stowe as "the little woman who caused this big war."

To learn more about specific topics in this unit, use this link to download the CKHG Online Resource "About the Civil War":

www.coreknowledge.org/ckhg-online-resources

Student Component

The Civil War Student Reader—twenty-four chapters

Teacher Components

The Civil War Teacher Guide—twenty-four chapters. This includes lessons aligned to each chapter of *The Civil War* Student Reader with a daily Check for Understanding and Additional Activities, such as virtual field trips and cross-curricular art and music activities, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 157.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is oral.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

The Civil War Timeline Image Cards—thirty individual images depicting significant events and individuals related to the Civil War. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which Image Card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Optional: Core Knowledge Curriculum Series Art Resource™ Packet for Grade 5—art resources that may be used with cross-curricular art activities described in the Additional Activities of Chapter 20 if classroom Internet access is not available. You can purchase the Grade 5 Art Resource Packet, available at:

www.coreknowledge.org/store

Timeline

Some preparation will be necessary prior to starting *The Civil War* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Image Cards

over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the Image Cards can be attached with clothespins!

Create three time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- 1600s
- 1700s
- 1800s


Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of Image Cards that you will be adding to each time period as per the following diagram:

	1600s	1700s	1800s																									
	• •	• •	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
Chapter	Intro	5 1	3	2	4	4	6	6	7	8	8	8	9	9	10	10	16	11	12	13	15	17	19	19	20	21	22	23

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.


Note: Please be aware that Chapters 4, 6, 8, 9, 10, and 19 have multiple cards.

1600s




Introduction

1600s




Introduction

1700s




Chapter 5

1700s




Chapter 1

1800s




Chapter 3

1800s




Chapter 2

1800s



Chapter 4

1800s



Chapter 4

1800s



Chapter 6

1800s



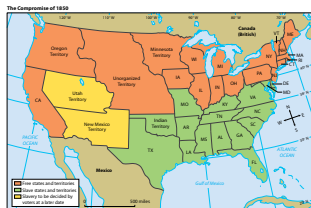
Chapter 7

1800s



Chapter 8

1800s



Chapter 6

1800s



Chapter 9

1800s



Chapter 9

1800s



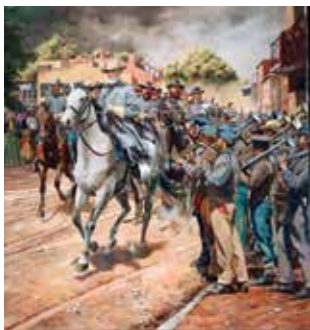
Chapter 8

1800s



Chapter 8

1800s



Chapter 10

1800s



Chapter 10

1800s



Chapter 16

1800s



Chapter 11

1800s



Chapter 12

1800s



Chapter 13

1800s



Chapter 15

1800s



Chapter 17

1800s



Chapter 19

1800s



Chapter 19

1800s



Chapter 20

1800s



Chapter 21

1800s



Chapter 22

1800s



Chapter 23

The Timeline in Relation to the Content in the Student Reader Chapters

The events shown on the Timeline are arranged chronologically. The organization of the chapters in *The Civil War* unit is generally chronological, but is sometimes grouped by topic.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What is a timeline?

Pacing Guide

The Civil War unit is one of thirteen history and geography units in the Grade 5 Core Knowledge Curriculum Series™. A total of twenty-eight days has been allocated to *The Civil War* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read aloud various sections of the text. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Questions
1	Why did the demand for slaves increase in the Southern states?
2	How did slaves in the South resist?
3	How did the Missouri Compromise attempt to resolve the issue of slavery in the territories?

4	How did abolitionists and the people of the Underground Railroad fight against slavery?
5	What were the economic differences between the North and the South?
6	Why did compromises fail to solve the national argument about slavery?
7	What shaped Abraham Lincoln as a young man?
8	What led the South to secede?
9	Why did the attack on Fort Sumter launch the American Civil War?
10	What resources and advantages did each side have at the start of the Civil War?
11	What was General Winfield Scott's plan to win the war, and how successful was it?
12	What prompted Lincoln to remove General McClellan from command?
13	How did the Emancipation Proclamation change the focus of the war effort from the Union point of view?
14	How were the three great Civil War generals alike and different?
15	What was life like for the common soldier during the Civil War?
16	How did women help the war effort?
17	Why was the Battle of Gettysburg important and still remembered today?
18	What problems did the Confederacy have at home?
19	How did the Union finally defeat the Confederacy?
20	Why did John Wilkes Booth kill President Lincoln?
21	What was life like in the South after the Civil War?
22	How did Andrew Johnson's ideas of reconstruction differ from the Radical Republicans'?
23	Why did Thaddeus Stevens and the Radical Republicans decide to impeach Andrew Johnson?
24	How did Reconstruction fail to give equality to African Americans?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary terms, by chapter, are:

Chapter	Core Vocabulary
1	slavery, self-evident, unalienable, civil rights, cultivate
2	consent, resist, resistance, deliverance, outwit
3	territory, compromise, Union, statehood, legislature, character

4	"constitutional amendment," abolitionist, Underground Railroad, surveyor
5	manufacturing, mill, urban, rural
6	senator, admission, secede, fugitive
7	constitutional
8	Supreme Court, exercise, endure, dissolve, natural rights, arsenal
9	Confederate, preserve, ammunition, bombardment
10	"tide of battle," upper hand, defensive
11	strategy, blockade, manpower
12	volunteer, caution, "secretary of war," peninsula, decisiveness
13	emancipation, righteous, decree
14	colonel, mystify, tactic
15	bonus, draft, substitute
16	spy, warehouse, battlefield, surgeon
17	stronghold, siege, telegraph, consecrate, hallow
18	states' rights, governor, "manufactured good," cabinet
19	malice, bind
20	racist, secret agent
21	acre
22	reconcile, ratify, Reconstruction, "Black Codes," radical, veto
23	underdog, testify, impeach, "high crimes and misdemeanors"
24	lieutenant governor, segregation

Activity Pages

Activity Pages



AP 1.1
AP 1.2
AP 2.1
AP 5.1
AP 6.1
AP 10.1
AP 10.2
AP 12.1
AP 15.1
AP 20.1
AP 24.1

The following activity pages can be found in Teacher Resources, pages 166–181. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—Map of the Thirteen Colonies (AP 1.1)
- Chapters 1–6, 8, 9, 13—The United States of America and the Confederate States of America (AP 1.2)
- Chapter 2—Two African American Spirituals (AP 2.1)
- Chapter 5—Domain Vocabulary: Chapters 1–5 (AP 5.1)
- Chapter 6—Compromise of 1850 (AP 6.1)
- Chapters 10–13, 17, 19—The Civil War, 1861–1865 (AP 10.1)
- Chapter 10—Domain Vocabulary: Chapters 6–10 (AP 10.2)
- Chapter 12—A Soldier's Thoughts (AP 12.1)
- Chapter 15—Domain Vocabulary: Chapters 11–15 (AP 15.1)

- Chapter 20—Domain Vocabulary: Chapters 16–20 (AP 20.1)
- Chapter 24—Who Am I? (AP 24.1)

Nonfiction Excerpt

Use this link to download the CKHG Online Resources, where the specific link to the following nonfiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

- Chapter 4—*Narrative of the Life of Frederick Douglass* (NFE 1)

This excerpt may be used with the chapter specified either for additional class work or at the end of the unit as review and/or culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter. You may choose from among the varied activities when conducting lessons. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Literature

Poetry

- “O Captain! My Captain!” by Walt Whitman
- “Barbara Frietchie” by John Greenleaf Whittier

Autobiography

Narrative of the Life of Frederick Douglass by Frederick Douglass

Speeches

- The Gettysburg Address

Visual Arts

American Art: United States

Become familiar with art related to the Civil War, including:

- Matthew Brady’s photographs of the Civil War
- The Shaw Memorial sculpture by Augustus Saint-Gaudens

Music

Spirituals

- “Down by the Riverside”
- “Sometimes I Feel Like a Motherless Child”
- “Wayfaring Stranger”

Songs

- “Battle Hymn of the Republic” by Julia Ward Howe

A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*



As you may recall if you and your students completed earlier Grade 5 CKHG American History units, a critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the geography, historical events, laws, and structure of the American government.

In choosing the specific content to call to your and your students’ attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services that is required for all immigrants wishing to become naturalized American citizens. At the end of Grade 5, students who have used “The Pathway to Citizenship” materials throughout the Core Knowledge Curriculum Series™ will have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen. Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Books

Altman, Linda Jacobs. *The Legend of Freedom Hill*. Illus. Cornelius Van Wright, Ying-Hwa Hu. Lee & Low Books, 2003.

Armand, Glenda. *Love Twelve Miles Long*. Illus. Colin Bootman. New York: Lee & Low Books, Inc., 2015.

Bryant, Ashley. *Freedom over Me: Eleven Slaves, Their Lives and Dreams Brought to Life by Ashley Bryan*. New York, Atheneum/Caitlyn Dlouhy Books: 2016

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Cheng, Andrea. *Etched in Clay: The Life of Dave, Enslaved Potter and Poet*. New York: Lee & Low Books, Inc., 2013.

Civil War. DK Eyewitness Books. New York, DK Publishing: 2015.

Freedman, Russell. *Abraham Lincoln and Frederick Douglass: The Story Behind an American Friendship*. Boston: Clarion Books, 2012.

Garrison, Webb. *Amazing Women of the Civil War: Fascinating True Stories of Women Who Made a Difference*. Nashville: Rutledge Hill Press, 1999.

Halfman, Janet. *Seven Miles to Freedom: The Robert Smalls Story*. Photographed by Duane Smith. New York: Lee & Low Books, Inc., 2012.

Hamblyn, Richard. *Abraham Lincoln*. DK Biography. New York: DK Publishing, 2005.

Herbert, Janis. *Abraham Lincoln for Kids: His Life and Times, with 21 Activities. For Kids*. Chicago: Chicago Review Press, 2007.

Herbert, Janis. *The Civil War for Kids: A History, with 21 Activities. For Kids*. Chicago: Chicago Review Press, 1999.

Miller, William. *Frederick Douglass: The Last Day of Slavery*. Illus. Cedric Lucas. New York: Lee & Low Books, Inc., 2005.

Petry, Ann. *Harriet Tubman: Conductor on the Underground Railroad*. New York: Amistad, 2007.

Reit, Seymour. *Behind Rebel Lines: The Incredible Story of Emma Edmonds, Civil War Spy*. New York: Harcourt, Inc., 2001.

Sanders, Nancy I. *Frederick Douglass for Kids: His Life and Times, with 21 Activities. For Kids*. Chicago: Chicago Review Press, 2012.

Sawyer, Kem Knapp. *Harriet Tubman*. DK Biography. New York: DK Publishing, 2010.

Tate, Don. *It Jes' Happened: When Bill Traylor Started to Draw*. Illus. R. Gregory Christie. New York: Lee & Low Books, Inc., 2012.

Vaughan, Marcia. *The Secret to Freedom*. Illus. Larry Johnson. New York: Lee & Low Books, Inc., 2002.

Vaughan, Marcia. *Up the Learning Tree*. Illus. Derek Blanks. New York: Lee & Low Books, Inc., 2009.

Woodruff, Elvira. *Dear Austin: Letters from the Underground Railroad*. Illus. Nancy Carpenter. New York: Random House, 2000.

THE CIVIL WAR SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; NFE–Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Civil War

"Slavery" Core Lesson (TG & SR, Chapter 1)	"The Life of the Slave" Core Lesson (TG & SR, Chapter 2)	"Two African American Spirituals" (TG, Chapter 2: Additional Activities, AP 2.1)	"The Missouri Compromise" Core Lesson (TG & SR, Chapter 3)	"Growth of Antislavery Feeling" Core Lesson (TG & SR, Chapter 4)
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CKLA

"The Reformation"	"The Reformation"	"The Reformation"	"The Reformation"	"The Reformation"
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Civil War

"The Life of Frederick Douglass" (TG, Chapter 4: Additional Activities, NFE 1)	"Growing Apart" Core Lesson (TG & SR, Chapter 5)	"A House Divided" Core Lesson (TG & SR, Chapter 6)	"Young Mr. Lincoln" Core Lesson (TG & SR, Chapter 7)	"The Crisis Deepens" Core Lesson (TG & SR, Chapter 8)
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CKLA

"The Reformation"	"The Reformation"	"A Midsummer Night's Dream"	"A Midsummer Night's Dream"	"A Midsummer Night's Dream"
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Civil War

"The War Begins" Core Lesson (TG & SR, Chapter 9)	"Advantages and Disadvantages" Core Lesson (TG & SR, Chapter 10)	"Developing a Strategy" Core Lesson (TG & SR, Chapter 11)	"The War in the East" Core Lesson (TG & SR, Chapter 12)	"The Emancipation Proclamation" Core Lesson (TG & SR, Chapter 13)
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CKLA

"A Midsummer Night's Dream"	"A Midsummer Night's Dream"	"A Midsummer Night's Dream"	"A Midsummer Night's Dream"	"A Midsummer Night's Dream"
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THE CIVIL WAR SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; NFE–Nonfiction Excerpt

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Civil War

"The Generals" Core Lesson (TG & SR, Chapter 14)	"Johnny Reb and Billy Yank" Core Lesson (TG & SR, Chapter 15)	"Women and the War Effort" Core Lesson (TG & SR, Chapter 16)	"The Tide Turns" Core Lesson (TG & SR, Chapter 17)	"Confederate Problems Mount" Core Lesson (TG & SR, Chapter 18)
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CKLA

"A Midsummer Night's Dream"	"A Midsummer Night's Dream"	"A Midsummer Night's Dream"	"A Midsummer Night's Dream"	"A Midsummer Night's Dream"
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Civil War

"The War Draws to a Close" Core Lesson (TG & SR, Chapter 19)	"The Death of President Lincoln" Core Lesson (TG & SR, Chapter 20)	"Civil War Art and Poetry" (TG , Chapter 20: Additional Activities)	"The South in Ruins" Core Lesson (TG & SR, Chapter 21)	"The Struggle over Reconstruction" Core Lesson (TG & SR, Chapter 22)
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CKLA

"A Midsummer Night's Dream"	"A Midsummer Night's Dream"	"Native Americans"	"Native Americans"	"Native Americans"
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Week 6

Day 26

Day 27

Day 28

The Civil War

"Congressional Reconstruction" Core Lesson (TG & SR, Chapter 23)	"The South Under Reconstruction" Core Lesson (TG & SR, Chapter 24)	Unit Assessment
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CKLA

"Native Americans"	"Native Americans"	"Native Americans"
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THE CIVIL WAR PACING GUIDE

_____’s Class

(A total of twenty-eight days has been allocated to *The Civil War* unit in order to complete all Grade 5 history and geography units in the Core Knowledge curriculum.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

--	--	--	--	--

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

--	--	--	--	--

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

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THE CIVIL WAR PACING GUIDE

_____’s Class

(A total of twenty-eight days has been allocated to *The Civil War* unit in order to complete all Grade 5 history and geography units in the Core Knowledge curriculum.)

Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

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Week 6

Day 26

Day 27

Day 28

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CHAPTER 1

Slavery

The Big Question: Why did the demand for slaves increase in the Southern states?

Primary Focus Objectives

- ✓ Understand the institution of slavery. (RI.5.2)
- ✓ Understand the basis of the antislavery movement. (RI.5.2)
- ✓ Explain how the invention of the cotton gin reinvigorated the institution of slavery. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *slavery*, *self-evident*, *unalienable*, *civil rights*, and *cultivate*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Slavery”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display and individual student copies of Map of the Thirteen Colonies (AP 1.1)
- Display copy of The United States of America and the Confederate States of America (AP 1.2)
- Mount Vernon video

Use this link to download the CKHG Online Resources for this unit, where specific links to the video and information about slaves may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

slavery, n. a system in which people are legally owned by another and forced to work without pay (4)

Example: Large plantations in the South relied on slavery to make a profit.

self-evident, adj. obvious (5)

Example: To Mary, it was self-evident that the institution of slavery was wrong.

unalienable, adj. unable to be taken away or denied (5)

Example: The Founding Fathers believed that the rights to life, liberty, and happiness were unalienable.

civil rights, n. the rights that all citizens are supposed to have according to the Constitution and its amendments (6)

Example: Many activists fought to win civil rights for African Americans.

cultivate, v. to help grow (9)

Example: Because of the swampy terrain, farmers in parts of South Carolina struggled to cultivate any crops except rice.

Variation(s): cultivates, cultivating, cultivated

THE CORE LESSON 35 MIN

Introduce *The Civil War Student Reader*

5 MIN

Activity Page



AP 1.1

Introduce the unit by displaying the Map of the Thirteen Colonies (AP 1.1); distribute copies of the map to students. Discuss with students the arrival of the British in North America and the establishment of Jamestown and the Virginia colony. Have students name and review each of the British colonies that were established along the East Coast. Remind students that the original thirteen colonies went to war with Britain for their independence, eventually forming the United States of America.

Display the first two introductory Timeline Image Cards of tobacco and the slave ship. Discuss the use of tobacco as a cash crop in the Southern Colonies. Remind students that during this time, Africans were kidnapped from their homes and brought to the colonies as slaves. Place these Timeline Image Cards on the Timeline.

Distribute copies of *The Civil War Student Reader*, and ask students to study the cover, table of contents, and other illustrations to determine what this unit will be about. Students will likely mention the Civil War, slavery, generals, Lee, Grant, and so on. Jot down on the board or chart paper students' ideas.

Introduce "Slavery"

5 MIN

Activity Page



AP 1.2



Display for students The United States of America and the Confederate States of America (AP 1.2). Keep the title of the map covered so that students cannot see it. Point out that, after the American Revolution, the thirteen colonies became independent states. As people continued to move to the United States, a growing number of people moved westward into new territories and states. Call attention to the Big Question, and encourage students to look for the reasons why the demand for slaves increased in the South as they read the text.

Explain to students that much like during colonial times, states in the United States were known by their region. The Southern Colonies became the Southern states, or simply known as the South. Explain that New England Colonies and some of the Middle Colonies became known as the Northern states, or simply as the North. Using The United States of America and the Confederate States of America (AP 1.2) map, point out the states in the North and the South.

Guided Reading Supports for “Slavery”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Remarkable Anniversary,” Pages 2–7

Scaffold understanding as follows:

Read aloud the first five paragraphs of the section “A Remarkable Anniversary” on pages 2–4.

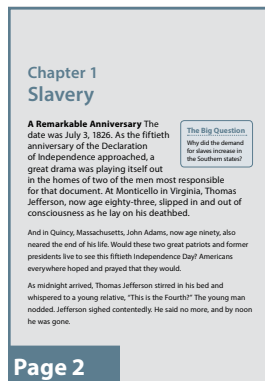
SUPPORT—Call attention to the images of the two presidents on page 3. Review with students the role each president played in the American Revolution, Thomas Jefferson as author of the Declaration of Independence and John Adams as a leader of the Sons of Liberty.

Invite student volunteers to read aloud the next three paragraphs of the section on pages 4–5, stopping at the end of the excerpt from the Declaration of Independence.

CORE VOCABULARY—Call attention to the Core Vocabulary terms *slavery*, *self-evident*, and *unalienable*, and explain their meanings.

CORE VOCABULARY—Have students read independently the remainder of the section “A Remarkable Anniversary” on pages 5–7. Before students begin reading, call attention to the Core Vocabulary term *civil rights*, and encourage students to review its meaning to better understand the text.

SUPPORT—Using The United States of America and the Confederate States of America (AP 1.2) map, call attention to the states of Virginia and Massachusetts, the respective homes of Thomas Jefferson and John Adams. Call attention to the state of New York. Explain that, compared to Virginia and other states in the South, Massachusetts and New York had relatively few slaves.



Activity Page



AP 1.2

At that very moment in Quincy, Massachusetts, the roar of a cannon signaled the start of the town's celebration. John Adams struggled to utter what proved to be his last sentence. His granddaughter, bending close to the old man, was able to hear his final whispered words, "Thomas—Jefferson—still—surv—"
Before the sun had set, he too was gone.

In their lifetimes, Thomas Jefferson and John Adams had seen their beloved United States grow from a struggling group of new states into a strong, confident nation. During the fifty years following the Declaration of Independence, the United States had gained vast new lands and developed into a democracy that was a model for countries around the world.

In one important way, however, America had not changed and was not a model at all. Almost from the beginning, even during colonial times, slavery had been part of American life. When the thirteen colonies became the first thirteen states, nearly one in every five Americans was an African American. Nearly all African Americans were enslaved. By far, most of these slaves lived in the South. But there were slaves in the Northern states, too. At the time of the American Revolution, for example, one in every ten New Yorkers was a slave. Slaves in the North worked mainly as house servants for rich families. Now, fifty years later, Southerners wanted to see slavery spread to the new western territories as well.

Vocabulary
slavery is a system in which people are legally owned by another and forced to work without pay

Page 4

For a short time after the Declaration of Independence was written, there seemed a slim chance that slavery might die out. That was partly because of the words that lie at the very heart of the Declaration:


We hold these truths to be self-evident; that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.

So how could people accept slavery and still live up to the words of the Declaration of Independence? A growing number of Americans, both Northerners and Southerners, believed that they could not. As John Adams wrote to his wife, Abigail, slaves "have as good a right to freedom as we have." Some Americans freed their slaves during the Revolutionary War era. Before long, all the Northern states took steps to end slavery. The Northwest Ordinance banned slavery in the five new western states. Congress ended the slave trade in 1808. The Constitution had provided for the end of the slave trade in 1808. No Southern state went so far as to free all the slaves, but a few made it easier for slave owners to free their slaves if they wished to.

The former president, George Washington, owned many slaves at Mount Vernon, his home in Virginia. He and other slave owners who believed that slavery was wrong, declared that when they died, their slaves were to be set free. By the early 1800s, there were many Americans. Most of them lived in the

Vocabulary
unalienable, rights that cannot be taken away or denied

Page 5



Like many others living in the South, George Washington owned slaves on his estate at Mount Vernon.

Southern states. However, for most slaves in the South, freedom was still out of reach. But not everyone who believed slavery was wrong favored equal civil rights for freed African Americans. This was certainly true in the five new western states to which the Northwest Ordinance applied. Ending slavery was one thing. Allowing African Americans to have the full rights of citizens—the voting, holding office, serving on juries, living where they wanted to live, working in whatever jobs they chose—was something else altogether.

While some people, such as Abraham Lincoln, did believe that the rights outlined in the Declaration of Independence extended to enslaved—many did not. For many

Vocabulary
civil rights, the rights that all citizens are required to have according to the Constitution and its amendments

Page 6

After students finish reading the text, ask the following questions:

LITERAL—What does it mean that slavery was “part of American life”?

- » Slavery had existed in the United States since colonial times. At the time of independence, one in five Americans was African American and nearly all African Americans were enslaved.

LITERAL—How were parts of the United States starting to move away from the practice of slavery?

- » Northern states took steps to end slavery. The Northwest Ordinance banned slavery in five new western states. The Constitution said the slave trade would end in 1808. Some Southern states made it easier for slave owners to free their slaves.

LITERAL—How did many people in early America feel about rights for African Americans?

- » Many people did not believe the rights in the Declaration of Independence applied to people of color. Many people believed liberty was about self-government and improving life economically, not about ending slavery or giving rights to people of color.

Time permitting, share with students the brief video about George Washington’s slaves at Mount Vernon. The video is approximately seven minutes long. You may also choose to project and discuss information about each of the slaves who lived at Mount Vernon. Use this link to download the CKHG Online Resources for this unit, where specific links to the video and information about the slaves may be found:

www.coreknowledge.org/ckhg-online-resources

“The Cotton Gin,” Pages 7–9

Scaffold understanding as follows:

CORE VOCABULARY—Have students read independently the section “The Cotton Gin” on pages 7–9. Before students begin reading, call attention to the Core Vocabulary term *cultivate*, and encourage students to review its meaning to better understand the text.

SUPPORT—Call attention to the image of the cotton gin on page 8, and call on a student to read aloud the caption.

SUPPORT—Explain to students that slavery was more than an economic practice. It was also a social practice that controlled millions of people. Even though many white people in the South did not own any slaves, they supported the practice of slavery for this reason.

people, the notion of liberty had more to do with self-government and the possibility of rising up economically than with the removal of racial slavery or with equal rights for people of color.

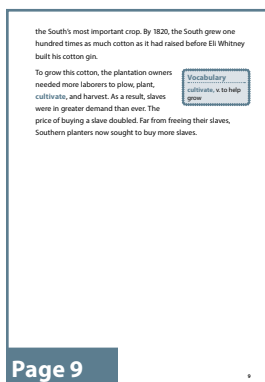
The Cotton Gin

Despite progress, by 1830, almost no slave owners were willing to free their slaves. What caused the change in attitude? Slaves had become much more valuable. A new invention called the cotton gin now made it even more profitable to use slave labor to grow cotton. Southerners began growing cotton back in the mid-1700s. Cotton, however, was not an important crop at first. That's because the kind of cotton that grows best in the American South is filled with sticky green seeds. Those seeds had to be removed before the cotton could be used. At that time, it took a single person a whole day to clean the seeds from just one pound of cotton. This increased the cost of Southern cotton a great deal. So most makers of cotton goods looked to other parts of the world for their supply of raw cotton.

In 1793, Eli Whitney, a young New Englander who liked to tinker with machines and solve problems, changed all that. That year, Whitney visited a Georgia plantation. The owner of the plantation showed Whitney some freshly picked cotton, complete with green seeds. She suggested that he might like to try to invent something that would remove the seeds more easily.

Whitney did just that, and in only ten days! The invention was a cotton gin. It had two rollers, small enough to fit into one's hands. It was powered by turning a handle.

Page 7



After students finish reading the text, ask the following questions:

LITERAL—What was the cotton gin?

» It was a machine that removed seeds from cotton.

LITERAL—How did the cotton gin strengthen the practice of slavery in the South?

» It led to increased cotton production and more demand for laborers.

INFERENTIAL—Why would the cotton gin—a machine—increase rather than decrease the need for laborers?

» Students should understand that, although Whitney's machine significantly reduced human labor from the seed cleaning process, it created a demand for more laborers because Southern plantations increased cotton growth one hundred times over previous production. Laborers were needed to plow, plant, cultivate, and harvest the cotton.

Timeline

- Show students the Chapter 1 Timeline Image Card of the cotton gin. Read and discuss the caption.
- Review and discuss the Big Question: "Why did the demand for slaves increase in the Southern states?"
- Post the Image Card on the Timeline under the date referencing the 1700s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why did the demand for slaves increase in the Southern states?"
 - » Key points students should cite include: The South's economy had a growing dependence on slavery, especially following the invention of the cotton gin. There was greater demand for Southern cotton because it could be offered at cheaper prices, after the invention of the cotton gin. Southern plantation owners also increased the amount of cotton that they planted. This led slavery to spread in the South.
- Choose one of the Core Vocabulary words (*slavery*, *self-evident*, *unalienable*, *civil rights*, or *cultivate*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 2

The Life of the Slave

The Big Question: How did slaves in the South resist?

Primary Focus Objectives

- ✓ Explain the different types of jobs done by slaves. (RI.5.2)
- ✓ Describe how slaves used their African culture and traditions for support and to express resistance to their owners. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *consent*, *resist*, *resistance*, *deliverance*, and *outwit*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Life of the Slave”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2
AP 2.1

- Display copy of The United States of America and the Confederate States of America (AP 1.2)
- Internet access
- Sufficient copies of Two African American Spirituals (AP 2.1)

Core Vocabulary (Student Reader page numbers listed below)

consent, n. approval or agreement (12)

Example: Jane asked for her mother’s consent to go on the field trip.

resist, v. to fight against; oppose (14)

Example: Slaves found many ways to resist slavery.

Variation(s): resists, resisted, resisting, resistance (noun)

resistance, n. the act of taking a stand against something by way of words or actions (14)

Example: Slave resistance included everything from work slowdowns to violent uprisings.

Variation(s): resist (verb)

deliverance, n. the action of rescuing someone or setting them free (16)

Example: Enslaved people in the South prayed for deliverance.

outwit, v. to outsmart; to win by using trickery (17)

Example: The sly fox knew that he must outwit the hunter if he wished to survive.

Variation(s): outwits, outwitting, outwitted

THE CORE LESSON 35 MIN

Introduce “The Life of the Slave”

5 MIN

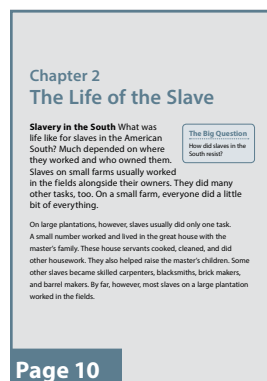
Review with students what they learned in the previous chapter. Display the Introduction and Chapter 1 Timeline Image Cards. Read and discuss each caption, and discuss the images. Students should recall that in the previous chapter, they learned about the growing divide over the issue of slavery and the effects of the cotton gin. Explain that in today’s lesson students will read about the daily life of slaves living in the South. Call attention to the Big Question, and point out the word *resist*. Explain that *resist* means to fight against or oppose. Encourage students to look in the text for ways slaves living in the South fought against slavery.

Guided Reading Supports for “The Life of the Slave”

30 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Slavery in the South,” Pages 10–13



Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “Slavery in the South” on page 10.

 **SUPPORT**—Display for students The United States of America and the Confederate States of America (AP 1.2) map, and call attention to the states considered to be a part of the South.

SUPPORT—Call attention to the image on page 11 of slaves working on a plantation, and call on a student volunteer to read aloud the caption.

Activity Page



AP 1.2



Invite student volunteers to read aloud the next two paragraphs of the section "Slavery in the South" on page 12.

CORE VOCABULARY—Call attention to the Core Vocabulary word *consent*, and explain its meaning.

SUPPORT—Reread the following sentences, and discuss their meaning with students: "Another person owned them without their consent and was their master. Another person owned their labor and the fruits of their labor."

Invite student volunteers to read aloud the remainder of the section "Slavery in the South" on pages 12–13.

SUPPORT—Call attention to the image on page 13 of slave children, and call on a student volunteer to read aloud the caption.

After students finish reading the text, ask the following questions:

LITERAL—What kinds of jobs did slaves do?

- » House slaves cooked, cleaned, and took care of their owner's children. Some slaves worked as carpenters, blacksmiths, brickmakers, and barrel makers. Most worked as field hands.

LITERAL—What could slave owners do to their slaves?

- » Slave owners could buy and sell slaves, break up slave families, whip slaves, and keep them from leaving the plantation.

INFERENTIAL—Why do you think it was illegal in many Southern states to teach slaves to read and write?

- » Possible response: If slaves learned to read and write, it would be easier for them to work together to resist slavery. Being able to read would mean slaves would not be dependent on their owners for information. They could learn things for themselves, which would make it more difficult for the slave owners to control them.

"Slave Resistance," Pages 13–17

Scaffold understanding as follows:

CORE VOCABULARY—Have students read independently the section "Slave Resistance" on pages 13 to 17. Before students begin reading, call attention to the Core Vocabulary terms *resist*, *resistance*, *deliverance*, and *outwit*, and encourage students to review their meanings as they are encountered to better understand the text.

SUPPORT—Explain to students that music and oral tradition were important parts of daily life for slaves living in the South. Call attention to the spiritual on page 16, and read aloud the text. Explain the biblical



Activity Page



AP 1.2

happy being slaves, they would not have fought against the slavery system. But they did. A few slaves organized uprisings, or rebellions. One such person was Nat Turner. Turner was the slave of a plantation owner in Virginia. His master's family thought of him as a religious, peaceful man—until one day in 1831. On that day, Nat Turner led a group of slaves in an uprising. Over the next three days, he and his followers killed fifty-five men, women, and children. In the end, all the slaves who took part in Turner's Rebellion were caught, tried, and hanged.

Not many slaves rebelled as Nat Turner did, for they knew they had almost no chance to succeed. Many more slaves simply ran away at one time or another, even though they knew their chances of successfully escaping were not much better. Runaway slaves from Mississippi or Louisiana, for example, would have to cross hundreds of miles in slave states before finally reaching a Northern state where there was no slavery. Chances were that slave catchers, eager to collect rewards, would hunt them down long before they could reach freedom. The catchers would return the runaways to their plantations, where they would receive harsh punishment.

Most slaves resisted slavery in other ways. Sometimes they would simply work slowly. They would pretend to be ill. They would "accidentally" break tools or set fire to the buildings. Owners suspected that these things had been done on purpose, but they rarely knew for sure.

Vocabulary
resistance, n. the act of taking a stand against something by use of words or actions

Page 14



Page 15

for freedom. Instead, they spoke through their songs, called spirituals. If the slave owners really thought their slaves were happy, they could not have been listening very carefully to these songs.

Most spirituals told of the weariness of the slaves and of their hope for a better world to come. Their message was clear in the first few lines. Here are a few. O' brother, don't get weary. Nobody knows the trouble I've seen; and Sometimes I feel like a motherless child. Those are not the words of happy people grateful to have masters to take care of them.

In some spirituals, slaves expressed their longing to be free. Doing that openly was dangerous, so they used code words, such as deliverance, to stand for freedom from slavery. This is one such spiritual:

Didn't my Lord deliver Daniel,
deliver Daniel, deliver Daniel?
Didn't my Lord deliver Daniel?
Then why not every man?
He delivered Daniel from the lion's den,
Joseph from the belly of the whale,
And the Hebrew children from the fiery furnace,
Then why not deliver every man?

Vocabulary
deliverance, n. the action of freeing someone or setting them free

Page 16

Working in the fields from sunup to sundown was not the only thing slaves did, however. After work they returned to their cabins in the slave quarters, or the section of the plantation where they lived. Here, slave families could be by themselves. Even though they were tired, they often raised small gardens or hunted and fished for more variety in their diet other than just pork and corn.

In the slave quarters, slaves created their own community. They told and retold stories and folktales handed down from earlier generations. In many of these stories, a weak character outwits a strong one. For example, a clever rabbit might trick a hungry fox. Can you see why such stories would be popular among the slaves? The slaves also kept African music and dancing alive. Some continued to hold on to the religious beliefs and practices of their ancestors in Africa.

Even slaves who became Christians, as most did, often mixed some African religious beliefs and customs in with their new beliefs. And as they blended elements of African cultures with American culture, they created something new and different—the beginnings of a unique African American culture.



The trickster rabbit was a popular character in folk tales shared in the slave community.

Page 17

references, as needed, to help students understand the references made in the song. Call attention to the image on page 17 of the rabbit, and read aloud the caption. Explain to students that such songs and stories gave hope to the enslaved workers.



SUPPORT—Display for students The United States of America and the Confederate States of America (AP 1.2) map, and call attention to the state of Virginia. Explain that Nat Turner led his slave rebellion in Virginia, ultimately killing fifty-five people.

After students finish reading the text, ask the following questions:

LITERAL—Who was Nat Turner, and what did he do?

- » Turner was a Virginia slave who led a rebellion in which fifty-five people were killed.

LITERAL—How did slaves use code words and disguise their resistance to their owners?

- » By using stories from the Bible, slaves fooled their owners into thinking they were singing about religion and not their personal dreams of freedom.

LITERAL—How did slaves keep their African traditions alive?

- » They told stories and folk tales handed down from earlier generations. They practiced African music, dancing, and religious traditions.

INFERENTIAL—Why might stories of characters with little power outsmarting those in authority have been popular among slaves?

- » Possible response: Slaves might have found hope in the idea of people in weak positions, like themselves, winning against people in strong positions, like slave owners.

LITERAL—How did slaves create a unique African American culture?

- » They blended elements of culture from Africa with elements of American culture.

Timeline

- Show students the Chapter 2 Timeline Image Card of runaway slaves. Read and discuss the caption.
- Review and discuss the Big Question: “How did slaves in the South resist?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did slaves in the South resist?”
 - » Key points students should cite include: Slaves resisted in several ways. Some rebelled violently against their masters. Others intentionally worked slowly, pretended to be sick, or broke tools and equipment. They also sang songs and told stories among themselves about their hopes for freedom, but did so in a disguised way that the plantation owners did not understand.
- Choose one of the Core Vocabulary words (*consent*, *resist*, *resistance*, *deliverance*, or *outwit*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Two African American Spirituals (RI.5.7)

45 MIN

Activity Page



AP 2.1

Materials Needed: Sufficient copies of Two African American Spirituals (AP 2.1); Internet



Background for Teachers: “The Wayfaring Stranger” combines the themes of suffering and religious redemption. The song is based on a simple simile, or comparison, in which life is compared to a journey and heaven is compared to a “fair land” where one arrives at the end of the journey. The message of the song is that although life may be a painful struggle, heaven will be the reward; we only pass through life as a “wayfaring stranger” on our way to heaven. It is heaven that is being described in the verse “But there’s no sickness, / Toil, nor danger / In that bright world to which I go.” The expression “a-goin’ over Jordan” is another expression that refers to the afterlife. This comes from the Old Testament, in which Moses and the Hebrew people escaped from bondage in Egypt and had to wander for many years before finally reaching the promised

land of Canaan. They entered Canaan by crossing the Jordan River. Many spirituals draw on the story of Moses and the Hebrew people. The slaves drew a comparison between themselves and the enslaved Hebrews.

“Sometimes I Feel Like a Motherless Child” is a moving example of a spiritual composed as an expression of the grief and pain in the life of a slave. The song is based on a simile in which the slave’s experience is compared to the experience of a lost child. The lyrics describe feeling as lost and helpless as a child while yearning to fly to freedom. The mournful melody seems to capture the slave’s deep sadness. In fact, many slaves were motherless children because slaves were frequently separated from their families.

It is recommended that you play for students live, adapted versions of the two African American spirituals, the first performed by Johnny Cash and the second by John Legend. Play just the audio, and do not display the video clips (be aware there may be some ads). It’s important to note that the lyrics in the live versions differ slightly from the printed lyrics on Two African American Spirituals (AP 2.1). We have also included two more versions—by Rhiannon Giddens (“Wayfaring Stranger”) and Odetta (“Motherless Child”)—to give a better idea of what they might have sounded like when sung by slaves and to provide choice. You may play either or both versions of each song. Use this link to download the CKHG Online Resources for this unit, where specific links to the songs may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute copies of Two African American Spirituals (AP 2.1). Explain to students that in this activity, they will both listen to and read two African American spirituals. Read aloud the directions with students.

Before playing the two songs, invite student volunteers to read aloud each song. Next, explain that the versions of the songs they are about to listen to are adapted versions of the original spirituals. Note that the spirituals are performed by famous musicians. Encourage students to look for the similarities and differences between the printed lyrics and the audio versions of the songs. After students have listened to each song, have them complete the Venn diagram. Time permitting, have students analyze the general tone and emotions conveyed by each song.

CHAPTER 3

The Missouri Compromise

The Big Question: How did the Missouri Compromise attempt to resolve the issue of slavery in the territories?

Primary Focus Objectives

- ✓ Summarize the political background and events that led to the Missouri Compromise. (RI.5.2)
- ✓ Describe the provisions of the Missouri Compromise. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *territory*, *compromise*, *Union*, *statehood*, *legislature*, and *character*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Missouri Compromise”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.2

- Display copy of The United States of America and the Confederate States of America (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

territory, n. an area of land (18)

Example: The family moved from their home on the East Coast to settle in the new territory.

Variation(s): territories

compromise, n. when each side in a dispute gives up some of their demands to reach an agreement (18)

Example: Bill and Ilene reached a compromise when they agreed to take turns playing their favorite games.

Variation(s): compromises

Union, n. the states that made up the United States of America; during the Civil War, the states that supported the U.S. government (20)

Example: When a territory's population reached a certain number, the territory could apply to join the Union as a state.

statehood, n. the condition of being a state in the United States (20)

Example: Maine and Missouri applied for statehood during the 1800s.

legislature, n. the part of the government responsible for making laws (21)

Example: The legislature passed a new law that lowered the legal speed limit.

Variation(s): legislatures

character, n. the qualities that make up the personality and behavior of a person or a country (22)

Example: It was out of character for David to raise his voice.

Variation(s): characters

THE CORE LESSON 35 MIN

Introduce “The Missouri Compromise”

5 MIN

Activity Page



AP 1.2

Review with students what they learned in the previous chapter. Display the Chapter 2 Timeline Image Card. Read and discuss the caption, and discuss the image. Students should recall that in the previous chapter, they learned about daily life for slaves and about resistance movements among enslaved workers. Explain that in today's lesson, students will read about the growing disagreement over the spread of slavery. Call attention to the Big Question, and explain the meaning of the word *compromise*. Then, use The United States of America and the Confederate States of America (AP 1.2) map to indicate the location of Missouri and the general area of the Missouri Territory. Encourage students to look for ways the Missouri Compromise tried to solve disagreements about slavery, as they read the text.

Guided Reading Supports for “The Missouri Compromise”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Spread of Slavery,” Pages 18–21

Scaffold understanding as follows:

Invite student volunteers to read aloud the first three paragraphs of the section “The Spread of Slavery” on pages 18–20.

CORE VOCABULARY—Call attention to the Core Vocabulary term *territory* and explain its meaning.

Note: Students may recall the term *territory* from the unit *Westward Expansion Before the Civil War*.



SUPPORT—Call attention to the map on page 19, and call on a student volunteer to read aloud the caption. Remind students that over time, the United States acquired new lands and territories from other countries.

CORE VOCABULARY—Invite a student volunteer to read aloud the next paragraph of the section “The Spread of Slavery” on page 20. Call attention to the Core Vocabulary term *union*, and explain its meaning.

SUPPORT—Explain that the word *union* with a lowercase ‘u’ means to be joined together. *Union* with a capital ‘U,’ however, means something slightly different. The word *Union* in this context refers to the union or group of Northern states in the United States.

CORE VOCABULARY—Read aloud the next paragraph of the section “The Spread of Slavery” on page 20. Call attention to the Core Vocabulary term *statehood*, and explain its meaning.

SUPPORT—Explain to students that under the Constitution at this time in history, slavery was governed by the states, not the federal government. As a result, Congress only had the power to end slavery in two places: the territories and Washington, D.C., because these were not states.

CORE VOCABULARY—Read aloud the last paragraph of the section “The Spread of Slavery” on pages 20–21. Call attention to the Core Vocabulary term *legislature*, and explain its meaning. Tell students that Congress makes up the legislature of the United States.



SUPPORT—Students in Core Knowledge schools may recall the branches of government from their Grade 4 study of the Constitution. Explain that the legislature makes up the legislative, or lawmaking, branch of the government.

After you finish reading the text, ask the following questions:

LITERAL—What did Northerners and Southerners believe about slavery in the territories?

- » Southerners wanted slavery to be allowed in the new territories. Northerners did not.

Chapter 3
The Missouri Compromise

The Spread of Slavery By the early 1800s, Southern slaveholders demanded that slavery be allowed to spread into America's western lands. Most Northerners were against this idea largely because they wanted to reserve territories for white settlers. They opposed the Southern slave owners' demands. In the end, this disagreement between the North and the South would become one of the major issues that led to the Civil War.

The Big Question
How did the Missouri Compromise attempt to regulate the issue of slavery in the territories?

Vocabulary
territory, n. an area of land.
compromise, n. when each side in a dispute gives up some of their demands to reach an agreement.

Before then, however, the two sections of the country tried to settle their disagreement through **compromises**. To understand this issue, it's important to know about the differences between states and territories in the history of the United States. Today, the United States of America has fifty states. Each has its own state constitution, and each makes many of its own laws.

Page 18

Page 19

In the beginning, though, there were only thirteen states. The other states were formed over a period of time from the huge chunks of land that the United States gained from countries such as Great Britain, France, and Mexico.

Early in the history of the United States, Congress wisely decided to set up a three-step process for turning those lands into states. In the first step, Congress created a territory, or sometimes several territories. As a part of this first step, Congress made the laws for the territory. The second step came when the population of a territory reached five thousand adult males. Then the people were allowed to elect their own representatives and make many of their own laws. When a territory's population reached sixty thousand free inhabitants, it could ask Congress to be admitted into the Union with its own state constitution. That was the third and final step—the step that allowed a territory to become a state.

Vocabulary
union, n. the states that made up the United States of America during the Civil War; the states that supported the U.S. government.
statehood, n. the condition of being a state in the United States.

In those days, each state decided for itself whether to allow slavery within its borders. Southern states allowed slavery. Most Northern states did not. But for territories, slavery was a different matter. During a territory's first step toward statehood, it was Congress that made all the rules, including whether to allow slavery. Suppose Congress voted not to allow slavery in a territory. Would anyone who owned slaves or who wanted to own slaves choose to move there when the population became large enough to become a state?

Page 20

LITERAL—Who made the laws for territories?

- » Congress created new territories and made the laws for them.

LITERAL—How could a territory become a state?

- » When the population reached sixty thousand, the territory could write its own state constitution and apply to Congress for admission as a state.

CHALLENGE—Why were people concerned about whether Congress allowed slavery in a new territory?

- » If Congress allowed slavery in a new territory, that territory would likely become a slave state. If Congress did not allow slavery in the territory, that territory would likely become a free state. Either way, it would affect the balance of power in Congress.

“Slave or Free?” and “The Missouri Compromise,” Pages 21–23

enough for the territory to start making its own laws, almost no one living there would be in favor of slavery, and the new legislature would pass laws against it. Later still, when the territory was ready to become a state, it would write a state constitution that would prevent slavery. Of course, the opposite would happen if Congress permitted slavery when the territory was formed.

Vocabulary
legislature, n. the part of the government responsible for making laws

Slave or Free?
Regardless of how a person felt about the spread of slavery into the western lands, that first law Congress passed for any territory was important. That is what led to a big argument in 1820 between the North and the South. The argument concerned slavery in the Louisiana Purchase, a huge area that the United States had bought from France. When Congress began to form new territories in this region, it did not make any laws about slavery. Southern slaveholders felt free to move there with their slaves. The first of these new territories to become a state was Louisiana, which entered the Union in 1812 as a slave state. Seven years later a second territory was ready for statehood. This was the Missouri Territory, which also asked to come into the Union as a slave state. At that time, there were eleven slave states and eleven free states in the Union. The Northern free states were against adding more slave states. They said this would give the South too much power in Congress. “Nonsense,” replied the South. Without any more north that would have too much power

Page 21

Activity Page



AP 1.2

Each side was determined not to give in. One New York newspaper editor wrote that the Missouri question “involves not only the future character of our nation, but the future weight and influence of the free states. If now lost—it is lost forever.”

Vocabulary
character, n. the qualities that make up the personality and behavior of a person or a country

The Missouri Compromise
For more than a year, Congress angrily debated the Missouri question. Finally, in 1820, a compromise was reached. At this time, Maine in northern New England was also ready for statehood. Congress admitted Maine, and just over a year later Missouri was admitted. Maine was admitted as a free state and Missouri as a slave state. That kept the balance between slave and free states. At the same time, Congress drew a line starting at Missouri’s southern border, which was at 36°30’ north latitude, straight across the rest of the Louisiana Purchase. Congress prohibited slavery in territories above that line and permitted slavery in territories below it. This came to be known as the Missouri Compromise. For the time being, the Missouri Compromise quieted the anger over the spread of slavery. By making a law that dealt with slavery in all the remaining western lands owned by the United States, Congress thought it had settled the slavery question once and for all. Time would show how wrong Congress was.

Page 22

Scaffold understanding as follows:

CORE VOCABULARY—Have students read independently the sections “Slave or Free?” and “The Missouri Compromise” on pages 21–23.

Before students begin reading, call attention to the Core Vocabulary term *character*, and encourage students to review its meaning to better understand the text.

Note: Students in Core Knowledge schools may recall the term *character* from the Grade 4 unit, *The American Revolution*.



SUPPORT—Call attention to the map on page 23 of the Missouri Compromise, and call on a student volunteer to read aloud the caption. Compare this map against The United States of America and the Confederate States of America (AP 1.2). Which states and territories were formed from the Arkansas Territory and the “Unorganized Territory”? (Arkansas, Iowa, Minnesota, Kansas, Nebraska, South Dakota, North Dakota) Call attention to Missouri’s southern border. Explain to students that the Missouri Compromise drew an imaginary line across the United States at Missouri’s southern border. With the exception of Missouri itself, slavery was prohibited above this line.

After students finish reading the text, ask the following questions:

LITERAL—What was the issue before Congress in 1820 that caused the crisis over slavery?

- » Missouri’s application for admission as a slave state would upset the balance between free and slave states.



Page 23

LITERAL—What were the provisions of the Missouri Compromise?

- » Missouri was admitted as a slave state; Maine, as a free state. So the balance of free and slave states remained the same. A line was drawn from Missouri's southern border at 36° 30' north latitude, dividing free and slave portions across the rest of the Louisiana Purchase.

Timeline

- Show students the Chapter 3 Timeline Image Card of the Missouri Compromise map. Read and discuss the caption.
- Review and discuss the Big Question: "How did the Missouri Compromise attempt to resolve the issue of slavery in the territories?"
- Post the image on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "How did the Missouri Compromise attempt to resolve the issue of slavery in the territories?"
 - » Key points students should cite include: The Missouri Compromise attempted to resolve the issue of slavery in the territories by drawing an imaginary line across the country at Missouri's southern border. According to the compromise, slavery would be permitted below this line and illegal above it.
- Choose one of the Core Vocabulary words (*territory, compromise, Union, statehood, legislature, or character*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 4

Growth of Antislavery Feeling

The Big Question: How did abolitionists and the people of the Underground Railroad fight against slavery?

Primary Focus Objectives

- ✓ Identify prominent abolitionists, and explain the rise of abolitionism. (RI.5.2)
- ✓ Identify Harriet Tubman, and explain how the Underground Railroad worked. (RI.5.2)
- ✓ Identify the abolitionist William Lloyd Garrison and his publication *The Liberator*, and abolitionist Frederick Douglass. (RI.5.2)
- ✓ Explain the purpose and significance of the Mason-Dixon Line. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *abolitionist*, *Underground Railroad*, *surveyor*; and of the phrase “constitutional amendment.” (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Antislavery Feeling”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.2

- Display copy of The United States of America and the Confederate States of America (AP 1.2)
- Internet access
- Sufficient copies of *Narrative of the Life of Frederick Douglass* (NFE 1)

Core Vocabulary (Student Reader page numbers listed below)

“constitutional amendment,” (phrase) an official change or addition to the Constitution (27)

Example: The senator proposed a constitutional amendment to change voting laws in the United States.

Variation(s): constitutional amendments

abolitionist, n. a person who worked to end slavery during the 1700s and 1800s (27)

Example: A staunch abolitionist, William Lloyd Garrison worked tirelessly to bring an end to slavery.

Variation(s): abolitionists, abolition

Underground Railroad, n. a secret organization that helped slaves escape to freedom (29)

Example: Conductors on the Underground Railroad took great risks when they hid and transported escaped slaves.

surveyor, n. a worker who measures and examines land (31)

Example: The surveyor walked the length of the border several times before recording its exact location.

Variation(s): surveyors

THE CORE LESSON 35 MIN

Introduce “Growth of Antislavery Feeling”

5 MIN

Review with students what they learned in the previous chapter. Display the Chapter 3 Timeline Image Card. Read and discuss the caption, and discuss the image. Students should recall that in the previous chapter, they learned about the Missouri Compromise and Congress’s attempt to settle the issue of slavery, they thought, once and for all. Call attention to the title of Chapter 4, and discuss it with students. Remind students that after the United States became a country, many people began to believe that slavery went against the ideas in the Declaration of Independence. Over time, these feelings spread, especially in the North. Next, call attention to the Big Question, and explain the meaning of the word *abolitionist*. Explain to students that the root word of *abolitionist* is *abolish*. To abolish means to formally put an end to something. The abolitionists wanted to put an end to slavery.

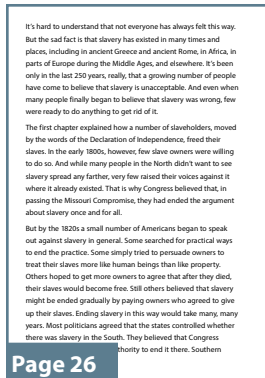
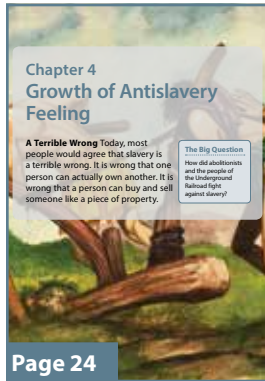
Encourage students to look for ways abolitionists and the Underground Railroad worked to fight against slavery as they read the text.

Guided Reading Supports for “Growth of Antislavery Feeling”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.


"A Terrible Wrong," Pages 24–27



Scaffold understanding as follows:

Read aloud the first two paragraphs of the section "A Terrible Wrong" on pages 24–26.

SUPPORT—Call attention to the image on pages 24–25 of slaves in Greece, and read aloud the caption.

 **CORE VOCABULARY**—Have students read independently the remainder of the section "A Terrible Wrong" on pages 26–27. Before students begin reading, call attention to the phrase "constitutional amendment," and encourage students to review its meaning to better understand the text.

Note: Students in Core Knowledge schools may recall the concept of constitutional amendments from their Grade 4 study of the U.S. Constitution.

After students finish reading the text, ask the following questions:

LITERAL—Why did Congress believe they had solved the issue of slavery with the Missouri Compromise?

- » Though many Americans opposed slavery, few were willing to fight hard against the institution in places where it already existed.

LITERAL—According to the text, what was required to end slavery in the South?

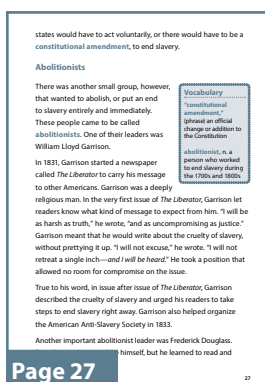
- » Southern states would have to end slavery voluntarily, or there would have to be a constitutional amendment ending slavery.

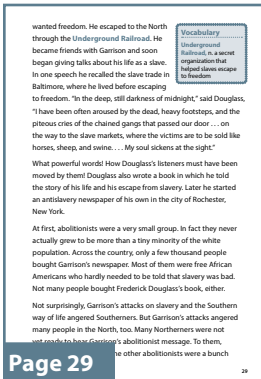
"Abolitionists," Pages 27–30

Scaffold understanding as follows:

Invite student volunteers to read aloud the first three paragraphs of the section "Abolitionists" on page 27.

SUPPORT—Call attention to the image on page 28 of *The Liberator*, and call on a student to read aloud the caption.





CORE VOCABULARY—Have students read independently the remainder of the section “Abolitionists” on pages 27–30. Before students begin reading, call attention to the Core Vocabulary term *Underground Railroad*, and encourage students to review its meaning to better understand the text.

SUPPORT—Make sure students understand that the Underground Railroad was not an actual, physical railroad but rather a network of people who helped enslaved people escape slavery, providing travel directions and places to hide on their journey to freedom. Students will read more about the Underground Railroad later in the chapter.

SUPPORT—Call attention to the photograph of Frederick Douglass. Remind students about the laws that existed in many states, making it illegal to teach slaves how to read and write. Discuss Douglass’s achievements in light of these laws.

After students finish reading the text, ask the following questions:

LITERAL—Who was William Lloyd Garrison?

- » Garrison was a leader of the abolitionist movement; his newspaper, *The Liberator*, called for an immediate end to slavery.

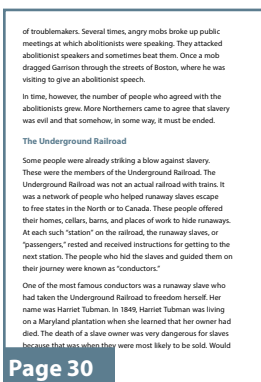
LITERAL—Who was Frederick Douglass?

- » Frederick Douglass was an escaped slave whose speeches and newspaper articles were important contributions to the abolitionist cause.

LITERAL—In which part of the country did abolitionists have the greatest amount of support?

- » the North

“The Underground Railroad,” Pages 30–33



Scaffold understanding as follows:

CORE VOCABULARY—Have students read aloud the section “The Underground Railroad” on pages 30–33. Before students begin reading, call attention to the Core Vocabulary term *surveyor*, and encourage students to review its meaning to better understand the text.

SUPPORT—Call attention to the images on page 33 of Harriet Tubman and the North Star, and call on a student volunteer to read aloud the caption. Explain to students that slaves referred to Harriet Tubman as “Moses,” an important figure in both Judaism and Christianity. According to the Old Testament, Moses led the enslaved Israelites out of Egypt and across the Red Sea to freedom.

Activity Page



AP 1.2

families be sold together, or would they be split up? Would the new owners be kind, or would they be cruel? These questions were impossible to answer.

Harriet Tubman decided not to wait to find out. Late one night she went to the home of a white woman who had promised to help her escape. The woman sent Harriet to another white family a few miles away. There, the woman who welcomed her quickly gave Harriet a broom and told her to sweep the yard so that anyone seeing her in the daytime would think she was a slave. Later that night, the woman's husband drove Harriet in his wagon to the next town, where yet another family took her in.

In this way, hiding by day and traveling by night, Harriet made her way north until she crossed the border between Maryland and Pennsylvania. This border was also known

as the Mason-Dixon line. During colonial times, two surveyors named Charles Mason and Jeremiah Dixon drew this line. In time the Mason-Dixon line, separating the slave state of Maryland from the free state of Pennsylvania, came to have a new meaning. And now that Harriet Tubman had crossed it, she was in Pennsylvania, where slavery was prohibited. Harriet Tubman was a free woman at last!

The next year, Harriet Tubman joined the Underground Railroad. Over the next ten years, she made nineteen trips into the South to "conduct" slaves to freedom. During those years, she led about three hundred slaves to the North. She knew all kinds of tricks to

Vocabulary
surveyor: a worker who measures and examines land

Page 31

help her passengers escape. She usually started her rescues on a Saturday night, knowing that it would be Monday before the owners could spread the alarm with posters and advertisements. Traveling by night, she looked to the North Star to find the right direction. On cloudy nights, when stars could not be seen, she would feel the bark of trees to find the soft moss because moss grows on the north side.

The slaves called Harriet Tubman "Moses" because she delivered them from slavery in the South, a reward of \$12,000 was offered for her capture. No one was ever able to collect it. Many years later, when she looked back on her work in the Underground Railroad, Harriet Tubman said, "I never ran my train off the track, and I never lost a passenger."

Although Harriet Tubman looked back with pride on her success in leading runaway slaves to freedom, only a small number of slaves achieved freedom through the Underground Railroad.

Page 32



Page 33



SUPPORT—Using The United States of America and the Confederate States of America (AP 1.2) map, call attention to the border between Pennsylvania and Maryland. Explain that this border is often referred to as the Mason-Dixon Line. This line would become the unofficial border between the North and the South. Explain that the Underground Railroad helped transport slaves from the South into the North and Canada.

After students finish reading the text, ask the following questions:

LITERAL—What was the Underground Railroad?

- » The Underground Railroad was a network of people who helped runaway slaves escape to free states in the North and to Canada.

LITERAL—Why was Harriet Tubman called "Moses"?

- » She helped deliver slaves from slavery, similar to the biblical figure Moses.

Timeline

- Show students the Chapter 4 Timeline Image Cards of *The Liberator* and Frederick Douglass. Read and discuss the captions.
- Review and discuss the Big Question: "How did abolitionists and the people of the Underground Railroad fight against slavery?"
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did abolitionists and the people of the Underground Railroad fight against slavery?”
 - » Key points students should cite include: Abolitionists and people of the Underground Railroad used many methods to fight slavery. Abolitionists like William Lloyd Garrison and Frederick Douglass published antislavery articles and spoke against slavery at public events. Conductors on the Underground Railroad helped smuggle slaves to freedom using a secret system of safe houses between the South and the North.
- Choose one of the Core Vocabulary words (*abolitionist*, *Underground Railroad*, or *surveyor*) or the phrase “constitutional amendment,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

The Life of Frederick Douglass (RI.5.7)

45 MIN

Materials Needed: *Narrative of the Life of Frederick Douglass* (NFE 1); Internet access; commemorative Frederick Douglass quarter, if available



Background for Teachers: It is recommended that you preview each of the videos and websites and read the nonfiction excerpt about the life of Frederick Douglass prior to sharing the activity with students. Use this link to download the CKHG Online Resources for this unit, where specific links to the videos, information, and the nonfiction excerpt *Narrative of the Life of Frederick Douglass* (NFE 1) may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by explaining to students that today they will have the opportunity to learn more about the life and achievements of former slave and abolitionist Frederick Douglass.

First, distribute copies of *Narrative of the Life of Frederick Douglass* (NFE 1). Encourage students to follow along as you read aloud the text. As you read the excerpt, pose the following questions for discussion:

- What happened to Douglass’s mother?
 - » She was traded to another plantation, and Douglass only saw her a few times in his life.

- Which task as a slave did Douglass describe as “most cruel”?
 - » working as a field hand
- What impact did learning to read and write have on Douglass?
 - » As he learned to read and write, Douglass wanted to learn even more and became increasingly determined to become free. When his master put a stop to his instruction, Douglass found secret ways to continue his education.
- Which sentence from the narrative describes most powerfully Douglass’s desire for an education?
 - » I learned to read and write in the only way possible for a slave: I stole the knowledge.
- Who was Mr. Covey, and how did he treat Frederick Douglass?
 - » Mr. Covey was an owner Douglass was leased to at age sixteen. Mr. Covey was cruel and beat him frequently.
- Why was standing up to Mr. Covey a turning point for Douglass?
 - » By standing up to Mr. Covey, Douglass asserted that if a white man wanted to whip him, they’d have to kill him. This set the tone for the rest of Douglass’s life and made him more confident in his ability to stand up for his rights.

Next, share with students minutes 2:08 to 4:00 of the *American Experience* video. Explain to students that the video starts at the point when Douglass escapes from slavery, gets married, and flees to the North with his wife to try to start a new life. After sharing the first clip, discuss with students the struggles that Douglass faced while escaping to the North and in starting his new life. Next, share minutes 5:00 to 8:25 of the video. Emphasize the connection between Frederick Douglass and William Lloyd Garrison, especially Garrison’s belief that Douglass’s story would help others understand the horrors of slavery.

Note: The time markers have been set to avoid portions of the video clip with descriptions and images that may be too graphic for fifth graders.

After students have watched the video clips, use the following questions to guide discussion:

- Who raised Douglass? Why?
 - » He was raised by his grandmother. His mother was taken away to work as a field hand twelve miles away.
- What happened when Douglass’s grandmother took him to the master’s workhouse where children were playing?
 - » His grandmother abandoned him there.

- What did Douglass’s mother do to try to see her son?
» She walked twelve miles each way at night.
- What did Douglass and Garrison have in common?
» Both were separated from their mothers at a young age.

Next, share with students the video *The Meaning of July Fourth to the Negro*, a reenactment of a speech that Douglass made. Before playing the video, explain to students the context of the speech. As an abolitionist, Frederick Douglass often traveled the country giving speeches about the evils of slavery. On one occasion, Frederick Douglass was asked to speak before a crowd on the Fourth of July. Students should recognize that the Fourth of July, or Independence Day, is the celebration of the signing of the Declaration of Independence. Though the Declaration of Independence states that “all men are created equal,” Douglass was living proof that these words did not ring true in the United States.

After sharing the video with students, pose the following questions for discussion. You may also wish to pause the video and ask each question at the most opportune time.

- What does Douglass mean when he says, “This Fourth of July is yours, not mine”?
» Douglass means that white Americans celebrate the Fourth of July because it represents independence and freedom, two things that did not apply to African Americans.
- How does Douglass describe the institution of slavery?
» He calls it the great shame and sin of America.
- What does Douglass say the Fourth of July represents to slaves?
» He states that the Fourth of July is a reminder to slaves of the injustice of their status. He says they view Fourth of July celebrations as a sham and as a reminder of the hypocrisy that exists in the United States.

Explain to students that Douglass’s work as an abolitionist makes him an important figure in American history. In addition to Douglass’s own autobiography of his personal experiences as a slave, others have also written about his life. Explain that the next video they will watch is actually a trailer for a book about Frederick Douglass that recounts important achievements in his life. Play the video through one time, suggesting that students focus their attention on the images and written captions. Then, ask the following questions:

- According to the video, what did Douglass believe was the path to freedom?
» He believed that literacy, or the ability to read, was the path to freedom.

- How does the video describe Douglass?
 - » The video describes him as a man of principle and action.
- What were some of Douglass's achievements listed in the video?
 - » In addition to being an abolitionist who helped inspire the civil rights movement, Douglass was also a wartime adviser to President Lincoln and a U.S. statesman after the Civil War.

Replay the video clip a second time, and encourage students to listen to the background music of the video. The song is called the "The Battle Hymn of the Republic." Before playing the clip, explain to students that the words to this song were written by Julia Ward Howe, wife of a prominent Boston citizen. The lyrics were published in the *Atlantic Monthly* in February 1862 during the Civil War and immediately became popular. Also, explain that the words to the song use religious language and imagery derived from the Bible to express patriotic, strongly pro-Union, pro-war, and abolitionist sentiments. In the lyrics, the Civil War is envisioned as the coming of an angry, belligerent God to Earth, with a sword in his hand, in order to defeat the South, crush the "serpent of rebellion," and end slavery ("make man free").

Display for students the lyrics to the song from the Civil War Trust site, and play the video of the hymn. Encourage students to sing along with the chorus.

After listening to the song, ask the following question:

- Why do you think Julia Ward Howe may have written these words?
 - » Possible responses: She may have written them to show her support for the Union or her belief that God was on the Union side.

Finally, share with students the image of the specially released quarter that features Frederick Douglass on one side and George Washington on the other. Allow students several moments to view both sides of the quarter. If possible, obtain actual coins for students to examine.

After sharing the image of the commemorative quarter, pose the following questions for discussion:

- Why do you think the United States would create a commemorative coin with Douglass on it?
 - » Answers may vary. Students may note that coins and money are used by people on a daily basis, which means they are likely to see and recognize Frederick Douglass on a regular basis, thus emphasizing his importance to American history.
- Why do you think the government chose the quarter instead of another form of money?
 - » Answers may vary.

CHAPTER 5

Growing Apart

The Big Question: What were the economic differences between the North and the South?

Primary Focus Objectives

- ✓ Explain how the growth of manufacturing in the North and the plantation system in the South increased the economic and social differences between the two regions. **(RI.5.2)**
- ✓ Describe how manufacturing and transportation improvements helped Northern cities grow into urban centers. **(RI.5.2)**
- ✓ Describe how the plantation system resulted in a rural South with few industrial improvements. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *manufacturing*, *mill*, *urban*, and *rural*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource: “About Growing Apart”

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.2

- Display and individual student copies of The United States of America and the Confederate States of America (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

manufacturing, n. the production of items in large numbers for sale or trade **(36)**

Example: The economy of the North relied heavily on manufacturing.

mill, n. a building or group of buildings where goods are produced **(36)**

Example: The mill produced thousands of yards of fabric each day.

Variation(s): mills

urban, adj. relating to a city (39)

Example: Many immigrants to the United States settled in urban areas, such as New York City.

rural, adj. relating to the countryside (39)

Example: Mark enjoyed living in the rural area away from the noisy crowds of the city.

THE CORE LESSON 35 MIN

Introduce “Growing Apart”

5 MIN

Activity Page



AP 1.2



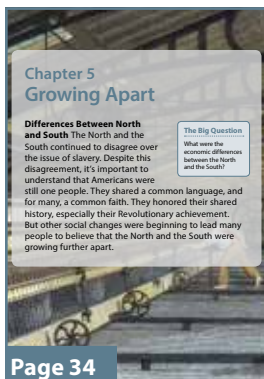
Review with students what they learned in the previous chapter. Display the Chapter 4 Timeline Image Cards. Read and discuss the captions, and discuss the images. Students should recall that in the previous lesson they learned about abolitionists (including William Lloyd Garrison and Frederick Douglass), the Underground Railroad, and Harriet Tubman. Call attention to the Big Question; review with students the regional terms *North* and *South*. Use The United States of America and the Confederate States of America (AP 1.2) map to remind students of the states that fall within each region. Review with students the significance of the Mason-Dixon Line, and indicate on the map its approximate location. Encourage students to note the economic differences between the North and the South as they read the text.

Guided Reading Supports for “Growing Apart”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Differences Between North and South,” Pages 34–38



Scaffold understanding as follows:

Read aloud the first three paragraphs of the section “Differences Between North and South” on pages 34–36.

CORE VOCABULARY—Call attention to the Core Vocabulary terms *manufacturing* and *mill*, and explain their meanings.

Note: Students in Core Knowledge schools may recall the term *manufacturer* from the Grade 4 unit, *The American Revolution*. Help students see the connection between *manufacturer* and the act of manufacturing.

SUPPORT—Call attention to the image of the British textile mill on pages 34–35, and call on a student volunteer to read aloud the caption.



Have students read independently the remainder of the section “Differences Between North and South” on pages 36–38.

SUPPORT—Call attention to the image on page 37 of Samuel Slater’s cotton mill, and call on a student volunteer to read aloud the caption.

SUPPORT—Using The United States of America and the Confederate States (AP 1.2) map, help students locate the New England states. Next, identify relative locations of Boston, New York, Philadelphia, Pittsburgh, and Chicago. Explain to students that these cities flourished in the North due to industrialization. There were cities in the South as well, such as New Orleans, St. Louis, and Baltimore—just not as many as in the North.

After students finish reading the text, ask the following questions:

LITERAL—What characteristics united Americans?

- » Americans were united by a common language, a common faith, and a shared history, including the American Revolution.

LITERAL—What were some of the differences, other than slavery, between the North and the South?

- » One difference was where people lived. Most people in the North lived in towns and cities, and most people in the South lived on farms. Manufacturing was becoming more important in the North, while most Southerners made a living as farmers.

LITERAL—Who was Samuel Slater?

- » Slater was an employee in a British spinning mill. He memorized every part of the spinning machine and came to the United States to build one of his own. He opened the first factory in the United States.

LITERAL—In what region were most U.S. factories located?

- » New England, or the Northeast

EVALUATIVE—Where were most American cities? Why?

- » Most American cities were in the North and Midwest because those regions were centers of manufacturing and trade.

More people in the North now lived in towns and cities. Most Southerners still farmed for a living. In the North, manufacturing was growing increasingly important. And at this time in Great Britain, major changes were taking place in clothmaking. There several men invented machines that spun cotton into thread two hundred times faster than a person using a spinning wheel. Soon after, others invented a machine that could weave the thread into hundreds of yards of cloth in a single day.

Before long, British manufacturers constructed buildings called factories, or mills, to house these new machines. Power to run the machines came from swiftly flowing streams that turned the waterwheels attached to the new machines.

With these machines, British manufacturers produced cloth faster, cheaper, and better than anyone else. The British government was determined to keep this advantage. The government would not let anyone sell the new machines to other countries or make plans to take them out of the country. The government even passed a law that said people who worked in cotton mills were not allowed to leave Great Britain.

Keeping such a large secret, though, is nearly impossible. Sooner or later the secret gets out. In this case it was sooner. Several American manufacturers placed an advertisement in a British

Vocabulary
manufacturing, n. the production of items in large numbers for sale or trade
mill, n. a building or group of buildings where goods are produced

Page 36

newspaper offering a reward to anyone who could build a spinning machine for them. Samuel Slater, a young employee in a British spinning mill, saw the ad. After memorizing every part of the machine, the twenty-one-year-old Slater disguised himself as a farm boy and boarded a ship headed for the United States in 1789.

It took Slater two years to make every wooden part of the machine by hand. In 1793, he finished the job. The machine worked. That year, America’s first cotton thread mill opened in Pawtucket, Rhode Island. Some years after, a wealthy Boston

Page 37

merchant named Francis Lowell and several wealthy friends built a large factory in which machines not only spun the cotton thread but also dyed it and wove it into cloth.

Soon dozens, then hundreds, of other factories sprang up. Most of these early factories were located in New England. The rushing water of New England’s many rivers and streams were used to power the machines. Later, factories spread to other parts of the Northeast. The factories made more than just cloth. They also made shoes, pots and pans, household goods, and farm machinery. The goods traveled from the factories by canals and railroads to hundreds of thousands of family farms in the North and West. Farmers paid for the goods by shipping their wheat, corn, barley, and other crops to markets in the East on those same canals and railroads. From there, many of those crops were sent by ship to other countries.

All this new manufacturing and trade led to the rapid growth of cities in the North. At the time of the American Revolution, there were only five cities in the whole country. The largest city, Philadelphia, had fewer than forty thousand residents. New York was the second largest, with fewer than twenty thousand. By 1850, however, nearly one hundred places in the United States could call themselves cities. Nearly all of them were in the North and in the region we call the Midwest. New York alone had a half million people. Philadelphia, in Pennsylvania, was not far behind. Pittsburgh, also in Pennsylvania, Chicago in Illinois, and Cincinnati in Ohio were also growing rapidly. In these cities, people could

Page 38

"The Rural South," Pages 39–41

The Rural South



The South, meanwhile, grew in a different direction. There were some factories in the South, but not many. The same was true for railroads. The number of large Southern cities could be counted on one hand. The great majority of Southerners made their living from the land. While the North was gradually becoming more urban, the South remained rural.

Southerners believed their future lay with cotton. They were sure that the increasing demand for cotton from factories in the North and in Great Britain would make the South wealthy and strong. A Northerner with money might start a new business or build a factory, but a Southerner would buy more land to grow cotton. He would also buy more slaves to work that land.

A few of these big cotton farmers, or planters, owned very large farms. These large farms, or plantations, were much larger than the family farms of the North and the West. These plantation owners were the leaders of the South. They lived in large mansions, had many household servants, and entertained friends and relatives in the manner of wealthy people. Each planter owned fifty or more slaves.

Of course, the great planters' grand lifestyle was built on the labor of African American slaves. So, it is not surprising that at the very time more Northerners opposed slavery, the leading families determined to keep it.

Page 39



Page 40

Not all farmers lived on large plantations though. The majority of Southern farmers owned small farms, and some struggled to grow enough food. Though they generally supported slavery and some owned one or two slaves, they did not live rich, comfortable lives.

By the 1840s, most Northerners opposed the spread of slavery into the territories. Most Southerners demanded that slavery be allowed to spread. The stage was set for trouble should the United States ever gain more territory in the West. But that's just what happened as a result of the war with Mexico. The argument that followed over the spread of slavery into that new territory almost broke up the Union.

Page 41

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first paragraph of the section “The Rural South” on page 39. Call attention to the Core Vocabulary terms *urban* and *rural*, and explain their meanings.

SUPPORT—Explain to students that while manufacturing was becoming increasingly important in the North, many people continued to farm and engage in agricultural activities in the region.

Invite student volunteers to read aloud the next two paragraphs of the section “The Rural South” on page 39.

SUPPORT—Call attention to the images on page 40 of the plantation, and call on a student volunteer to read aloud the caption.

Have students read independently the remainder of the section “The Rural South” on pages 39–41.

SUPPORT—Explain to students that the issue of slavery was very divisive, and, over time, many differences emerged between the North and South. That did not, however, mean that a civil war was inevitable. There were many factors that held the United States together. As a new country, the struggle for independence from Great Britain and for self-rule was fresh in the minds of many Americans. The thirteen colonies that became the first thirteen states worked together to establish a new country. Americans also had a profound sense of exceptionalism, meaning that they considered themselves to be exceptional or extraordinary compared to people of other countries. At the time, the United States was the only democratic government in the Western Hemisphere with a large number of white males who had the right to vote.

After students finish reading the text, ask the following questions:

LITERAL—Why was slavery so important to Southern cotton growers?

- » The Southern economy relied on cotton. Cotton growing required heavy labor for planting and harvesting the crops, so more slaves were needed than in the past.

LITERAL—What might be the main difference in how a large plantation owner and a small farmer related to their slaves?

- » A plantation owner would have little direct daily contact with his slaves. A small farmer would probably own only one or two slaves and would usually work in the fields alongside them.

Timeline

- Show students the Chapter 5 Timeline Image Card of Samuel Slater’s mill. Read and discuss the caption.
- Review and discuss the Big Question: “What were the economic differences between the North and the South?”
- Post the Image Card on the Timeline under the date referencing the 1700s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What were the economic differences between the North and the South?”
 - » Key points students should cite include: Over time, the North became increasingly industrialized, relying more on manufacturing than on farming. The South, however, remained more rural and dependent on farming. The dependence on farming and crops, especially cotton, led the South to depend more and more on slavery.
- Choose one of the Core Vocabulary words (*manufacturing*, *mill*, *urban*, or *rural*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–5 (RI.5.4)

25 MIN

Activity Page



AP 5.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–5 (AP 5.1)

Distribute copies of Domain Vocabulary: Chapters 1–5 (AP 5.1). Read aloud the directions. Encourage students to use Chapters 1–5 in the Student Reader to answer the questions. Students may complete this activity independently, with partners, or for homework.

CHAPTER 6

A House Divided

The Big Question: Why did compromises fail to solve the national argument about slavery?

Primary Focus Objectives

- ✓ Understand the Compromise of 1850. (RI.5.2)
- ✓ Identify Harriet Beecher Stowe, and explain how *Uncle Tom's Cabin* called attention to the issue of slavery. (RI.5.2)
- ✓ Explain the Kansas-Nebraska Act, and understand how it affected slavery in new territories. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *senator*, *admission*, *secede*, and *fugitive*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About a House Divided”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2

AP 6.1

- Display and individual student copies of The United States of America and the Confederate States of America (AP 1.2)
- Display and individual student copies of Compromise of 1850 (AP 6.1)

Core Vocabulary (Student Reader page numbers listed below)

senator, n. a member of the Senate in the Congress of the United States (44)

Example: The senator proposed a new law in Congress.

Variation(s): senators

admission, n. permission to join a group or enter a place (44)

Example: Leslie paid for her admission to the concert.

Variation(s): admissions

secede, v. to formally withdraw membership (45)

Example: In a speech, John Calhoun, a Southern senator, threatened that the Southern states would secede from the Union.

Variation(s): secedes, seceding, seceded

fugitive, n. a person who runs away or hides to avoid capture (46)

Example: The fugitive hid in the woods to avoid being discovered.

Variation(s): fugitives

THE CORE LESSON 35 MIN

Introduce “A House Divided”

5 MIN

Review with students what they learned in the previous chapter. Display the Chapter 5 Timeline Image Card. Read and discuss the caption, and discuss the image. Students should recall that in the previous chapter, they learned about the growing economic differences between the North and the South, including the expansion of manufacturing in the North and increased reliance upon cotton in the South. Have students recall what they remember about the Missouri Compromise. Students should note that the goal of the compromise was to stop disagreements about slavery by admitting Maine as a free state, Missouri as a slave state, and banning slavery in the territories above Missouri’s southern border. Explain that in this lesson, they will learn about another compromise over the issue of slavery. Call attention to the Chapter 6 title, and explain that in this context, “House” refers not to a home or building, but to both Congress and the nation. Call attention to the Big Question, and encourage students to look for reasons why compromises failed to solve the national debate over slavery as they read the text.

Guided Reading Supports for “A House Divided”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

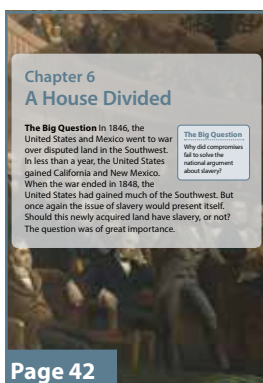
“The Big Question,” Pages 42–47

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “The Big Question” on pages 42–44.

CORE VOCABULARY—Call attention to the Core Vocabulary terms *senator* and *admission*, and explain their meanings.

SUPPORT—Call attention to the image on page 43 of senators debating, and call on a student volunteer to read aloud the caption, explaining the meaning of the word *debates*.





The U.S. senators debated the question. Should slavery be allowed in the new lands won from Mexico? As you read earlier, whatever Congress decided about a territory pretty much decided what kind of state it would later become—either slave or free. In 1850, there were fifteen of each in the Union. But California asked for admission to the Union as a free state. Southerners feared that free states would soon outnumber slave states, especially if Congress did not allow slavery in the new territories. If that happened, they asked, might the Northerners manage to change the Constitution making all slavery illegal, even in the Southern states where it already existed?

Tempers ran high as the arguments went back and forth. “Slaves are property,” said Southerners. If Northerners could bring their property into the new territories, why couldn’t Southern slaveholders bring theirs? “Because,” said Northerners and most Westerners, “slaves are people, not property, and slavery is wrong.” The soil of the new western territories was free of slavery when Mexico owned it. Northerners and Westerners argued it should continue to remain free soil. Those who believed that all the western territory should be reserved for free people came to be called “free soilers.”

Some senators searched for a compromise. But John C. Calhoun, the South’s greatest spokesman, had no interest in compromise. Weak and near death, was carried there. There, he handed his speech

Page 44

Activity Pages



AP 1.2

AP 6.1

to a younger senator to read aloud. The North, said Calhoun, must give the South equal rights in the new territories. It must stop criticizing and stirring up trouble over slavery. It must return runaway slaves.

If Northern senators could not agree to these conditions, said Calhoun, then “say so, and let the States we both represent agree to separate and part in peace.” Calhoun was saying that the Southern states would secede, or pull out of the Union. His next words rang through the halls of the Senate like a clap of thunder: “If you are unwilling we should part in peace, tell us so, and we shall know what to do.”

We shall know what to do. No one listening to Calhoun’s words failed to understand their meaning: the South was willing to go to war.

In the end, a compromise was reached. In 1850, California was admitted to the Union as a free state. That satisfied the North. The rest of the land gained from Mexico was divided into two territories, forming New Mexico and Utah. The federal government did not place any restrictions on slavery in the

Page 45

new territories. Instead, the people of each territory would decide the issue for themselves. That satisfied the South.

Another part of the Compromise of 1850 made it illegal to buy and sell slaves in Washington, D.C., the nation’s capital. That was something the North wanted. In exchange, the South got a Fugitive Slave Law, which made it easier for slave owners to get back fugitive slaves who had escaped to the North.

For the time being, the Compromise of 1850 cooled the argument between North and South. But could that last? Some Southerners were already saying that the South had given up too much and should secede from the Union immediately. Some Northerners, meanwhile, said they would never obey the Fugitive Slave Law and send a fellow human being back into slavery.

Harriet Beecher Stowe

One such Northerner was Harriet Beecher Stowe. Stowe came from a family of New England abolitionists. She wrote a story that showed the cruelty of slavery. Her book, *Uncle Tom’s Cabin*, was an immediate sensation. One part of Uncle Tom’s Cabin tells of a young slave mother, Eliza, who discovers that her baby has been sold and will be taken from her the next day. Eliza makes a desperate dash for freedom with the child and escapes into the free state of Ohio, just ahead of her pursuers.

three hundred thousand copies of in the book’s first year. Compared to

Page 46



SUPPORT—Using The United States of America and the Confederate States (AP 1.2) map, identify California, Texas, and the territories (New Mexico, Nevada, Utah, and Colorado) acquired by the United States from Mexico.

CORE VOCABULARY—Invite student volunteers to read aloud the next three paragraphs of the section “The Big Question” on pages 44–45. Call attention to the Core Vocabulary term *secede*, and explain its meaning.

SUPPORT—Call attention to the image on page 45 of John C. Calhoun, and call on a student volunteer to read aloud the caption.

CORE VOCABULARY—Have students read independently the remainder of the section “The Big Question” on pages 45–46. Before students begin reading, call attention to the Core Vocabulary term *fugitive*, and encourage students to review its meaning to better understand the text.

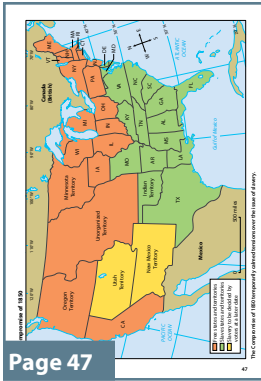


SUPPORT—Call attention to the map on page 47, and read aloud the caption. Call attention to the territories on the map, and explain to students that the United States had expanded between the passage of the Missouri Compromise and the Compromise of 1850. Distribute copies of Compromise of 1850 (AP 6.1). Have students compare The United States of America and the Confederate States of America (AP 1.2) with Compromise of 1850 (AP 6.1). Discuss with students which states and territories were free or slave at this time.

After students finish reading the text, ask the following questions:

EVALUATIVE—How did the war with Mexico revive the debate between the North and South over slavery?

- » Because of the war with Mexico, the United States gained land in the West and Southwest. People debated whether slavery should be allowed in these new territories.



LITERAL—What was the Compromise of 1850?

- » It was a compromise between the Northern and Southern states. It admitted California into the Union as a free state. It divided the land gained from Mexico into two territories, without saying anything about slavery there. It also made it illegal to buy and sell slaves in Washington, D.C., and included the Fugitive Slave Law, which made it easier for slave owners to get back slaves who had escaped to the North.

“Harriet Beecher Stowe,” Pages 46–49



Scaffold understanding as follows:

Invite student volunteers to read aloud the section “Harriet Beecher Stowe” on pages 46–49.

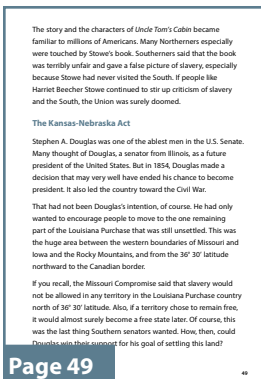
SUPPORT—Call attention to the image on page 48 of the poster of *Uncle Tom's Cabin*, and call on a student volunteer to read aloud the caption.

After students finish reading the text, ask the following question:

LITERAL—Who was Harriet Beecher Stowe?

- » She was a woman from a New England family of abolitionists. She wrote a book, *Uncle Tom's Cabin*, depicting the cruelty of slavery.

“The Kansas-Nebraska Act,” Pages 49–51



Scaffold understanding as follows:

Have students read independently the section “The Kansas-Nebraska Act” on pages 49–51.

SUPPORT—Call attention to the map on page 51 of the Kansas-Nebraska Act, and read aloud the caption. Call attention to the location of Missouri and the 36° 30' latitude. Remind students that according to the Missouri Compromise, slavery was allowed below that latitude and prohibited above it. Then, note the proximity of Kansas to Missouri and other slave states. Reiterate to students that abolitionists feared that pro-slavery settlers would make Kansas a slave territory and eventually a slave state.

The answer Douglas hit upon had two parts. First, the land would be divided into two territories, to be called Kansas and Nebraska. Second, the Missouri Compromise would be repealed, or canceled, and the settlers in each territory would decide for themselves whether to allow slavery.

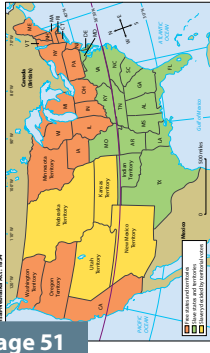
To Douglas, who had few feelings about the rightness or wrongness of slavery, this seemed like a perfect answer. No one expected slavery to take root in Nebraska, for it was too far north. And Kansas—well, no guarantees, but Southerners would have their opportunity to try to make it a slave territory. One for the North, one for the South. What compromise could be fairer?

Unfortunately, Douglas's plan reopened the argument over slavery. Northerners were outraged that this plan would repeal the Missouri Compromise. Southerners were pleased that it did. After an angry debate in Congress, the Kansas-Nebraska Act, as it was called, became law.

Southerners were determined to make Kansas a slave territory. They urged Southerners to move there. Anti-slavery Northerners were determined that Kansas would be a free territory and urged Northerners to move there. Each group brought guns to Kansas. Before long, the two sides were attacking each other. Two hundred settlers were killed before the U.S. Army moved in to stop the conflict. The territory became known as "Bleeding Kansas."

The struggle over slavery in the nation's western lands had could say where it would all end.

Page 50



Page 51

After students finish reading the text, ask the following questions:

LITERAL—Who was Stephen A. Douglas?

- » He was a U.S. senator from Illinois and future presidential candidate. He came up with the idea for the Kansas-Nebraska Act.

LITERAL—What was the Kansas-Nebraska Act?

- » The act created two new territories from the land remaining from the Louisiana Purchase. It also repealed the Missouri Compromise by allowing settlers in the two new territories to decide for themselves whether slavery would be allowed.

LITERAL—Why was the territory of Kansas known as "Bleeding Kansas"?

- » Both Northerners and Southerners moved there in hopes of making the state either a free state or a slave state. Both sides began attacking each other, and two hundred settlers were ultimately killed in the conflict.

Timeline

- Show students the Chapter 6 Timeline Image Cards of the Compromise of 1850 map and *Uncle Tom's Cabin*. Read and discuss the captions.
- Review and discuss the Big Question: "Why did compromises fail to solve the national argument about slavery?"
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why did compromises fail to solve the national argument about slavery?"
 - » Key points students should cite include: Compromises failed to settle the national argument about slavery for several reasons. Both the North and South were dissatisfied with the terms of the compromises. The Compromise of 1850 also undid some of the original points of the Missouri Compromise, for example, permitting territories to decide

on the issue of slavery for themselves rather than basing slavery on a territory's location north or south of Missouri's southern border. Both the North and the South feared that the other side would gain an upper hand in either spreading or stopping slavery.

- Choose one of the Core Vocabulary words (*senator*, *admission*, *secede*, or *fugitive*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 7

Young Mr. Lincoln

The Big Question: What shaped Abraham Lincoln as a young man?

Primary Focus Objectives

- ✓ Summarize the important events in Abraham Lincoln's early life. (RI.5.2)
- ✓ Analyze and predict how these events might have shaped Lincoln's character and actions as president. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *constitutional*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Young Mr. Lincoln":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

constitutional, adj. allowed or legal under the terms of the U.S. Constitution (54)

Example: The Supreme Court ruled that the law was constitutional.

THE CORE LESSON 35 MIN

Introduce "Young Mr. Lincoln"

5 MIN

Review with students what they learned in the previous chapter. Display the Chapter 6 Timeline Image Cards. Read and discuss the captions, and discuss the images. Students should recall that in the previous chapter, they learned about the Compromise of 1850, the significance of Harriet Beecher Stowe and *Uncle Tom's Cabin*, and the Kansas-Nebraska Act. Call attention to the Big Question, and encourage students to look for the influences that shaped Abraham Lincoln as a young man as they read the text.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Lincoln on Slavery,” Pages 52–54

Scaffold understanding as follows:

Invite student volunteers to read aloud the first three paragraphs of the section “Lincoln on Slavery” on pages 52–54.

CORE VOCABULARY—Call attention to the Core Vocabulary word *constitutional*, and explain its meaning.

Read aloud the remainder of the section “Lincoln on Slavery” on page 54.

After you finish reading the text, ask the following questions:

LITERAL—What political party did Abraham Lincoln belong to?

» the Republican Party

LITERAL—What was Lincoln’s position on slavery?

» He was opposed to slavery, but he recognized that under the Constitution, the federal government could not interfere with it in the states. He did oppose slavery expanding into the territories.

Chapter 7
Young Mr. Lincoln

Lincoln on Slavery Many Northerners opposed to the spread of slavery were attracted to a new political party called the Republican Party. One of the party’s leaders was a lawyer from Illinois named Abraham Lincoln.

The Big Question
What shaped Abraham Lincoln as a young man?

For Lincoln, as for a great number of Americans in the North and the West, the question of whether slavery was right or wrong was quite simple. It was just a matter of putting yourself in the other fellow’s shoes. “As I would not be a slave, so I would not be a master,” he said. “This expresses my idea of democracy. Whatever differs from this... is no democracy.” Lincoln once said in a private conversation, “Whenever I hear of anyone arguing [in favor of] slavery, I feel a strong impulse to see it tried on him personally.”

Although he hated slavery, Lincoln was not an abolitionist. Abolitionists—people such as William Lloyd Garrison, Frederick Douglass, and members of the Underground Railroad—wanted to abolish slavery immediately and everywhere, not just in the territories but in the Southern states, too.

Page 52



“Who Was Abraham Lincoln?,” Pages 54–57

Scaffold understanding as follows:

Have students read independently the section “Who Was Abraham Lincoln?” on pages 54–57.

SUPPORT—Call attention to the image on page 55 of the log cabin, and call on a student volunteer to read aloud the caption.

SUPPORT—Call attention to the image on page 56 of young Lincoln, and call on a student volunteer to read aloud the caption.

They did not care whether the actions against slavery were constitutional.

Lincoln knew that under the U.S. Constitution, the federal government did not have the right to interfere with slavery in the states. The government could, however, stop slavery from entering the territories. If it did that, Lincoln hoped that slavery would gradually die out everywhere in the country. Lincoln cared about ending slavery but wanted to do so constitutionally.

Vocabulary
allowed or legal under the terms of the U.S. Constitution

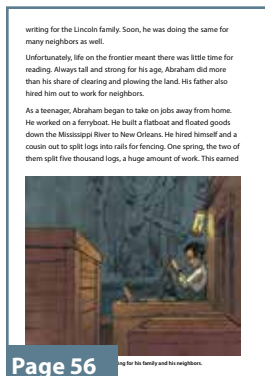
Who Was Abraham Lincoln?

Like so many Americans in the West, Abraham Lincoln started out in life without any special advantages. He was born in a one-room log cabin in Kentucky. His mother could neither read nor write, and his father could barely write his own name.

Abraham’s father, Thomas Lincoln, had the unfortunate knack of picking out one piece of bad farmland after another. After struggling to make a living in Kentucky, Thomas moved his family to Indiana, where he again chose land unwisely. Abraham was seven at the time. Like children everywhere on the frontier, he and his sister helped with farm chores. They went to school only when they could be spared from work at home. Altogether, Abraham probably spent less than one year in the schools of Kentucky and Indiana.

He did not miss a great deal, for frontier schools were quite different from those taught at the same time in the East.

Page 54



After students finish reading the text, ask the following question:

LITERAL—Despite only spending about a year in school, how did Lincoln become well educated?

» Lincoln's stepmother taught him to read. He walked miles to borrow books. Whenever something needed to be written, Lincoln offered to do the writing for his family and his neighbors.

"Lincoln on His Own," Pages 57–59

Scaffold understanding as follows:

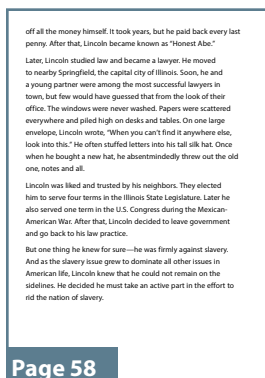
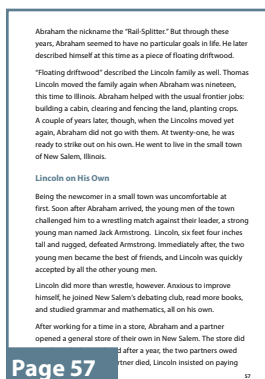
Read aloud the first three paragraphs of the section "Lincoln on His Own" on pages 57–58.

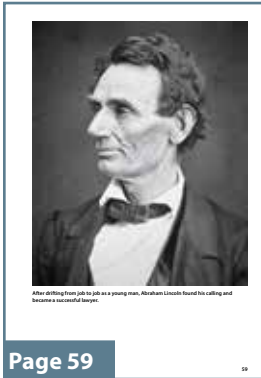
SUPPORT—Draw students' attention to the nickname "Honest Abe." Explain to students that Abe is short for Abraham.

Have students read independently the remainder of the section "Lincoln on His Own" on pages 58–59.

SUPPORT—Call attention to the photograph of Abraham Lincoln on page 59, and call on a student volunteer to read aloud the caption.

SUPPORT—Point out the phrase "remain on the sidelines" in the last paragraph. Explain that to remain or stay on the sidelines is a sports metaphor meaning to not take sides, to not get involved in an argument. Up until this point, Lincoln had not taken sides or gotten involved in the argument over slavery. As students will read in the next chapter, that was about to change.





After students finish reading the text, ask the following questions:

LITERAL—How did Lincoln earn the nickname “Honest Abe”?

- » He paid back all of the money he and his partner owed after their store closed and his partner died.

INFERENTIAL—Why do you think Lincoln insisted on paying off all the debts from his failed store? What does this reveal about his character?

- » Lincoln’s sense of right and wrong would not allow him to walk away from the debts. He didn’t think it was fair that the people he owed money to should suffer because of his actions. This demonstrates his honest, hardworking character.

LITERAL—What government jobs did Lincoln have?

- » He served in the Illinois state legislature and the U.S. Congress.

Timeline

- Show students the Chapter 7 Timeline Image Card of Abraham Lincoln. Read and discuss the caption.
- Review and discuss the Big Question: “What shaped Abraham Lincoln as a young man?”
- Post the image on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What shaped Abraham Lincoln as a young man?”
 - » Key points students should cite include: Abraham Lincoln’s early years were often challenging. Life on the frontier taught him to be persistent and to continue to work hard in spite of obstacles. Though his mother died while he was young, his stepmother encouraged his interest in learning and education. This added to Lincoln’s desire to improve himself and to excel.
- Use the Core Vocabulary word *constitutional* to write a sentence.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 8

The Crisis Deepens

The Big Question: What led the South to secede?

Primary Focus Objectives

- ✓ Explain how the *Dred Scott* decision, John Brown's raid, and the election of 1860 increased the disagreements between the North and the South. (RI.5.2)
- ✓ Explain the issues and significance of the Lincoln-Douglas debates. (RI.5.2)
- ✓ Explain the meaning of Abraham Lincoln's "A house divided" speech. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Supreme Court*, *exercise*, *endure*, *dissolve*, *natural rights*, and *arsenal*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Crisis Deepens":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.2

- Display and individual student copies of The United States of America and the Confederate States of America (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

Supreme Court, n. the highest court in the land (60)

Example: The case was appealed all the way to the Supreme Court for a final ruling.

exercise, v. to actively use or do something (62)

Example: Tina went to the polls to exercise her right to vote.

Variation(s): exercises, exercising, exercised

endure, v. to last (63)

Example: The writers of the Constitution hoped that the document would endure for many years.

Variation(s): endures, enduring, endured

dissolve, v. to end something, such as an organization (63)

Example: Congress decided to dissolve the special committee appointed to investigate the issue.

Variation(s): dissolves, dissolving, dissolved

natural rights, n. rights that all people are born with and that cannot be taken away by the government (64)

Example: The Declaration of Independence says all citizens have the natural rights of “life, liberty, and the pursuit of happiness.”

arsenal, n. a place where weapons and other military equipment are stored (64)

Example: The military kept a large stockpile of weapons in the arsenal.

Variation(s): arsenals

THE CORE LESSON 35 MIN

Introduce “The Crisis Deepens”

5 MIN

Review with students what they learned in the previous chapter. Display the Chapter 7 Timeline Image Card. Read and discuss the caption, and discuss the image. Students should recall that Abraham Lincoln grew up in a poor farming family that frequently moved. Though he did not receive more than a year of formal education, Lincoln learned from his stepmother and was an enthusiastic reader. Lincoln was a hard worker and became known for his honesty. Explain to students that in this chapter, they will learn about how the issue of slavery continued to divide the United States. Call attention to the Big Question, and review with students the meaning of the word *secede*. (*to separate or break away*) Encourage students to look for the reasons why the South seceded as they read the text.

Guided Reading Supports for “The Crisis Deepens”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Dred Scott,” Pages 60–62

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first paragraph of the section “Dred Scott” on page 60. Call attention to the Core Vocabulary term *Supreme Court*, and explain its meaning. Remind students that the Supreme Court is made up of nine justices who are appointed for life.

Chapter 8
The Crisis Deepens

Dred Scott Bleeding Kansas left the nation more divided over the issue of slavery than ever before. Things got even worse in 1857 when the U.S. Supreme Court announced its decision in the Dred Scott case.

The Big Question
What led the South to secede?

Vocabulary
Supreme Court's highest court in the land

Dred Scott was an African American and a slave in the state of Missouri until he was in his thirties. Then his owner, an army doctor, took him to the state of Illinois, where they lived for several years. The owner also took Dred Scott to the Wisconsin Territory for a time before finally returning to Missouri.

Sometime after, with the help of several antislavery white friends in St. Louis, Dred Scott went to court to seek his freedom. Illinois, said Scott, was a free state where slavery was not allowed. The Wisconsin Territory was above 36° 30' latitude—again, an area where slavery was not allowed. Scott asked the court to rule that as soon as he was in a free state or territory, he was a free man.

Page 60



Page 61

Dred Scott appealed the case all the way to the Supreme Court. The Court, however, decided against him. It was true, said the Court, that no one could own a slave in the free state of Illinois. But once Dred Scott came back to Missouri, he was a slave again.

If that were all the Court said, antislavery people might have grumbled a bit and accepted the decision. But the Court went on to say that a slave was like any other property. And the U.S. Constitution says that Congress cannot take away a person's right to his property by passing a law. Therefore, the law that had prohibited a person from owning slaves in certain territories—that is, the Missouri Compromise—had been unconstitutional all along. In other words, the Missouri Compromise was never a proper law.

Worst of all, the Supreme Court declared that African Americans were not citizens of the United States and could never become citizens. This was a terrible injustice against African Americans, especially the thousands of free African Americans who had been considered citizens and had exercised certain civil rights.

Southerners were delighted with this decision. Meanwhile, Northerners were up in arms. If Congress did not have the right to prohibit slavery in a territory, then there was no way to stop the spread of slavery in the territories! Antislavery Northerners made it clear that they would never accept such a situation. The Supreme Court had tried to keep calm tensions over slavery with the decision, but it only made things worse.

Vocabulary
secede, v. to actually use or do something

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Note: Students in Core Knowledge schools may recall the term *Supreme Court* from the Grade 4 units *The American Revolution*, *American Reformers*, and *The United States Constitution*.

CORE VOCABULARY—Invite student volunteers to read aloud the remainder of the section “Dred Scott” on pages 60–62. Before students begin reading, call attention to the Core Vocabulary term *exercise*, and explain its meaning.

After students finish reading the text, ask the following questions:

LITERAL—Who was Dred Scott?

- » He was an African American who was enslaved in Missouri. After his owner brought him to the free state of Illinois and the free Wisconsin territory, Dred Scott went to court to win his freedom.

LITERAL—What did the Supreme Court decide in the *Dred Scott* case?

- » It said that because Dred Scott was brought back to Missouri, he was still a slave. It said that slaves were property and that African Americans were not and could never be U.S. citizens. It also said the Missouri Compromise was unconstitutional.

EVALUATIVE—Why did the *Dred Scott* decision make Southerners happy?

- » The decision kept Scott a slave and supported the idea of slavery. It also meant slavery could spread to any of the territories.

“The Lincoln-Douglas Debates,” Pages 63–64

Scaffold understanding as follows:

Read aloud the first paragraph of the section “The Lincoln-Douglas Debates” on page 63.

SUPPORT—Point out to students that the Stephen Douglas named in this section is the same Stephen Douglas who proposed the Kansas-Nebraska Act, which students read about in Chapter 6.


SUPPORT—Call attention to the image on page 63 of the debates, and call on a student volunteer to read aloud the caption.

The Lincoln-Douglas Debates

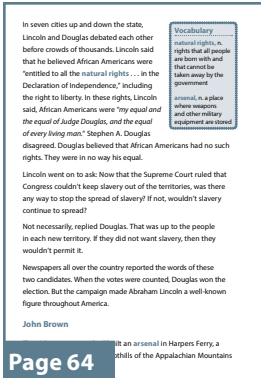
The next year, 1858, the people of Illinois prepared to elect a U.S. senator. Stephen A. Douglas, who had already served for many years, ran for reelection. To run against him, the Republicans chose Abraham Lincoln.

In his very first speech after being nominated, Lincoln summed up the situation facing the nation as he saw it. “A house divided against itself cannot stand,” said Lincoln. “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. It will become all one thing, or all the other.” Lincoln said that if the spread of slavery was not stopped now and made to disappear, then it would spread all through the nation. “It will become all one thing, or all the other.”

Vocabulary
dissolve, v. to last dissolve, v. to and something, such as an organization



Page 63



CORE VOCABULARY—Have students read independently the remainder of the section “The Lincoln-Douglas Debates” on pages 63–64. Before students begin reading, call attention to the Core Vocabulary terms *endure*, *dissolve*, and *natural rights*, and encourage students to review their meanings to better understand the text.

SUPPORT—Call attention to the quotations from Lincoln. Explain to students that Lincoln was a strong orator, or public speaker. His speeches were often passionate and left an impression on the crowd.

After students finish reading the text, ask the following questions:

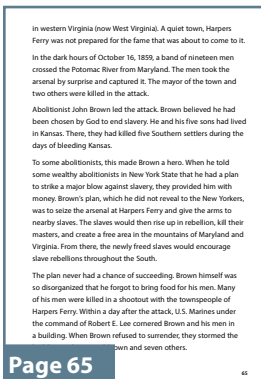
LITERAL—What did Lincoln mean when he said, “A house divided against itself cannot stand”?

- » He meant that the country could not continue to be divided over the issue of slavery. At some point, the country would have to become all slave states or all free states.

LITERAL—In what ways did Lincoln and Douglas differ in their opinions of African Americans?

- » Lincoln believed African Americans were his equal and entitled to the rights in the Declaration of Independence. Douglas believed African Americans had no such rights.


“John Brown,” Pages 64–66



Scaffold understanding as follows:

CORE VOCABULARY—Call attention to the Core Vocabulary term *arsenal*, and explain its meaning.

Invite student volunteers to read aloud the first three paragraphs of the section “John Brown” on pages 64–65.

 **SUPPORT**—Locate West Virginia on The United States of America and the Confederate States (AP 1.2) map. Also call attention to the approximate location of Harpers Ferry.

Have students read independently the remainder of the section on pages 65–66.

SUPPORT—Point out the name Robert E. Lee. Ask students to remember that name, because Lee played an important role in the events that will be described in upcoming chapters.

SUPPORT—Call attention to the image of John Brown’s capture, and call on a student volunteer to read aloud the caption.

Activity Page



AP 1.2

Brown was quickly tried by the state of Virginia, found guilty, and hanged. His raid drove the North and the South even further apart. In the North, many newspapers and leaders, such as Lincoln, spoke out against Brown's violence. Some leading abolitionists, however, called him a hero and even argued with his methods to end slavery. In the South, Brown's raid reawakened the nightmare of slave revolts. Those who wanted to secede from the Union now could say to their fellow Southerners, "Do you see what the North wants to do to us? And this is only the beginning. We must leave the Union now!"

U.S. Marines captured John Brown after Brown's attack at Harpers Ferry.

The Election of 1860

As the election of 1860 drew near, it was clear to all Americans that it might be the most important election in the young nation's history. Quite possibly, it might be the last one.

The Republican Party chose Abraham Lincoln as its candidate for president of the United States. Lincoln and the Republicans guaranteed slavery wherever it then existed and condemned John Brown, but they also promised to do everything they could to keep slavery out of the territories. But the South did not trust the Republicans, or Abraham Lincoln. No matter how many times

Page 66

After students finish reading the text, ask the following questions:

LITERAL—Who was John Brown?

- » He was an abolitionist who believed he was chosen by God to end slavery.

LITERAL—Why did some abolitionists consider John Brown a hero before the raid at Harpers Ferry?

- » He and his sons had killed Southern settlers in Bleeding Kansas.

LITERAL—What was John Brown's plan?

- » He wanted to attack the arsenal at Harpers Ferry and give weapons to slaves to start slave rebellions.

LITERAL—Who was the leader of the U.S. Marines who captured Brown?

- » Robert E. Lee

"The Election of 1860," Pages 66–67

they promised not to interfere with slavery in the Southern states where it already existed, the South did not believe them. Several Southern states said that if a Republican was elected president, they would secede.

And that is exactly what happened. In November 1860, Abraham Lincoln was elected president. One month later, South Carolina seceded from the Union. Over the next six weeks, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas also voted to leave.

At that moment the future of the United States of America looked grim. In fact, it was not clear that the United States had any future at all.

Abraham Lincoln was sworn in as president in March 1861. This moment took the north of union.

Page 67

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section "The Election of 1860" on pages 66–67.

SUPPORT—Remind students of Lincoln's "A House Divided" speech, quoted on page 63. Explain that what Lincoln said in that speech was not what he promised as a presidential candidate. In the election of 1860, Lincoln and the Republican Party said they would preserve slavery where it already existed but keep slavery out of the territories.

SUPPORT—Call attention to the image on page 67 of Lincoln's inauguration, and call on a student volunteer to read aloud the caption.

Read aloud the last two paragraphs of the section on page 67.

After you finish reading the text, ask the following questions:

LITERAL—What did Abraham Lincoln and the Republican Party promise during the election of 1860?

- » They promised slavery could continue wherever it already existed, but they would do what they could to keep slavery out of the territories.

INFERENTIAL—Why do you think Southerners refused to believe Republican promises in the election of 1860 to not interfere with slavery in the states?

- » Possible answers: Southerners remembered the Lincoln-Douglas debates of two years prior, when Lincoln made it clear that he thought slavery was wrong. Southerners didn't trust Lincoln or the Republican Party.

LITERAL—What happened after Abraham Lincoln was elected president?

- » South Carolina and six other Southern states seceded, or left, the Union.

EVALUTIVE—Based on the last two paragraphs of the section, what do you think will most likely happen next?

- » Student responses may vary. Students may note that more states will decide to leave the Union or that the government will go to war to keep the country together.

Timeline

- Show students the Chapter 8 Timeline Image Cards of the Lincoln-Douglas debates, John Brown, and Lincoln's inauguration. Read and discuss the captions.
- Review and discuss the Big Question: "What led the South to secede?"
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What led the South to secede?"
 - » Key points students should cite include: The growing issue of slavery and the election of Abraham Lincoln led the South to secede. Though Abraham Lincoln and the Republican Party promised to preserve slavery in the South, Southerners did not trust that this was the case. Within a month of Lincoln's election to the presidency, South Carolina opted to leave the Union, leading other states in the South to follow.
- Choose one of the Core Vocabulary words (*Supreme Court*, *exercise*, *endure*, *dissolve*, *natural rights*, or *arsenal*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 9

The War Begins

The Big Question: Why did the attack on Fort Sumter launch the American Civil War?

Primary Focus Objectives

- ✓ Describe the challenges Lincoln faced when he took office. (RI.5.2)
- ✓ Summarize the formation of the Confederacy. (RI.5.2)
- ✓ Identify Jefferson Davis. (RI.5.2)
- ✓ Explain why the Confederacy fired on Fort Sumter. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Confederate*, *preserve*, *ammunition*, and *bombardment*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the War Begins”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.2

- Display and individual student copies of The United States of America and the Confederate States of America (AP 1.2)
- Orange, green, and yellow crayons or colored pencils

Core Vocabulary (Student Reader page numbers listed below)

Confederate, adj. of or relating to the eleven states that seceded from the Union to form a new and separate republic (68)

Example: The Confederate States of America was formed by Southern states that had seceded from the Union.

preserve, v. to keep or save (70)

Example: Abraham Lincoln’s main goal was to preserve the Union.

Variation(s): preserves, preserving, preserved

ammunition, n. bullets or shells (72)

Example: The soldiers ran low on ammunition as the battle raged on.

bombardment, n. a continuous attack with bombs, missiles, or other types of ammunition (73)

Example: The rebel forces began to crumble under the constant bombardment.

THE CORE LESSON 35 MIN

Introduce “The War Begins”

5 MIN

Review with students what they learned in the previous chapter. Display the Chapter 8 Timeline Image Cards. Read and discuss the captions, and discuss the images. Students should review events and factors leading to the secession of Southern states, including the *Dred Scott* decision, the Lincoln-Douglas debates and the stances of Lincoln and Douglas on slavery, John Brown and his raid on Harpers Ferry, and the outcome of the election of 1860. Call attention to the Big Question, and encourage students to look for reasons why the attack on Fort Sumter helped launch the Civil War as they read the text.

Guided Reading Supports for “The War Begins”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Secession,” Pages 68–72

Scaffold understanding as follows:

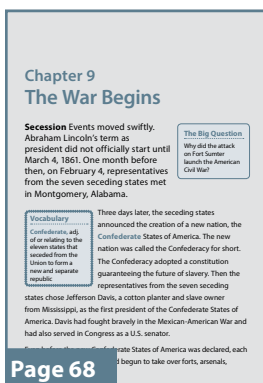
Read aloud the first two paragraphs of the section “Secession” on page 68.

SUPPORT—Note the section head “Secession.” Explain that *secession* is the noun form of the verb *secede*. To secede means to separate or break away. Secession is the act of breaking away.

CORE VOCABULARY—Call attention to the Core Vocabulary term *Confederate*, and explain its meaning.

SUPPORT—Call attention to the word *Confederacy* in the second paragraph. Explain that *Confederacy* is one of the names used for a country or group of states that are joined together by formal agreement. Students in Core Knowledge schools may recall learning about the Articles of Confederation. Note the relationship between *Confederacy* and *Confederation*. Both refer to the joining together of states to form a nation.

SUPPORT—Call attention to the portrait of Jefferson Davis on page 69, and explain to students that he was chosen as the first president of the Confederate States of America.



post offices, and other U.S. government property in their states. They believed the property belonged to them because the United States no longer had any rights within the Confederate States. By the time Lincoln took over as president, only two forts in the seven Confederate States remained under the control of the United States.

President Lincoln faced a massive problem as he began his term of office. Seven Southern states had already left the Union. Eight other slave states remained in the Union, but four of them had already warned Lincoln: if you use force against the seven states that seceded, we will join them. That would make the new Confederate States of America bigger and stronger. Yet Lincoln knew that if he did not use force, he could not make the seceding states return to the Union.

Lincoln decided to make one last appeal to the Southern states that had seceded. At the start of each new term of office, presidents take an oath of office and then deliver a speech, called the inaugural address. Lincoln used his inaugural address to appeal to the South to stay in the Union. He reassured the South, as he had done before, that he did not intend "to interfere with . . . slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination (desire) to do so."

When it came to secession, however, Lincoln said that he had no choice. As president he had a duty to preserve the Union, to enforce its laws, and to protect its property.

Lincoln told the South, "there will be no invasion, no taking of people anywhere." And he urged the

Vocabulary
preserve, to keep safe

Page 70

Page 71


CORE VOCABULARY—Have students read independently the last four paragraphs of the section “Secession” on pages 68–72. Before students begin reading, call attention to the Core Vocabulary term *preserve*, and encourage students to review its meaning to better understand the text.

CHALLENGE—Explain to students that in his inaugural address, President Lincoln emphasizes that he had no intention of interfering with slavery. In addition, Lincoln’s speech implores the Southern states to reconsider secession, explaining that it is they, not the federal government, that wish to divide the country. Lincoln’s speech is a heartfelt plea on behalf of the Union. Share with students the excerpted speech below. You may pause and rephrase or explain each section as you read it aloud.

My countrymen, one and all, think calmly and well upon this whole subject. Nothing valuable can be lost by taking time. If there be an object to hurry any of you in hot haste to a step which you would never take deliberately, that object will be frustrated by taking time; but no good object can be frustrated by it. Such of you as are now dissatisfied still have the old Constitution unimpaired, and, on the sensitive point, the laws of your own framing under it; while the new Administration will have no immediate power, if it would, to change either. If it were admitted that you who are dissatisfied hold the right side in the dispute, there still is no single good reason for precipitate action. Intelligence, patriotism, Christianity, and a firm reliance on Him who has never yet forsaken this favored land are still competent to adjust in the best way all our present difficulty.

In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. The Government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the Government, while I shall have the most solemn one to “preserve, protect, and defend it.”

I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.

 **SUPPORT**—Call attention to the map of the Union and Confederacy on page 71, and read aloud the caption. Have students identify the Confederate States of America and the states it encompassed.

After students finish reading the text, ask the following questions:

LITERAL—What name did the seceding states give to their new country?

- » They named their country the Confederate States of America or the Confederacy.

LITERAL—Whom did the Confederacy choose as its president?

- » They chose Jefferson Davis to be president.

LITERAL—Why didn't Lincoln move against the seceding states immediately after taking office?


- » There were eight other slave states that had not yet seceded, and four of them had warned Lincoln they would do so if he used force against the seven states that had seceded.

"Too Late for Words," Pages 72–73

Scaffold understanding as follows:

CORE VOCABULARY—Have students read independently the section **"Too Late for Words"** on pages 72–73. Before students begin reading, call attention to the Core Vocabulary terms *ammunition* and *bombardment*, and encourage students to review their meanings to better understand the text.

SUPPORT—Call attention to the image of Fort Sumter on page 73, and call on a student volunteer to read aloud the caption.

 **SUPPORT**—Direct students to the map on page 71, and have them locate Fort Sumter.

SUPPORT—Make sure students understand that while Fort Sumter was the first spark of the Civil War, it was not the cause of the war. The war was the result of growing tensions between North and South over slavery, growing economic differences between North and South, and what many in the South saw as disrespect of states' rights by the federal government—all of which were discussed in previous chapters. The election of 1860 was the "last straw" in the growing divide.

After students finish reading the text, ask the following questions:

LITERAL—Where was Fort Sumter, and who controlled it?

- » Fort Sumter was in South Carolina and the U.S. government (the Union) controlled it.

LITERAL—Why did Lincoln send ships to Fort Sumter?

- » The fort needed supplies.

LITERAL—How did the Confederacy respond?

- » Its forces attacked Fort Sumter.

LITERAL—What was the result of the attack on and surrender of Fort Sumter in the North and in the South?

- » Lincoln called for Americans to join the army to put down the rebellion. Four additional slave states joined the Confederacy since Lincoln had used the very action they had warned him about—using force against the seceding states.

South not to do anything hasty. "We are not enemies, but friends," said Lincoln in closing. "We must not be enemies."

Too Late for Words

The president's carefully chosen words changed nothing. It was too late for words. In South Carolina, events marched toward a showdown. One of the two Southern forts that the U.S. government still controlled was located on an island in the harbor of Charleston, South Carolina. This was Fort Sumter. Earlier, South Carolina had demanded that the fort be handed over along with all the others. Major Robert Anderson, in charge of the fort, refused. But now Fort Sumter was running short on supplies. Major Anderson told the president that unless food arrived soon, he would have to give up.

The only way to get supplies to Fort Sumter was by ship. The ships would have to pass in front of the guns of the Confederate States located on other islands in the harbor. President Lincoln wanted to send the needed supplies, but he didn't want to start a war over them. He informed South Carolina that the ships he was sending to Fort Sumter carried only food and supplies—no fresh soldiers, no guns, no ammunition. Surely, he believed, there would be no reason to fire on the ships. President Jefferson Davis of the Confederacy decided otherwise. If supplies reached the fort, Anderson and his men could continue to hold out. Davis would not allow that, before the instructed

Vocabulary
ammunition, n.
bullets or shells

Page 72

The Confederate bombardment of Fort Sumter meant that the American Civil War had begun.

the local commander to demand the fort's surrender. When Major Anderson refused, Confederate cannons on shore opened fire. After thirty hours of shelling, Major Anderson surrendered.

That did it. Confederate guns had fired upon the forces of the United States of America. In the eyes of the Confederacy, its gunners had struck a blow for Confederate independence. In the eyes of the Union, they had started a rebellion. Soon after, Lincoln called for Americans to join the army to put down the rebellion. Of course, that was the very action those other four Southern states had warned against—using force against the seceding states. Now those states, too—Arkansas, Virginia, North

—withdrew from the Union and joined had begun.

Vocabulary
bombardment, n.
a continuous attack with bombs, missiles, or other types of ammunition

Page 73



LITERAL—What were some of the problems that led to the Civil War?

- » Student answers should focus on slavery as the principle cause. Students may also note that the economic differences between the North and South and different opinions about the powers of the states and the federal government contributed.



SUPPORT—Distribute copies, or have students take out their copies, of The United States of America and the Confederate States of America (AP 1.2). Have students refer back to the map on page 71. On their activity pages, students should fill in the map key and color the map to reflect the map on page 71. Note that there are only three descriptions on the map: Union states, Confederate states, and territories. Guide students in recognizing that to complete and color the Union states on The United States of America and the Confederate States of America (AP 1.2), they will need to use a single color to shade both free and slave states that were part of the Union.

Timeline

- Show students the Chapter 9 Timeline Image Cards of Jefferson Davis and Fort Sumter. Read and discuss the captions.
- Review and discuss the Big Question: “Why did the attack on Fort Sumter launch the American Civil War?”
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why did the attack on Fort Sumter launch the American Civil War?”
 - » Key points students should cite include: The Confederate attack on Fort Sumter, a fort still controlled by the U.S. government, was considered an open act of rebellion. As such, President Lincoln called for troops to put down the rebellion. Union use of force against the Southern states that had already seceded led additional states in the South to join the Confederacy.
- Choose one of the Core Vocabulary words (*confederate*, *preserve*, *ammunition*, or *bombardment*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 10

Advantages and Disadvantages

The Big Question: What resources and advantages did each side have at the start of the Civil War?

Primary Focus Objectives

- ✓ Summarize the expectations of both sides at the beginning of the war. (RI.5.2)
- ✓ Describe how the First Battle of Bull Run changed people's views of the Civil War. (RI.5.2)
- ✓ List the advantages of the North and the South at the start of the Civil War. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *upper hand* and *defensive*, and of the phrase "tide of battle." (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Advantages and Disadvantages":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 10.1

- Display and individual student copies of The Civil War, 1861–1865 (AP 10.1)

Core Vocabulary (Student Reader page numbers listed below)

"tide of battle," (idiom) the way that a conflict is going (76)

Example: At the beginning of the fight, the generals were unsure how the tide of battle would go.

upper hand, n. control or advantage (77)

Example: Both teams worked hard to get the upper hand over their opponent.

defensive, adj. designed to keep safe or protect against attack (79)

Example: The soldiers built a defensive wall around the fort.

THE CORE LESSON 35 MIN

Introduce “Advantages and Disadvantages”

5 MIN

Activity Page



AP 10.1



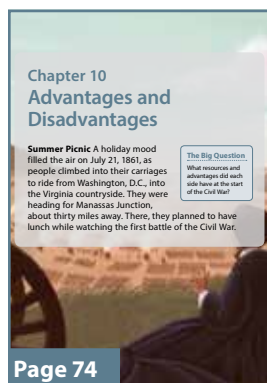
Review with students what they learned in the previous chapter. Display the Chapter 9 Timeline Image Cards. Read and discuss the captions, and discuss the images. Students should note that after the election of Abraham Lincoln, some Southern states seceded. Others seceded after Lincoln moved against rebels who tried to seize control of Fort Sumter. Distribute copies of *The Civil War, 1861–1865* (AP 10.1). Have students locate Fort Sumter on the map and answer the first question. Call attention to the Big Question for the chapter, and encourage students to look for the resources and advantages on both sides of the Civil War as they read the text.

Guided Reading Supports for “Advantages and Disadvantages”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Summer Picnic,” Pages 74–79



Activity Page



AP 10.1

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “Summer Picnic” on pages 74–76.

SUPPORT—Call attention to the image of the spectators at the Battle of Manassas (also called the First Battle of Bull Run) on pages 74–75, and call on a student volunteer to read aloud the caption.



SUPPORT—Have students locate Washington, D.C., Richmond, and the First Battle of Bull Run on *The Civil War, 1861–1865* map (AP 10.1).

Invite student volunteers to read aloud the next four paragraphs of the section “Summer Picnic” on pages 76–77.

CORE VOCABULARY—Call attention to the Core Vocabulary term *upper hand* and the idiom “tide of battle,” and explain their meanings.



Read aloud the next paragraph of the section.

SUPPORT—Call attention to the phrase “turn the tide.” Explain that to turn the tide means to reverse the trend of events or the way things are going. Connect the idiom to the Core Vocabulary idiom “tide of battle”: the arrival of fresh Confederate troops turned the tide, or switched the course, of the battle.

Note: Students in Core Knowledge schools may recall the idiom “turn the tide” from the Grade 4 unit *Medieval Europe*.

SUPPORT—Call attention to the image on page 77 of Union soldiers fleeing, and call on a student volunteer to read aloud the caption.

SUPPORT—Have students read independently the remainder of the section “Summer Picnic.” Before students begin reading, call attention to the word *Virginny*, and explain to students that this is another name for the state of Virginia.

After students finish reading the text, ask the following questions:



LITERAL—What was the name of the U.S. war between the North and the South?

» It was called the Civil War.

LITERAL—What did people expect about the length of the war?

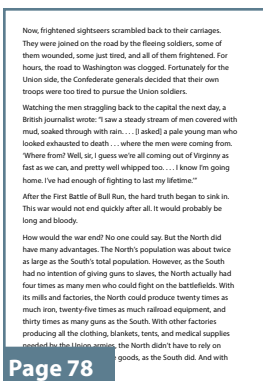
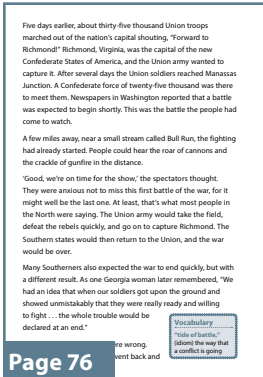
» People on both sides thought the war would be over quickly, maybe after just one battle.

EVALUATIVE—How did the First Battle of Bull Run change people’s expectations about the war?

» The battle showed people the war would not end quickly and could possibly be long and bloody.

LITERAL—What advantages did the North have in the war?

» The North had a larger population. It could produce more guns, supplies, and equipment because of its mills and factories. It also had more railroads to move supplies and troops.



"Is Bigger Better?," Pages 79–81

Scaffold understanding as follows:

CORE VOCABULARY—Have students read independently the section **"Is Bigger Better?"** on pages 79–81. Before students begin reading, call attention to the Core Vocabulary term *defensive*, and encourage students to review its meaning to better understand the text.

SUPPORT—Call attention to the chart of Union and Confederate resources on page 80, and read through each resource.

SUPPORT—Call attention to the image on page 81 of Robert E. Lee, and call on a student volunteer to read aloud the caption. Remind students that Robert E. Lee captured John Brown after the raid at Harpers Ferry.

After students finish reading the text, ask the following questions:

LITERAL—What advantages did the Confederacy have at the beginning of the Civil War?

- » The Confederacy was fighting a defensive war, and its army was led by Robert E. Lee.

LITERAL—Why would a longer war favor the Union side?

- » With more soldiers and weapons, the Union could afford to wage a longer war. The South would eventually run out of men, food, and supplies.

LITERAL—Why did Robert E. Lee fight for the Confederacy instead of the Union?

- » Lee said that although he believed in the Union cause, he could not turn against his home state of Virginia. He didn't want to fight against his relatives, children, and home.

many more miles of railroad track, the North could move its troops and supplies more easily than the South.

Is Bigger Better?

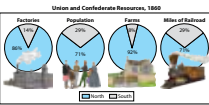
There is more to winning a war than having such advantages as the North, however. Remember the American Revolution? Great Britain had a far larger population. It had a bigger and better trained army. It had a larger navy. It had far more weapons than the American Patriots. But it still lost the war. Would this happen to the North as well?

At the start of the Civil War, both sides had plenty of men and supplies. The North's larger population and factory production would be a big advantage only if the war dragged on for a number of years. That's when Confederate armies would feel the pinch of not having enough men to replace those killed and wounded. That's when they would find themselves short of supplies. But if the Confederate army could win enough early battles, Northerners might lose heart and quit the war before their advantages really mattered.

The Confederacy had its own advantages, too. The biggest was that it was fighting a defensive war. The South did not have to conquer an inch of Northern land to win. All it had to do was successfully defend its own land against Northern armies. Knowing that they were fighting to defend their own land and homes gave Southern soldiers an extra

Vocabulary
defensive, adj.
designed to keep safe or protect against attack.

Page 79



The North had many advantages that would be harder to bring into the South. The South also had advantages—ones that could not be easily measured.

Another benefit for the South came in the form of one man—an outstanding general by the name of Robert E. Lee. In fact, President Lincoln asked Lee to take charge of all the Union armies. But Lee, like so many others of that time, felt a deep attachment to his home state of Virginia. In fact, many people at that time referred to their home state as their "country." As it was just a matter of time before Virginia joined the Confederacy, Lee refused President Lincoln's offer, explaining, "If I owned four million slaves, I would cheerfully give them up to save the Union. But to lift my hand against Virginia is impossible. . . . I cannot fight against my relatives, my children, my home."

Instead, Lee chose to be a general in the Confederate army. Lee proved to be a great general and was deeply respected by his men. Although his armies were usually outnumbered, General Lee used daring surprise moves to win many victories. Although it took a little longer, his generals emerged for the Union

Page 80



As the war went on, General Lee could not turn against his fellow Virginians and instead led the Confederate army.

Page 81

Timeline

- Show students the Chapter 10 Timeline Image Cards of Union soldiers fleeing and Robert E. Lee leading Confederate troops. Read and discuss the captions.
- Review and discuss the Big Question: "What resources and advantages did each side have at the start of the Civil War?"
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What resources and advantages did each side have at the start of the Civil War?”
 - » Key points students should cite include: The North had numerous advantages going into the Civil War. The population of the North was nearly double that of the South, and the North was home to the majority of U.S. factories and railroads. The South also had several key advantages. The South was fighting a defensive war, meaning it did not have to conquer any territory in the North. Fighting to defend their homes also provided additional determination for Southern soldiers. The South also had one of the country’s best generals, Robert E. Lee.
- Choose one of the Core Vocabulary words (*upper hand* and *defensive*) or the idiom “tide of battle,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 6–10 (RI.5.4)

30 MIN

Activity Page



AP 10.2

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 6–10 (AP 10.2).

Distribute copies of Domain Vocabulary: Chapters 6–10 (AP 10.2). Read aloud the directions. Encourage students to use Chapters 6–10 in the Student Reader to answer the questions. Students may complete this activity independently, with partners, or for homework.

CHAPTER 11

Developing a Strategy

The Big Question: What was General Winfield Scott's plan to win the war, and how successful was it?

Primary Focus Objectives

- ✓ Explain Winfield Scott's strategy for winning the war. (RI.5.2)
- ✓ Describe the battles between the *Virginia* and the *Monitor*, and understand the significance to naval warfare. (RI.5.2)
- ✓ Explain the importance of the naval blockade to the Union strategy. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *strategy*, *blockade*, and *manpower*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Developing a Strategy":
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 10.1

- Display and individual student copies of The Civil War, 1861–1865 (AP 10.1)

Core Vocabulary (Student Reader page numbers listed below)

strategy, n. a plan of action created to achieve a specific goal (84)

Example: The general devised a strategy to win the battle and defeat the enemy.

Variation(s): strategies

blockade, n. a military strategy aimed at preventing people and goods from entering or leaving an area (84)

Example: Because of the blockade, the town was unable to get supplies for its citizens.

Variation(s): blockades

manpower, n. the number of people available for a task (86)

Example: A large amount of manpower was required to move the heavy wagon.

THE CORE LESSON 35 MIN

Introduce “Developing a Strategy”

5 MIN

Review with students what they learned in the previous chapter. Display the Chapter 10 Timeline Image Cards. Read and discuss the captions, and discuss the images. Remind students that both the Union and the Confederacy believed the war would be short—so short that spectators attended the First Battle of Bull Run. Have students refer back to The Civil War, 1861–1865, map (AP 10.1). Locate Richmond (the Confederate capital), Washington, D.C. (the Union capital), and the First Battle of Bull Run. Next, call attention to the Big Question, and encourage students to look for Winfield Scott’s plan to win the Civil War, and evaluate its success as they read the text.

Guided Reading Supports for “Developing a Strategy”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Scott Plan,” Pages 82–86

Scaffold understanding as follows:

Invite student volunteers to read aloud the first two paragraphs of the section “The Scott Plan” on pages 82–84.

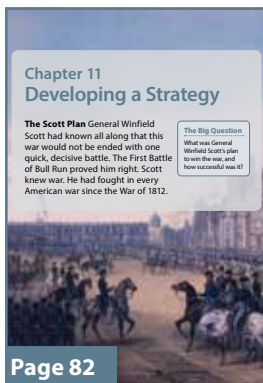
SUPPORT—Call attention to the image on pages 82–83 of Scott leading troops, and call on a student volunteer to read aloud the caption.

Invite a student volunteer to read the next paragraph aloud.

CORE VOCABULARY—Call attention to the Core Vocabulary term *strategy*, and explain its meaning.

CORE VOCABULARY—Have students read independently the remainder of the section “The Scott Plan” on pages 84–86. Before students begin reading, call attention to the Core Vocabulary terms *blockade* and *manpower*, and encourage students to review their meanings to better understand the text.

SUPPORT—Call attention to the map on page 84 of Scott’s Strategy, and call on a student volunteer to read aloud the caption. Use the map to explain Scott’s strategy, calling attention to each of the isolated regions and the location of his planned blockade.



In the war with Mexico, it was Scott who led American troops in triumph into Mexico City. After an unsuccessful run for the presidency in 1852, Scott returned to his duties as commanding general of all American forces.

A native Virginian who opposed slavery, Scott remained with the Union. This was unlike some of his fellow Virginians, such as Lee, who sided with the Confederacy. At age seventy-five, General Scott could no longer command troops in the field. However, he could still use his experience to develop a winning strategy for the war. He got to work right after Fort Sumter fell.

Scott explained his plan to President Lincoln: The Appalachian Mountains and the Mississippi River divided the Confederacy into three nearly equal parts. The Confederacy could be weakened by isolating each of those parts. The first step would be to gain control of the Mississippi River and the three Confederate states on the western side of the river—Texas, Arkansas, and Louisiana. This action would cut off those states from the rest of the Confederacy. They would be knocked out of the war.

At the same time, the navy would be used to set up a naval blockade. A blockade would prevent ships from entering or leaving the Confederacy's ports on the Atlantic and Gulf coasts. This would prevent the Confederacy from selling its cotton to Europe or importing goods from Europe.

Page 84

Vocabulary
strategy, n. a plan of action created to achieve a specific goal
blockade, n. a military strategy aimed at preventing people and goods from entering or leaving an area

Page 85

weaker, the Union would press its advantage in manpower and supplies. By then, the Union's large armies would be experienced in battle. They would be ready to advance from the north and from the west, cutting the Confederacy into still smaller parts and defeating them.

President Lincoln came to recognize that Scott's strategy was a sound one. Others, however, criticized it for being too slow and too timid. They ridiculed Scott's plan, calling it the "anaconda strategy." An anaconda is a long snake that kills by wrapping itself around its prey and slowly crushing it. The critics called for a bold plan that would end the war in months, not years. Even President Lincoln worried that the nation might grow weary of a long war. Lincoln supported an early battle to settle the issue.

But Scott knew that the Confederate armies were not going to crumble after a few battles. They had too many fine leaders and too many brave men. The Union could win, but only after a long, hard fight. The First Battle of Bull Run proved him right.

The day after Fort Sumter surrendered, President Lincoln declared a naval blockade. However, in the early years of the war, the blockade was not effective. No ship can be everywhere at once, and the Union had only forty-two ships to patrol a shoreline of 3,500 miles and 189 ports. During 1861, nine out of every ten ships that tried to "run" the blockade made it safely. By the start of 1862, Northern shipyards began to produce large numbers of warships, and the Union's navy was more powerful than the Confederacy's. By the end of the war, the Union navy numbered more than 600 ships, while the Confederate navy numbered only about 20.

Page 86

Vocabulary
manpower, n. the number of people available for a task

After students finish reading the text, ask the following questions:

LITERAL—Who was Winfield Scott?

- » He was a general who had fought in every American war since the War of 1812. He developed the strategy used by the Union Army.

LITERAL—What was Winfield Scott's plan for winning the war?

- » Scott wanted to gain control of the Mississippi River. This would knock the three Confederate states on the western side of the river out of the war. He also wanted to set up a naval blockade of Gulf and Atlantic ports.

LITERAL—Why did people criticize Scott's plan?

- » Many thought it would take too long to win the war and that Union forces should launch a quick strike instead.

"The Virginia and the Monitor," Pages 87–88

Scaffold understanding as follows:

Invite student volunteers to read aloud the section "The Virginia and the Monitor" on pages 87–88.

SUPPORT—Have students locate on The Civil War, 1861–1865 map (AP 10.1) the battle between the *Virginia* and the *Monitor*.

SUPPORT—Call attention to the image on page 87 of ironclad ships, and call on a student volunteer to read aloud the caption.

Activity Page




AP 10.1

The Virginia and the Monitor

For a short time in early 1862, it looked like the South might have a weapon that could shatter the Union blockade. Back at the start of the war, the U.S. Navy had to leave its base in Norfolk, Virginia, because Confederate forces were closing in. As the Union warships hurried out of port, one of them, the Merrimack, caught fire and sank in shallow waters. Later the Confederates raised the ship, cut off its burned top, and covered its sides with a double layer of two-inch-thick iron plates. Each side had holes for five large naval guns. On its bow (the front of the ship) was a 1,500-pound iron battering ram.

All this work took many months, but on March 8, 1862, the ironclad ship, now renamed the Virginia, steamed out of Norfolk's harbor and took on two large Union warships. Cannonballs simply bounced off the Virginia's slanted sides and fell harmlessly into the water. The Virginia sank both Union ships and scattered several others before anchoring for the night.

The Union navy, however, had been building its own ironclad ship, called the Monitor. The next day, as the Virginia steamed out to destroy more Union ships, the Monitor was waiting for it. For four hours, a battle raged as hand-to-hand combat from the shore. Although each side claimed victory, neither ship



Neither side won a clear victory in this battle between ironclad ships.

Page 87

After students finish reading the text, ask the following question:

LITERAL—What made the *Virginia* a different and dangerous ship to Union forces?

» Its iron plates were too strong to be harmed by cannonballs.

“Mississippi River Ports,” Pages 88–89

For the next two months, though, fearful of the Virginia, Union ships steered clear of the waters off Norfolk. Then in May, as Union troops advanced on Norfolk, it was the Confederacy's turn to abandon the port. Rather than allow the Virginia to fall into the Union's hands, Confederate soldiers destroyed the ship. The Confederacy unsuccessfully tried to buy other ironclad warships from European countries. Without such ships, the Confederacy had no chance of breaking the Union's blockade.

Mississippi River Ports

In 1862, Union warships commanded by Captain David Farragut made a bold move to carry out a second part of Scott's strategy. Their goal was to cut off Texas, Arkansas, and Louisiana from the rest of the Confederacy. Farragut was the commander of a fleet of twenty-three warships blockading the mouth of the Mississippi River. New Orleans, by far the Confederacy's biggest port, was just a short way upriver. Farragut believed that if he could take the enemy by surprise, he could capture the city. After his ships bombarded Confederate forts near the mouth of the river for five days, Farragut ordered his fleet upstream. Despite heavy fire, he captured New Orleans. Confederate ships could still sail down the Mississippi River. But they could no longer use the port at its mouth to unload goods, and they could not get to the open sea.

Meanwhile, Union armies, led by General Ulysses S. Grant, fought fierce battles in the South. By the end of 1862, Grant had won several victories. But at Shiloh, near the Mississippi border,

Page 88

Scaffold understanding as follows:

Have students read independently the section “Mississippi River Ports” on pages 88–89.

SUPPORT—Call attention to the image on page 89 of the capture of New Orleans, and call on a student volunteer to read aloud the caption.



SUPPORT—Have students turn back to the map on page 85 and locate the battles fought by Farragut and Grant: New Orleans, Shiloh, and Vicksburg.

After students finish reading the text, ask the following questions:

LITERAL—Who was David Farragut, and what did he do?

» Farragut was a commander of a fleet of Union warships that blockaded the Mississippi River. He and his fleet captured New Orleans.

EVALUATIVE—Why was New Orleans an important target?

» It was the biggest port in the Confederacy.

LITERAL—What happened at Shiloh?

» Confederate forces caught General Grant's troops by surprise. After a two-day battle, Grant drove the Confederate forces back.

LITERAL—What was the status of the Mississippi River by the end of 1862?

» The Union controlled most of the river, but the Confederacy controlled important ports, such as Vicksburg.



Union Captain David Farragut captured New Orleans and prevented Confederate ships from using its port.

a Confederate army caught Grant by surprise. The resulting battle lasted for two days. Both sides suffered heavy loss of life. In the end, however, Grant drove the Confederate troops back.

So, by the end of 1862, this is how matters stood in the West: Union forces had won control of most of the Mississippi River. Confederate troops, though, still held several important ports, including Vicksburg, Mississippi. This allowed the states of Arkansas, Texas, and Louisiana to continue helping the Confederacy by sending men and supplies across the great river. Until Union forces could take those river ports, the anaconda would not be able to tighten its grip on the South.

Page 89

Timeline

- Show students the Chapter 11 Timeline Image Card of the *Virginia* and the *Monitor*. Read and discuss the caption.
- Review and discuss the Big Question: “What was General Winfield Scott’s plan to win the war, and how successful was it?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What was General Winfield Scott’s plan to win the war, and how successful was it?”
 - » Key points students should cite include: General Winfield Scott planned to divide the Confederacy into three parts, then work to isolate each of those parts from the rest of the Confederacy. Scott also planned a naval blockade that would prevent necessary supplies from Europe from entering the South. Scott’s plan proved successful, but it was not a strategy that would win the war quickly.
- Choose one of the Core Vocabulary words (*strategy*, *blockade*, or *manpower*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 12

The War in the East

The Big Question: What prompted Lincoln to remove General McClellan from command?

Primary Focus Objectives

- ✓ Explain how McClellan's excessive caution undermined Union strategy. (RI.5.2)
- ✓ Identify and explain the outcomes of the Peninsula Campaign and the Battle of Antietam. (RI.5.2)
- ✓ Identify Stonewall Jackson, and describe his significance to the Confederacy. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *volunteer*, *caution*, *peninsula*, and *decisiveness*; and of the phrase "secretary of war." (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the War in the East":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 10.1

- Display and individual student copies of The Civil War, 1861–1865 (AP 10.1)

Core Vocabulary (Student Reader page numbers listed below)

volunteer, n. a person who chooses or offers to serve in the military; a person who offers to complete a task or participate in an event without pay (92)

Example: The volunteer helped clean up litter in a local park.

Variation(s): volunteers

caution, n. carefulness; efforts made to avoid danger or risk (92)

Example: The troops moved ahead with caution, for they did not know what the foreign terrain might hold.

“secretary of war,” (phrase) the government official responsible for planning and executing wars (93)

Example: The secretary of war met with several generals to discuss upcoming battle strategies.

Variation(s): secretaries of war

peninsula, adj. of or related to a piece of land that sticks out into a body of water (94)

Example: General McClellan’s peninsula campaign ultimately proved unsuccessful.

decisiveness, n. an ability to make decisions quickly (94)

Example: The general was well-known for his decisiveness; he was always quick to make up his mind.

THE CORE LESSON 35 MIN

Introduce “The War in the East”

5 MIN

Review with students what they learned in the previous chapter. Display the Chapter 11 Timeline Image Card. Read and discuss the caption, and discuss the image. Students should recall Winfield Scott’s “anaconda strategy” and the significance of ironclad ships, including the *Virginia* and *Monitor*. Call attention to the Big Question, and encourage students to look for reasons why President Lincoln removed General McClellan from command.

Guided Reading Supports for “The War in the East”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“On to Richmond,” Pages 90–93

Chapter 12 The War in the East

On to Richmond is the East the Union was far less successful. There, the Union’s main goal was to capture the Confederacy’s capital city, Richmond, Virginia.

The Big Question
What prompted Lincoln to remove General McClellan from command?

Capturing the enemy’s capital is often an important goal in war. It disrupts their government and can cause their people to lose heart. For the same reason, the Union side always rushed troops to defend its own capital, Washington, D.C., whenever it seemed like Confederate armies might attack it. In the case of Richmond, though, the Union would also be capturing much more than a capital city. The Confederacy’s most important railroad center, its largest iron mill, and its largest maker of guns were in Richmond. If the Union took Richmond, the Confederacy might collapse then and there.

Three days after the defeat at Bull Run, President Lincoln changed generals. He appointed George B. McClellan to command the eastern army, which came to be called the Army of the Potomac.

Page 90

Scaffold understanding as follows:

Invite student volunteers to read aloud the first four paragraphs of the section “On to Richmond” on pages 90–92.

CORE VOCABULARY—Call attention to the Core Vocabulary term *volunteer*, and explain its meaning. Reiterate to students that most men in the Union army were not professional soldiers. Instead, they were men who entered service by choice. This meant that army leadership faced the task of training these men to be an effective fighting force.



AP 10.1



George McClellan was only thirty-four years old, very young for such great responsibility. However, he was known as a brilliant organizer. And that is exactly what this collection of untrained volunteers needed if it was to become an effective army. Unfortunately, he could be arrogant, and slow to attack the enemy.

To help McClellan train his men, Lincoln gave the general his full support. When McClellan asked for more money and supplies, he got them. When he asked for more men, he got those, too. Eventually, McClellan had 110,000 men under his command. He had one of the largest armies ever gathered. By the end of 1861, he was writing to his wife that he expected to “touch the rebels in one campaign.”

As weeks stretched into months, President Lincoln wondered just when that campaign might take place. December and January came and went with no action. In mid-February, McClellan wrote, “In ten days I shall be in Richmond.” But still his troops had not moved. Even a message from the president telling him, “you must act,” didn’t get McClellan to move.

It was now clear that McClellan was all talk. In reality, he had little stomach for fighting. His great weakness was his caution. Every time he seemed ready to move, something caused him to rethink and delay moving his troops.

Vocabulary
volunteer, *n.* a person who chooses or offers to serve in the military; a person who offers to complete a task or participate in an event without pay
caution, *n.* carefulness; efforts made to avoid danger or risk

Page 92

Usually that something was a report—that the enemy had more troops. Convinced he would be outnumbered, McClellan would ask for additional troops. Lincoln’s secretary of war once said, “If [McClellan] had a million men, he would swear the enemy had two million, and then he would sit down in the mud and yell for three.” President Lincoln grew so frustrated that he remarked, “If General McClellan does not want to use the army I would like to borrow it.”

Vocabulary
secretary of war, *(phrase)* the government official responsible for planning and executing wars

Page 93



SUPPORT—Have students locate Richmond, the Confederate capital, on The Civil War, 1861–1865 map (AP 10.1).

CORE VOCABULARY—Have students read independently the remainder of the section “On to Richmond” on pages 92–93. Before students begin reading, call attention to the Core Vocabulary term *caution* and the phrase “secretary of war,” and encourage students to review their meanings to better understand the text.

SUPPORT—Call attention to the image on page 93 of McClellan’s officers, and call on a student volunteer to read aloud the caption.

After students finish reading the text, ask the following questions:

LITERAL—Who was George McClellan?

- » He was the commander of the eastern Union army, called the Army of the Potomac.

LITERAL—What were McClellan’s strengths as a commander?

- » McClellan was a brilliant organizer of men. He built the Army of the Potomac into a professional fighting force.

LITERAL—What were McClellan’s weaknesses as a commander?

- » He was too cautious in engaging and fighting the enemy.

“The Peninsula Campaign,” Pages 94–96

Scaffold understanding as follows:

Read aloud the section title. Point out the word *peninsula*, and explain its meaning. Students may recognize that the word *peninsula* is generally used as a noun. Explain that in this instance, *peninsula* is being used as an adjective to describe the type of plan that McClellan had conceived. **The peninsula**

The Peninsula Campaign

Finally, even McClellan was ready to move from his training base near Washington. Lincoln thought McClellan should march directly to Richmond. Confederate armies were ready to defend that route, however, so McClellan offered a different plan. He would take most of the Army of the Potomac by boat to the Virginia Peninsula, which lies between the York and James rivers. This would be a huge task of organization, but it was exactly the kind of thing McClellan was good at. The army would then move north up the peninsula toward Richmond, attacking it from behind. A second Union army would march south from Washington to keep Confederate troops along that route busy. The two armies would then meet and take Richmond.

It was a good plan, but to succeed, it would take daring, decisiveness, and speed. None of these three things were McClellan's strong points. The first part went smoothly. In late March, McClellan floated his army of 110,000 down the Potomac River. More than one hundred Union boats landed near the tip of the peninsula. But then, McClellan spent endless days organizing and reorganizing and retraining his troops. When he finally started north, he moved slowly and cautiously, even though there were few Confederate troops on the peninsula. Along the way, he spent a whole month trying to capture a small town.

Page 94

Vocabulary
peninsula, n. a piece of land that sticks out into a body of water
decisiveness, n. an ability to make decisions quickly

campaign was a plan for a series of battles to be fought in the Virginia Peninsula, the area of land in Virginia between two rivers, the York and James rivers.

Note: Students may recall the word *peninsula* from the unit *The Geography of the United States*.

Invite student volunteers to read aloud the first two paragraphs of the section “The Peninsula Campaign” on page 94.

CORE VOCABULARY—Call attention to the Core Vocabulary term *decisiveness*, and explain its meaning.

Read aloud the third paragraph of the section “The Peninsula Campaign” on page 95.

SUPPORT—Call attention to the image of Stonewall Jackson on page 95, and call on a student volunteer to read aloud the caption.

Have students read independently the remainder of the section.

SUPPORT—Display The Civil War, 1861–1865 map (AP 10.1), and demonstrate what was supposed to happen in the Peninsula Campaign.

After students finish reading the text, ask the following questions:

LITERAL—What was McClellan’s plan for the Peninsula Campaign?

- » The plan was for one Union army to travel by boat to the Virginia Peninsula. It would then move up the peninsula and attack Richmond from behind. A second Union army would march south from Washington, D.C., to meet the first army, and then together they would take Richmond.

LITERAL—Why was the Peninsula Campaign unsuccessful?

- » General McClellan was too indecisive, moved his troops slowly, and missed several opportunities to attack Confederate troops during the campaign.

Activity Page



AP 10.1

Confederate generals knew how to use this time. They moved their troops into position to fight against the Union army moving up the peninsula. Meanwhile, Stonewall Jackson raced his troops through the nearby Shenandoah Valley. There, he kept about forty thousand Union troops busy. And what about the Union general whose army was to join McClellan at Richmond? With Stonewall Jackson on the loose so near the capital, he decided to stay put and defend Washington instead.

Meanwhile, McClellan slowly moved forward. By the end of May, his army was just six miles from Richmond, close enough to see the spires of its churches and to hear the ringing of church bells. That was as far as they got.

On May 31, a Confederate force struck the Army of the Potomac hard, stopping it in its tracks. Several weeks later, Robert E. Lee and Stonewall Jackson hit hard again in battles that lasted for seven days. Both sides suffered heavy losses in the Seven Days’ were driven away from Richmond.

Page 95

Stonewall Jackson (center) was a highly skilled general who fought in many major battles.

Lincoln and his military advisers now decided that McClellan’s peninsula campaign, as it was called, could not succeed. The president ordered McClellan to return to Washington.

A year and a half after the seceding states formed the Confederate States of America, and a year after the first big battle at Bull Run, Union armies in the East had nothing to show for their efforts, and the South was more confident than ever that it could never be conquered.

Antietam

Over the next few months, General Lee’s forces were particularly successful in Virginia and, in particular, at the Second Battle of Bull Run. Then, in September 1862, Lee carried the war into the United States. He sent his troops across the Potomac River into Maryland, one of the slave states that had remained in the Union. A lot of Marylanders believed in the Confederate cause. If Lee could defeat the Union army there, then perhaps Maryland would join the Confederacy.

Lee planned to go even farther north, into Pennsylvania, if he could take Harrisburg, the state’s capital, he would destroy the North’s railroad lines, cutting off the eastern cities from the West. He could also get food and much needed supplies, especially shoes, for his troops. Victories in Maryland and Pennsylvania might cause the North to lose heart and quit the war.

Lee might have succeeded, if he hadn’t had some very bad weather on a campaign recently used by

Page 96

"Antietam," Pages 96–99

Activity Page



AP 10.1

Confederate troops, where he spotted a small bundle of cigars wrapped in paper. When the soldier unwrapped the bundle and saw what was written on the paper, his eyes must have opened wide. The paper, which was rushed to the headquarters of General McClellan, revealed General Lee's battle plans. Lee had divided his army, sending Stonewall Jackson's men on another mission. After Jackson completed that mission, he was supposed to join Lee. McClellan now knew exactly where the enemy would be. He knew he would be able to hit Lee's smaller force before Jackson could return. "Here is a piece of paper," McClellan stated confidently, "with which I can whip Bobby Lee. I will be willing to go home."

Alas for the Union, however, McClellan was still McClellan—too cautious, too worried about the enemy's strength, and always finding reasons for delay. By the time he finally moved, most of Jackson's force had returned to join Lee.

On September 17, 1862, the two sides met in battle at Antietam Creek, also known as the Battle of Sharpsburg. The Union usually named battles for nearby natural features such as creeks, rivers, and mountains; the Confederates named battles for the closest towns. That's why the North called the first battle of the war Bull Run (a run is a rapidly running stream), while the South called it Manassas.

The fighting at Antietam Creek was fierce. First one side seemed to get the upper hand, then the other. Late in the day, Union forces were making progress, when the rest of Jackson's troops arrived in

Page 97

97



General McClellan failed to press his advantage at the Battle of Antietam.

At the end of the day, neither side had defeated the other. But Lee had held nothing back. He had used all of his men in battle, and now they were exhausted and short of supplies. McClellan still had twenty thousand fresh troops. Had McClellan attacked the next day, he might have finished off Lee's army. Instead, McClellan held back, which allowed the Confederate troops to cross the Potomac River and get back to Virginia.

President Lincoln was fit to be tied. He took a train to Sharpsburg and ordered McClellan to go after Lee. "I came back thinking he would move at once," Lincoln later wrote. "It was nineteen days before he put a man over the [Potomac] river, nine days longer before he put his army across"—remember, Lee had gotten his army across the river and then he stopped again."

Page 98

That was the end for Lincoln. He removed McClellan from command and assigned the general to sign up volunteers for the army in Trenton, New Jersey. McClellan never held another command.

Antietam was the bloodiest day of the entire Civil War, as well as the bloodiest single day in U.S. history. Altogether, 23,000 Union and Confederate soldiers were lost on that one awful day. President Lincoln had hoped for a clear and decisive victory, and not just for military reasons. He planned to make an important announcement—the most important announcement of the entire war, as you will soon read. He believed the best time to do this would be after a Union victory.

Was Antietam enough of a victory? The Union had stopped Lee's drive into the North. Certainly that was a big plus. On the other hand, the South didn't need to conquer Northern land to win. All it had to do was keep from getting conquered itself. And thanks to McClellan's caution, Lee's army had survived to fight another day.

Perhaps Antietam was not the great victory Lincoln had hoped for.



After the battle at Antietam, President Lincoln fired General McClellan.

Page 99

99

Scaffold understanding as follows:



SUPPORT—Begin the section by having students identify the Battle of Antietam on The Civil War, 1861–1865 map (AP 10.1).

Have students read independently the section "Antietam" on pages 96–99.

SUPPORT—Call attention to the idiom "fit to be tied" on page 98. Explain to students that the idiom means to be extremely angry or upset.

SUPPORT—Call attention to the image on page 98 of the Battle of Antietam and the image on page 99 of Lincoln and McClellan, and call on student volunteers to read aloud the captions.

After students finish reading the text, ask the following questions:

LITERAL—What were Lee's goals in the invasion of the North in 1862?

- » He wanted to win Maryland to the Confederate cause; break Union rail lines, cutting off Eastern cities from the West; and get food supplies and shoes for his troops. He also hoped that his victories would cause the North to become discouraged and end the war.

EVALUATIVE—Why do some Civil War battles have two names?

- » The Union usually named battles for natural features such as creeks, rivers, and mountains; the Confederates named battles for nearby towns.

LITERAL—Why didn't Lee win a decisive victory at Antietam?

- » A Union soldier discovered a piece of paper that described Lee's battle plans. McClellan was able to stay one step ahead of Lee with this information.

Timeline

- Show students the Chapter 12 Timeline Image Card of the Battle of Antietam. Read and discuss the caption.
- Review and discuss the Big Question: “What prompted Lincoln to remove General McClellan from command?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What prompted Lincoln to remove General McClellan from command?”
 - » Key points students should cite include: While General McClellan was a brilliant strategist, he was also very indecisive and committed too much time to planning and too little time to action. His repeated delays cost the Union several potential victories that could have proved detrimental for the South.
- Choose one of the Core Vocabulary words (*volunteer*, *caution*, *peninsula*, or *decisiveness*), or the phrase “secretary of war,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

A Soldier’s Thoughts (RI.5.2)

30 MIN

Activity Page



AP 12.1

Materials Needed: Sufficient copies of A Soldier’s Thoughts (AP 12.1).

Distribute copies of A Soldier’s Thoughts (AP 12.1). Invite student volunteers to read aloud the introduction, directions, and primary source passage. Have students answer the questions on the second page, and discuss the answers as a class. Alternatively, students may complete the activity independently or with partners.

CHAPTER 13

The Emancipation Proclamation

The Big Question: How did the Emancipation Proclamation change the focus of the war effort from the Union point of view?

Primary Focus Objectives

- ✓ Summarize the events that led to the issuing of the Emancipation Proclamation. (RI.5.2)
- ✓ Explain the immediate impact and significance of the Emancipation Proclamation. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *emancipation*, *righteous*, and *decree*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Emancipation Proclamation”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2

AP 10.1

- Display and individual student copies of The United States of America and the Confederate States of America (AP 1.2)
- Display and individual student copies of The Civil War, 1861–1865 (AP 10.1)

Core Vocabulary (Student Reader page numbers listed below)

emancipation, n. the act of setting someone or something free (102)

Example: During the 1800s, abolitionists fought for the emancipation of slaves.

righteous, adj. moral or virtuous (105)

Example: The rebels believed their cause to be righteous.

decree, n. a formal order or statement, usually by a government (105)

Example: The president issued a decree that was to be enforced across the country.

Variation(s): decrees

Introduce “The Emancipation Proclamation”

5 MIN

Activity Page



AP 10.1



Review with students what they learned in the previous chapter. Display the Chapter 12 Timeline Image Card. Read and discuss the caption, and discuss the image. Students should recall the strengths and weaknesses of General McClellan, the Peninsula Campaign, and the significance of the Battle of Antietam. Using The Civil War, 1861–1865 map (AP 10.1), have students locate the Battle of Antietam. Read aloud the chapter title. Point out the word *emancipation*, and explain its meaning. Call attention to the Big Question, and encourage students to look for ways the Emancipation Proclamation changed the Union’s focus during the Civil War.

Guided Reading Supports for “The Emancipation Proclamation”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Forever Free,” Pages 100–104

Chapter 13
The Emancipation Proclamation

Forever Free When the Civil War began, Lincoln said that the goal of the war would be to preserve the Union—not to end slavery. Indeed the preservation and love of the Union was the reason that millions of Northerners were willing to fight against their fellow countrymen in the South.

The Big Question
How did the Emancipation Proclamation change the focus of the war effort from the Union point of view?

It is true to say that Lincoln hated slavery. But he did not state that the reason for civil war was to destroy slavery. Why was that? Lincoln had several reasons. Four slave states—Missouri, Kentucky, Maryland, and Delaware—had so far stayed in the Union. They came to be called the border states, because they were located on the border of the North and the South. If they believed the Union’s goal was to end slavery, they would almost certainly join the Confederacy. That would mean their population and resources would leave the Union and become a part of the Confederacy. Furthermore, Union armies would have to conquer the war. Lincoln also knew that the millions of white Republicans in the loyal states

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Scaffold understanding as follows:

Invite student volunteers to read aloud the first two paragraphs of the section “Forever Free” on pages 100–102.

SUPPORT—Reiterate to students that at the onset of the Civil War, the main goal of the North was to preserve the Union, not to put an end to slavery.

Invite student volunteers to read aloud the next three paragraphs of the section “Forever Free” on page 102.

SUPPORT—Explain to students that the Emancipation Proclamation did not free slaves everywhere in the United States. Lincoln had the presidential authority as commander in chief to free slaves only in states that were rebelling against the Union, in other words, the Confederate States of America. Slavery in border states that remained in the Union, such as Maryland and Missouri, was still permitted.

SUPPORT—Call attention to the image on page 103 of the Emancipation Proclamation, and call on a student volunteer to read aloud the caption.



Activity Page



AP 1.2

would only support a war to restore the Union—not one to achieve emancipation. Keeping Kentucky and Maryland on the Union side was especially important. Lincoln once said, “I think to lose Kentucky is nearly the same as to lose the whole game.” In other words, the Union would lose the war. Losing Maryland posed a different problem. If Maryland joined Virginia in the Confederacy, Washington, D.C., the capital city of the Union, would be completely surrounded by Confederate states. Lincoln had another reason for saying that the Union’s goal was only to preserve the Union. Most Northerners agreed that saving the Union was worth a war. They did not necessarily agree that freeing the slaves was worth a war. Being against slavery was one thing; being willing to go to war to end it was another. Abolitionists, of course, believed that ending slavery was exactly what the war should be about. However, Lincoln knew he must wait for more Northerners to agree with the abolitionists. Otherwise, he would risk losing support for the war.

By the summer of 1862, President Lincoln felt that the time was right to announce a change in the Union’s goals for the war. This would be a change he hoped would defeat the Confederacy. “The moment came when I felt that slavery must die that the nation might live,” said Lincoln. That summer he stayed up late writing and rewriting a document called the Emancipation Proclamation. He would announce that as of January 1, 1863, all slaves in states still rebelling against the United States would be

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The Emancipation Proclamation was ready in July 1862. Unfortunately, that was right after Union armies had suffered a series of defeats. Lincoln’s secretary of state, William Seward, advised him, “Wait until the Union wins an important victory.” Otherwise, announcing the proclamation then would look like a desperate effort to escape defeat at the hands of the Confederacy. Lincoln waited. Antietam was not quite the victory Lincoln had hoped for, but he decided it was good enough. President Lincoln had also carefully considered his constitutional authority over slavery. In his inaugural address he had promised the South that he had no authority over slavery and could not interfere

Page 103

with it before the war started. However, now that he was the Commander in Chief of a nation at war, he could use his wartime powers to hurt the Confederate war effort by freeing the slaves. On September 22, 1862, five days after Antietam, Lincoln issued his preliminary Emancipation Proclamation. In it he stated that if the rebels did not rejoin the Union by January 1863, all slaves in the rebellious states would be set free. When the Confederacy did not act, President Lincoln signed the final Emancipation Proclamation on January 1, 1863.

The Beginning of Freedom

It’s important to understand what the Emancipation Proclamation was and what it wasn’t. It did not free any slaves in the border states because these states were not rebelling against the United States. Nor did it free any slaves in areas controlled by the U.S. Army. If Lincoln had done that, at least three border states would immediately have left the Union. That would seriously weaken the Union’s chances of winning the war, and then maybe no slaves would be free. The proclamation freed only the slaves in the eleven Confederate states that were still rebelling against the United States. If the Confederates actually stopped fighting and ended the war before January 1, they could keep their slaves. Until Union armies entered those states, however, Lincoln could say what he wanted, but he couldn’t actually free a single slave. That’s why some people said the Emancipation Proclamation didn’t really *mean* any *practical* change. But those people missed the point. After the Union won the war, slavery was

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SUPPORT—Have students refer back to The United States of America and the Confederate States of America map (AP 1.2) and identify the states in which the Emancipation Proclamation applied.

Have students read independently the remainder of the section “Forever Free” on pages 103–104.

After students finish reading the text, ask the following questions:



LITERAL—What important action did President Lincoln take after the Battle of Antietam?

» He signed the Emancipation Proclamation.



LITERAL—What did the Emancipation Proclamation do?

» It freed slaves in the rebellious states.

LITERAL—Why did Lincoln wait until after the Battle of Antietam to issue the Emancipation Proclamation?

» Announcing after a defeat would have made the proclamation seem like a desperate move. He wanted to wait until it looked like the North might win the war.

LITERAL—Why was Maryland so important to the Union cause?

» If Maryland had left the Union, Washington, D.C., would have been completely surrounded by Confederate states.

“The Beginning of Freedom,” Pages 104–105

Scaffold understanding as follows:

CORE VOCABULARY—Have students read independently the section “The Beginning of Freedom” on pages 104–105. Before students begin reading, call attention to the Core Vocabulary terms *righteous* and *decree*, and encourage students to review their meanings to better understand the text.

SUPPORT—Call attention to the image on page 105 of *The Hour of Emancipation*, and call on a student volunteer to read aloud the caption.

After students finish reading the text, ask the following questions:



LITERAL—Whom did the Emancipation Proclamation free, and whom did it leave enslaved?

» Slaves in states rebelling against the Union were freed. Slaves in the North, the border states, and the territories were not. Lincoln

finished. Slaves understood the importance of the proclamation. News of it spread through slave quarters all across the South. The proclamation was the beginning of an answer to their prayers for freedom. In the North, the abolitionist and former slave Frederick Douglass wrote, "We should for joy that we live to record this righteous decree."


On the other hand, Lincoln knew that his emergency war powers would not last after the war. He needed a constitutional amendment to make the Emancipation Proclamation and the end of slavery permanent in the United States.

The Emancipation Proclamation was the most important American document about freedom since the Declaration of Independence in 1776. It was a step toward fulfilling the declaration's promise that all people should have the right to "life, liberty, and the pursuit of happiness."

New Year's Day, January 1, 1863, Lincoln signed the Emancipation Proclamation. As he did, he said, "I never in my life, felt more certain that I was doing right than I do now."

Page 105

Vocabulary
righteous, adj.
 moral or virtuous
decree, n. a formal order or statement, usually by a government



The painting by William T. Morris is called "Lincoln in the Room of Emancipation."

knew that the border states were crucial to the Union cause. Freeing the slaves there would have caused those states to leave the Confederacy.

LITERAL—What is the connection between the Declaration of Independence and the Emancipation Proclamation?

- » The Declaration of Independence says that "all men are created equal." The Emancipation Proclamation made that statement closer to a reality for African Americans.

Timeline

- Show students the Chapter 13 Timeline Image Card of the Emancipation Proclamation. Read and discuss the caption.
- Review and discuss the Big Question: "How did the Emancipation Proclamation change the focus of the war effort from the Union point of view?"
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "How did the Emancipation Proclamation change the focus of the war effort from the Union point of view?"
 - » Key points students should cite include: At first, the main goal of the war for the Union was to preserve the United States and to prevent the South from seceding. The Emancipation Proclamation made a primary focus of the war bringing about the end of slavery.
- Choose one of the Core Vocabulary words (*emancipation*, *righteous*, or *decree*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 14

The Generals

The Big Question: How were the three great Civil War generals alike and different?

Primary Focus Objectives

- ✓ Identify and describe the characteristics of the three leading generals of the Civil War: Stonewall Jackson, Robert E. Lee, and Ulysses S. Grant. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *colonel*, *mystify*, and *tactic*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Generals”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

colonel, n. a high-ranking military official **(106)**

Example: The soldiers looked to their colonel for guidance on the battlefield.

Variation(s): colonels

mystify, v. to confuse **(108)**

Example: The rebels’ ability to resist capture continued to mystify the soldiers.

Variation(s): mystifies, mystifying, mystified

tactic, n. an action used to reach a goal **(109)**

Example: One tactic used by the general was to destroy the enemy’s supply lines.

Variation(s): tactics

THE CORE LESSON 35 MIN

Introduce “The Generals”

5 MIN

Review with students what they learned in the previous chapter. Display the Chapter 13 Timeline Image Card. Read and discuss the caption, and discuss the image. Students should recall the context of the Emancipation Proclamation and its impact on the Union focus during the Civil War. Next, ask students to briefly recall the names of Civil War leaders they have learned about thus far. Students should

recall Winfield Scott, Robert E. Lee, Stonewall Jackson, and George B. McClellan. Call attention to the Big Question, and explain to students that today they will be learning about three of the great generals, two for the Confederacy and one for the Union, who fought during the Civil War. Encourage students to look for the similarities and differences among the generals as they read the text.

Guided Reading Supports for “The Generals”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Three Leading Generals” and “Robert E. Lee,” Pages 106–108

Chapter 14
The Generals

Three Leading Generals The three most important generals during the Civil War were Robert E. Lee and Thomas J. “Stonewall” Jackson for the Confederacy, and Ulysses S. Grant for the Union.

Robert E. Lee
Robert E. Lee came from a family of patriots and military leaders. His father was the Revolutionary War hero Henry “Light-Horse Harry” Lee. Robert E. Lee himself was married to the great-granddaughter of George Washington’s wife, Martha. After finishing first in his class at West Point Military Academy, Robert E. Lee served brilliantly in the Mexican-American War.

At the start of the Civil War, Lee was fifty-four years old and a colonel in the U.S. Army. Deciding to fight for the Confederacy instead of the Union was a difficult choice for him.

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The Big Question
How were the three great Civil War generals alike and different?

Vocabulary
colonel, a high-ranking military official




Page 107

Lee quickly became known for his daring strategies. For example, every student at West Point learned that a commander does not divide his army. If an army is divided, the enemy can pour troops between the two parts, keep them from rejoining, and then defeat one part at a time. Yet Lee did that several times and got away with it.

Military experts also warned against going into battle with many fewer troops than the enemy. But there were times when Lee had to do just that. Usually, he came out the winner.

Lee was kind to his fellow officers and his men. He inspired confidence, and his troops were devoted to him.

Stonewall Jackson
The second great Confederate general was Lee’s partner and right-hand man, Thomas J. “Stonewall” Jackson. Jackson got his nickname in the first battle of the war at Bull Run. As Confederate troops led by Jackson held firm against a Union attack, a Southern officer shouted, “There is Jackson standing like a stone wall.” The men cheered, and ever afterward the general was known as Stonewall Jackson.

“Stonewall” was a catchy nickname, but it did not describe Jackson well at all. A stone wall stands firmly in one place and is always on the defensive. Jackson, as a general, was always on the move and nearly always on the attack. Jackson described his ideas as mislead, and

Page 108

Vocabulary
mislead, to confuse

Scaffold understanding as follows:

Read aloud the section “Three Leading Generals” on page 106.

SUPPORT—Call attention to the image on page 107 of Robert E. Lee.

Invite student volunteers to read aloud the first two paragraphs of the section “Robert E. Lee” on page 106.

CORE VOCABULARY—Call attention to the Core Vocabulary term *colonel*, and explain its meaning. Explain to students that colonels rank beneath generals.

Note: Students in Core Knowledge schools may recall the term *colonel* from the Grade 4 unit *The American Revolution*.

Invite student volunteers to read aloud the remainder of the section “Robert E. Lee” on page 108.

After students finish reading the text, ask the following question:

LITERAL—What did Robert E. Lee do to gain an advantage over his opponents?

- » Lee broke the rule against dividing his forces and instead counted on winning by surprising the enemy.

“Stonewall Jackson,” Pages 108–111

Scaffold understanding as follows:

SUPPORT—Call attention to the image on page 109 of Stonewall Jackson.

CORE VOCABULARY—Have students read independently the section “Stonewall Jackson” on pages 108–111. Before students begin reading, call attention to the Core Vocabulary terms *mystify* and *tactic*, and encourage students to review their meanings to better understand the text.

SUPPORT—Call attention to the image on page 110 of Stonewall Jackson praying with his troops, and call on a student volunteer to read aloud the caption.

After students finish reading the text, ask the following questions:

LITERAL—How did Stonewall Jackson get his nickname?

- » He and his troops held firm against a Union attack, “standing like a stone wall.”

LITERAL—How did Stonewall Jackson’s nickname give the wrong impression about his battlefield tactics?

- » He was known not for standing in one place but for being on the move and on the attack.

EVALUATIVE—In what way was Stonewall Jackson the opposite of Union General George McClellan?

- » McClellan struggled to move his troops. He liked to stay in one place. Jackson, however, could move his troops quickly.

LITERAL—What did Jackson know better than any other Civil War general?

- » He knew more about strategy and tactics than anyone else on either side.

“Ulysses S. Grant,” Pages 111–113

Scaffold understanding as follows:

SUPPORT—Call attention to the image on page 112 of Ulysses S. Grant.

Have students read independently the section “Ulysses S. Grant” on pages 111–113.

surprise the enemy. And when you strike and overcome him never let up in the pursuit.”

Like so many other generals who served the Confederacy, Stonewall Jackson had gone to West Point and later fought in the Mexican-American War. In the nine years before the Civil War, he was a professor of mathematics and science at the Virginia Military Institute. Students remembered him as a quiet man who went about his own business. What they didn’t know was that during all those years, Jackson was also studying the strategy and tactics of war on his own. When war came, he knew more about strategy and tactics than anyone else on either side.

In war, being able to move forces quickly is often the key to success. No one did that better than Stonewall Jackson. He was the opposite of the cautious George B. McClellan. He would be many miles away, and the enemy would be sure he could not get to the battlefield in time to affect the outcome. But suddenly, there they were, Jackson and his troops, pitching in and swinging the tide of battle in the Confederacy’s favor. Once, Jackson moved a brigade—a force smaller than an army but still

threw miles in a month. That’s nearly

Thomas J. “Stonewall” Jackson

Vocabulary
mystify, to cause to be puzzled or confused

Page 109

General Stonewall Jackson often played with his soldiers before a battle.

fifteen miles a day, every day, with soldiers carrying fifty to sixty pound packs on their backs.

Jackson didn’t look much like a general. His clothes were usually rumpled, and at times he wore a cap with no visor drawn low. Whether sitting on his favorite horse, Little Sorrel, or on a fence rail in camp, he could usually be found alone. He was also a deeply religious man. He held a religious service almost every day. It was said that his troops were the “prayer men” in the Confederate army. Jackson strictly observed Sunday as a day of rest, except when he was in battle. He wouldn’t even mail a letter if he believed that someone would be carrying it on a Sunday.

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Jackson didn’t spend much time chitchatting with other officers and certainly not with his soldiers. But all of them respected Jackson as a brilliant and daring general who won battles, even when outnumbered.

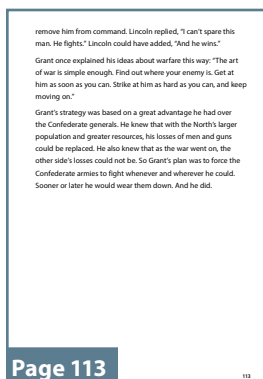
Ulysses S. Grant

On the Union side, Ulysses S. Grant was the outstanding general. Looking at his record before the Civil War, however, he might have been voted “least likely to succeed.” Like Lee and Jackson, Grant graduated from West Point and fought in the war with Mexico. But there the similarities stopped. Grant was not a top student at West Point. After the Mexican-American War he was assigned to a lonely outpost in the West. He found the daily army duties dull and boring. As a result, he was forced to leave the army. He then tried farming in Missouri but failed. After that he tried selling real estate, but he failed at that, too.

Ulysses S. Grant then returned to his family in Galena, Illinois, where his father gave him a job selling harnesses in the family leather store. That’s where he was working when the Civil War began.

Grant promptly volunteered to return to the army and was put in charge of a volunteer regiment. He was thirty-nine years old at the time. In western Tennessee he developed a plan that allowed his troops to capture two Confederate forts. When the commander of one fort asked Grant for his terms of surrender, Grant replied, “no terms except an unconditional and immediate surrender.” This firm position brought Grant to the attention of

Page 111



After students finish reading the text, ask the following questions:

LITERAL—How did Grant get the nickname "Unconditional Surrender" Grant?

- » When he captured a Confederate fort, he told the fort's commander there were "no terms except an unconditional and immediate surrender."

LITERAL—How was Grant's strategy based on the overall advantages of the Union side?

- » Grant's strategy was to force the Confederates to fight whenever and wherever, knowing they did not have as many replacements in manpower and supplies as the Union had.

Note to Teachers: It is suggested that you draw on the board or on large chart paper a three-circle Venn diagram. Label each circle with the name of a general: Lee, Jackson, and Grant. As a review, work with students to populate the diagram with similarities and differences among the three generals based on the information in the chapter.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "How were the three great Civil War generals alike and different?"
 - » Key points students should cite include: Though the three generals did have some similarities, including the fact they all graduated from West Point, the three men were vastly different. Both Lee and Jackson were brilliant tacticians, but had distinct battle styles. Lee bucked conventional rules of engagement by dividing his army, while Jackson capitalized on the element of surprise, a tactic that would mystify Union troops throughout the Civil War. Grant, unlike Lee and Jackson, was not a high-ranking military official at the start of the Civil War. After being forced to leave the army as a younger man, Grant volunteered to reenter service at the start of the Civil War.
- Choose one of the Core Vocabulary words (*colonel*, *mystify*, or *tactic*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Johnny Reb and Billy Yank

The Big Question: What was life like for the common soldier during the Civil War?

Primary Focus Objectives

- ✓ Describe the life and living conditions of ordinary soldiers on both sides in the Civil War. (RI.5.2)
- ✓ Understand the social inequality of the draft on both sides. (RI.5.2)
- ✓ Identify who the Yankees and the Rebels were. (RI.5.2)
- ✓ Understand the contributions and roles of African American troops, including the Massachusetts 54th Regiment led by Colonel Robert Gould Shaw. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *bonus*, *draft*, and *substitute*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Johnny Reb and Billy Yank”:
www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

bonus, n. extra money that is added to a person’s pay (117)

Example: The employee was given a bonus at the end of the year for her hard work.

Variation(s): bonuses

draft, n. a system that requires individuals to serve in the military (117)

Example: As the war dragged on, a draft was needed to bolster the size of the military.

Variation(s): drafts

substitute, n. a person or thing that acts in place of another (118)

Example: The player needed a substitute after growing tired from sprinting the length of the field.

Variation(s): substitutes

Introduce “Johnny Reb and Billy Yank”

5 MIN

Review with students what they learned in the previous chapter. Students should recall that they learned about the three great Civil War generals: Robert E. Lee, Stonewall Jackson, and Ulysses S. Grant. Students should recall that Lee and Jackson, both Confederate generals, were career military men who were well regarded for their unconventional strategies. Similar to Lee and Jackson, Grant was also unconventional. Unlike the other two generals, Grant was forced to leave the service, then voluntarily rejoined the army at the start of the war. Call attention to the Big Question, and encourage students to look for details about daily life for soldiers during the Civil War as they read the text.

Guided Reading Supports for “Johnny Reb and Billy Yank”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Fighting Men and Boys,” Pages 114–118

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section “Fighting Men and Boys” on page 114.

SUPPORT—Call attention to the images on page 115 of Union and Confederate soldiers.

Invite student volunteers to read aloud the next three paragraphs of “Fighting Men and Boys” on pages 116–117.

SUPPORT—Call attention to the image on page 116 of the Confederate camp, and call on a student volunteer to read aloud the caption. Explain to students that conditions in both Union and Confederate camps were often poor, and diseases were rampant.

CORE VOCABULARY—Read aloud the next two paragraphs of the text. Call attention to the Core Vocabulary terms *bonus* and *draft* as they are encountered in the text, and explain their meanings.

SUPPORT—Explain to students that, even though both the Union and the Confederacy implemented drafts, the majority of soldiers in both armies were true volunteers, or “citizen soldiers” who were not drafted.

Chapter 15
Johnny Reb and Billy Yank

Fighting Men and Boys What of the men, the common soldiers, who did the fighting? What was the Civil War like for them? At the start, it was all glory and adventure. At least that's what volunteers expected when they signed up for service.

The Big Question
What was life like for the common soldier during the Civil War?

In the first year, whenever either side called for volunteers, it got all the men that it asked for, and more.

Volunteers rushed to join because they believed in the cause their side was fighting for. And they expected the war to end quickly. Neither side expected the other to fight with real courage. Northerners called Southerners “Rebels,” and they nicknamed the Southern soldier “Johnny Reb.” Northerners were sure that once Johnny Reb faced Northern troops, he would turn around and run. Southerners had long called Northerners “Yankees,” and they nicknamed Northern soldiers “Billy Yank.” Just to see that Billy Yank would lose his good battle.


Page 114



Many people who signed up on each side were boys rather than men. The youngest age allowed for a volunteer was eighteen, and there were many of those. Some were younger still—boys of sixteen or seventeen who looked older and didn't want this chance for adventure to pass them by.

Because the South was overwhelmingly rural, nearly all the Southern troops were from farm families. Most had used guns all their life for hunting. The majority of Union soldiers, too, were from farm families. But some Northern troops came from towns and large cities, and few of these city-dwellers had ever held a gun before.

The early enthusiasm for joining the army did not last. Many young men quickly learned that a soldier's life was a hard one.



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Often it meant marching in the worst kind of weather without enough food and water, all the while carrying fifty pounds of equipment on their backs. "We have been half starved, half frozen, and half drowned," one Union soldier wrote back home. "The mud in Kentucky is awful," a Confederate officer reported. "There is scarcely a private in the army who has a change of clothing of any kind. Hundreds of men are perfectly barefooted." Conditions were so bad that many men fell ill and died before ever seeing battle.

As word of these conditions reached home through letters, the number of volunteers started to drop. To encourage men to enlist, both sides started paying cash bonuses—though the Union invested much more money in this approach. In the North, recent Irish and German immigrants saw the bonus money as a way to buy a farm when the war was over, so many of them joined the army. As a result, one in five Union soldiers was an immigrant.

Eventually, though, each side had to turn to the draft. That is, they had to require men to serve. This angered people on each side. For one thing, the American government had never drafted men for any previous American war—not the Mexican-American War, not the War of 1812, not even the War for Independence.

In addition, the draft laws on both sides seemed unfair to the North and the South, a person who was

Vocabulary
bonus, a sum of money that is added to a person's pay
draft, a system that requires individuals to serve in the military

Page 117

Read aloud the last paragraph of the section “Fighting Men and Boys” on pages 117–118.

CORE VOCABULARY—Call attention to the Core Vocabulary term *substitute*, and explain its meaning.

After reading the text, ask the following questions:

LITERAL—What is the draft and why did both sides in the Civil War need to use it?

- » The draft is a system for selecting people for required military service. It was used when there were not enough volunteers.

LITERAL—How was the Union draft unfair? How was the Confederate draft unfair?

- » In both drafts, a person could pay a substitute to serve in his place. Also, Northerners could avoid service by paying the government. Big Southern planters who owned twenty or more slaves could also be excused.

“The Real War,” Pages 118–121

drafted could get out of serving by paying a substitute to serve for him. Another way to get out of serving in the Union army was to pay the government \$300. For most working people, that was half a year's income—far more money than they could hope to put their hands on. In the South, planters who owned twenty or more slaves could also be excused from service. No wonder so many people on both sides grumbled that this was a rich man's war but a poor man's fight!

Vocabulary
substitute, a person or thing that acts in place of another

The Real War

Reading about the battles in a war sometimes makes it seem like the troops were busy fighting all the time. In fact, battles were few and far between, and they usually lasted only a few days. Soldiers spent most days fixing up a camp, repairing equipment, and the like. It was a boring time.

Meals were boring, too. Union troops were supplied with bacon; flour that could only be made into bread; a biscuit called hardtack (which was as hard as it sounds); and coffee to drink biscuits into. Cattle were often brought along to supply occasional beef. Confederate soldiers received pretty much the same food, except that they got cornmeal instead of wheat flour. Neither army supplied fresh fruits and vegetables, but the soldiers took care of that in their own way. They simply took this food from the farms they marched past.

Even at the start of the war, Billy Yank was better supplied than mud, the Confederacy's food

Page 118



Confederate soldiers often went hungry. Union soldiers relied on a biscuit called hardtack.

supplies ran low, and the men often went hungry. The South did not make shoes and had to buy them from other countries. As the Northern blockade began to close in, buying goods from other countries became harder and harder to do.

Billy Yank always had a uniform, but Johnny Reid sometimes did not. That doesn't mean Billy Yank was always grateful for his clothes. The Union uniforms were made of wool, which was fine for the winter. But in the hot summer months, the woolen uniform made Billy Yank sweat and itch.

Waiting for battle was boring, but going into battle was terrifying. Every soldier knew that that day or the next might be his last. Many soldiers spent the night before battles praying and writing home to their loved ones. Often, they said in their letters that they did not expect to live through the following days. Sadly, for far too

Page 119

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “The Real War” on page 118. Have students read independently the remainder of the section on pages 118–121.

SUPPORT—Call attention to the images of Confederate soldiers, hardtack, and the field hospital. Call on student volunteers to read aloud the captions.

After students finish reading the text, ask the following questions:

LITERAL—What was food like in the Union and Confederate armies?

- » Union soldiers had bacon, flour for bread, hardtack, and coffee. They also brought cattle with them for beef. Confederate soldiers ate basically the same thing, except they had cornmeal instead of flour. Both sides took fruits and vegetables from farms they passed.

Those who were wounded on the battlefield were taken to a place almost as dangerous—the army hospital. In fact, most soldiers had already spent time in an army hospital due to sicknesses unrelated to battle. Many never made it out of the hospital alive. Twice as many soldiers died from disease as from battle wounds during the Civil War. They did not have modern drugs. Also, people at that time knew little about germs, but if doctors had simply scrubbed their hands with hot water and soap before moving on to the next patient, many lives would have been saved.

In this “brothers’ war,” Johnny Reb and Billy Yank often got along pretty well when they were not in battle. It was not unusual for



under poor conditions.

Page 120

LITERAL—How did the shortage of supplies affect Confederate?

- » Confederate soldiers often went hungry, and they often did not have uniforms or shoes.

LITERAL—Why were Civil War hospitals so deadly?

- » People knew little about germs and had no modern drugs.

“African American Soldiers,” Pages 121–123

Scaffold understanding as follows:

Read aloud the first four paragraphs of the section “African American Soldiers” on page 121.

SUPPORT—Call attention to the image on page 122 of African American troops, and call on a student volunteer to read aloud the caption.

Have students read independently the remainder of the section “African American Soldiers” on pages 121–123.

After students finish reading the text, ask the following questions:

LITERAL—Why couldn’t African American soldiers join the Union Army at the start of the Civil War?

- » There was a law that said they could not serve in the military.

LITERAL—What finally allowed African Americans to serve in the military?

- » the Emancipation Proclamation

LITERAL—How did the use of African American soldiers provide the Union with yet another advantage over the Confederacy?

- » It gave the Union additional reserves of manpower.

soldiers doing guard duty for each side to call out to each other. There were taunts, of course, but the men also swapped stories and traded little things. Billy usually wanted Southern tobacco, and Johnny was glad to trade it for more coffee.

African American Soldiers

Soon after Lincoln signed the Emancipation Proclamation, a new group of men joined Billy Yank in the Union army. These men were African Americans. The majority of African American soldiers came from slaveholding states.

Northern African Americans had been volunteering to serve in the army since the war began. However, the army had always turned them down. It had no choice. A law from the 1700s made it illegal for African Americans to serve as soldiers.

The Emancipation Proclamation changed that. In addition to declaring the end of slavery in rebel territory, Lincoln’s proclamation also announced that African Americans could serve in the Union army and Union navy.

Frederick Douglass, the great abolitionist, urged African Americans to join the army and help free the 3.5 million slaves. Douglass believed that after African Americans helped fight to save the Union, no one would dare deny them the full rights of citizenship.

Several Northern states formed all-African-American units. The most famous was the Massachusetts 54th Regiment.

Page 121

121



Many African Americans were eager to join the Union army and fight to end slavery.

commanded by Colonel Robert Gould Shaw. In the summer of 1863, the 54th Regiment led an attack on Fort Wagner, a Confederate fort on an island in the harbor of Charleston, South Carolina. In spite of heavy cannon fire by Confederate troops, nearly one hundred soldiers forced their way into the fort. There, they fought hand-to-hand against Confederate troops. The bravery of the 54th Regiment in the face of terrible losses won acceptance for African American soldiers everywhere.

Almost one out of every eleven Union soldiers was African American. Altogether, more than 180,000 African Americans served in the Union army. More than 38,000 of those men gave

Page 122

their lives for the Union and the cause of freedom. African Americans served in the Union navy, too. One fifth of all the men who enlisted in the navy were African American—nearly eighteen thousand men. More than 2,800 of them died.

The fighting record of African Americans who served in the Civil War was outstanding. Twenty-one African American soldiers received the Medal of Honor for acts of bravery. This medal is the highest military award in the United States.

Page 123

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Timeline

- Show students the Chapter 15 Timeline Image Card with the African American regiment. Read and discuss the caption.
- Review and discuss the Big Question: “What was life like for the common soldier during the Civil War?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What was life like for the common soldier during the Civil War?”
 - » Key points students should cite include: Life for the common soldier during the Civil War was often challenging. Most of the time was not spent fighting battles. Instead, soldiers spent time fixing up the camps in which they lived. Many soldiers died from disease and starvation, and necessary supplies like clothing and shoes were often in short supply.
- Choose one of the Core Vocabulary words (*bonus*, *draft*, or *substitute*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 11–15 (RI.5.4)

25 MIN

Activity Page



AP 15.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 11–15 (AP 15.1)

Distribute copies of Domain Vocabulary: Chapters 11–15 (AP 15.1). Read aloud the directions. Encourage students to use Chapters 11–15 in the Student Reader to answer the questions. Students may complete this activity independently or with partners.

Materials Needed: Internet access or a copy of the 1989 movie *Glory*

The movie *Glory* dramatizes the story of Robert Gould Shaw and his leadership of the 54th Massachusetts Volunteer Infantry. You may choose to share selected scenes to help students better understand daily life for soldiers during the Civil War. Be sure to preview the film before showing it to students, as there are scenes that graphically depict the violence and death associated with war.

Use this link to download the CKHG Online Resources for this unit, where a specific link to the entire film for rental is included:

www.coreknowledge.org/ckhg-online-resources

Women and the War Effort

The Big Question: How did women help the war effort?

Primary Focus Objectives

- ✓ Describe the contributions of women during the Civil War. (RI.5.2)
- ✓ List the accomplishments of Clara Barton. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *spy*, *warehouse*, *battlefront*, and *surgeon*. (RI.5.4)

Core Vocabulary (Student Reader page numbers listed below)

spy, n. a person who collects secret information about an enemy, often while in enemy territory (126)

Example: The spy worked hard to keep his identity hidden so that he could continue to collect useful information.

Variation(s): spies

warehouse, n. a large building where goods are stored (128)

Example: Clothing, weapons, and food could be found stacked on the shelves of the army warehouse.

Variation(s): warehouses

battlefront, n. the place where soldiers fight during a battle (128)

Example: Many soldiers' lives were lost on the battlefield.

Variation(s): battlefronts

surgeon, n. a doctor who is trained to perform surgery, or operations (128)

Example: The surgeon knew the procedure would be complicated, but she was confident that the patient would live.

Variation(s): surgeons

Introduce “Women and the War Effort”

5 MIN

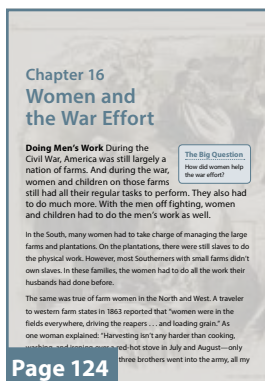
Review with students what they learned in the previous chapter, including the Chapter 15 Timeline Image Card, and read and discuss the caption aloud. Students should recall that they learned about the realities of war for both the Union and the Confederacy, including the implementation and unfairness of the draft system, the daily lives and often dangerous conditions in camps, and the role of African American soldiers. Call attention to the Big Question, and encourage students to look for ways women helped the war effort.

Guided Reading Supports for “Women and the War Effort”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Doing Men’s Work,” Pages 124–127



Scaffold understanding as follows:

Invite student volunteers to read aloud the first three paragraphs of the section “Doing Men’s Work” on pages 124–126.

SUPPORT—Call attention to the image on pages 124–125 of women working during the Civil War, and call on a student volunteer to read aloud the caption.

CORE VOCABULARY—Have students read independently the remainder of the section “Doing Men’s Work” on pages 126–127.

Before students begin reading, call attention to the Core Vocabulary term *spy*, and encourage students to review its meaning to better understand the text.

SUPPORT—Call attention to the image on page 126 of Harriet Tubman, and call on a student volunteer to read aloud the caption. Remind students that Harriet Tubman also played an integral role in helping slaves escape on the Underground Railroad.

After students finish reading the text, ask the following questions:

LITERAL—How did the war change life for women living on farms?

» Women had to do the farm work as well as the usual domestic chores.



cousins, most of the young men about here, and the men we used to hire. So there's no help to be got but women, and the crops must be got in all the same, you know."


Even without men doing their normal tasks, the farms in the North and West produced as much food as they had before the war. As a result, thanks to the hard work of women, Union troops never went hungry during the war, and workers in the cities also had plenty to eat.

In addition, women on both sides made bandages, knitted socks, and sewed clothing to send to the soldiers. They also kept up the spirits of their men with letters from home.

Women served on both sides in other ways, too. Some carried mail for the armies. Many sewed uniforms or worked in weapons factories. Others worked as spies. One of the North's spies was Harriet Tubman, the famed conductor on the Underground Railroad. On the battlefield, there were several hundred women who disguised themselves as men so they could fight.

There were various other organizations whose members did heroic service. One of them was the Army Corps of Nurses. About three thousand women served as nurses during the war.

three
to armies



Harriet Tubman served as a spy for the Union during the Civil War.

Page 126

LITERAL—Besides farming, what were some of the tasks women accomplished for the war effort?

- » They made bandages, knitted socks, sewed clothing for the soldiers, and lifted the soldiers' spirits with letters from home.

"Clara Barton," Pages 127–129

Scaffold understanding as follows:

Invite student volunteers to read aloud the first two paragraphs of the section "Clara Barton" on pages 127–128.

CORE VOCABULARY—Call attention to the Core Vocabulary term *warehouse*, and explain its meaning.

CORE VOCABULARY—Read aloud the next two paragraphs of the section "Clara Barton" on page 128. Call attention to the Core Vocabulary terms *battlefront* and *surgeon* as they are encountered in the text, and explain their meanings.

SUPPORT—Call attention to the portrait of Clara Barton on page 128, and call on a student to read aloud the caption.

Have students read independently the remainder of the section "Clara Barton" on pages 128–129.

SUPPORT—Call attention to the image on page 129 of Clara Barton on the battlefield, and call on a student volunteer to read aloud the caption.

After students finish reading the text, ask the following question:

LITERAL—Why is Clara Barton famous?

- » She was a pioneering nurse during the Civil War who served on the battlefield where women rarely went. After the war, she founded the American Red Cross.

that doesn't sound like a lot. But in those days, nursing was a man's job. Before the war, a woman couldn't be hired as a nurse. Once the war came, however, so many nurses were needed that women were finally accepted into the profession.

On the Confederate side, Sally Tompkins ran a private hospital in Richmond, Virginia. In this hospital she cared for both Confederate soldiers and Union prisoners. To Tompkins, a life was a life, and it didn't matter whether the person wore Confederate gray or Union blue. She and her nurses saved hundreds of lives.

Clara Barton

One of the truly heroic nurses on the Union side was Clara Barton. Even before the war, Clara Barton always seemed to be breaking new ground. As a schoolteacher in New Jersey, she opened the first free school in that state. Before that, parents had to pay to send their children to school. Later, she became the first woman to hold a regular job in the federal government when she worked as a clerk in the U.S. Patent Office in Washington, D.C.

Barton always found her greatest happiness in helping others. When the Civil War broke out, she threw herself into the Union cause by helping its soldiers. Living in Washington, she provided food and comfort to the homesick soldiers who poured into the city during the early months of the war. At first, Barton collected supplies herself. She wrote letters home for those who couldn't write. As news of her work spread, churches and citizens' groups supplied. Soon her apartment was

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overflowing with boxes, and she had to rent a warehouse to store them all.

Barton was not satisfied with staying in Washington while men went into battle. She asked army officials to allow her to help the men at the battlefront. As she wrote later in the war, "My business is [stopping the flow] of blood and feeding men, my post [is] the open field between the bullet and the hospital." The officials turned down her request at first, but she persisted until they finally said yes.

She first appeared on the battlefront in August 1862. The field hospital was almost out of dressing for wounds when Barton arrived with her mule-drawn wagon filled with supplies. An army surgeon wrote, "I thought that right if heaven ever sent out a holy angel, she must be the one, her assistance was so timely." Barton helped the surgeon bandage the wounded.

After that, Clara Barton was on the scene of many battles with her wagonloads of bandages, coffee, jellies, bread, and more.

the Civil War brought women like Clara Barton to the battlefield to serve as nurses



Page 128

At the Battle of Antietam, she was the only woman allowed at the front. She followed the cannons up to the front lines. For a long time her wagon provided the only medical supplies available.

On the battlefields, Clara Barton often worked for days with almost no sleep. She cared for the wounded in the field, and in tents, houses, churches—wherever shelter could be found. She fed them. She wrote letters home for them. She comforted the wounded and the dying.

Upon her return to Washington, Barton was called to serve at Lincoln Hospital. As she entered one ward, seventy men—each of whom had received her care—rose to salute her. She earned the nickname that soldiers gave her: "Angel of the Battlefield." Later, after the war ended, Clara Barton founded the American Red Cross.



of the Battlefield

Page 129

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Timeline

- Show students the Chapter 16 Timeline Image Card of Clara Barton. Read and discuss the caption.
- Review and discuss the Big Question: “How did women help the war effort?”
- the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did women help the war effort?”
 - » Key points students should cite include: Women helped the war effort in numerous ways. With the men off at war, the women were responsible for not only their regular responsibilities, but the responsibilities of the men as well. Many women kept their family’s farms up and running. Others worked as battlefield nurses, spies, and letter carriers for both armies.
- Choose one of the Core Vocabulary words (*spy*, *warehouse*, *battlefront*, or *surgeon*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 17

The Tide Turns

The Big Question: Why was the Battle of Gettysburg important and still remembered today?

Primary Focus Objectives

- ✓ Summarize the background and significance of the Union victory at Gettysburg. (RI.5.2)
- ✓ Read and understand the Gettysburg Address. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *stronghold*, *siege*, *telegraph*, *consecrate*, and *hallow*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Tide Turns”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 10.1

- Display and sufficient copies of The Civil War, 1861–1865 (AP 10.1)

Core Vocabulary (Student Reader page numbers listed below)

stronghold, n. a place that is strengthened or fortified against an attack (132)

Example: The Union viewed Richmond as an important Confederate stronghold that must be captured.

Variation(s): strongholds

siege, n. a battle strategy in which enemy soldiers surround a building or place so that those under attack cannot receive supplies; blockade (132)

Example: The general knew that a siege of the town would eventually force the rebels to surrender.

telegraph, n. to communicate over long distances by sending signals through wires (134)

Example: The president waited anxiously for the general to telegraph him news of the battle.

Variation(s): telegraphs, telegraphing, telegraphed

consecrate, v. to declare something sacred or holy (137)

Example: The president's speech served to consecrate the battlefield where the lives of many soldiers were lost.

Variation(s): consecrates, consecrating, consecrated

hallow, v. to honor or respect (137)

Example: The speaker asked the audience for a moment of silence to hallow the memory of the soldiers who died in battle.

Variation(s): hallows, hallowing, hallowed

THE CORE LESSON 35 MIN

Introduce “The Tide Turns”

5 MIN

Using the Timeline Image Card about Clara Barton, review with students what they learned in the previous chapter. Students should recall that women played an important role in supporting the war effort for both the Union and the Confederacy. With men away at war, women were responsible for doing their normal jobs and chores, as well as those of men. Women kept family farms running and worked in other jobs, such as nursing. One important woman of the Civil War era was Clara Barton, a famous battlefield nurse who later went on to found the American Red Cross.

Next, point out the chapter title. Remind students of the idiom “turn the tide” and its meaning. Explain to students that today they will be learning about an important battle of the Civil War. Call attention to the Big Question, and encourage students to look for reasons why the Battle of Gettysburg was important and why it is still remembered today.

Guided Reading Supports for “The Tide Turns”

30 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"A New Year," Pages 130–133

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section "A New Year" on page 130.


SUPPORT—Call attention to the image on pages 130–131 of Stonewall Jackson, and call on a student volunteer to read aloud the caption. Ask students to share what they remember about Stonewall Jackson from earlier chapters.

 **SUPPORT**—Have students locate on The Civil War, 1861–1865 map (AP 10.1) Chancellorsville and the state of Virginia. Reiterate to students that the battle here was a crushing blow to the Confederacy due to the loss of Stonewall Jackson.

CORE VOCABULARY—Have students read independently the remainder of the section "A New Year" on pages 132–133. Before students begin reading, call attention to the Core Vocabulary terms *stronghold* and *siege*, and encourage students to review their meanings to better understand the text.

Note: Students in Core Knowledge schools may recall the term *siege* from the Grade 4 units *Medieval Europe* and *Early and Medieval African Kingdoms*.

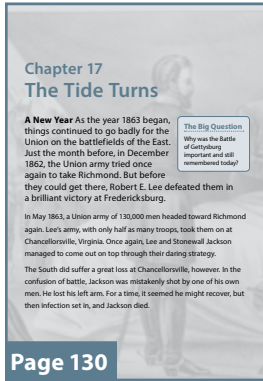
SUPPORT—Call attention to the image on page 133 of the Battle of Vicksburg, and call on a student volunteer to read aloud the caption.

 **SUPPORT**—Have students locate the Battle of Vicksburg in the state of Mississippi on The Civil War, 1861–1865 (AP 10.1) map.

After students finish reading the text, ask the following questions:

LITERAL—Why was Chancellorsville a costly victory for the South?

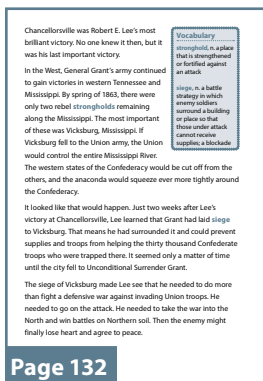
» Stonewall Jackson died from wounds received from his own men.

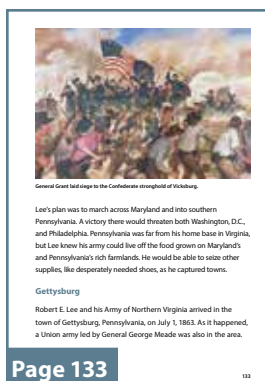


Activity Page



AP 10.1





LITERAL—What did Robert E. Lee learn from the siege of Vicksburg?

» He learned that he needed to do more than fight a defensive war.

“Gettysburg,” Pages 133–137

Scaffold understanding as follows:

Invite student volunteers to read aloud the first four paragraphs of the section “Gettysburg” on pages 133–135.

CORE VOCABULARY—Call attention to the Core Vocabulary term *telegraph*, and explain its meaning. Explain that the word may also be used as a noun to describe the system of wires by which messages may be communicated.

SUPPORT—Call attention to the image on page 135 of the Battle of Gettysburg, and call on a student volunteer to read aloud the caption.

SUPPORT—Have students locate the Battle of Gettysburg and the state of Pennsylvania on The Civil War, 1861–1865 (AP 10.1) map. Call attention to the proximity of the battle to the Mason-Dixon Line.

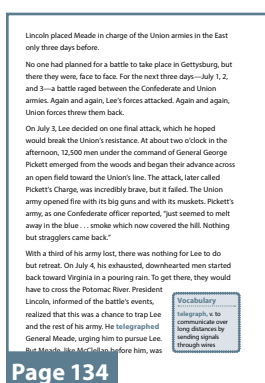
CORE VOCABULARY—Have students read independently the remainder of the section “Gettysburg” on pages 135–137. Before students begin reading, call attention to the Core Vocabulary terms *consecrate* and *hallow*, and encourage students to review their meanings to better understand the text.

After students have had a chance to read independently the Gettysburg Address on page 137, reread the text aloud, pausing as needed to explain portions of the text.

After you finish rereading the text, ask the following questions:

LITERAL—Why was Gettysburg such an important battle?

» It was the last time Confederate forces invaded the North, and it turned the tide of battle in favor of Union forces.



Activity Page



AP 10.1



Some months later, the citizens of Gettysburg held a ceremony to honor those who had died in the great battle. To give the main speech, they had invited Edward Everett of Massachusetts, known as the greatest public speaker of that time. President Lincoln was invited to make a few remarks. But he and everyone else understood that it was Everett who was to be the star of the occasion.

And Everett did, indeed, give a speech that lasted nearly two hours. Near the end of the afternoon, President Lincoln was called upon for his remarks. He spoke for just two minutes.

It's funny how things work out sometimes. Edward Everett spoke for two hours, and while he gave a fine speech, no one today remembers a word of it. Abraham Lincoln spoke for just two minutes, and his speech has become one of the most famous in American history. Lincoln wanted to use this speech to explain the real meaning of the war. The war was really about the ideas found in the Declaration of Independence. It was about liberty and about equal rights, and about democracy. Most of the president's listeners that day didn't quite realize the importance of what he said, but Everett knew it immediately. Walking over to Lincoln, Everett said, "Mr. President, I should be glad if I could flatter myself that I came as near to the central idea of this occasion in two hours, as you did in two minutes."

Page 136

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

—The Gettysburg Address by Abraham Lincoln, November 19, 1863

Page 137

137

LITERAL—What costly mistake did Union forces make after the Battle of Gettysburg?

- » General Meade failed to pursue Lee's forces and allowed them to escape across the Potomac.

LITERAL—Why is the Gettysburg Address so short?

- » Lincoln was not the featured speaker and was expected to make only a few remarks. It was as long as it needed to be—it makes its points strongly and briefly.

LITERAL—Which statement made by Lincoln in the Gettysburg Address proved to be wrong?

- » Lincoln claimed, "The world will little note, nor long remember what we say here." In fact, we still note and remember his speech as one of the most significant in American history.

Timeline

- Show students the Chapter 17 Timeline Image Card of the Battle of Gettysburg. Read and discuss the caption.
- Review and discuss the Big Question: "Why was the Battle of Gettysburg important and still remembered today?"
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why was the Battle of Gettysburg important and still remembered today?"
 - » Key points students should cite include: The Battle of Gettysburg marked a stunning defeat for the Confederacy. The battle marked the last time that Confederate troops invaded the North. The battle is still remembered today because of the speech President Lincoln gave during a ceremony to honor the soldiers who died at Gettysburg.

- Choose one of the Core Vocabulary words (*stronghold, siege, telegraph, consecrate, or hallow*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

The Gettysburg Address (RI.5.7)

45 MIN

Materials Needed: Internet



Background for Teachers: It is recommended that you preview all videos and articles before sharing this activity with students. Use this link to download the CKHG Online Resources for this unit, where specific links with the videos, article, and reading of the Gettysburg Address may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by asking students to briefly recall what they remember about the Battle of Gettysburg. Students should note that many soldiers on both sides died and that Robert E. Lee and the Southern troops were forced to retreat. The Battle of Gettysburg was the last invasion by the Confederacy in the North. Students should also recall that the battle inspired the famous Gettysburg Address, a two-minute speech given by President Lincoln.

Share with students the teacher's tour of Gettysburg from minutes 0:54 to 4:08 to provide context for the Battle of Gettysburg, including why the Civil War was being fought. Ask students the following discussion question:

- What does the teacher argue is a central point for fighting the Civil War?
 - » Whether the goal was to preserve the union of the states or the union of the American people

Resume the video beginning at minute 48:52 and play through minute 59:50. After students finish watching, ask the following questions:

- In what part of Gettysburg is the teacher speaking? Why do you think he chose this location?
 - » The teacher is speaking at the cemetery. He does this to convey the loss of life and heartache following the Battle of Gettysburg.
- How long was Abraham Lincoln's speech?
 - » ten sentences

- According to the teacher, what did Lincoln choose not to include in his speech? Why did Lincoln do this?
 - » Lincoln refrains from talking directly about the Union, the Confederacy, and slavery, instead emphasizing the values upon which the United States was built. He does this to remind his audience of the principles upon which the United States stands and to renew their commitment to the Union cause.

Next, play for students *The Gettysburg Address: A New Declaration of Independence* to provide context for the delivery of the Gettysburg Address. Following the brief video, read aloud the Abraham Lincoln Online article about the many versions of Lincoln's speech. Ask students the following question:

- Do you agree with Charles Sumner's assessment of Lincoln's speech? Why or why not? (*Responses may vary.*)

Finally, play for students the reading of the Gettysburg Address. Encourage students to follow along with the speech on page 137 of *The Civil War Student Reader*.

Confederate Problems Mount

The Big Question: What problems did the Confederacy have at home?

Primary Focus Objectives

- ✓ Explain the political weaknesses of the Confederacy. (RI.5.2)
- ✓ Describe the strengths and weaknesses of Jefferson Davis's leadership of the Confederacy. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *states' rights*, *governor*, and *cabinet*; and the phrase "manufactured good." (RI.5.4)

Core Vocabulary (Student Reader page numbers listed below)

states' rights, n. political powers that belong to state governments under the Constitution; also, the belief that the federal government should have less power and state governments should have more power (138)

Example: The issue of states' rights created problems for the government of the Confederacy.

governor, n. the elected leader of a state in the United States (140)

Example: The governor was elected to two four-year terms of office.

Variation(s): governors

"manufactured good," (phrase) an item made in large numbers for sale or trade (142)

Example: Fabric was the leading manufactured good produced in the small town.

Variation(s): manufactured goods

cabinet, v. a group of government officials who advise the president (144)

Example: The president looked to his cabinet for advice.

Variation(s): cabinets

Introduce “Confederate Problems Mount”

5 MIN

Review with students what they learned in the previous chapter. Review the Chapter 17 Timeline Image Card, and read and discuss the caption. Students should recall that the Confederacy suffered several key blows, including the loss of Stonewall Jackson after Chancellorsville, a defeat at Vicksburg, and a defeat at Gettysburg. The Battle of Gettysburg was the last Confederate invasion on Union territory. Though short, Lincoln’s Gettysburg Address has had enduring importance in American history. Explain to students that in this lesson, they will continue to learn about the increasing number of problems faced by the Confederacy. Call attention to the Big Question, and encourage students to look for the problems the Confederacy had at home as they read the text.

Guided Reading Supports for “Confederate Problems Mount”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“States’ Rights,” Pages 138–140

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “States’ Rights” on page 138.

CORE VOCABULARY—Call attention to the Core Vocabulary term *states’ rights*, and explain its meaning.

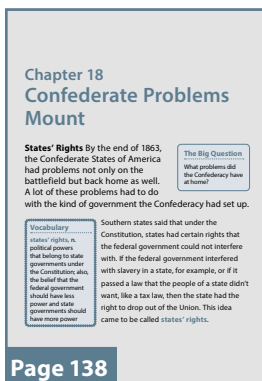
SUPPORT—Call attention to the image on page 139 of Confederate soldiers with the flag, and call on a student volunteer to read aloud the caption.

Invite student volunteers to read aloud the remainder of the section “States’ Rights” on page 140.

CORE VOCABULARY—Call attention to the Core Vocabulary term *governor*, and explain its meaning.

Note: Students in Core Knowledge schools may recall the term *governor* from the Grade 4 unit, *The American Revolution*.

SUPPORT—Explain to students that while states’ rights was an important concept to Southerners, Confederate people accepted many large intrusions by the central government, including the draft, impressment (forced enlistment in the army and forced service in the navy, respectively),



and federal taxes, that would have been considered unthinkable at the outbreak of the war in 1861. Many Confederate citizens complained, but most accepted these things as necessary to win the war.

Note: Students in Core Knowledge schools may recall impressment from their Grade 4 study of the War of 1812 in the unit *Early Presidents*.

After students finish reading the text, ask the following question:

LITERAL—How did the idea of states' rights hurt the government of the Confederacy?

- » States did not cooperate with one another and share resources, and the central government was too weak to force them to do so.

"King Cotton," Pages 140–142

Naturally, when the seceding states wrote a constitution for the Confederacy, they made sure the idea of states' rights was in it. And you can be sure that any time leaders of the Southern states didn't want to do something, they cried, "Our states' rights are being violated!"

So when the Confederate Congress voted for new taxes to pay for the war, a lot of Southern governors dragged their feet in collecting them. "States' rights!" they shouted. North Carolina had plenty of uniforms and blankets, but it kept them for soldiers from its own state and refused to share with other Confederate troops. "We don't have to contribute them to the Confederacy. States' rights," said the state's leaders. Georgia had ten thousand men in a state army but refused to let Confederate commanders give them orders. "States' rights." And South Carolina—the first state to secede from the Union—at one point actually threatened to secede from the Confederacy! A war cannot be run that way.

King Cotton

The confederacy also made a very bad prediction. Great Britain had the world's largest textile, or cloth, industry. France was not far behind. Both got most of their raw cotton from the South. Would Britain and France allow the Northern blockade to cut off their supply of cotton, forcing their factories to close and throwing their people out of work?

"Not a chance," said the South. Even before secession, that's what South Carolina told his fellow senators

Page 140

from the North. "What would happen if no cotton were furnished for three years? England would topple headlong and carry the whole civilized world with her [except the South]. That's why this senator warned the North, 'You dare not make war on cotton. No power on earth dare make war upon it. Cotton is King!'"

It turned out that Southern leaders were wrong. For one thing, when the Civil War began, Great Britain had plenty of cotton in its warehouses—much more than it needed right then. So it didn't have to buy a lot of cotton from the South right away to keep its factories going and its workers working. Also, Great Britain knew that challenging the Union's blockade might lead to war

Page 141

Scaffold understanding as follows:

CORE VOCABULARY—Have students read independently the section "King Cotton" on pages 140–142. Before students begin reading, call attention to the Core Vocabulary phrase "manufactured good," and encourage students to review its meaning to better understand the text.

SUPPORT—Call attention to the image on page 141 of enslaved African Americans carrying cotton, and call on a student volunteer to read aloud the caption.

After students finish reading the text, ask the following question:

LITERAL—Why did Confederate leaders expect Great Britain and France to help them in the war, and why did the South fail to gain their support?

- » They thought the European need for cotton would bring Great Britain and France into the war on the Confederate side. Unfortunately for the South, Great Britain had a large supply of cotton on hand, did not want to risk war with the Union by defying the blockade, and did not want to support slavery.

“Jefferson Davis,” Pages 142–145

Scaffold understanding as follows:

Invite student volunteers to read aloud the first four paragraphs of the section “Jefferson Davis” on pages 142–143.

SUPPORT—Call attention to the image on page 143 of Jefferson Davis, and call on a student to read aloud the caption.

Have students read independently the remainder of the section “Jefferson Davis” on pages 143–145.

CORE VOCABULARY—Call attention to the image on page 144 of Jefferson Davis and his cabinet, and call on a student volunteer to read aloud the caption. Call attention to the Core Vocabulary term *cabinet*, and explain its meaning.

After students finish reading the text, ask the following question:

LITERAL—What actions did Jefferson Davis take that hurt the South’s military effort?

- » He overruled generals like Robert E. Lee and interfered with the War Department.

secession had caused. Many wanted to treat the Southerners as a conquered people.

“With Malice Toward None”

That was not Lincoln’s way. The Union was preserved; slavery was ended. For Lincoln, that was enough. The job now was to get back to being one nation, the United States of America, and to fulfill that nation’s promise of greatness. President Lincoln announced his plan for restoring the Union. It was a plan to bring the Southern states back into the Union quickly and without harsh punishment. In his second inaugural address, on March 4, 1865, he urged Americans to adopt a forgiving spirit as they set about this task:

With malice toward none; with charity 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 which may achieve and cherish a just, and lasting peace among ourselves, and with all nations.

Vocabulary
malice, a desire to hurt another person
charity, a love for

All that remained was for Grant’s armies to finish the job. A month after Lincoln’s speech, Petersburg and Richmond fell. Lee tried to gather his weary and hungry army once more, but Union forces followed him. There was, finally, no way out. On April 9, Lee sent

Page 142

In the U.S. Army for a number of years. When his family gave him a large piece of land along the Mississippi River, he left the army to raise cotton.

Like every big planter, Davis owned slaves. He was one of the kinder slaveholders in Mississippi. He rarely punished his slaves, and he allowed them to learn to read and write—something few owners did. But he was as firm in his belief as many other Southerners that slavery was a good thing for both African Americans and white people, and that it must be preserved.

As he grew older, Jefferson Davis read books on history, politics, literature, poetry, and military strategy. By the time he entered Congress in 1845, he was one of the best-educated men in government.

Jefferson Davis left Congress to fight in the Mexican-American War. He later served as a U.S. senator and as a secretary of war. When the Southern states formed the Confederate States of America, they chose Jefferson Davis to be president. It was a job Davis did not want, but he agreed to serve. His wife said that when he told her he had been chosen, he spoke “in a manly, steady, and a confident



Jefferson Davis served in the U.S. government for many years but chose the Confederacy when the Southern states seceded.

Page 143



Jefferson Davis sits with the first Confederate cabinet.

The job was very difficult. The new government was starting from scratch. It had no offices, no employees, and no postal service. President Davis’s first office—his “White House”—was in a hotel parlor, a room usually set aside for entertaining guests. Davis worked very hard, but he allowed himself to get bogged down in small details that took a lot of his time.

Vocabulary
cabinet, a group of government officials who advise the president

Davis was also too sure of himself when it came to military strategy. He often overruled generals who were better at running a war than he was. He interfered so much with the War Department that five different secretaries of war quit.

Page 144

On the whole, Davis did not deal well with people. He was difficult and stubborn. Rather than try to win over those who disagreed with him, he quarreled and made enemies.

By the start of 1864, the Confederate army was struggling. With the fall of Vicksburg, the West was lost, and so were most of Kentucky and Tennessee. In the East, Union armies were once again carrying the fight onto Southern soil. But a Union victory was still not a certainty. Even President Lincoln felt unsure that the Union would be victorious.

Fortunately for the president he had finally found the general he had been looking for, the one who would fight and fight and fight some more, and never stop pursuing the enemy. That general was, of course, Ulysses S. Grant who, in the spring of 1864, took charge of all the Union armies.

Page 145



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What problems did the Confederacy have at home?”
 - » Key points students should cite include: The Confederacy had problems in the government because of the belief in states’ rights; it had economic problems because it could not sell as much cotton as it had expected to or purchase needed goods; it had leadership problems because Jefferson Davis got stuck on details and often interfered with his generals.
- Choose one of the Core Vocabulary words (*states’ rights*, *governor*, or *cabinet*) or the phrase “manufactured good,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 19

The War Draws to a Close

The Big Question: How did the Union finally defeat the Confederacy?

Primary Focus Objectives

- ✓ Explain how the military campaigns of Grant and Sherman helped end the war, including the fall of Richmond and Sherman's march to the sea and burning of Atlanta. **(RI.5.2)**
- ✓ Describe Lincoln's vision for the peace and Grant's peace terms offered to Lee at Appomattox Court House. **(RI.5.2)**
- ✓ Explain the significance of Lincoln's reelection and the concluding words of his second inaugural address. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *malice* and *bind*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the War Draws to a Close":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 10.1

- Display and individual student copies of The Civil War, 1861–1865 (AP 10.1)

Core Vocabulary (Student Reader page numbers listed below)

malice, n. a desire to hurt another person **(150)**

Example: President Lincoln believed that the Union should put aside any feelings of malice toward the Confederate states after the war came to an end.

bind, v. to tie up **(150)**

Example: Allie used twine to bind the two objects together.

Variation(s): binds, binding, bound

Introduce “The War Draws to a Close”

5 MIN

Review with students what they learned in the previous chapter. Students should recall that the Confederacy experienced numerous problems that prevented it from effectively waging war. In addition to conflict between the Confederate states and a persistent inability of the states to cooperate, Jefferson Davis often undermined his generals, and the Confederacy failed to secure the support of France and Great Britain during the war. Explain to students that in this lesson, they will learn about the final days of the Civil War. Call attention to the Big Question, and encourage students to look for how the Union finally defeated the Confederacy as they read the text.

Guided Reading Supports for “The War Draws to a Close”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Battle in the Wilderness,” Pages 146–150

Chapter 19
The War Draws to a Close

A Battle in the Wilderness Fight and fight some more. Then chase. That is exactly what Grant and his army did in the spring of 1864. Once again, the scene was northern Virginia. Once again, the prize was Richmond. And once again, the armies met and did battle near Chancellorsville, where one year earlier Lee had won his most brilliant victory.

The Big Question
How did the Union finally defeat the Confederacy?

But this time it was different.

The fighting took place in a dense forest known as the Wilderness. Grant's army outnumbered Lee's by nearly two to one. The Battle of the Wilderness raged for two days. It was a terrible, bloody battle, and at the end, Grant had lost more men than Lee. But Grant knew that his losses could be replaced and Lee's could not.

Lee had to pull back, stopping several times to fight some more. Grant's army continued to press forward toward Richmond and Petersburg, an area in the south. Finally, Grant had his armies in front of the two cities. That summer,

Page 146

Scaffold understanding as follows:

Read aloud the first four paragraphs of the section “A Battle in the Wilderness” on pages 146–148.



SUPPORT—Have students locate Chancellorsville on The Civil War, 1861–1865 (AP 10.1) map. Explain that the Battle of the Wilderness took place near Chancellorsville but in a dense forest.

SUPPORT—Call attention to the image on page 147 of the Battle of the Wilderness, and call on a student volunteer to read aloud the caption.

Invite a student volunteer to read aloud the next paragraph of the section on page 148.



SUPPORT—Have students locate Tennessee on The Civil War, 1861–1865 (AP 10.1) map. Explain that Sherman and his troops planned to move east from Tennessee to Georgia.

Have students read independently the remainder of the section “A Battle in the Wilderness” on pages 148–150.



SUPPORT—Have students locate Atlanta, Georgia, on The Civil War, 1861–1865 (AP 10.1) map. Explain that capturing Atlanta was an important victory for the Union.

Activity Page



AP 10.1



SUPPORT—Call attention to the image on page 148 of the capture of Atlanta, and call on a student volunteer to read aloud the caption.

After students finish reading the text, ask the following questions:

LITERAL—What was Grant’s biggest advantage over Lee in the spring of 1864?

» Grant could replace his losses; Lee could not.

LITERAL—What was Sherman’s practice of total war?

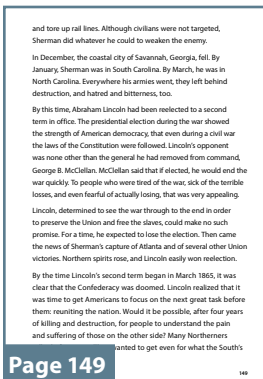
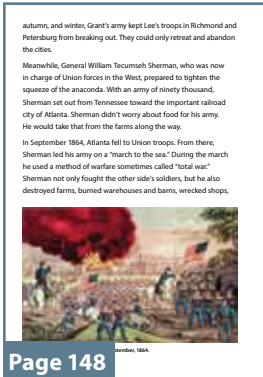
» Sherman destroyed houses, farms, livestock, and shops—anything that could be of use to the enemy.

LITERAL—Why was Lincoln’s reelection important?

» It showed the strength of American democracy because the presidential election took place as called for by the Constitution, even during a war.

EVALUATIVE—How did Union victories influence the outcome of the election of 1864?

» Union victories improved spirits in the North, which made it easier for Lincoln to win reelection.



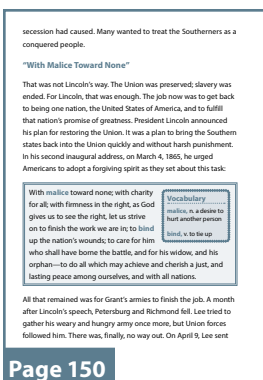
“With Malice Toward None,” Pages 150–151

Scaffold understanding as follows:

Invite a student volunteer to read aloud the first paragraph of the section “With Malice Toward None” on page 150.

CORE VOCABULARY—Call attention to the Core Vocabulary terms *malice* and *bind*, and explain their meanings.

Read aloud the excerpt from Lincoln’s speech in the text box on page 150.



Have students read independently the remainder of the section on pages 150–151.

SUPPORT—Call attention to the image on page 151 of Lee’s surrender.

Activity Page



AP 10.1

an officer with a white flag of surrender to the Union army and asked to meet with General Grant.

The surrender took place at a house in the village of Appomattox Court House, Virginia. Grant wrote out the terms of surrender and treated the defeated enemy with great respect. The Confederates would turn in their weapons, except for the officers' small guns. All were free to leave. And, added Grant, "let all the men who claim to own a horse or mule take the animals home with them to work their little farms." It was a generous offer, and Lee thanked Grant for it. The two generals saluted each other. Then Lee climbed on his horse, Traveller, looked thoughtfully over the field of Union soldiers, and rode away.

The American Civil War was over.



General Lee surrendered on April 9, 1865, at Appomattox Court House, Virginia.

Page 151

SUPPORT—Have students locate Appomattox on The Civil War, 1861–1865 (AP 10.1) map. Reiterate that this was the site of Robert E. Lee’s surrender of his Confederate troops to General Ulysses S. Grant.

After students finish reading the text, ask the following questions:

LITERAL—What were Lincoln’s plans for the South after the war was over?

- » Lincoln’s plan was to get the Southern states back into the Union quickly and without harsh punishment.

LITERAL—What was the main message of Lincoln’s second inaugural address?

- » The main message was one of forgiveness.

LITERAL—What were the terms of surrender that Grant gave Lee at Appomattox?

- » Except officers, who were allowed to keep small arms, soldiers had to turn in their weapons. Men were allowed to take home a horse and a mule to work their farms.

Timeline

- Show students the Chapter 19 Timeline Image Cards of the capture of Atlanta and the surrender at Appomattox. Read and discuss the captions.
- Review and discuss the Big Question: “How did the Union finally defeat the Confederacy?”
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did the Union finally defeat the Confederacy?”
 - » Key points students should cite include: Grant’s forces defeated Confederate troops at the Battle of the Wilderness, and the cities of Richmond (the Confederate capital) and Petersburg fell to the Union. Sherman’s total war strategy began to break the spirit of

the Confederacy and led to the destruction of necessary supplies. Grant's troops ultimately forced Lee's exhausted and hungry troops to surrender at Appomattox.

- Choose one of the Core Vocabulary words (*malice* or *bind*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

The Civil War, 1861–1865 (RI.5.7)

30 MIN

Activity Page



AP 10.1

Materials Needed: Sufficient copies of The Civil War, 1861–1865 (AP 10.1)

Have students answer the remaining questions on The Civil War, 1861–1865 (AP 10.1) for homework.

CHAPTER 20

The Death of President Lincoln

The Big Question: Why did John Wilkes Booth kill President Lincoln?

Primary Focus Objectives

- ✓ Explain John Wilkes Booth's reasons for assassinating President Lincoln. **(RI.5.2)**
- ✓ Describe the circumstances of Abraham Lincoln's death. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *racist* and *secret agent*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Death of President Lincoln":
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 20.1

- Sufficient copies of Domain Vocabulary: Chapters 16–20 (AP 20.1)
- Internet access
- Sufficient copies of "O Captain! My Captain!"

Core Vocabulary (Student Reader page numbers listed below)

racist, n. a person who believes one race of people is superior to, or better than, another **(154)**

Example: A known racist, the shop owner often discriminated against minority customers.

Variation(s): racists

secret agent, n. a spy; a person who collects and reports secret information about other governments or countries **(154)**

Example: The secret agent worked hard to keep her identity hidden.

Variation(s): secret agents

Introduce “The Death of President Lincoln”

5 MIN

Review with students what they learned in the previous chapter. Review the Chapter 19 Timeline Image Cards, and discuss the captions. Students should recall that the Civil War came to a close after several key Union victories in Richmond and Petersburg, and Sherman’s march to the sea and capture of Atlanta. Knowing that the war was drawing to a close, the newly reelected Lincoln emphasized the importance of “malice toward none.” Confederate General Robert E. Lee surrendered to Ulysses S. Grant at Appomattox Court House. Call attention to the Big Question, and encourage students to look for reasons why John Wilkes Booth killed Abraham Lincoln as they read the text.

Guided Reading Supports for “The Death of President Lincoln”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Victory, at Last!” and “John Wilkes Booth,” Pages 152–154

Scaffold understanding as follows:

Read aloud the section “Victory, At Last!” on page 152. Be sure students understand the reference to the “Stars and Stripes.”

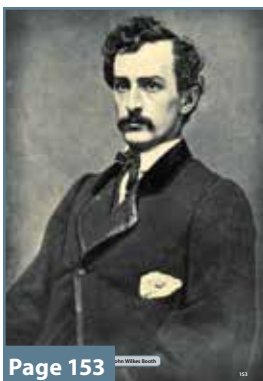
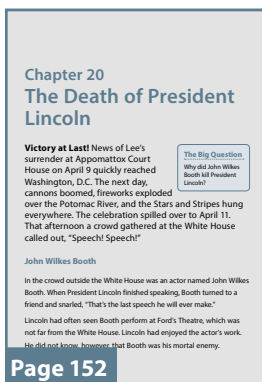
Invite student volunteers to read aloud the first two paragraphs of the section “John Wilkes Booth” on page 152.

CORE VOCABULARY—Have students read independently the remainder of the section “John Wilkes Booth” on page 154. Before students begin reading, call attention to the Core Vocabulary terms *racist* and *secret agent*, and encourage them to review the meanings to better understand the text.

After students finish reading the text, ask the following questions:

LITERAL—Who was John Wilkes Booth?

- » Booth was a racist actor who had served as a secret agent for the Confederacy.



Even as a teenager, John Wilkes Booth had talked about doing great deeds someday. "I must have fame!" he told friends. He said he had to do "something never before accomplished; something no other man would probably ever do."

Booth was a racist through and through. He believed that slavery was good and that the South's cause was just. During the war he had served as a secret agent for the Confederacy. In his mind, no one was more responsible for the defeat of his beloved South than President Lincoln. And for that, Lincoln had to pay.

Booth's first plan was to kidnap Lincoln, take him to Richmond, and offer to exchange him for all the Confederate soldiers who were prisoners of war. When that didn't work, he decided to kill Lincoln.

President Lincoln had received many threatening letters during his presidency, but he simply threw them away. He refused to take such threats seriously. After all, no one had ever killed an American president before. When friends urged him to use guards, Lincoln said that having guards protect him against angry Southerners "would only put the idea [of killing him] into their heads." And "as to the crazy folks, why! must only take my chances."

Lincoln Shot at Ford's Theatre

Just after Lincoln's speech—the first and a special guest, General Grant.

Page 154

LITERAL—What was John Wilkes Booth's first plan to gain fame?

» His first plan was to kidnap Lincoln and exchange him for Confederate prisoners of war.

"Lincoln Shot at Ford's Theatre," Pages 154–157

Scaffold understanding as follows:

Invite student volunteers to read aloud the first two paragraphs of "Lincoln Shot at Ford's Theatre" on pages 154–155.

SUPPORT—Call attention to the image on page 155 of the theater, and call on a student volunteer to read aloud the caption.

Have student volunteers continue to read aloud the remainder of the section "Lincoln Shot at Ford's Theatre" on pages 156–157.

Note: This section discusses the murder of President Lincoln. Be prepared to discuss the trauma of not just the theatergoers who witnessed Booth killing Lincoln, but also of the entire nation at the loss of its respected leader.

SUPPORT—Reread the Latin phrase "*Sic semper tyrannis*," which Booth shouted after shooting Lincoln. The phrase means, Thus always to tyrants. While the phrase could be interpreted as Booth calling Lincoln a tyrant, it is also the motto of the state of Virginia, where the Confederate capital was located. Virginia adopted the motto in 1776, during the American Revolution. Booth's use of it could also be a sign of patriotism to the Confederate cause.

SUPPORT—Call attention to the image on page 156 of the reward poster, and call on a student volunteer to read aloud the caption. Note that Booth is not the only one on the poster. The other two men were Booth's co-conspirators. The poster misspells both of their names. David Herold (right) helped Booth escape into Virginia. John Surratt (left) introduced Booth to Herold and helped them make their plans. He was not in Washington, D.C., at the time of the assassination, though.


After students finish reading the text, ask the following questions:

INFERENTIAL—What do you think the Secretary of War Edwin Stanton's words at Lincoln's death—"He belongs to the ages."—mean?

» Possible response: Stanton means that Lincoln is now part of history.

Grant and his wife were invited by the Lincolns to attend a play with them that evening at Ford's Theatre. Grant had to decline the invitation, and Lincoln really didn't feel like going without him. But he knew that his wife, Mary, looked forward to going, and the people of Washington were expecting him to make an appearance. So the Lincolns went to the theater - and so did John Wilkes Booth!

Sitting in the special presidential box just to the side of the stage, the president seemed to enjoy the show. Booth, who was in the audience, picked his time well. He knew the play on stage, every line of it. In the third act there was one line that always brought a lot of laughter. That moment—with the laughter distracting the audience—would be his moment to strike.



John Wilkes Booth jumped from the presidential box

Page 155

Booth approached the door at the back of the presidential box. The guard who was supposed to be there had left his post. Booth entered. As the actor on stage said his line and the audience laughed, Booth raised his pistol and, from six feet away, fired into the back of the president's head.

Booth then moved quickly to the railing of the box and shouted, "Revenge for the South!" He jumped down onto the stage and shouted, "Sic semper tyrannis," a Latin phrase that means, "Thus always to tyrants."

Booth broke his leg when he landed on the stage but he still managed to escape. As a well-known actor, he was easily recognized. Booth avoided capture for nearly two weeks, but he was finally found hiding in a barn and was shot.

As for the wounded president, he was carried



Booth escaped the theater and hid for two weeks before being found.

Page 156

to a house across the street, where friends and a doctor tried to make him comfortable. But there was no hope that he would live. Even the most modern of medical care today could not have saved him. The following morning he breathed his last. "Now," said his secretary of war, Edwin Stanton, "he belongs to the ages."

Booth believed he was striking a blow for the South. He could not have been more mistaken. It was Lincoln who had said, "With malice toward none, with charity for all." It was Lincoln who held out the best hope for a peace without bitterness and revenge. It was Lincoln who spoke of bringing the Southern states back into the Union as quickly as possible.

And now Lincoln was gone.

Page 157

EVALUATIVE—The author says that Booth was mistaken if he thought killing President Lincoln was a way to take revenge for the South. What argument does the author make as to why Booth was mistaken?

- » The author says that Lincoln spoke against revenge. He called for “malice toward none and charity for all.” He was the best hope for a peace without revenge.



LITERAL—What are several important things that Abraham Lincoln did as president?

- » Lincoln freed the slaves through the Emancipation Proclamation, he saved or preserved the Union, and he led the United States during the Civil War.

Note: Discussion of the assassination of Lincoln in the light of the many things that Lincoln accomplished in his lifetime may offer an opportunity to acknowledge the evil act performed by Booth and the despair of the nation at the moment, while also contextualizing Lincoln’s achievements more than 150 years later. Today, America is a united nation of fifty states, and slavery is illegal in every state—just as Lincoln wanted. However, these things did not automatically occur after Lincoln’s death. Uniting the nation, as students will read in the next chapters, was a contentious process, and achieving equal rights for African Americans was a longer, more difficult process than that, and one that continues to the present day.

Timeline

- Show students the Chapter 20 Timeline Image Card of John Wilkes Booth. Read and discuss the caption.
- Review and discuss the Big Question: “Why did John Wilkes Booth kill President Lincoln?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why did John Wilkes Booth kill President Lincoln?”
 - » Key points students should cite include: Booth blamed Lincoln for the South’s defeat. He believed that slavery was good and that the South’s cause was just.

- Choose one of the Core Vocabulary words (*racist* or *secret agent*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses. If time remains, you may direct students to begin Domain Vocabulary: Chapters 16–20 (AP 20.1), completing it for homework.

Additional Activities

Domain Vocabulary: Chapters 16–20 (RI.5.4)

25 MIN

Activity Page



AP 20.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 16–20 (AP 20.1)

Distribute copies of Domain Vocabulary: Chapters 16–20 (AP 20.1). Read aloud the directions. Encourage students to use Chapters 16–20 in the Student Reader to answer the questions. Students may complete this activity independently, with partners, or for homework.

Civil War Art and Poetry (RI.5.7)

45 MIN

Materials Needed: Internet access; copies of “O Captain! My Captain!”

Alternate Art Activity for Civil War Art: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 5, available at:

www.coreknowledge.org/store

Use the art resources to discuss key features of the “Battery at Attention” photograph and the image of the Shaw Memorial.



Background for Teachers: It is recommended that you preview all images, the poem, and the recording before sharing the activity with students. Use this link to download the CKHG Online Resources for this unit, where specific links with the photographs, images of the sculptures, poem, and recording may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the lesson by providing context for students about photography in general. At the time of the Civil War, photography was a relatively new art, having been introduced in the 1830s. By the 1850s and 1860s, developments made the processing and printing of photographs much easier, which spurred the growth of the medium. With photographs, people could—for the first time—see what people, places, and events actually looked like. Previously, they were dependent on artistic renderings, such as paintings and sketches, which were often not realistic or true to life.

Introduce students to the work of Matthew Brady, a famous portrait photographer who turned his interests to the Civil War. His photographs

introduced people, especially those beyond the fighting, to real images of an actual war. Explain that although many pictures are attributed to him, Brady actually spent most of his time managing traveling photographers whom he had hired to work directly on the battlefield. These photographers captured every aspect of the war—soldiers in camps and preparing for battles, devastated ruins, officers, men who died on the battlefields, ships, and railroads. These photographers chronicled the harsh images of war's reality in stark black and white for the public back home. Brady's team had made more than seven thousand images by the end of the war. However, Brady didn't credit any of his cameramen nor allow them to retain the negatives they took on their own time.

Although Brady had many photographers working with him, he too risked his life on the battlefield. Later in the war, he was present at Antietam and Gettysburg. He also made photographs of the rival generals, Grant and Lee. Interestingly enough, the war brought financial ruin for Brady. He had invested approximately \$100,000, thinking that the government would want to buy his photographs when the war was over. However, the government showed no interest (until many years later), and Brady lost his investment, went bankrupt, and died in poverty and neglect.

First, share for students the portraits of Clara Barton and Abraham Lincoln. Explain that as a photographer, Matthew Brady got his start taking portraits, or staged photographs of individuals or small groups of people. At this time in history, usually only significant or wealthy individuals had their portraits taken.

Next, display the image of soldiers at Bull Run. Explain to students that Brady often captured images of soldiers going about their daily activities. In this instance, soldiers are sitting on the bank of a ford near where the First and Second Battles of Bull Run were fought.

Next, display for students Matthew Brady's photograph "Battery at Attention." Allow students several moments to examine the photograph before posing the following looking questions for students to answer and discuss:

- Who are these men, and when would you estimate that this scene took place?
 - » These are Civil War soldiers standing at attention. The date is between 1861 and 1865.
- Is this a painting?
 - » No, it's a photograph made with film in a camera.
- Was it Brady's aim to create art? Explain your opinion.
 - » Answers may vary. Brady's intention was to capture images of war for the first time on film, which he succeeded in doing. He recognized the importance of composition and lighting, but his aims were not strictly artistic.

- How has Brady positioned his camera not only to cover the scene visually, but also for the sake of line and composition?
 - » Our eye follows the line of the earthworks toward the furthest point of the battery. We look along the line of men, as if we were inspecting them.

Next, provide context for students about sculptor Augustus Saint-Gaudens, creator of the Shaw Memorial. The memorial honors the Massachusetts 54th Regiment—one thousand soldiers who formed the fifth African American troop organized for the Civil War. Robert Gould Shaw, a white officer, was the leader of the regiment. His regiment attacked Fort Wagner in the harbor at Charleston, South Carolina. Shaw and one-third of the regiment died in the battle, and the regiment failed to capture the fort. Despite the defeat, President Lincoln believed it was a turning point in the war. The regiment also helped legitimize the participation of African Americans in the military. The bravery of the African American soldiers was widely recognized and helped overturn racist beliefs and stereotypes.

Like many war sculptures, Saint-Gaudens's first proposal was for a work of Colonel Shaw seated on his horse. Shaw's mother felt it was too grandiose. It took Saint-Gaudens some fourteen years to be fully satisfied with his final version of the monument. Saint-Gaudens's monument was unveiled in the Boston Common on Memorial Day, 1897.

Next, display for students the image of the Shaw Memorial. Allow students several moments to examine the photograph before posing the following looking questions for students to answer and discuss:

- Who are the people in this sculpture?
 - » The people are soldiers. Explain that this sculpture honors Colonel Robert Gould Shaw and his troops, the 54th Massachusetts Volunteer Regiment, the first all-black regiment in the Civil War, who launched a heroic offensive on Fort Wagner.
- How does Saint-Gaudens show us who the leader is?
 - » The leader is the only figure on horseback.
- Do you see a figure over the heads of the soldiers? (You may have to trace it.)
 - » There is an angel over the heads of the men.
- Soldiers usually march in rows. Why did the sculptor choose to show the legs of the men and the horse in this way?
 - » It creates a strong sense of movement.

Explain to students that like memorials to honor Union heroes, the former Confederate states also erected their own memorials to commemorate their deceased. In recent years, the existence and continued creation of Confederate memorials has become a point of contention for many. Some, such as those

in New Orleans, have been taken down. Those opposed to the monuments believe that they are a glorification of individuals who championed slavery, and serve as a continued reminder of the South's fight to maintain slavery and the institutionalized racism that followed after Reconstruction. Those in support of the memorials view them as a somber reminder of the past and the issues that once tore the nation apart. If time permits, you and your students may want to explore the circumstances and arguments made in the city of New Orleans in favor of removing the Confederate memorials. A specific link to accounts of the events can be found at:

www.coreknowledge.org/ckhg-online-resources

Next, provide context for students for Walt Whitman's "O Captain! My Captain!" Explain that Walt Whitman was an American writer and poet. Written in 1865, his poem "O Captain! My Captain!" is a metaphor for the life and death of President Lincoln. Explain that a metaphor is a literary device that writers use that draws comparisons between two seemingly unlike things by saying one thing is the other.

Distribute copies of "O Captain! My Captain!" Encourage students to read along as you play the recording of the poem. Play the reading of the poem twice through before posing the following questions for discussion.

- What does Whitman mean when he says, "The ship has weather'd every rack, the prize we sought is won"? What do you think is the ship in this line?
 - » Whitman means that the United States is the ship, which has gone through a lot to secure the "prize" of being reunited.
- Who is the captain that Whitman describes in the poem? Why do you think Whitman makes this comparison?
 - » Abraham Lincoln is the captain in the poem. Whitman makes this comparison because Lincoln helped navigate and lead the Union through the Civil War.
- What does Whitman mean when he says, "The ship is anchor'd safe and sound, its voyage closed and done"?
 - » He means that the war is over and the country is no longer fighting against itself.
- Based on the poem, how do you think Whitman felt about Abraham Lincoln?
 - » The poem expresses great sorrow for the death of the captain, a metaphor for Abraham Lincoln. This reveals that Whitman had great respect for the fallen president.

Time permitting, have students write a brief paragraph describing one thing they learned today and one thing they found interesting. Have students share their paragraphs with partners, small groups, or as a class.



Materials Needed: Internet access



Background for Teachers: It is recommended that you preview the teacher's tour of Ford's Theatre before sharing the video with students. Use this link to download the CKHG Online Resources for this unit, where a specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that in this lesson, they will watch a video about the assassination of Abraham Lincoln at Ford's Theatre. Encourage students to take notes as they view the video. Time permitting, have students write a brief paragraph including three new facts they learned while watching the video. Discuss paragraphs as a class.

Materials Needed: Internet access or a copy of the 2012 film *Lincoln*



Background for Teachers: Obtain a copy of Steven Spielberg's film *Lincoln*. The entire film is 150 minutes long. If you do not have time to show the film in its entirety, preview it and select segments to share with students. Use this link to download the CKHG Online Resources for this unit, where a specific link to the entire film for rental is included:

www.coreknowledge.org/ckhg-online-resources

While some historians have quibbled with some details portrayed in the film, it has been deemed as a generally accurate representation of Lincoln's struggles within his cabinet as he worked to emancipate the slaves. The film concludes with Lincoln's assassination by John Wilkes Booth.

CHAPTER 21

The South in Ruins

The Big Question: What was life like in the South after the Civil War?

Primary Focus Objectives

- ✓ Describe the devastation in the South after the Civil War. (RI.5.2)
- ✓ Identify the goals of the Freedmen's Bureau. (RI.5.2)
- ✓ Explain the significance of forty acres and a mule. (RI.5.2)
- ✓ Describe the sharecropping system. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *acre*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the South in Ruins":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

acre, n. an area of land that measures 4,840 square yards (161)

Example: The size of the farm was modest, measuring only about one square acre in size.

Variation(s): acres

THE CORE LESSON 35 MIN

Introduce "The South in Ruins"

5 MIN

Review with students what they learned in the previous chapter. Review the Chapter 20 Timeline Image Card, and discuss the caption. Students should recall that shortly after the end of the Civil War, President Abraham Lincoln was killed in Ford's Theatre by John Wilkes Booth, an actor and former secret agent for the Confederacy. A racist, Wilkes shot Lincoln because he believed the president was responsible for the losses the South experienced as a result of the Civil War. Review the message of Lincoln's second inaugural address as an indication of what Lincoln, had he lived, hoped to accomplish at the end of

the war. Call attention to the Big Question, and encourage students to look for what life was like for all people—white and African American—living in the South after the Civil War as they read the text.

Guided Reading Supports for “The South in Ruins”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Broad Streak of Ruin,” Pages 158–162

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “A Broad Streak of Ruin” on page 158.

SUPPORT—Call attention to the image on pages 158–159, and call on a student volunteer to read aloud the caption on 159. Explain to students that the image depicts just one example of the “broad black streak of ruin” that many areas in the South resembled after the Civil War.

Invite student volunteers to read aloud the next four paragraphs of the section “A Broad Streak of Ruin” on pages 158–160.

SUPPORT—Call attention to the image on page 160 of freedmen, and call on a student volunteer to read aloud the caption.

CORE VOCABULARY—Have students read independently the remainder of the section on pages 160–162. Before students begin reading, call attention to the Core Vocabulary word *acre*, and encourage students to review its meaning to better understand the text.

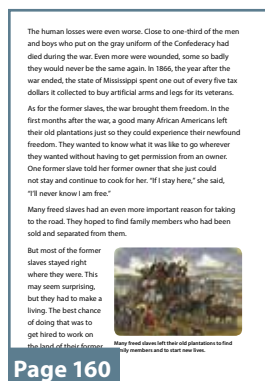
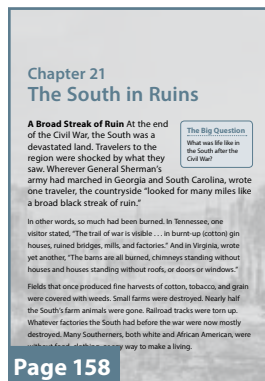
Note: Students may recall the term *acre* from the unit *Westward Expansion Before the Civil War*.

SUPPORT—Call attention to the image on page 162 of a Freedmen’s Bureau school, and call on a student volunteer to read aloud the caption. Reiterate to students that the Freedmen’s Bureau provided many services to former slaves; however, it could not give them land. For a time, a rumor circulated that all former slaves would get forty acres and a mule, but this was not the case.

After students finish reading the text, ask the following questions:

LITERAL—Why did many former slaves leave their old plantations after the war?

- » Slaves wanted to experience the freedom of traveling without having to ask permission from an owner; many also wanted to find family members who had been sold and separated from them.



owners, or to rent some of the land to farm for themselves. Even though they were now free and could keep the fruits of their labor, their lives didn't improve much.

Even while the war was going on, Congress realized it would have to help people get back on their feet. Just a month before the war's end, Congress created the Freedmen's Bureau. Freedmen were the former slaves. The Freedmen's Bureau provided food, clothing, fuel, and medical supplies to needy Southern whites as well as former slaves.

The Freedmen's Bureau had its greatest success in education. It set up more than four thousand schools where former slaves could learn to read and write. Northern churches sent thousands of dedicated women and men to teach in these schools. Before the Civil War, slaves were usually forbidden to learn those skills. Now African American Southerners flocked to these schools—not just children but adults, too. Many of the adults were deeply religious people who had long wanted to read the Bible for themselves.

One thing the Freedmen's Bureau did not do, however, was give the former slaves their own land. That was a shame, because with their own land, African Americans would have had a chance to support themselves and become truly independent. As one former slave said, "I'll want to get to own four or five acres of land, that I can build me a little house on and call my home." Another said, "Give us our own land and we will take care of ourselves. But without land, the old masters can hire us or

Vocabulary
acre, is an area of land that measures 4,840 square yards.

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LITERAL—What was the Freedmen's Bureau, and what did it do?

- » The Freedmen's Bureau was created by Congress to provide food, clothing, fuel, medical supplies, and schools for the education of former slaves and for poor whites.

LITERAL—Why was land ownership an important issue for former slaves?

- » With land, they would have been able to support themselves independently. Without land, they were still dependent on white plantation owners to make a living.

"Sharecropping," Pages 162–163

Scaffold understanding as follows:

Invite student volunteers to read aloud the section "Sharecropping" on pages 162–163.

SUPPORT—Call attention to the image on page 163 of sharecropping, and call on a student volunteer to read aloud the caption.

After students finish reading the text, ask the following questions:

LITERAL—What was sharecropping?

- » Owners provided land, seeds, mules, and tools for the freedmen to use. In exchange, freedmen gave owners a share, usually half, of their crop.

LITERAL—Why did sharecropping develop?

- » Owners needed laborers but had no money to pay wages. Former slaves needed work.



This Freedmen's Bureau school was opened in Richmond, Virginia, after the Civil War.

For a time, African Americans were excited by a rumor that the government would give them forty acres and a mule to get their new lives started. However, it was only a rumor. The only way to give land to the former slaves was to take it away from someone else, such as the former slave owners. A few people in Congress were willing to do that, but most were not, so it did not happen.

Sharecropping

Many of the freed slaves continued to farm the lands of their former masters. However, a big problem had to be worked out first. When the Confederacy collapsed, all of its money was gone. Southern banks also went

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out of business. Few Southerners had U.S. money. Owners of the land had no money to pay wages to their workers, and the freedmen who wanted to rent land had no money to pay for it. The problem was solved by developing a system called sharecropping.

Sharecropping worked this way: The owners let the freedmen use some of their land, gave them seed, and lent them plows, tools, and mules to work with. In return, the freedmen gave the owners a share of the crops they raised. Usually they split the crops half and half.

The sharecropping system was used all through the South. Nine out of ten former slave families became sharecroppers, and many poor white families did, too.



Sharecroppers on the land they had formed as slaves.

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Timeline

- Show students the Chapter 21 Timeline Image Card of sharecroppers. Read and discuss the caption.
- Review and discuss the Big Question: "What was life like in the South after the Civil War?"
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What was life like in the South after the Civil War?”
 - » Key points students should cite include: Following the Civil War, life for both white people and African Americans living in the South was difficult. Years of war had devastated farms, businesses, and infrastructure. Many towns had been destroyed during the conflict. Both whites and blacks struggled to rebuild their lives. Sharecropping became a common practice because plantation owners lacked money to pay laborers and freedmen had no land of their own to farm.
- Write a sentence using the Core Vocabulary word (*acre*).

To wrap up the lesson, ask several students to share their responses.

The Struggle over Reconstruction

The Big Question: How did Andrew Johnson's ideas of reconstruction differ from the Radical Republicans'?

Primary Focus Objectives

- ✓ Explain the purpose of Black Codes passed in Southern states. **(RI.5.2)**
- ✓ Identify the purpose of the Thirteenth and Fourteenth Amendments. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *reconcile*, *ratify*, *Reconstruction*, *radical*, and *veto*; and of the phrase "Black Codes." **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Struggle over Reconstruction":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

reconcile, v. to return to a friendly relationship after a conflict **(164)**

Example: Some Northerners feared they could not reconcile their differences with the South.

Variation(s): reconciles, reconciling, reconciled

ratify, v. to approve **(166)**

Example: The legislature voted to ratify the amendment.

Variation(s): ratifies, ratifying, ratified

Reconstruction, n. in the United States, the period of rebuilding after the Civil War **(168)**

Example: The United States underwent many changes during the years of Reconstruction after the war came to an end.

“Black Codes,” (phrase) laws passed in Southern states to limit the freedoms of African Americans after the Civil War (170)

Example: Following the end of the Civil War, some states passed Black Codes to restrict the rights of freedmen.

radical, adj. favoring large or widespread changes (170)

Example: Some politicians believed that radical changes must be made to the country following the end of the war.

veto, v. to reject or refuse to approve a law (170)

Example: The president decided to veto the bill, thus preventing it from becoming a law.

Variation(s): vetoes, vetoing, vetoed

THE CORE LESSON 35 MIN

Introduce “The Struggle over Reconstruction”

5 MIN

Review with students what they learned in the previous chapter. Review the Chapter 21 Timeline Image Card, and discuss the caption. Students should recall that the Civil War had a devastating effect on the South. Farms, businesses, local government, and the economy were severely damaged, while many towns and cities were also destroyed. Both white and black people living in the South struggled to rebuild. The Freedmen’s Bureau, established by the federal government, played a key role in providing food and other services to freedmen, as well as poor white families. The sharecropping system developed in response to the inability of owners to pay laborers and because freedmen had limited access to land. Call attention to the Big Question, and encourage students to look for the ways Andrew Johnson’s plan for reconstruction differed from that of the Radical Republicans as they read the text.

Guided Reading Supports for “The Struggle Over Reconstruction”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Uniting the States” and “President Andrew Johnson,” Pages 164–168

Scaffold understanding as follows:

Invite student volunteers to read aloud the section “Uniting the States” on pages 164–166.

CORE VOCABULARY—Call attention to the Core Vocabulary terms *reconcile* and *ratify*, and explain their meanings.

SUPPORT—Call attention to the image on page 165 of the Thirteenth Amendment, and call on a student volunteer to read aloud the caption.

CORE VOCABULARY—Have students read independently the section “President Andrew Johnson” on pages 166–168. Before students begin reading, call attention to the Core Vocabulary term *Reconstruction*, and explain its meaning.

SUPPORT—Call attention to the image of Andrew Johnson on page 167, and call on a student volunteer to read aloud the caption.

After students finish reading the text, ask the following questions:

LITERAL—What did the Thirteenth Amendment do?

- » It officially banned slavery in the United States.

LITERAL—Why did Andrew Johnson become president? What government position did Andrew Johnson hold before he became president?

- » Andrew Johnson had been Lincoln’s vice president. According to the Constitution, if the acting president dies while in office, the vice president becomes president.

LITERAL—What was Johnson’s plan for Reconstruction? What was this plan called?

- » He wanted the North and South to come back together quickly and easily. He agreed with the ending of slavery, but other than that, he thought the South should be able to rebuild without rules or interference from the federal government. His plan was referred to as Presidential Reconstruction.

Chapter 22 The Struggle over Reconstruction

Uniting the States For all its terrible cost in lives and money, the Civil War settled one thing for sure. No state, or any number of states, can secede from the Union. The union of states is permanent. However, a number of other important questions remained.

The Big Question
How did Andrew Johnson’s ideas of reconstruction differ from the Radical Republicans’?

What should be done with the states that had tried to leave the Union? Should they have to do anything to get back their full rights as states? If so, what? Should it be easy for them to return to normal statehood, or should they be punished? Who had the right to decide these questions, the president or Congress?

For President Lincoln the answers were simple. The reason for fighting the war in the first place was to preserve the Union. He argued that the South was in a state of rebellion and that it had no right to leave the Union.

Vocabulary
reconcile is to return to a friendly relationship after a conflict.

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quickly as possible. Still, there were certain things the Southern states should have to do. One was that each state must *ratify*, or approve, the Thirteenth Amendment to the U.S. Constitution. The Thirteenth Amendment outlaws slavery. Once a state had done those things, it could write a new state constitution, elect a state government, and send representatives to Congress. Lincoln had meant what he said: “With malice toward none, with charity for all.” He wanted to “bind up the nation’s wounds” as quickly as possible.

Vocabulary
ratify is to approve.

President Andrew Johnson

But now Lincoln was dead, and Andrew Johnson was president. Would Johnson share Lincoln’s views? People looked to Johnson’s background for clues as to where he might stand.

Johnson had grown up poor in North Carolina and later made his living as a tailor in Greenville, Tennessee. Although he had never been to school, he taught himself the basics of reading and writing, and with the help of his wife, he became quite good at both.

His neighbors elected him to the Tennessee legislature, and he later served as governor, congressman, and senator from that state. Although Johnson had owned several slaves, he strongly disliked the wealthy slave-owning planters of the South and had a strong sympathy for the common people.

Most important, Andrew Johnson was a strong believer in the Union. He refused to let the Confederacy exist in the U.S. Senate. He was the

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Andrew Johnson was the first vice president to reach the presidency following the assassination of the president.

only Southern senator from a Confederate state to do so. When President Lincoln ran for reelection in 1864, he chose Johnson to run for the vice presidency with him, even though Lincoln was a Republican and Johnson was a Democrat.

At first, some of the congressmen who opposed Lincoln’s plan for restoring the Union thought that Johnson would side with them. “Johnson, we have faith in you,” said one of those congressmen, “there’ll be no trouble now.”

However, these congressmen had guessed wrong. Johnson opposed slavery, but that was as far as it went. He believed that the South should be readmitted quickly, and except for getting rid

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“Congress and Radical Reconstruction,” Pages 168–171

Scaffold understanding as follows:

Have students read independently the first four paragraphs of the section “Congress and Radical Reconstruction” on pages 168–170.

CORE VOCABULARY—Call attention to the Core Vocabulary phrase “Black Codes,” and explain its meaning.

SUPPORT—Call attention to the image on page 169, and call on a student volunteer to read aloud the caption.

CORE VOCABULARY—Invite student volunteers to read aloud the next four paragraphs on pages 170–171, stopping at the bulleted list. Call attention to the Core Vocabulary terms *radical* and *veto* as they are encountered in the text, and explain their meanings.

Read aloud the bulleted list on page 171.

SUPPORT—Explain to students that three of the four sections outlined in the Fourteenth Amendment were punitive, meaning that they were designed to punish the South for starting the Civil War.

Have students read independently the remainder of the section on page 171.

After students finish reading the text, ask the following questions:

LITERAL—Why did Republicans oppose Johnson’s plan?

- » They felt it was important to punish the South for leaving the Union and to make rules that the South had to follow. They wanted more protection for former slaves, and they favored the Fourteenth Amendment, which Johnson opposed.

LITERAL—What were the Black Codes?

- » The Black Codes were laws passed by the Southern states that severely restricted the rights of African Americans.

LITERAL—What did the Fourteenth Amendment do?

- » The amendment gave U.S. citizenship to African Americans, prevented states from making laws limiting African American rights, prohibited states from unfairly taking someone’s life, liberty, or property, and required states to treat all people equally under the law.

LITERAL—What brought Presidential Reconstruction to an end?

- » The election of 1866 led to an increased number of Radical Republicans in Congress.

of slavery, he didn't think the South should be forced to make other major changes. Johnson soon announced that he would follow Lincoln's plan, with a few changes. This plan to restore the Union quickly became known as Presidential Reconstruction. To reconstruct is to rebuild, or to restore. By the end of 1865, most of the Southern states had done what they were required to do and were ready to be restored to the Union. That took care of the matter, as far as President Johnson was concerned.

Vocabulary
Reconstruction, as in the United States, was a period of rebuilding after the Civil War.

Congress and Radical Reconstruction

Congress, however, disagreed with President Johnson. They were not happy with Presidential Reconstruction. To begin with, Congress demanded, who ever said it was up to the president to decide on Reconstruction? That should be the right of Congress, not of the president. There would be no reconstruction of the Union until Congress said so.


Furthermore, Congress wanted Reconstruction to be much harder on the South than the president did. After all, wasn't it the South that wanted to break up the Union in the first place? Who started the Civil War? Who was responsible for the loss of life—260,000–300,000 Confederate soldiers and 360,000 Union soldiers? After all the pain the war caused, members of Congress believed the Southern states should not be allowed back into the Union so easily.

pointed out that the Southern regret about the war. Instead, the

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South was defiant and that was reflected in the men they had chosen to represent them in Congress. Four were Confederate generals, eight were colonels, and six had served in Jefferson Davis's Confederate cabinet. Georgia was even sending Alexander Stephens, the vice president of the Confederacy, to the U.S. Senate! Why, these were some of the very people who had led the rebellion. And now they expected to be welcomed into Congress and to share in making laws for the country!

Congress believed that while Southern states had given up slavery, they had not changed their attitudes toward African Americans. Every one of the Southern states had passed laws,



of laws that limited the rights and freedoms of

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known as Black Codes, to limit the new freedom of African Americans. One Southern state, for example, allowed African Americans to work only on farms or as housekeepers. Another state said that African Americans could not change jobs or travel from place to place. In another state, they weren't allowed to own land in a city.

If these states were allowed to return to the Union under the Presidential Reconstruction plan, Congress was concerned there would be no way to protect the rights of African Americans in the South.

Congress demanded a more radical plan for Reconstruction. Radical often means extreme, but here it meant "getting to the root of the problem" by changing the laws of the South and the nation. Supporters of this view were known as Radical Republicans.

In December 1865, Congress blocked Presidential Reconstruction, and for the next year, President Johnson and those in favor of Radical Reconstruction argued angrily over what to do about the South. In the spring of that year, Congress passed the Civil Rights Act of 1866. The purpose of this act was to protect the rights of the former slaves against the Black Codes. President Johnson vetoed it, but Congress passed it over the president's veto. The Civil Rights Act became law.

Vocabulary
"Black Codes," different laws passed in Southern states to limit the freedoms of African Americans after the Civil War.
radical, adj. favoring large or widespread change
veto, v. to reject or refuse to approve a law

proposed one amendments

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to the Constitution: the Fourteenth Amendment. This is a long and complicated amendment, but it has a few main points:

- The amendment made all former slaves citizens of the United States. This overturned the Supreme Court's ruling in the *Dred Scott* decision that African Americans could not be citizens.
- The amendment prevents states from making any law that limits the rights of African Americans.
- The amendment prohibits states from taking away a person's life, liberty, or property unfairly.
- Finally, it requires states to treat all people equally under the law.

Radical Republicans said that the Fourteenth Amendment would finally protect the former slaves. They said that ratifying it should be the price each Southern state must pay to reenter the Union. When one Southern state, Tennessee, did ratify the amendment, it was promptly readmitted to the Union.

President Johnson, though, was opposed to this amendment. He quietly told the other Southern states that once he won the struggle with Congress, they wouldn't have to ratify it. Those states took Johnson's advice and refused to ratify the amendment. It was a big mistake.

When elections were held for Congress in 1866, many more Radical Republican candidates were voted into office. That finished Presidential Reconstruction. From then on, the Radical that they would be in charge of

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Timeline

- Show students the Chapter 22 Timeline Image Card of the Thirteenth Amendment. Read and discuss the caption.
- Review and discuss the Big Question: “How did Andrew Johnson’s ideas of reconstruction differ from the Radical Republicans’?”
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did Andrew Johnson’s ideas of reconstruction differ from the Radical Republicans’?”
 - » Key points students should cite include: Andrew Johnson wanted to quickly readmit the Southern states to the Union without consequence. Radical Republicans, however, wanted to guarantee that the rights of freedmen were upheld while at the same time punishing the South for starting the Civil War.
- Choose one of the Core Vocabulary words (*reconcile*, *ratify*, *Reconstruction*, *radical*, or *veto*) or the phrase “Black Codes,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Congressional Reconstruction

The Big Question: Why did Thaddeus Stevens and the Radical Republicans decide to impeach Andrew Johnson?

Primary Focus Objectives

- ✓ Identify Thaddeus Stevens. (RI.5.2)
- ✓ Explain the congressional plan for Reconstruction. (RI.5.2)
- ✓ Summarize the background and events of the impeachment of Andrew Johnson. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *underdog*, *testify*, and *impeach*; and of the phrase “high crimes and misdemeanors.” (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Congressional Reconstruction”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

underdog, n. a person or group that is not likely to win (172)

Example: Few fans expected the underdog to win the race.

Variation(s): underdogs

testify, v. to make a statement or provide evidence, usually in a court of law (174)

Example: The witness was called to testify in front of the grand jury.

Variation(s): testifies, testifying, testified

impeach, v. to accuse a government official of doing something wrong or improper (177)

Example: Members of Congress decided to impeach the president because he ignored certain laws passed by Congress.

Variation(s): impeaches, impeaching, impeached

“high crimes and misdemeanors,” (phrase) actions of misconduct by a government official, such as lying, abuse of power, or failing to perform job responsibilities (177)

Example: Congress brought charges against the president for high crimes and misdemeanors.

THE CORE LESSON 35 MIN

Introduce “Congressional Reconstruction”

5 MIN

Review with students what they learned in the previous chapter. Review the Chapter 22 Timeline Image Card, and discuss the caption. Students should recall that after the death of Abraham Lincoln, Andrew Johnson became president. While Johnson opposed slavery, he also opposed trying to punish the South. Radical Republicans, on the other hand, believed that Reconstruction should do more to protect the rights of freedmen and to punish the South for starting the Civil War. Call attention to the Big Question, and point out the word *impeach*. Explain that to impeach is to accuse a government official of doing something wrong or improper. Encourage students to look for reasons why Thaddeus Stevens and the Radical Republicans wanted to impeach Andrew Johnson as they read the text.

Guided Reading Supports for “Congressional Reconstruction”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Who were these Radical Republicans?” and “Thaddeus Stevens,” Pages 172–177

Scaffold understanding as follows:

Read aloud the section “Who were these Radical Republicans?” and the first paragraph of the section “Thaddeus Stevens” on page 172.

CORE VOCABULARY—Call attention to the Core Vocabulary term *underdog*, and explain its meaning.

Invite student volunteers to read aloud the next two paragraphs of the section “Thaddeus Stevens” on page 174.

SUPPORT—Call attention to Stevens’s belief in the words of the Declaration of Independence. Emphasize that Stevens’s beliefs were similar to those of Abraham Lincoln, that African Americans were no different than white Americans in terms of the rights they should enjoy.

Chapter 23
Congressional
Reconstruction

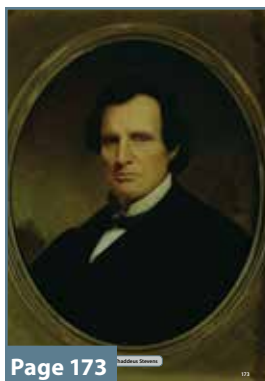
Who were these Radical Republicans? What did they believe? What did it mean to “get to the root of the problem”? What kind of plan did they have for restoring the Union?

The Big Question
Why did Thaddeus Stevens and the Radical Republicans decide to impeach Andrew Johnson?

Thaddeus Stevens
It’s possible to understand what the Radical Republicans believed by getting to know one of their leaders, Thaddeus Stevens. Thaddeus grew up a poor boy in Vermont and moved to Gettysburg, Pennsylvania, at age twenty-four. He became a very successful and wealthy lawyer, but he never lost his sympathy for the poor and the underdog. Some say that his own physical handicap (he had a clubfoot that caused him to limp badly) gave him this sympathy.

Vocabulary
underdog, n. a person or group that is not likely to win.

Page 172



CORE VOCABULARY—Read aloud the next paragraph of the section on pages 174–175. Call attention to the Core Vocabulary term *testify* on page 174, and explain its meaning.

SUPPORT—Call attention to the image on page 175, and call on a student volunteer to read aloud the caption. Call attention to the somber expressions on the faces of the men shown in the photograph. Explain that at this time, people were rarely photographed, so having your picture taken was a serious affair. Taking a photograph also took a long time compared to today. People had to stand still for many minutes while the picture was being taken. As a result, people rarely smiled in photographs.

Have students read independently the remainder of the section “Thaddeus Stevens” on pages 175–177.

After students finish reading the text, ask the following questions:

LITERAL—What did Thaddeus Stevens and the Radical Republicans believe was necessary for Reconstruction to succeed?

- » They believed Reconstruction needed to make Southern African Americans equal to whites.

LITERAL—What was the congressional plan for Reconstruction?

- » The U.S. Army was in charge of the South; state constitutions written under Presidential Reconstruction were thrown out and new state constitutions were written by both black and white voters; no Confederate leaders or supporters were allowed to be involved in government; and states were required to ratify the Fourteenth Amendment to rejoin the Union.

Most of all, Stevens believed deeply in the words of Thomas Jefferson in the Declaration of Independence: “that all men are created equal,” and that among their “unalienable rights” are “life, liberty, and the pursuit of happiness.” Stevens lived his life by those words. He worked to get free public schools in Pennsylvania. He knew that education would help ordinary people in their “pursuit of happiness” just as it had helped him.

The special goal of Thad Stevens’ life, though, was to secure those unalienable rights for African Americans. He was an abolitionist, and he acted on his beliefs. He used his skills as a lawyer on behalf of fugitive slaves. Although he was part of a group that wrote a new constitution for the state of Pennsylvania in 1838, he refused to sign it because it did not give the right to vote to the state’s African American population.

So you see, Thad Stevens believed, as did the other Radical Republicans in Congress, that Reconstruction would be a failure unless it made Southern African Americans equal with whites. Were the former slaves uneducated? Then, give them schools. Did they have to depend completely on their old masters for work and do the master’s bidding, as in the time of slavery? Then, give them land—forty acres and a mule. Did Southern whites deny them their rights—the right to vote, the right to be elected to office, the right to testify in court, and the right to do a hundred other things that white Southerners could do? Then, make the Southern states guarantee those situations, the Union

Vocabulary
testify, v. to make a statement or provide evidence, usually in a court of law

Page 174

Change would not come without a fight. This fight was led by the group of representatives seen here.

until they do. And at the same time, put those rights into the U.S. Constitution, where they would be beyond the reach of people who wanted to take them away.

Those were the ideas held by Thad Stevens and the Radical Republicans. And these were the ideas at the heart of Congressional Reconstruction. The Radical Republicans also desired to punish Southerners who had supported the rebellion against the United States.

...with the Radical Republicans in control, Reconstruction.

Page 175

as it was called, began by turning the clock back to the end of the Civil War. The Radical Republicans threw out everything done under Presidential Reconstruction. This included the new state constitutions, the new state governments and all the laws they had passed (including the Black Codes), and all Southern representatives elected to Congress. Reconstruction would start all over again. “And,” the Radicals said, “this time we will do it right.”

Under Congressional Reconstruction, the U.S. Army was put in charge of the South until the Southern states were allowed to reenter the Union. Before the states could reenter, they had to do many things. They had to write new state constitutions, but this time African Americans as well as whites must take part in writing them. They had to elect new state governments, but this time African Americans had to be allowed to vote and to hold office. African Americans had to enjoy the same rights as white people.

People who had supported the rebellion against the United States were not allowed to take part in any of these activities. This included the hundreds of thousands who served in the Confederate armies. They had no say in writing their state constitutions. They could neither vote nor hold political office.

After a state adopted its new constitution and elected a new government, it must ratify the Fourteenth Amendment to the U.S. Constitution.

Once a state had done all these things, then and only then would it be received back into the Union. Then and only then would the

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"The Impeachment of President Johnson," Pages 177–179

Scaffold understanding as follows:

CORE VOCABULARY—Invite student volunteers to read aloud the first two paragraphs of the section "The Impeachment of President Johnson" on pages 177–178. Before students begin reading, call attention to the Core Vocabulary term *impeach* and the phrase "high crimes and misdemeanors," and explain their meanings.

Have students read independently the remainder of the section "The Impeachment of President Johnson" on page 178.

SUPPORT—Call attention to the image on page 179, and call on a student volunteer to read aloud the caption.

After students finish reading the text, ask the following questions:

LITERAL—What events led to the impeachment of President Johnson?

- » The Radical Republicans passed laws limiting the president's powers. President Johnson ignored these laws. The House of Representatives then voted to impeach him.

LITERAL—What was the outcome of the impeachment of President Johnson?

- » The House of Representatives voted to impeach the president, however, the Senate voted that he was not guilty by a narrow margin. Johnson was allowed to finish his term as president.

INFERENTIAL—What effect do you think the impeachment of Johnson had on the remainder of his term as president?

- » Student answers may vary. Students may note that, while Johnson was not found guilty and was not removed from office, people likely would have lost faith in him as the country's leader, which likely left him with little influence or authority.

"That," said the Radical Republicans, "is our plan for Reconstruction. That is what we insist the South must do. And we will be to anyone who tries to stand in our way."

The "anyone" the Radicals had in mind was President Andrew Johnson. They knew Johnson disagreed with their goals. They remembered that just the year before, he had advised the Southern states not to ratify the Fourteenth Amendment.

The Impeachment of President Johnson

The Radicals did not trust President Johnson. They believed he would ruin their plan for Reconstruction if he could. So, they passed several laws to limit the powers of the president.

President Johnson believed those laws were unconstitutional. He decided to ignore them. When he did that, the House of Representatives voted to impeach him. To impeach means to "put an official on trial for wrongdoing."

It's a way of getting rid of an official before his term is over, if that official has committed a serious offense. Under the U.S. Constitution, it is the job of the House of Representatives to impeach a president who is thought to be guilty of serious wrongdoing, or "high crimes and misdemeanors." If the House of Representatives votes to impeach, or bring charges against the president, on trial before

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177

the U.S. Senate. If two-thirds of the senators find the president guilty of the charges brought against him, he or she is removed from office.

Some Radical Republicans, such as Thaddeus Stevens, wanted to impeach Johnson for a long time. But they couldn't impeach the president just because they didn't like his proposals. They needed a better reason than that. Now that Johnson had ignored the laws they had one.

The impeachment and trial of President Johnson lasted for two months in early 1868. While it lasted, it was the best show in town. The government printed tickets for admission, and people fell all over each other to get them. To no one's surprise, the House of Representatives voted to impeach the president. The case then moved to the Senate. There, it would take two-thirds of the Senate, or thirty-six senators, to vote "guilty as charged" in order to remove Johnson from office. The vote was close, extremely close. But the final count was thirty-five in favor of guilty, nineteen in favor of not guilty—one vote short of the number needed to remove the president from office. So, by that slim margin, Andrew Johnson was able to finish his term.

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Thaddeus Stevens speaks up in favor of impeaching President Andrew Johnson.

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Timeline

- Show students the Chapter 23 Timeline Image Card of the impeachment of Andrew Johnson. Read and discuss the caption.
- Review and discuss the Big Question: "Why did Thaddeus Stevens and the Radical Republicans decide to impeach Andrew Johnson?"
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why did Thaddeus Stevens and the Radical Republicans decide to impeach Andrew Johnson?”
 - » Key points students should cite include: Thaddeus Stevens and the Radical Republicans impeached Johnson for ignoring federal laws. The Senate found Johnson not guilty by a narrow vote.
- Choose one of the Core Vocabulary words (*underdog*, *testify*, or *impeach*) or the phrase “high crimes and misdemeanors,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

The South Under Reconstruction

The Big Question: How did Reconstruction fail to give equality to African Americans?

Primary Focus Objectives

- ✓ Explain how Reconstruction changed the South. (RI.5.2)
- ✓ Summarize the end of Reconstruction. (RI.5.2)
- ✓ Describe the spread of Jim Crow laws and the rise of groups such as the Ku Klux Klan in the South following Reconstruction. (RI.5.2)
- ✓ State the purpose of the Fifteenth Amendment. (RI.5.2)
- ✓ Explain who carpetbaggers and scalawags were and why they moved to the South. (RI.5.2)
- ✓ Explain what led to the withdrawal of federal troops from the South. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *lieutenant governor* and *segregation*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the South Under Reconstruction”:
www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

lieutenant governor, n. an official in state government who ranks second to the governor (180)

Example: The lieutenant governor became leader of the state after the governor was removed from office.

Variation(s): lieutenant governors

segregation, n. the act of keeping people separate, usually on the basis of race (187)

Example: Many states in the South passed laws that enforced segregation in public places and in schools.

Introduce “The South Under Reconstruction”

5 MIN

Review with students what they learned in the previous chapter. Review the Chapter 23 Timeline Image Card, and discuss the caption. Students should recall that Radical Republicans, such as Thaddeus Stevens, had a much different vision for Reconstruction than President Andrew Johnson did. The Radical Republicans passed a number of measures that required Southern states to take certain actions, including ratifying the Fourteenth Amendment, before they could rejoin the Union. The House of Representatives voted to impeach President Johnson for ignoring federal law; however, the Senate found him not guilty by a narrow margin, and he was permitted to finish his term. Call attention to the Big Question, and encourage students to look for ways that Reconstruction failed to guarantee the rights of African Americans as they read the text.

Guided Reading Supports for “The South Under Reconstruction” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“New Governments,” Pages 180–184

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “New Governments” on page 180.

CORE VOCABULARY—Call attention to the Core Vocabulary term *lieutenant governor*, and explain its meaning.

Invite student volunteers to read aloud the next two paragraphs on page 182.

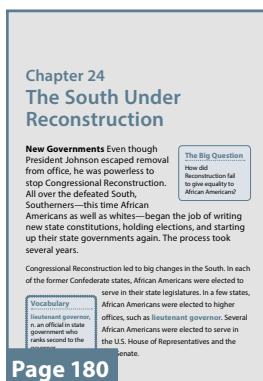
SUPPORT—Call attention to the image on page 181, and call on a student volunteer to read aloud the caption. Explain that J.H. Rainey was just one of many African Americans who served in government during Reconstruction.

Have students read independently the remainder of the section “New Governments” on pages 182–184.

After students finish reading the text, ask the following questions:

LITERAL—How did Congressional Reconstruction affect government?

- » African Americans were elected to state legislatures, state offices such as lieutenant governor, and the U.S. Congress. However, most officeholders in the South continued to be white men.



Half of these African American officials were free persons before the war. Some of them were well-educated Northerners who moved to the South after the war ended. But about half of them had been slaves only a few years before. What an amazing turnaround that was!

Even though there were many African American officials and lawmakers, African Americans did not actually control these Southern states. Even under Congressional Reconstruction, most officials in the South continued to be white men.

Some of the white lawmakers and officials in the new Southern governments were actually Northerners who had gone south after the war. They went south for various reasons: to start farms or businesses, to help freedmen as teachers and ministers, or just to see whether they could make money from the South's troubles.

White Southerners disliked these Northern whites. They had an insulting name for them: carpetbaggers. A carpetbag is a cheap suitcase made of pieces of carpet. Southerners said these people came to the South with all their belongings in a carpetbag, which they hoped to fill with riches.

Most whites in the new governments, though, were people who had lived in the South all their lives. Some had never been in favor of secession. Some were business leaders. A good number were poor whites who were getting their first chance to gain power over the big planters who ruled the South. They thought the South would be better off if it changed some of its old ways.

Southerners who wanted to stick with the old ways had an insulting name for them: scalawags. That was a small, worthless farm animal.

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LITERAL—What were carpetbaggers and scalawags?

- » Carpetbaggers and scalawags were insulting names that Southerners called other people with whom they disagreed. They called Northerners who came to the South after the war, hoping to make money, carpetbaggers. They called Southerners who worked in Reconstruction governments, trying to change the old ways, scalawags.

LITERAL—What were some of the accomplishments of the Reconstruction governments?

- » They rebuilt roads, railroads, and buildings that had been destroyed during the war. They built hospitals and orphanages. They began public school systems in the South.

LITERAL—What did the Fifteenth Amendment say?

- » It said that no state could stop a person from voting because of his race or color.

The insults didn't matter. Serving together, the African American and white officials brought many improvements to their states. They rebuilt roads, railroads, and buildings that had been destroyed during the war. They helped the Southern economy to recover little by little. They also built hospitals and orphanages.

Probably most importantly, they started the first public school systems in the South. There had been a few public schools in the South before the Civil War, but not many. In several of the Southern states, there were no public schools at all before the war. Now, in South Carolina alone, twelve thousand children went to public schools.

These African American and white officials, acting together, did one more thing, too. They ratified another amendment.



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The Fifteenth Amendment says that no state can keep a person from voting because of his race or color. However, the Fifteenth Amendment did not give either African American or white women the right to vote right away. They did not get the right to vote until some years later.

Radical Republicans never reached their goal of full equality for African Americans. For many years, those who wanted to keep African Americans from voting found ways around the Fifteenth Amendment. But the Radical Republicans made an important start. The journey to reaching the goal of equal rights for all would be long and difficult, and even today it is not yet finished. Today, the United States is much closer to reaching that goal than ever before. And all Americans owe a debt of gratitude to the Radical Republicans for having started the country on that road.

The End of Reconstruction

Congressional Reconstruction lasted for only a few years because most white Southerners hated the new state governments. They felt these governments had been forced upon them against their will.

They were outraged that people who were once their slaves were now voting, holding office, and making laws. They opposed paying taxes for public schools that would educate African American children, even though those schools were educating their own children. They just couldn't accept the idea of a society in which white and African American people had equal rights.

Page 184

“The End of Reconstruction,” Pages 184–189

Scaffold understanding as follows:

Read aloud the first four paragraphs of the section “The End of Reconstruction” on pages 184–185.

SUPPORT—Explain to students that President Ulysses S. Grant sent federal troops into South Carolina to stop groups like the Ku Klux Klan. Grant was a strong supporter of civil rights for African Americans.

Read aloud the next six paragraphs of the section “The End of Reconstruction” on pages 186–187.



African Americans in the South were threatened by groups like the Ku Klux Klan.

Southerners who felt this way were determined to win back control of their states and put an end to these changes. A number of them formed secret societies, such as the Ku Klux Klan. Wearing white sheets and hoods, members of the Ku Klux Klan rode through the countryside on horseback. They were violent and terrifying.

In the late 1860s and early 1870s, the federal government sent troops to stop the Ku Klux Klan and other secret groups like it. The government was successful, and the Klan almost disappeared. No one at that time knew that it would appear again more than forty years later. The next time it would preach its message of hatred against poor groups of Americans. The Klan still exists today.

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Putting an end to the Klan, though, did not mean putting an end to white resistance to Congressional Reconstruction. Southerners formed other groups to keep African Americans from voting. These groups were not secret societies but societies that operated right out in the open. They warned that African Americans who voted would lose their jobs. They would not be able to buy goods on credit in the farm stores. They also threatened violence.

On election days, a few white thugs with rifles hung around the voting places. They sent a message to African American voters: Go ahead and vote. If you are ready to risk your life.

Those who wanted to get rid of the Reconstruction governments in the South finally succeeded in doing so. People in the North had their own concerns. They were growing weary of hearing about the trouble in the South and of being asked to do something about it. Strong leaders such as Thaddeus Stevens were gone.

After a few years, the U.S. government gave back the vote to those who had served in the Confederate army. At the same time, white Southerners continued to use threats and violence to keep African Americans from voting.

In one Southern state after another, carpetbaggers, scoundrels, and African Americans were voted out of office. They were replaced by white people who wanted to return to the old ways.

These issues came to a head in the election of 1876. Controversy over election results in some Southern states forced Congress to decide the election. Congress made a deal to give the presidency to one party and the U.S. government

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removed the last troops from the South. With that, Reconstruction was over.

Over the next several years, African Americans in the South lost nearly every right they had won during Reconstruction. With Reconstruction over, states passed segregation laws. These laws, put in place in the late 1870s onward, required the separation of whites and African Americans from each other. African Americans could no longer use the same restaurants, hotels, churches, theaters, and other public places that whites used. Or if they could, they had to sit in separate sections. These laws were known as Jim Crow laws. Segregation was informally practiced in much of the North, too, even though few Northern states had Jim Crow laws.

The end of Reconstruction also marked the end of fair trials of African Americans in the courts. And although the Fifteenth Amendment said that no state could deny a person's right to vote on account of their race or color, Southern states found ways to get around that. They passed laws that made it nearly impossible for African Americans to vote—and poor white people also. One such law required everyone who wanted to vote to pay a tax of two dollars. This kind of tax is called a poll tax. For many poor African Americans, and for poor whites, too, a two-dollar poll tax was nearly one week's wages!

One way to stop African American men from voting but allow

Page 187

If a person's grandfather was a slave and could not vote, neither could they.

Another law said that in order to vote, people had to pass a test to prove they could read and understand the state's constitution. It was up to a local official to decide who passed the test and who didn't. Generally, that local official was a white man who was determined to keep African Americans from voting. So no matter how well an African American could read, he often was not allowed to pass the test. When a white person couldn't read, he was usually allowed to vote anyway.

And for any African American still thinking about casting a vote, there remained the threat of violence or of losing one's job. Before long, there were few African American voters in the South and no African American officeholders.

African Americans would have to wait many more years before they would really enjoy the equal rights that the Declaration of Independence and the Fourteenth and Fifteenth Amendments promised them.

It's important to understand just how significant the Civil War was in terms of keeping the United States together as a whole. This was the main goal from beginning to end for those who fought for the Union. They believed strongly in holding on to the promise of the founding generation, keeping alive the example of democracy, and enabling the United States to become a world power. For these reasons, they were willing to take up arms against their

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In the 1860s, African Americans and white Americans fought back against laws that had denied freedom to many for so long.

Page 189

CORE VOCABULARY—Call attention to the Core Vocabulary term *segregation*, and explain its meaning.

SUPPORT—Explain to students that in 1896, the U.S. Supreme Court ruled in *Plessy v. Ferguson* that separate but equal facilities were constitutional. That meant that blacks and whites could be legally segregated if there were “equal” public places for both groups to use. As time passed, in most instances, especially in the South, the “equal” facilities were not actually equal; African Americans were forced to use inferior restrooms and attend inferior schools, could not dine in the same restaurants as whites, and had to ride in separate train cars. This decision by the Supreme Court led to practices for many years in Southern states that were not just or fair to African Americans.

Read aloud the remainder of the section on pages 187–189.

SUPPORT—Draw students’ attention to the photograph of Dr. Martin Luther King, Jr. on page 189, and read aloud the caption. Students in Core Knowledge schools may recall reading about the civil rights movement in the Grade 4 unit, *American Reformers*. Remind students that leaders, such as Dr. King and John Lewis, staged sit-ins and other protests in an effort to win fairness and equality for African Americans.

After reading the text, ask the following questions:

LITERAL—How did most white Southerners feel about the state governments created under Congressional Reconstruction? Why?

- » They hated the governments. They felt the governments had been forced upon them and gave too many rights and privileges to African Americans.

LITERAL—Why were many Southern whites so against equal rights for blacks?

- » These Southern whites would not accept the idea of a society in which white and black people had equal rights. They were used to owning and controlling blacks.

LITERAL—What is the Ku Klux Klan?

- » It is a secret society that fights against equal rights for African American people.

LITERAL—What did the U.S. government do to stop groups such as the Ku Klux Klan?

- » It sent U.S. troops to the South.

LITERAL—How did some Southern whites resist the Reconstruction governments?

- » They beat up and killed blacks, and they kept blacks from voting.

LITERAL—What finally ended the era of Reconstruction in the South?

- » Reconstruction ended when a deal was made in Congress to decide the election of 1876.

LITERAL—What happened to African Americans in the South after Reconstruction?

- » African Americans lost nearly every right they won during Reconstruction. They were forced to live separated from white people. In the 1960s, they fought to win their rights back.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How did Reconstruction fail to give equality to African Americans?”
 - » Key points students should cite include: After Reconstruction, African Americans lost most of the rights they had gained, including the right to vote and the right to a fair trial. Southern governments passed Jim Crow segregation laws to keep blacks separated from whites.
- Choose one of the Core Vocabulary words (*lieutenant governor* or *segregation*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Who Am I? (RI.5.2)

25 MIN

Activity Page



AP 24.1

Materials Needed: Sufficient copies of Who Am I? (AP 24.1)

Distribute copies of Who Am I? (AP 24.1). Read aloud the directions. Encourage students to use the Student Reader to answer the questions. Students may complete this activity independently, with partners, or for homework.

Teacher Resources

Unit Assessment: *The Civil War* 158

Performance Task: *The Civil War* 162

- Performance Task Scoring Rubric 163
- Performance Task Activity: *The Civil War* 164
- *The Civil War* Performance Task Notes Table 165

Activity Pages

- Map of the Thirteen Colonies (AP 1.1) 166
- The United States of America and the Confederate States of America (AP 1.2) 167
- Two African American Spirituals (AP 2.1) 168
- Domain Vocabulary: Chapters 1–5 (AP 5.1) 170
- Compromise of 1850 (AP 6.1) 171
- The Civil War, 1861–1865 (AP 10.1) 172
- Domain Vocabulary: Chapters 6–10 (AP 10.2) 174
- A Soldier’s Thoughts (AP 12.1) 176
- Domain Vocabulary: Chapters 11–15 (AP 15.1) 178
- Domain Vocabulary: Chapters 16–20 (AP 20.1) 179
- Who Am I? (AP 24.1) 181

Answer Key *The Civil War*—Unit Assessment and Activity Pages 182

The following nonfiction excerpt can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

Nonfiction Excerpt

- NFE 1: *Narrative of the Life of Frederick Douglass*

Name _____

Date _____

Unit Assessment: *The Civil War*

A. Circle the letter of the best answer.

1. Who invented the cotton gin?
 - a) Thomas Jefferson
 - b) Nat Turner
 - c) Eli Whitney
 - d) John C. Calhoun
2. The Missouri Compromise
 - a) allowed Missouri to become a state if it outlawed slavery.
 - b) created a line with free states north of it and slave states to the south.
 - c) divided the Missouri Territory into the states of Missouri and Illinois.
 - d) allowed Missouri to become a state without Congress's approval.
3. Who was Harriett Beecher Stowe?
 - a) a famous conductor on the Underground Railroad
 - b) a civil war nurse
 - c) the wife of Robert E. Lee
 - d) the author of *Uncle Tom's Cabin*
4. In the *Dred Scott* case, the Supreme Court ruled that
 - a) slavery was illegal.
 - b) slaves were property, and Congress could not take away a person's right to his property by passing a law.
 - c) the Compromise of 1850 was against the Constitution and should not have been passed as a law.
 - d) Dred Scott was a free man because he lived in Louisiana.
5. Which man led the attack on the U.S. government arsenal at Harpers Ferry, in the hope of giving guns to slaves?
 - a) John Brown
 - b) Stephen A. Douglas
 - c) Frederick Douglass
 - d) Andrew Johnson
6. Who was the president of the Confederacy?
 - a) Robert E. Lee
 - b) Stephen A. Douglas
 - c) Jefferson Davis
 - d) Stonewall Jackson

- 7.** Which Union strategy kept the Confederates from selling cotton and buying supplies?
 - a)** naval blockade
 - b)** total war
 - c)** anaconda strategy
 - d)** march to the sea
- 8.** What was Lincoln's problem with General McClellan?
 - a)** McClellan was a poor organizer and trainer of soldiers.
 - b)** McClellan was too eager to fight the enemy.
 - c)** McClellan was too reluctant to attack the enemy.
 - d)** McClellan was trained as an admiral in the navy.
- 9.** The Emancipation Proclamation
 - a)** freed all slaves in the Confederacy.
 - b)** ended slavery everywhere.
 - c)** declared war on the Confederacy.
 - d)** declared the Missouri Compromise unconstitutional.
- 10.** Which Confederate general was famous for his ability to move and attack quickly?
 - a)** George McClellan
 - b)** Stonewall Jackson
 - c)** David Farragut
 - d)** George Meade
- 11.** The Union general whose main strategy was to fight and wear down the enemy was
 - a)** Robert E. Lee.
 - b)** Stonewall Jackson.
 - c)** Ulysses S. Grant.
 - d)** George McClellan.
- 12.** Which woman gained fame as a Civil War nurse and founder of the American Red Cross?
 - a)** Clara Barton
 - b)** Harriet Tubman
 - c)** Harriet Beecher Stowe
 - d)** Sojourner Truth
- 13.** Which battle started the Civil War?
 - a)** Fort Sumter
 - b)** Bull Run
 - c)** Gettysburg
 - d)** Chancellorsville

- 14. Grant's victory at Vicksburg**
- a) gave the Union control of the Mississippi River.
 - b) gave the Union control of Richmond.
 - c) resulted in the death of Stonewall Jackson.
 - d) allowed Lee to escape one more time.
- 15. In the Gettysburg Address, Lincoln**
- a) freed the slaves.
 - b) asked the people of Gettysburg to join the Union Army.
 - c) honored the fallen soldiers at Gettysburg.
 - d) spoke for two hours.
- 16. Who was Frederick Douglass?**
- a) the first African American to serve in Congress
 - b) an escaped slave who became an abolitionist
 - c) a soldier in the Massachusetts 54th Regiment
 - d) the author of the Emancipation Proclamation
- 17. General Sherman was famous for**
- a) his victory at Gettysburg.
 - b) his march to the sea.
 - c) failing to attack the enemy.
 - d) his naval blockade.
- 18. Who killed Abraham Lincoln?**
- a) John Wilkes Booth
 - b) John Brown
 - c) Stephen A. Douglas
 - d) Andrew Johnson
- 19. The government organization set up to assist former slaves was called the**
- a) Army of the Potomac.
 - b) Freedmen's Bureau.
 - c) Underground Railroad.
 - d) American Red Cross.
- 20. Which of the following statements is true about Congressional Reconstruction?**
- a) It threw out state governments that had passed Black Codes.
 - b) It refused to allow Confederate leaders back into Congress.
 - c) It ratified amendments to the Constitution to secure the right to vote and a fair trial for black Southerners.
 - d) all of the above

B. Match the following vocabulary terms with their definition. Write the correct letter on the line.

Terms

- _____ **21.** Union
- _____ **22.** abolitionist
- _____ **23.** Underground Railroad
- _____ **24.** impeach
- _____ **25.** Ku Klux Klan
- _____ **26.** civil rights
- _____ **27.** emancipation
- _____ **28.** constitutional amendment
- _____ **29.** Reconstruction
- _____ **30.** secede

Definitions

- a)** to accuse a government official of doing something wrong or improper
- b)** a secret society that fought violently against equal rights for African American people
- c)** a person who worked to end slavery during the 1700s and 1800s
- d)** an official change or addition to the Constitution
- e)** to formally withdraw membership
- f)** the states that made up the United States of America; during the Civil War the states that supported the U.S. government
- g)** the act of setting someone or something free
- h)** in the United States, the period of rebuilding after the Civil War
- i)** a secret organization that helped slaves escape to freedom
- j)** the rights that all citizens are supposed to have according to the Constitution and its amendments

Performance Task: *The Civil War*

Teacher Directions: Ask students to create a one- to two-minute oral presentation discussing an event, figure, or document that was significant to the Civil War. Presentations should include a brief introduction with relevant background information about the topic; an explanation about why the event, figure, or document was significant to the Civil War; and a brief explanation about its effects on the outcome of the war. Students should include a minimum of two visual aids, such as drawings, maps, diagrams, or photographs, to support their presentation.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to develop a brief oral presentation.

Topic: Emancipation Proclamation	Key Ideas and Details
Background Information:	<ul style="list-style-type: none">• Issued after the Battle of Antietam on January 1, 1863• Lincoln wanted to issue the Emancipation Proclamation after a Union victory
Why It Was Important:	<ul style="list-style-type: none">• Freed slaves living in rebelling states• Changed the Union's purpose for fighting the Civil War from preserving the Union to ending slavery
Effects:	<ul style="list-style-type: none">• Led to the enlistment of African Americans in the Union, encouraged those resisting in the South

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their oral presentations, using the rubric.

Students should not be evaluated on the completion of the Notes Table, which is intended to be a support for students as they first think about their written responses.

Above Average	Oral presentation is well organized and includes all components. The student demonstrates exceptional background knowledge of their topic. The presentation is clearly articulated and focused and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Oral presentation is mostly accurate and somewhat detailed. The student demonstrates sufficient background knowledge of their chosen topic. The presentation is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Oral presentation is mostly accurate but lacks detail. The student demonstrates some background knowledge of their chosen topic. The presentation may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Oral presentation is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of their chosen topic. The presentation may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

Performance Task Activity: *The Civil War*

Choose one of the events, documents, or individuals in this unit that you found most interesting or would most like to learn more about. You will create a one- to two-minute oral presentation that discusses the following:

- Background information
- An explanation about why the event, figure, or document was significant to the Civil War
- A brief explanation about its effects on the outcome of the Civil War
- At least two visual aids, such as drawings, diagrams, maps, or photographs

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *The Civil War* as well as to any outside resources you may wish to use.

Name _____

Date _____

The Civil War Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to the chapters in *The Civil War*. You do not need to complete the entire table to create your oral presentation, but you should make sure to include all required parts of your presentation.

Topic:	Key Ideas and Details
Background Information:	
Why It Was Important:	
Effects:	

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Map of the Thirteen Colonies

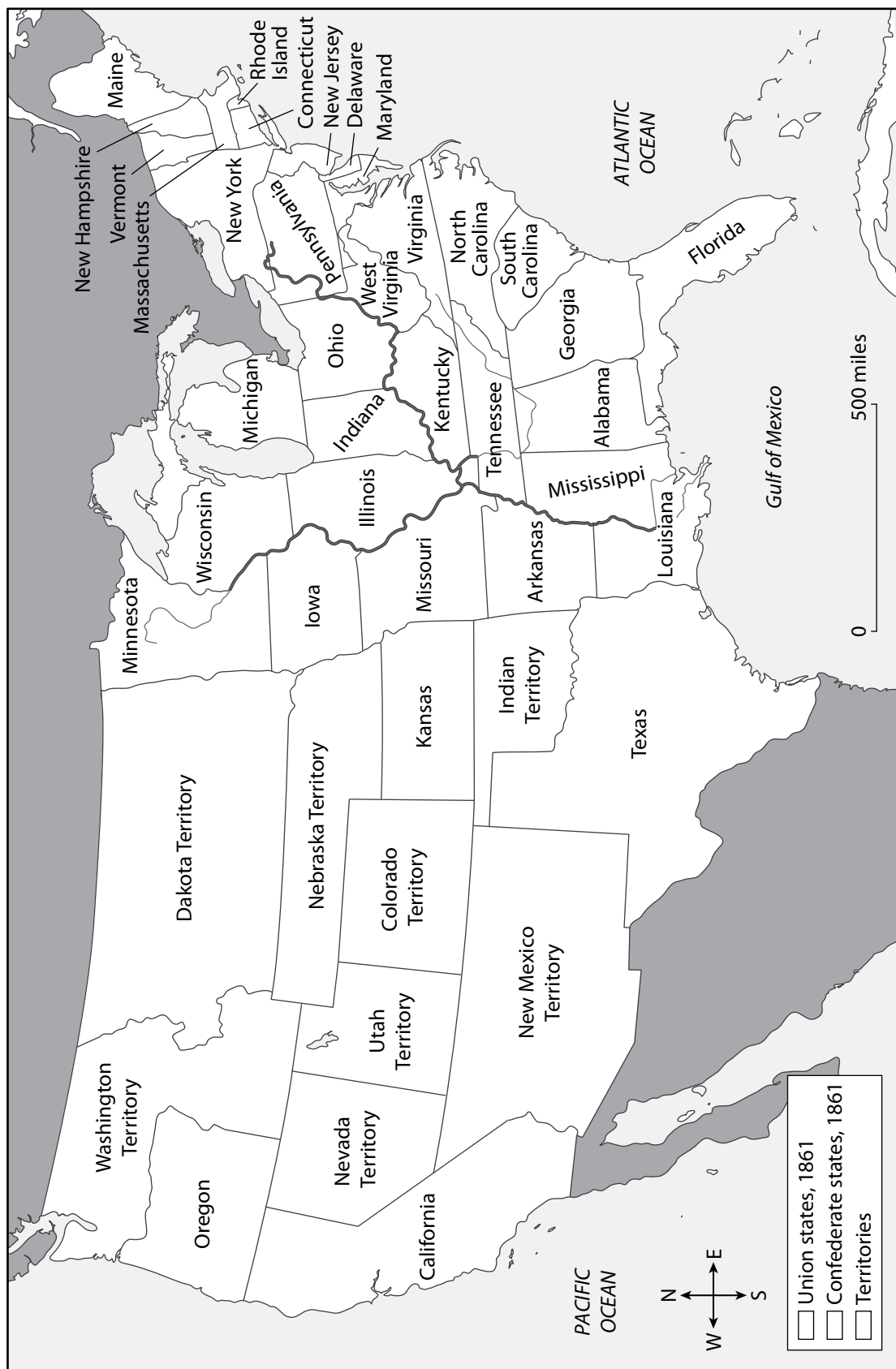


Name _____

Date _____

The United States of America and the Confederate States of America

Color the states that remained in the United States of America orange, the states that joined the Confederate States of America green, and the territories yellow.



Name _____

Date _____

Activity Page 2.1

Use with Chapter 2

Two African American Spirituals

The Wayfaring Stranger

I'm just a poor wayfaring stranger
A-travelin' through this land of woe.
But there's no sickness,
Toil, nor danger
In that bright world to which I go.

I'm goin' there to see my mother.
I'm goin' there no more to roam.
I'm just a-goin' over Jordan,
I'm just a-goin' over home.

Sometimes I Feel Like a Motherless Child

Sometimes I feel like a motherless child,
Sometimes I feel like a motherless child,
Sometimes I feel like a motherless child,
A long ways from home,
A long ways from home,
True believer,
A long ways from home,
A long ways from home.

Sometimes I feel like I'm almos' gone,
Sometimes I feel like I'm almos' gone,
Sometimes I feel like I'm almos' gone,
Way up in the heav'nly land,
Way up in the heav'nly land,
True believer,
Way up in the heav'nly land,
Way up in the heav'nly land.

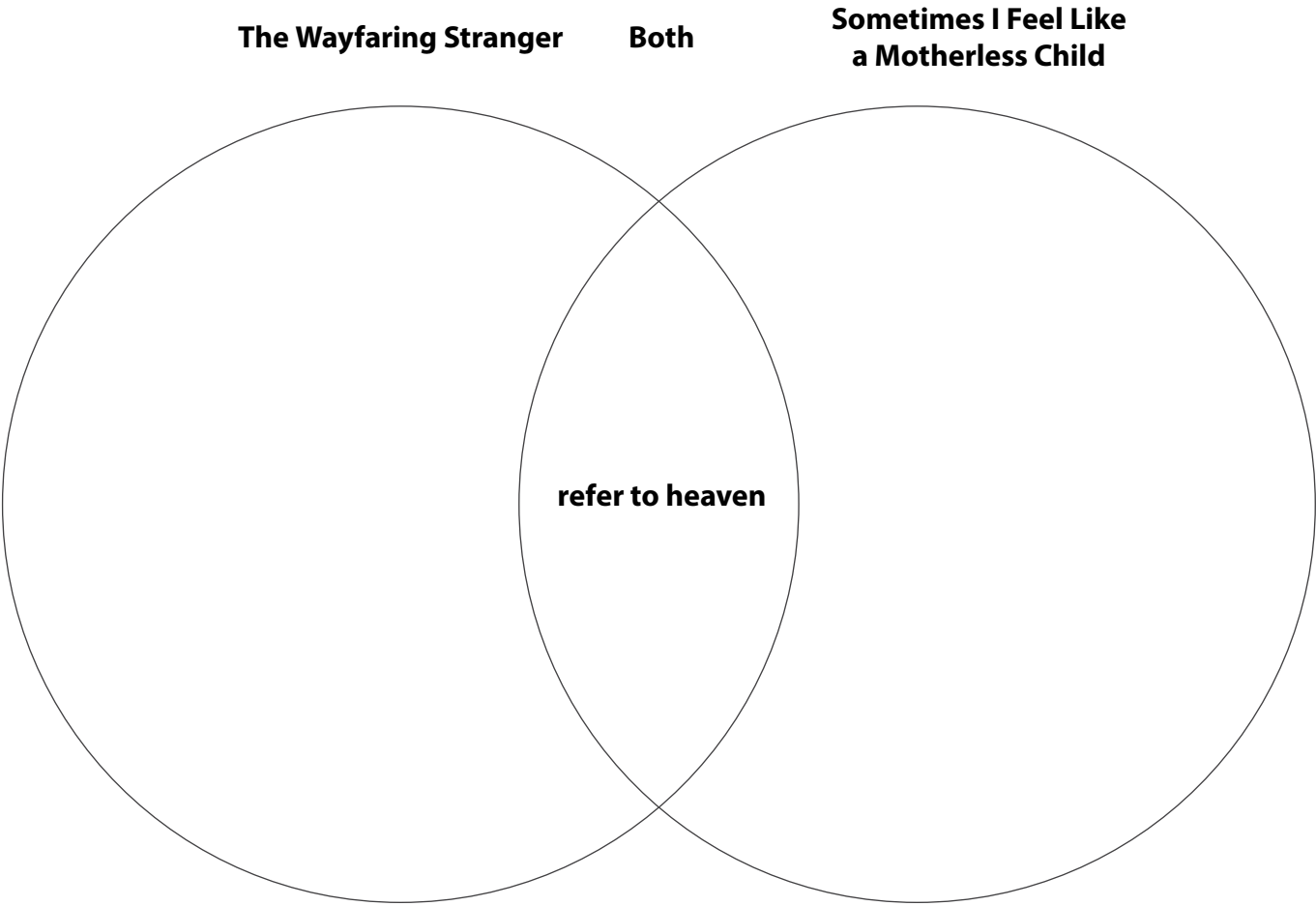
Sometimes I feel like a motherless child,
Sometimes I feel like a motherless child,
Sometimes I feel like a motherless child,
A long ways from home,
There's praying everywhere.

Activity Page 2.1 (continued)

Use with Chapter 2

Two African American Spirituals

Read the lyrics of both spirituals. As with other spirituals the African American slaves sang, the reference to the Jordan River in “The Wayfaring Stranger” could refer to the way to heaven. Similarly, “Sometimes I Feel Like a Motherless Child” refers to heaven. Use the Venn diagram below to examine more similarities and differences, comparing attributes, such as language, tone, poetic elements or techniques, and the feelings being expressed.



Name _____

Date _____

Activity Page 5.1

Use with Chapters 1–5

Domain Vocabulary: Chapters 1–5

Choose words from the box to complete the sentences. You will not use all the words.

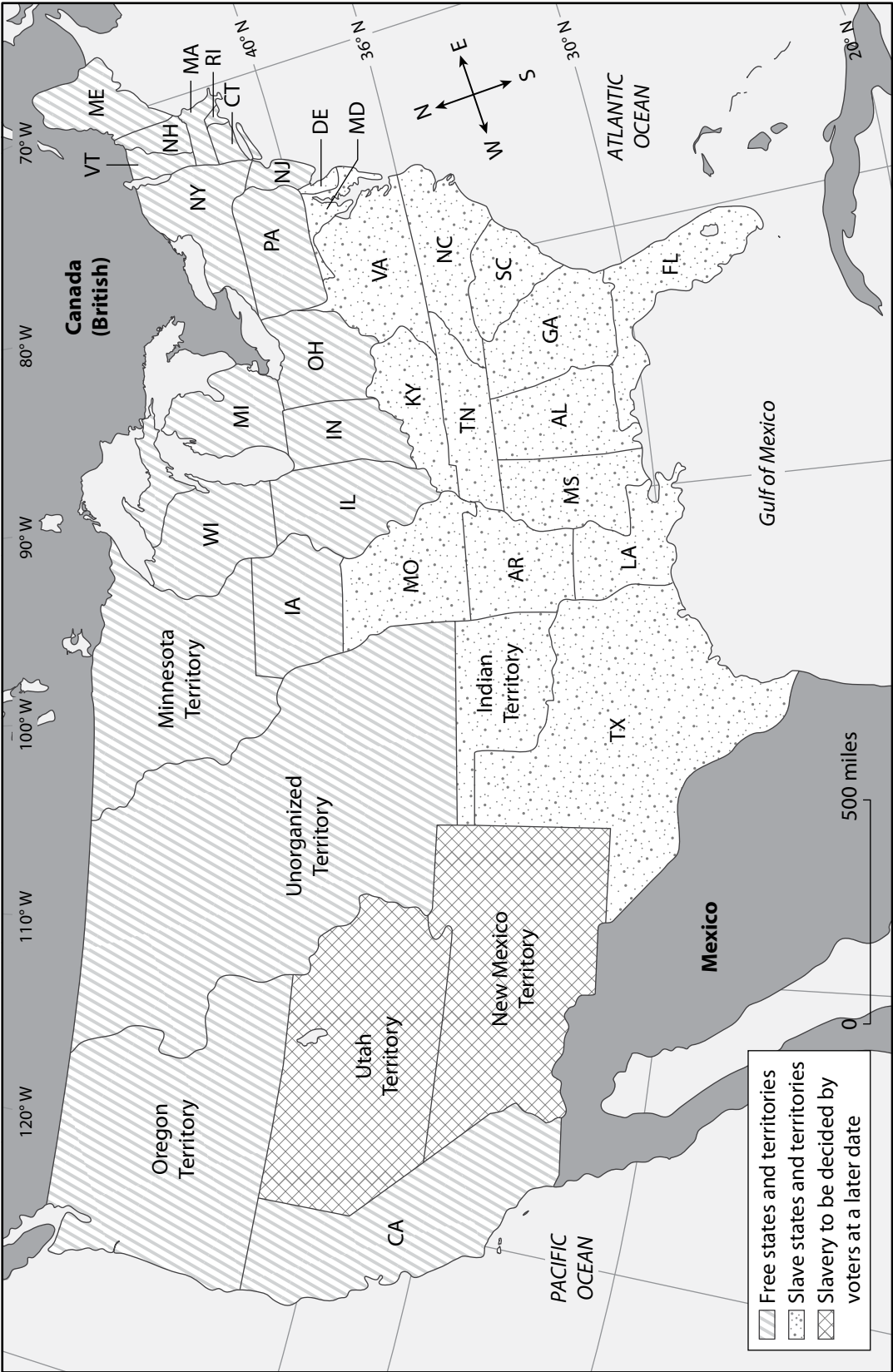
slavery	self-evident	unalienable	civil rights	cultivate
consent	deliverance	outwit	territory	compromise
statehood	legislature	character	constitutional amendment	mill
abolitionist	Underground Railroad	surveyor	manufacturing	
urban	rural	resist	resistance	

1. Famous _____ William Lloyd Garrison published a newspaper that spoke out against the institution of _____.
2. Some Americans wanted to pass a _____ that would permanently outlaw slavery.
3. Politicians in the North and the South reached a _____ when they agreed to let Missouri enter the Union as a slave state and Massachusetts as a free state.
4. Before a territory could apply for _____, it first needed to have sixty thousand residents.
5. While working in Great Britain, Samuel Slater memorized the design for a cotton _____.
6. The spread of factories and _____ in the North led to the growth of _____ areas.
7. Some slaves were able to _____ their owners and escape to freedom.
8. According to the Declaration of Independence, the rights to “life, liberty, and the pursuit of happiness” are _____.
9. Slaves, and even free African Americans, were denied _____.
10. The _____ helped determine the border between the two states.

Name _____

Date _____

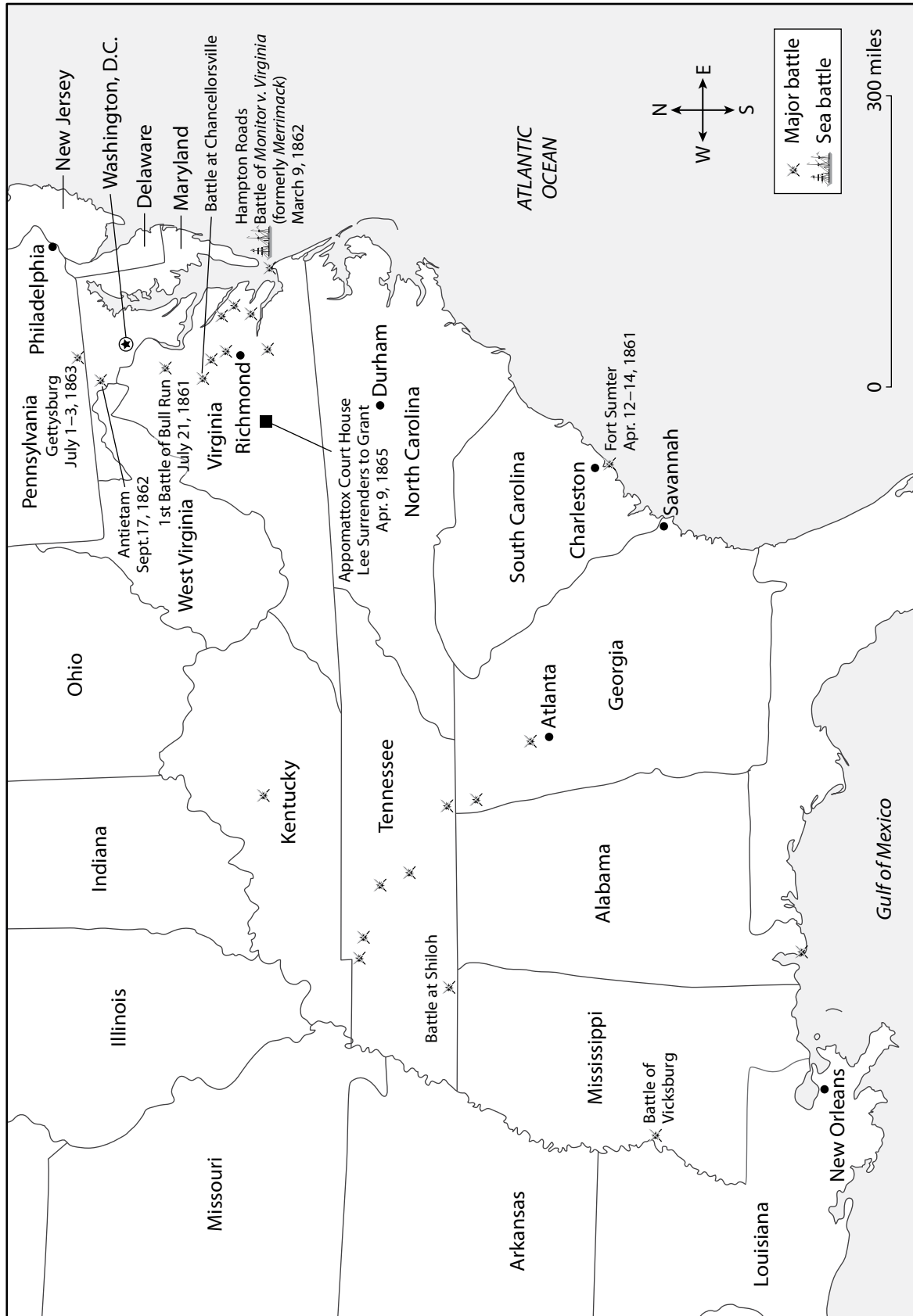
Compromise of 1850



Name _____

Date _____

The Civil War, 1861–1865



Name _____

Date _____

Activity Page 10.1 *(continued)*

Use with Chapter 10

The Civil War, 1861–1865

- 1.** When did the opening battle of the Civil War take place at Fort Sumter?

- 2.** According to this map, in which state were the most major battles fought?

- 3.** What kind of battle took place at Hampton Roads on March 9, 1862?

- 4.** Where and when did General Robert E. Lee surrender to General Ulysses S. Grant?

Name _____

Date _____

Activity Page 10.2

Use with Chapter 10

Domain Vocabulary: Chapters 6–10

Use the clues to complete the crossword puzzle with the terms from the box. If a term has two or more words, leave out the spaces between words when writing them in the puzzle.

senator	admission	secede	fugitive	constitutional	exercise
Supreme Court	endure	dissolve	natural rights	arsenal	
Confederate	preserve	ammunition	bombardment	tide of battle	
upper hand	defensive				

Across

- 8. to last
- 10. of or relating to the eleven states that seceded from the Union to form a new and separate republic
- 13. a person who runs away or hides to avoid capture
- 14. bullets or shells
- 18. a continuous attack with bombs, missiles, or other types of ammunition

Down

- 1. control or advantage
- 2. to end something, such as an organization
- 3. a member of the Senate in the Congress of the United States
- 4. to actively use or do something
- 5. to formally withdraw membership
- 6. a place where weapons and other military equipment are stored
- 7. allowed or legal under the terms of the U.S. Constitution
- 9. designed to keep safe or protect against attack
- 11. the highest court in the land
- 12. the way in which a conflict is going
- 15. rights that all people are born with and that cannot be taken away by the government
- 16. permission to join a group or enter a place
- 17. to keep or save

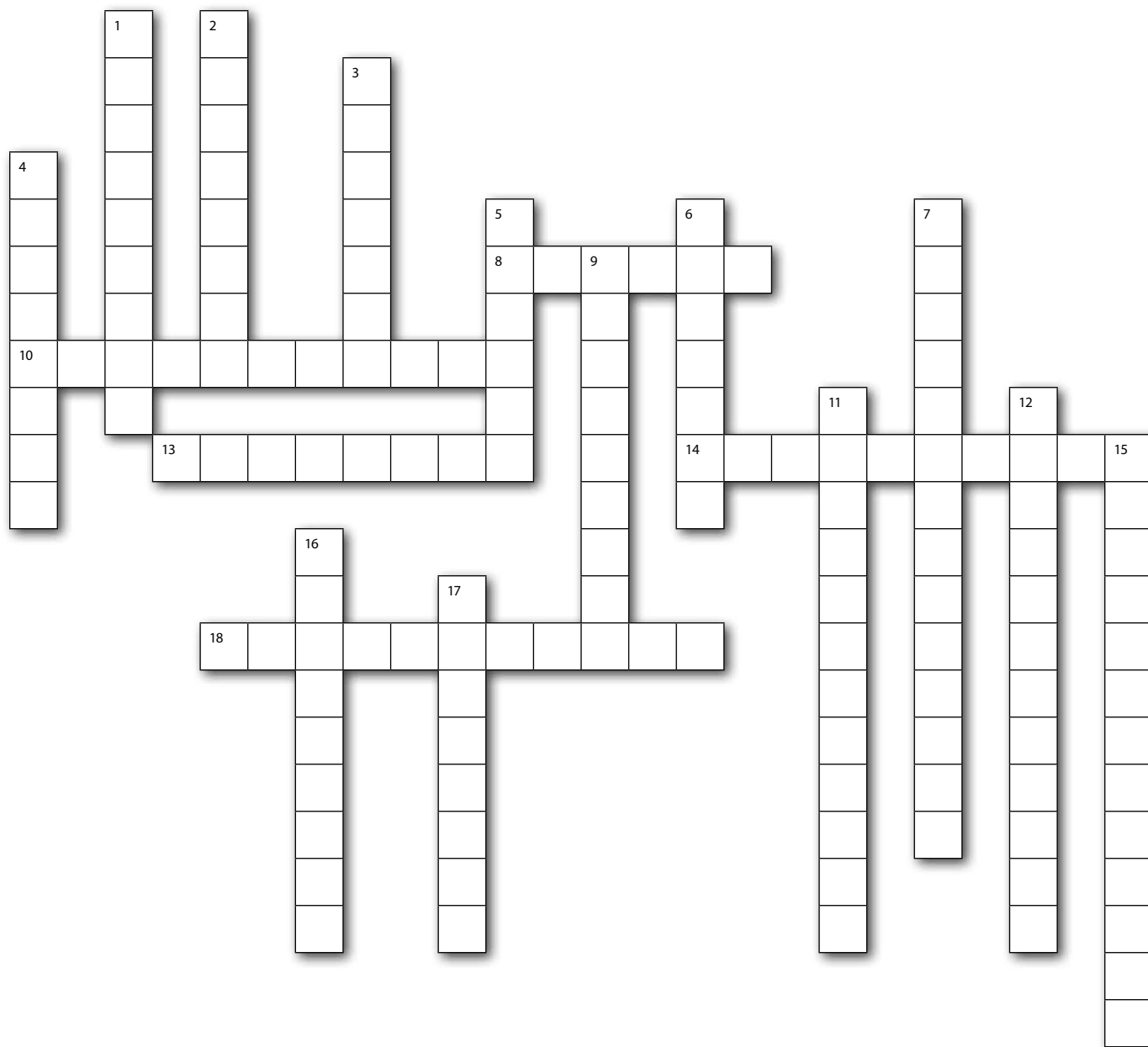
Name _____

Date _____

Activity Page 10.2 (*continued*)

Use with Chapter 10

Domain Vocabulary: Chapters 6–10



Name _____

Date _____

Activity Page 12.1

Use with Chapter 12

A Soldier's Thoughts

Read the passage to get an idea of how soldiers felt when they were actually in battle. Then, answer the questions on the next page.

At the beginning of the war, men hurried to enlist. Both sides were convinced it would be a short war, and no one wanted to miss the thrill and excitement of battle. The passage below was written by David Thompson of the New York 9th Volunteers at the Second Battle of Bull Run in 1862.

We lay there til dusk, perhaps an hour, when the fighting [stopped]. During that hour, while the bullets snipped the leaves from a young locust tree growing at the edge of the hollow and powdered us with fragments, we had time to [think] on how many things—among others, on the impatience with which men [shout], in dull times, to be led into a fight. We heard all through the war that the army “was eager to be led against the enemy.” It must have been so for truthful [newspaper reporters] said so, and editors confirmed it. But when you came to hunt for this particular itch, it was always the next regiment that had it. The truth is, when bullets are whacking against tree trunks and solid shots are cracking against skulls like eggshells, the consuming passion in the breast of the average man is to get out of the way. Between the physical fear of going forward and the moral fear of turning back, there is a predicament of exceptional awkwardness from which a hidden hole in the ground would be a wonderfully welcome outlet.

Night fell, preventing further struggle. Of 600 men of the regiment who crossed the creek at 3 o'clock that afternoon, 45 were killed and 176 wounded. The Confederates held possession of that part of the field over which we had moved, and just after dusk they sent out detachments to collect arms and bring in prisoners. When they came to our hollow, all the unwounded and slightly wounded there were marched to the rear—prisoners of the 15th Georgia. We slept on the ground that night without protection of any kind for, with a recklessness quite common throughout the war, we had thrown away every incumbrance (blankets, coats, packs) on going into the fight.

Name _____

Date _____

Activity Page 12.1 *(continued)*

Use with Chapter 12

A Soldier's Thoughts

- 1.** What does Thompson say about a soldier's eagerness to fight?

- 2.** What does Thompson mean when he says "a hidden hole in the ground would be a wonderfully welcome outlet"?

- 3.** What happened after dusk?

- 4.** Why did the soldiers throw away blankets, coats, and other "incumbrances"?

Name _____

Date _____

Activity Page 15.1

Use with Chapter 15

Domain Vocabulary: Chapters 11–15

Use the clues to answer the riddles below. You will not use all the words.

strategy	blockade	manpower	volunteer	caution	secretary of war
decisiveness	peninsula	emancipation	righteous	decree	colonel
mystify	tactic	bonus	draft	substitute	

1. I am a plan of action used to attain a certain goal. That makes me a _____.
2. Both the Union and the Confederacy paid these to encourage people to enlist in the army.
What am I? _____
3. I agree to participate in an event. That makes me a _____.
4. Both the Union and the Confederacy used me to require men to serve in the military.
What am I? _____
5. I prevent supplies or goods usually traveling across water from entering a place.
I am a _____.
6. I am a high-ranking official in the military. Who am I? _____
7. I am a government official responsible for planning and executing wars. That makes me a _____.
8. Wealthy men paid me to serve for them in the military during the Civil War.
What am I? _____
9. I am a formal statement from the government. That makes me a _____.
10. People exercise me when they are being careful or avoiding danger.
What am I? _____

Name _____

Date _____

Activity Page 20.1

Use with Chapter 20

Domain Vocabulary: Chapters 16–20

Use the clues to complete the crossword puzzle with the terms from the box. Leave out any spaces between words and any punctuation marks when writing the terms in the puzzle.

spy	warehouse	battlefront	surgeon	stronghold	siege
telegraph	consecrate	hallow	states' rights	governor	cabinet
manufactured good	bind	malice	racist	secret agent	

Across

3. to communicate over long distances by sending signals through wires
5. a person who collects secret information about an enemy, often while in enemy territory
8. a place that is strengthened or fortified against an attack
9. a spy; a person who collects and reports secret information about other governments or countries
10. a person who believes one race of people is superior to, or better than, another
12. political powers that belong to state governments under the Constitution; also, the belief that the federal government should have less power and state governments should have more
15. a desire to hurt another person
16. an item made in large numbers for sale or trade

Down

1. a group of government officials who advise the president
2. a large building where goods are stored
4. to honor or respect
5. a battle strategy in which enemy soldiers surround a building or place so that those under attack cannot receive supplies; blockade
6. to tie up
7. the place where soldiers fight during a battle
11. to declare something sacred or holy
13. a doctor who is trained to perform surgery, or operations
14. the elected leader of a state in the United States

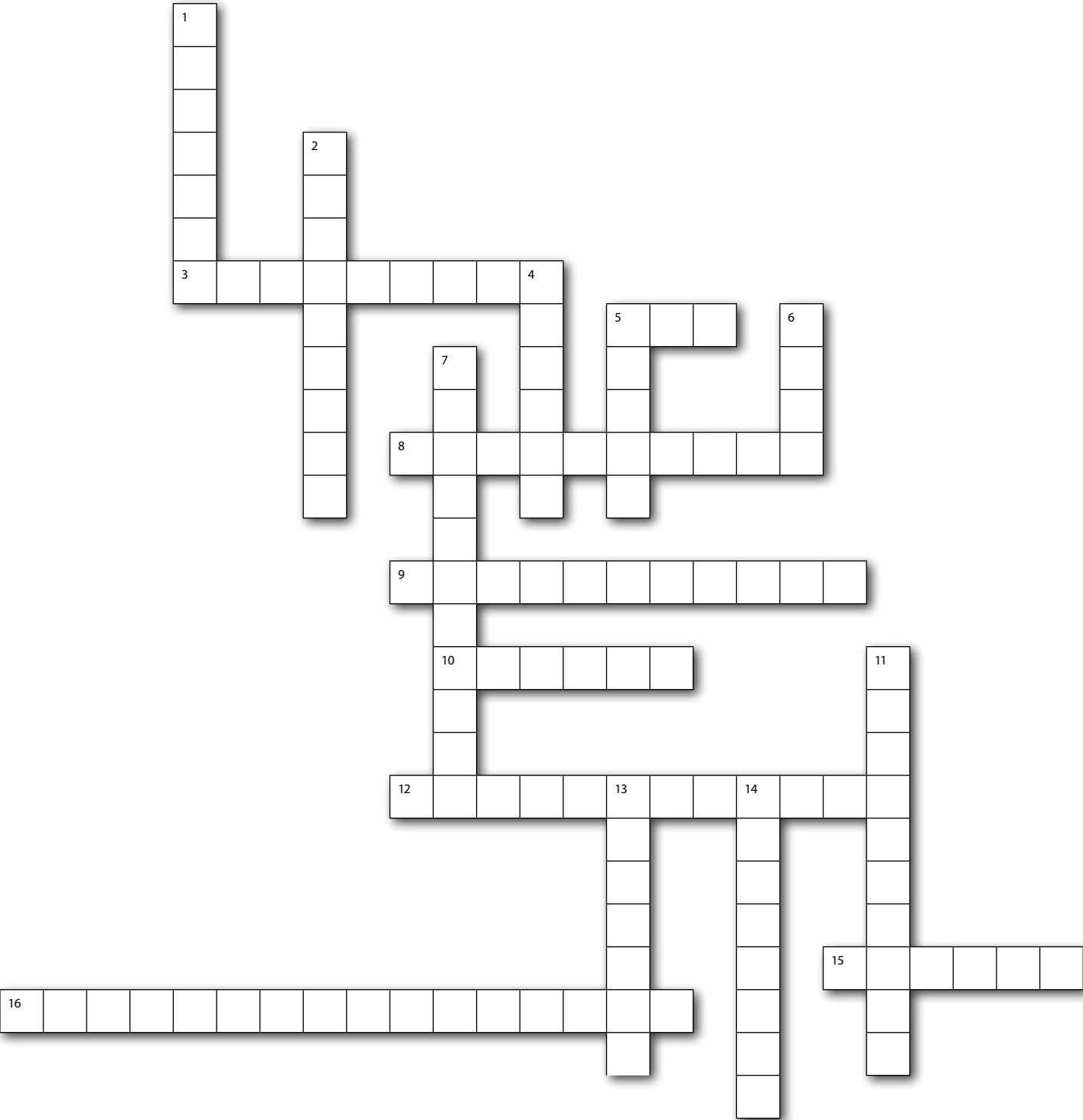
Name _____

Date _____

Activity Page 20.1 (continued)

Use with Chapter 20

Domain Vocabulary: Chapters 16–20



Activity Page 24.1

Use with Chapter 24

Who Am I?

In the left column are some of the people you have read about in *The Civil War* unit. In the right column are statements that the individuals actually made or might have made. Match each person with a statement by writing the correct letter on the line.

_____ 1. Harriet Tubman

a) "The Supreme Court kept me from my freedom."

_____ 2. Andrew Johnson

b) "I never thought my cotton gin would change history."

_____ 3. Eli Whitney

c) "I founded the American Red Cross."

_____ 4. Dred Scott

d) "I won the debates, but he became President."

_____ 5. Stonewall Jackson

e) "I never thought I would be impeached."

_____ 6. John Brown

f) "It was hard memorizing all the parts to the machine and building it from memory."

_____ 7. Clara Barton

g) "I was shot by my own men."

_____ 8. Abraham Lincoln

h) "I will attack no matter what and win the war."

_____ 9. Frederick Douglass

i) "I was the most famous conductor on the Underground Railroad."

_____ 10. Ulysses S. Grant

j) "I will raid the arsenal and start a war to end slavery."

_____ 11. Stephen A. Douglas

k) "I will not move my army until I am absolutely ready."

_____ 12. Harriet Beecher Stowe

l) "Fourscore and seven years ago . . ."

_____ 13. George McClellan

m) "I never thought my book would turn so many people against slavery."

_____ 14. Robert E. Lee

n) "Tonight I will make Lincoln pay for the South's defeat."

_____ 15. John Wilkes Booth

o) "I never wanted to fight against the Union, but I could not turn my back on Virginia."

_____ 16. Samuel Slater

p) "I escaped from slavery and became a leading abolitionist and speaker."

Answer Key: *The Civil War*

Unit Assessment (pages 158–161)

1. c 2. b 3. d 4. b 5. a 6. c 7. a 8. c 9. a 10. b
11. c 12. a 13. a 14. a 15. c 16. b 17. b 18. a
19. b 20. d 21. f 22. c 23. i 24. a 25. b 26. j
27. g 28. d 29. h 30. e

Activity Pages

Two African American Spirituals (AP 2.1) (pages 168–169)

Possible answers may include:

The Wayfaring Stranger: no repeated lines; poet or singer is more optimistic; two verses

Sometimes I Feel Like a Motherless Child: poet or singer is sad; three verses; poet or singer feels very far from heaven

Domain Vocabulary: Chapters 1–5 (AP 5.1) (page 170)

- | | |
|-----------------------------|-------------------------|
| 1. abolitionist, slavery | 6. manufacturing, urban |
| 2. constitutional amendment | 7. outwit |
| 3. compromise | 8. unalienable |
| 4. statehood | 9. civil rights |
| 5. mill | 10. surveyor |

The Civil War, 1861–1865 (AP 10.1) (pages 172–173)

1. April 12–14, 1861
2. Virginia
3. a sea battle
4. Appomattox Court House in Virginia on April 9, 1865

Domain Vocabulary: Chapters 6–10 (AP 10.2) (pages 174–175)

Across

8. endure
10. confederate
13. fugitive
14. ammunition
18. bombardment

Down

1. upper hand
2. dissolve
3. senator
4. exercise
5. secede
6. arsenal
7. constitutional
9. defensive
11. Supreme Court
12. tide of battle
15. natural rights
16. admission
17. preserve

A Soldier's Thoughts (AP 12.1) (pages 176–177)

1. When faced with actual battle, most soldiers would like to be elsewhere.
2. Soldiers are afraid and would prefer a place to hide.
3. Fighting ceased and Confederate detachments came to collect arms and take the able-bodied prisoners.
4. Fear and excitement of battle made the soldiers focus only on the immediate moment and not on the practical needs or the future.

Domain Vocabulary: Chapters 11–15 (AP 15.1) (page 178)

- | | |
|--------------|---------------------|
| 1. strategy | 6. colonel |
| 2. bonus | 7. secretary of war |
| 3. volunteer | 8. substitute |
| 4. draft | 9. decree |
| 5. blockade | 10. caution |

Domain Vocabulary: Chapters 16–20 (AP 20.1)
(pages 179–180)

Across

- 3. telegraph
- 5. spy
- 8. stronghold
- 9. secret agent
- 10. racist
- 12. states' rights
- 15. malice
- 16. manufactured good

Down

- 1. cabinet
- 2. warehouse
- 4. hallow
- 5. siege
- 6. bind
- 7. battlefield
- 11. consecrate
- 13. surgeon
- 14. governor

Who Am I? (AP 24.1)
(page 181)

- 1. i
- 2. e
- 3. b
- 4. a
- 5. g
- 6. j
- 7. c
- 8. l

- 9. p
- 10. h
- 11. d
- 12. m
- 13. k
- 14. o
- 15. n
- 16. f



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Confederate soldier on the retreat from Nashville, 1864, 2001 (w/c & gouache on paper) © by Don Troiani (b.1949) / Private Collection / Bridgeman Images: 104
Congressional Copy of the Thirteenth Amendment Resolution, February 1 1865 (ink on vellum), Lincoln, Abraham (1809–65) / Gilder Lehrman Collection, New York, USA / Bridgeman Images: 16e, 144
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Dred Scott, c.1857 (oil on canvas), American School, (19th century) / Collection of the New-York Historical Society, USA / Bridgeman Images: 69
Durga Bernhard: 14a, 14b, 34A, 34B
Dustin Mackay: Cover A, Cover D, 15i, 47A, 47B, 55A, 55B, 79–80, 80
Eli Whitney's (1765–1825) Cotton Gin, operated by black slaves, 1793 (colour litho), American School, (18th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 14d, 31
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Female servants using brooms of bambusa on Latimer's plantation, Belton, South Carolina, 1899 (b/w photo), American Photographer, (19th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 145

Frederick Douglass (photogravure), Brady, Mathew (1823–96) / Private Collection / The Stapleton Collection / Bridgeman Images: 14h, 46
Front Page of 'The Liberator', founded by William Lloyd Garrison (1805–79) 1859 (newsprint), American School, (19th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 14g, 46
General Grant in the Wilderness Campaign, 5th May 1864 (colour litho), Ogden, Henry Alexander (1856–1936) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 126
General Robert E. Lee, 1987 (oil on canvas) © DonTroiani (b.1949) / Private Collection / Bridgeman Images: 15j, 81
General Stonewall Jackson at the First Battle of Bull Run, 17th August, 1861 (colour litho), Ogden, Henry Alexander (1856–1936) (after) / Private Collection / Photo © Ken Welsh / Bridgeman Images: 91
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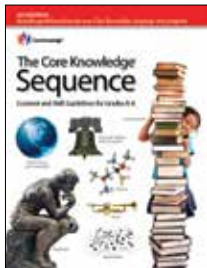
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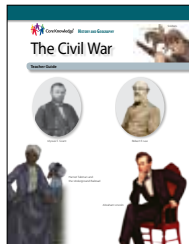
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