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How to Use Primary Sources



A Quick Start Guide

Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from **secondary sources**, accounts or interpretations of events created by someone without firsthand experience.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

Before you begin:

- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare these items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources.



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1. Engage students with primary sources.

Draw on students' prior knowledge of the topic.

Ask students to closely observe each primary source. • *Who created this primary source?* • *When was it created?* • *Where does your eye go first?*

Help students see key details. • *What do you see that you didn't expect?* • *What powerful words and ideas are expressed?*

Encourage students to think about their personal response to the source. • *What feelings and thoughts does the primary source trigger in you?* • *What questions does it raise?*

2. Promote student inquiry.

Encourage students to speculate about each source, its creator, and its context. • *What was happening during this time period?* • *What was the creator's purpose in making this primary source?* • *What does the creator do to get his or her point across?* • *What was this primary source's audience?* • *What biases or stereotypes do you see?*

Ask if this source agrees with other primary sources, or with what the students already know. • Ask students to test their assumptions about the past. • Ask students to find other primary or secondary sources that offer support or contradiction.

3. Assess how students apply critical thinking and analysis skills to primary sources.

Have students summarize what they've learned. • Ask for reasons and specific evidence to support their conclusions. • Help students identify questions for further investigation, and develop strategies for how they might answer them.

Analysis tools and thematic primary source sets from the Library offer entry points to many topics.



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THE CIVIL WAR

A FILM BY KEN BURNS

LESSON

Grade Level: 7-12

Subject: History,

Estimated Time of
Required:
2 (50-60 minute) class
periods

THE CIVIL WAR CLASSROOM MATERIALS

SHERMAN'S MARCH TO THE SEA

INTRODUCTION

"You cannot qualify war in harsher terms than I will. War is cruelty, and you cannot refine it; and those who brought war into our country deserve all the curses and maledictions a people can pour out."

—William Tecumseh Sherman
Letter to the city of Atlanta, 1864

This activity highlights one of the more controversial aspects of the later phases of the Civil War, the Union's "March to the Sea". Sent by Ulysses S. Grant "create havoc and destruction of all resources that would be beneficial to the enemy," Sherman began his "Atlanta Campaign" in May 1864.

After capturing Atlanta, Sherman marched his army to the sea, capturing the city of Savannah in December, and then marching through South Carolina into North Carolina.

In this activity, students will analyze two sources. First, they will look at a letter written by Sherman to Grant as Sherman's army approached Savannah. Second, they will review the lyrics to the popular song of that period, Marching Through Georgia.

RESOURCES FOR THIS LESSON

Episodes 6 and 7 of *The Civil War* series, highly recommended but not required.

Letter from Sherman to General Grant (<http://www.cviog.uga.edu/Projects/gain-fo/shrmltr.htm>).

The lyrics to Marching Through Georgia
(<http://users.erols.com/kfraser/union/songs/marchga.html>).

(Note: the lyrics are printed as they originally were written, and contain one racial epithet that may be considered objectionable by today's standards. The teacher should prepare students for this.) The lyrics page for Marching Through Georgia also contains a link to a MIDI file of the song. If the teacher has suitable computer hardware, the file can be played so students can listen, sing along, and so on.

RELEVANT STANDARDS

This lesson addresses national content standards established by the Mid-Continent Research for Education and Learning (McREL)
(<http://www.mcrel.org/standards-benchmarks>).

History Standards

- Knows the locations of the Southern and Northern states and their economic resources (e.g., the industries and small family farms of the industrial North, the agricultural economy and slavery of the South)
- Understands the economic, social, and cultural differences between the North and South (e.g., how the free labor system of the North differed from that of the South)

by Michael Hutchison

THE CIVIL WAR CLASSROOM MATERIALS

SHERMAN'S MARCH TO THE SEA

- Understands the technological, social, and strategic aspects of the Civil War (e.g., the impact of innovations in military technology; turning points of the war; leaders of the Confederacy and Union; conditions, characteristics, and armies of the Confederacy and Union; major areas of Civil War combat)
- Understands the circumstances that shaped the Civil War and its outcome (e.g., differences between the economic, technological, and human resources of both sides; the impact of the Emancipation Proclamation on the outcome of the war)

STRATEGY FOR THE LESSON

The teacher might open the lesson with a discussion of what would become “total war”, which was first implemented with Sherman's March, but became even more common in World War I and World War II. The prevailing view regarding total war was that soldiers in the field were backed up by civilian populations providing them with food, supplies, morale, and monetary support. To eliminate this support would affect soldiers as much as a military battle.

Next, the teacher can enter into a discussion regarding why Grant sent Sherman into Georgia, and discuss the extent of the campaign. Many have believed that Sherman's March was overly brutal, and he was wrong for inflicting such destruction in the South. Photos in The Civil War series might be used to highlight the level of destruction in the South. Several photos in the Library of Congress' Selected Civil War Photograph Collection (<http://memory.loc.gov/ammem/cwphtml/cwphome.html>) also show the effects of the march.

Next, the teacher can distribute photocopies of the two sources, or direct students to access them online. The teacher should also distribute the question sheets, and direct students to complete them. (Please note: two versions of the question sheet are posted. One with possible answers and one for student distribution.)

EXTENSION ACTIVITIES

- Suggest to students that they are writers or editors for Civil War period newspapers (both North and South). Have them write editorials regarding the march, either as editors of Northern newspapers or Southern newspapers.
- Have students compare Sherman's march with other instances of total war in World War I or World War II. (Some examples the firebombings of Hamburg and Dresden during World War II, as well as the London Blitz or bombings of Hiroshima and Nagasaki.)
- Students may also either debate the issue of total war (regarding whether it is humane or inhumane) as a class, or may wish to conduct a “mock trial” of Union officers who were engaged in the practice, such as Sherman.

QUESTION SHEET FOR SHERMAN'S MARCH TO THE SEA

(with possible answers)

Note: These questions deal with General Sherman's letter to General Grant.

Where does Sherman report to Grant that he is located at the time the letter is written?
Approximately how many men does Sherman have under his command?

(At the time the letter was written, Sherman was outside Savannah. Under his command were 50,000 to 60,000 men.)

THE CIVIL WAR CLASSROOM MATERIALS

SHERMAN'S MARCH TO THE SEA

How does Sherman describe how he has provisioned his men? Describe the kinds of food his men had. Why did the army have more food at this point in the march compared to when the march began?

(The army had various kinds of livestock, including cattle, turkeys, chickens, sheep, hogs, as well as poultry, potatoes, bread, and sweet potatoes. The men were able to forage by taking supplies from farms they passed on their way to Savannah.)

Sherman also describes how he will demand Savannah's surrender. In his letter, how does he plan to subdue the city if it doesn't surrender? Why did he plan this way?

(His plan was to bombard the city because he "will not risk the lives of our men by assaults across the narrow causeway by which alone I can now reach it.")

How does Sherman describe the situation in Tennessee? What does he write about General Thomas?

(Sherman notes, "I myself am somewhat astonished at the attitude of things in Tennessee." He added that he was concerned about Thomas because of Thomas's lack of action against Hood in Tennessee. He notes that he knows "that General Thomas is slow in mind and action, but he is judicious and brave, and the troops feel great confidence in him".)

How does Sherman describe the Confederate forces in Savannah?

(He believes (General) Hardee "has good artilleryists, some 5,000 or 6,000 infantry, and it may be a mongrel mass of 8,000 to 10,000 militia.")

The next few questions focus on the lyrics to the song Marching Through Georgia.

How does the writer of the song describe (in the first stanza) the events of Sherman's march?

(The events of the march are described in past tense, but also in a patriotic tone.)

How does the song corroborate Sherman's remarks about foraging through Southern farms?

(The lyrics say... "The turkeys gobbled which our commissary found... how the sweet potatoes even started from the ground...)

How does the song describe people Sherman's men encounter in the South?

(Answers vary. Students may note that the song seems to focus more on "union men", that is, those who are living in the path of Sherman's march who are still loyal to the union. However, the lyrics do also mention "saucy rebels", and "Treason".)

If you had to make a determination about why the Civil War was fought based on the lyrics on the song alone, what conclusion would you make? Why?

(Answers vary. Some may note the word "freedom" mentioned and it may be concluded that the war was fought to end slavery. Others may note the use of the word "union" and "rebels", and may conclude that the war was fought to save the union.)

Many have noted that they thought Sherman's march was too severe. Others have noted that it was the only way to subdue the South and win the war as quickly as possible. In your own words, discuss which view you believe is correct. Explain your answer.

(Answers vary.)

THE CIVIL WAR CLASSROOM MATERIALS

SHERMAN'S MARCH TO THE SEA

QUESTION SHEET FOR SHERMAN'S MARCH TO THE SEA

Note: These questions deal with General Sherman's letter to General Grant.

1. Where does Sherman report to Grant that he is located at the time the letter is written? Approximately how many men does Sherman have under his command?
2. How does Sherman describe how he has provisioned his men? Describe the kinds of food his men had. Why did the army have more food at this point in the march compared to when the march began?
3. Sherman also describes how he will demand Savannah's surrender. In his letter, how does he plan to subdue the city if it doesn't surrender? Why did he plan this way?
4. How does Sherman describe the situation in Tennessee? What does he write about General Thomas?
5. How does Sherman describe the Confederate forces in Savannah?

The next few questions focus on the lyrics to the song Marching Through Georgia.

6. How does the writer of the song describe (in the first stanza) the events of Sherman's march?
7. How does the song corroborate Sherman's remarks about foraging through Southern farms?
8. How does the song describe people Sherman's men encounter in the South?
9. If you had to make a determination about why the Civil War was fought based on the lyrics on the song alone, what conclusion would you make? Why?
10. Many have noted that they thought Sherman's march was too severe. Others have noted that it was the only way to subdue the South and win the war as quickly as possible. In your own words, discuss which view you believe is correct. Explain your answer.



THE CIVIL WAR

A FILM BY KEN BURNS

LESSON

Grade Level: 7-12

Subject: History and Music

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2 (50-60 minute) class
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THE CIVIL WAR CLASSROOM MATERIALS

LEE AND GRANT AT APPOMATTOX COURT HOUSE

OVERVIEW

“... then there is nothing left me but to go and see General Grant, and I would rather die a thousand deaths...”

—Robert E. Lee, April 9, 1865

The Civil War still holds the distinction of being the bloodiest in American History. It all came to an end, however, in the parlor of Wilmer McLean's home at Appomattox Court House, Virginia, in April, 1865.

While the war may have been bloody, the terms given by General Ulysses S. Grant to Robert E. Lee for the surrender of the Army of Northern Virginia were extremely generous. In this activity, students will analyze these terms, as well as the events leading to Lee's surrender, by investigating Grant's own memoirs of this time.

RELATED RESOURCES FOR THIS LESSON

Chapter LXVII of Ulysses S. Grant's memoirs

(<http://www.pbs.org/wgbh/amex/grant/broadband/memoirs.pdf>)

Episode 8 of *The Civil War* Series, highly recommended but not required.

RELEVANT STANDARDS

This lesson addresses national content standards established by the Mid-Century Research for Education and Learning (McREL)
(<http://www.mcrel.org/standards-benchmarks>).

History

- Understands issues other than slavery that led to the Civil War (e.g., the appeal of the Northern “free labor” ideology in preventing the further extension of slavery in the new territories; cultural differences, conflicting economic issues, opposing constitutional perspectives)
- Understands the technological, social, and strategic aspects of the Civil War (e.g., the impact of innovations in military technology; turning points of the war; leaders of the Confederacy and Union; conditions, characteristics, and armies of the Confederacy and Union; major areas of Civil War combat)
- Understands the circumstances that shaped the Civil War and its outcome (e.g., differences between the economic, technological, and human resources of both sides; the impact of the Emancipation Proclamation on the outcome of the war)

by Michael Hutchison

THE CIVIL WAR CLASSROOM MATERIALS

LEE AND GRANT AT APPOMATTOX COURT HOUSE

STRATEGY FOR THE LESSON

The teacher may wish to open with a discussion of the last days of the Civil War as well as Grant's strategy to defeat Lee. In order to enhance this, the teacher may wish to either show related scenes from the series, or utilize the companion book. (In the book, the end of the war and Lee's surrender to Grant are chronicled from pages 365 to 381.)

The teacher may also wish to discuss battle strategy with the students, and can utilize the maps on this site to do so. If the teacher has not noted to this point Grant's strategy of forcing the Confederates to lose men and material that they could not replace, that issue might be used to help explain why Lee decided to surrender.

(Note: as a historic side note, the teacher may wish to discuss the role of Wilmer McLean in the surrender, as well as in the Battle of Bull Run, which was the first major battle of the war. McLean's house was used as a headquarters during the Battle of Bull Run, and was damaged in the battle. McLean then decided to move, and his second home was used as the site of Lee's surrender to Grant.)

Next, the teacher might briefly discuss the surrender and its terms, noting the leniency Grant gave to Lee's army. Distribute copies of the pages of Grant's memoirs to the students.

Before distributing the question sheets, the teacher may wish to discuss the importance of primary historic sources with the students, and may also wish to discuss the idea of subjectivity of that source. The teacher might note that primary sources are especially important because they are from an eyewitness, someone who was actually present at the event. However, students and historians must also look at the source's bias... that is, whether their own personal views and opinions unduly flavor their account. The teacher may wish to have students specifically look for instances of Grant's bias, if any.

The teacher can then distribute the question sheets, directing the students to read through the chapter of Grant's memoirs and answering the questions. (Please note: two versions of the question sheet are posted. One with possible answers and one for student distribution.)

EXTENSION ACTIVITIES

- *Have the students discuss in class discussion the merits of "unconditional surrender". (The teacher may also wish to note that the Allies demanded unconditional surrender of the Axis Powers in World War II.) Did Grant follow through with this idea with his treatment of Lee, or did he abandon this idea? Have students take different sides on the issue and try to "win" the argument.*
- *Based on the memoirs, class discussions, and viewing the series, have students compare Grant to Lee in regard to the way they conducted themselves during the surrender. (For example, students might want to consider Grant's dress versus Lee's attire.)*

QUESTION SHEET FOR LEE AND GRANT AT APPOMATTOX COURT HOUSE *(with possible answers)*

1. The selection you are reading is from US Grant's personal memoirs of the Civil War. What kind of perspective would you expect Grant to have regarding these events?

(Answers vary. Many might say Grant would have the perspective of the victor, and would explain what happened in terms of a victorious general. Others might look at Grant's gestures toward Lee as being compassionate, and might be likely to say he was relatively objective in his account.)

THE CIVIL WAR CLASSROOM MATERIALS

LEE AND GRANT AT APPOMATTOX COURT HOUSE

2. Grant describes the events of the day before he and Lee meet. What illness or ailment did Grant have at this point? How did he try to cure it? How was it finally cured?

(Grant noted at several points in his memoirs that he was suffering “very severely” with a “sick headache”. He used what was probably the traditional remedy for that in the mid 19th Century, which included bathing his feet in hot water and mustard as well as putting mustard plasters on his wrists and back part of his neck.

Grant noted that as soon as he read Lee’s note suggesting they meet to formalize the surrender of the Confederate army, his headache disappeared.)

3. Grant also includes several excerpts of correspondence between he and General Lee. How would you describe the correspondence between the two?

(Because salutations and letter writing in the 19th Century differed from that of the 21st, it might be difficult for students to specifically note instances where Grant was cordial to Lee, forceful, etc.

However, some might look at Grant’s note of April 9 where he states that by the South laying down their arms, they will hasten “that most desirable event, save thousands of human lives, and hundreds of millions of property not yet destroyed.” He then closes the letter with “Sincerely hoping that all our difficulties may be settled without the loss of another life...”

Other students may look at Grant’s mention in this note that the “meeting proposed for ten A.M. to-day could lead to no good” as being proof that Grant was unwilling to negotiate with Lee unless Lee surrendered his army.)

4. Some of Grant’s commanding officers believed that Lee did not intend to surrender at all, but had an alternative purpose. What did they believe Lee planned to do?

(They believed Lee had planned the meeting to stall Grant while Lee’s army escaped, hooked up with General Johnston, and then fight a guerilla war. Grant’s men wanted to launch an attack to defeat Lee’s army.)

5. Finally, Lee and Grant met in the McLean home. Had they met each other before? What did Grant recollect about this? According to Grant, how were he and Lee dressed?

(Grant wrote that he had known General Lee in the “old army”, and had served with him in the Mexican War. He added that because of the difference in age and rank, he didn’t think Lee would remember him. (Lee mentioned he did, but Grant suspected that he mentioned that as a courtesy.)

6. Grant noted that he did not expect the meeting to take place so soon, so he was dressed in “rough garb”, without a sword, and he wore a ‘soldier’s blouse’ for a coat, with shoulder straps of his rank to indicate to the army who he was.

(Grant noted that General Lee was dressed in a full uniform that was entirely new, and was wearing a sword of “considerable value, very likely the sword which had been presented by the state of Virginia”.

Grant also noted “in my rough traveling suit, the uniform of a private with the straps of a lieutenant general, I must have contrasted very strangely with a man so handsomely dressed, six feet high and of faultless form. But that was not a matter that I thought of until afterwards.”)

THE CIVIL WAR CLASSROOM MATERIALS

LEE AND GRANT AT APPOMATTOX COURT HOUSE

7. At a couple of points during the meeting between the two men, Grant notes that at different points in their conversation, they entered into “small talk”, and it was Lee who had to remind Grant why they were meeting. What conclusions can you make regarding this?

(Answers vary. Some might note that Grant did not want to make the situation difficult for Lee, and it was hard for him to bring up the subject of surrender, so Lee had to do it.)

8. Describe the surrender terms to which Lee and Grant agreed.

- *Rolls of the all the officers and men were made in duplicate. One list was given to an officer designated by Grant, the other list to an officer designated by Lee.*
- *The officers were given individual paroles not to take up arms against the Government of the United States until “properly exchanged.”*
- *Each company or regimental commander would sign a like parole for the men of their commands.*
- *The arms, artillery, and public property to be parked and stacked, and turned over to the officer appointed by me (Grant) to receive them.*
- *Officers were allowed to keep their side arms, personal horses, and baggage*
- *Each man was allowed to return to his home, not to be disturbed by US authorities so long as they observed their paroles and the laws “in force where they may reside”.)*

9. In your view, were these terms harsh or lenient on the South? Explain your answer.

(Answers vary. Most may state that they believe Grant was easy on Lee. No one was arrested, nor was there any attempt by the North to seize arms owned by the Confederates. Grant mentions in the memoir that a rumor had spread that Lee offered Grant his sword as a formal surrender. Grant discounts this, but notes that if Lee had offered the sword, Grant would not have accepted it because of how the terms of the surrender had been written. Students may also note that Lee mentioned to Grant that his men were in need of provisions, and Grant made arrangements to take care of Lee's estimated 25,000 men.)

10. After the surrender was concluded, Union soldiers began to celebrate Lee's surrender. How did they celebrate? What did Grant do regarding this celebration?

(The Union men commenced in firing a salute of a hundred guns in honor of the victory. Grant immediately ordered it stopped, noting “the Confederates were now our prisoners, and we did not want to exult over their downfall.”)

11. Grant notes at several points after the surrender, his officers and Lee's met together. How does Grant describe these meetings? In your view, what message does this send regarding the men who fought each other during the war?

(Grant notes that some of his officers “seemed to have a great desire to go inside the Confederate lines”, and adds that they finally asked Lee's permission to do so, to see some of their old army friends. Grant writes that they had a “very pleasant time with their old friends”, and brought some of them back when they returned. Grant also writes of his own pleasurable conversations with Lee after the surrender.

Regarding the message send, answers vary. However, many students might note, as is highlighted frequently in the series and the book, that both Union and Confederate soldiers saw themselves as friends although they'd fought a war against one another.)

THE CIVIL WAR CLASSROOM MATERIALS
LEE AND GRANT AT APPOMATTOX COURT HOUSE

**QUESTION SHEET FOR
LEE AND GRANT AT APPOMATTOX COURT HOUSE**

1. The selection you are reading is from US Grant's personal memoirs of the Civil War. What kind of perspective would you expect Grant to have regarding these events?
2. Grant describes the events of the day before he and Lee meet. What illness or ailment did Grant have at this point? How did he try to cure it? How was it finally cured?
3. Grant also includes several excerpts of correspondence between he and General Lee. How would you describe the correspondence between the two?
4. Some of Grant's commanding officers believed that Lee did not intend to surrender at all, but had an alternative purpose. What did they believe Lee planned to do?
5. Finally, Lee and Grant met in the McLean home. Had they met each other before? What did Grant recollect about this? According to Grant, how were he and Lee dressed?
6. At a couple of points during the meeting between the two men, Grant notes that at different points in their conversation, they entered into "small talk", and it was Lee who had to remind Grant why they were meeting. What conclusions can you make regarding this?
7. Describe the surrender terms to which Lee and Grant agreed.
8. In your view, were these terms harsh or lenient on the South? Explain your answer.
9. After the surrender was concluded, Union soldiers began to celebrate Lee's surrender. How did they celebrate? What did Grant do regarding this celebration?
10. Grant notes at several points after the surrender, his officers and Lee's met together. How does Grant describe these meetings? In your view, what message does this send regarding the men who fought each other during the war?



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LESSON

Grade Level: 7-12

Subject: History and Music

Estimated Time of

Required:

1 (50-60 minute) class
period

THE CIVIL WAR CLASSROOM MATERIALS

CIVIL WAR MUSIC

INTRODUCTION

Both North and south used music extensively during the Civil War to rally troops, as recreation, to march by, and many other reasons. Frequently both sides would borrow each other's tunes or lyrics. It was not uncommon for each side to serenade the other, or for battle to stop while an impromptu concert was held.

Probably the most famous Civil War era song was Julia Ward Howe's Battle Hymn of the Republic, which used the tune of the abolitionist song, John Brown's Body. However, there were many other songs that both sides knew well.

In this activity, students will examine lyrics of songs of both sides, and make conclusions about the lyrics.

RESOURCES FOR THIS LESSON

Two songs (and/or variations of these songs) will be used in this lesson. Lyrics for songs (as well as MIDI files of the tunes) are listed with each song.

Battle Cry of Freedom (<http://users.erols.com/kfraser/union/songs/battcry.html>)

Battle Cry of Freedom (Southern version) (http://users.erols.com/kfraser/confederate/songs/southern_battcry.html)

Dixie's Land ("Dixie")

(<http://users.erols.com/kfraser/confederate/songs/dixie.html>)

Union Dixie (<http://users.erols.com/kfraser/union/songs/union-dixie.html>)

The lyrics are part of a site entitled "Poetry and Music of the War Between the States" (<http://users.erols.com/kfraser/>)

(Note: at the top of each page of lyrics a link is available to hear the song in MIDI format. The teacher may need to download a MIDI player in order to hear the songs.)

RELEVANT STANDARDS

This lesson addresses national content standards established by the Mid-Continent Research for Education and Learning (McREL) (<http://www.mcrel.org/standards-benchmarks>).

History

- Understands the impact of the Civil War on social and gender issues (e.g., the roles of women on the home front and on the battlefield; the human and material costs of the war; the degree to which the war united the nation; how it changed the lives of women, men, and children)
- Understands how different groups of people shaped the Civil War (e.g., the motives and experiences of Confederate and white and African American Union soldiers, different perspectives on conscription, the effects of divided loyalties)
- Understands how the Civil War influenced Northern and Southern society on the home front (e.g., the New York City draft riots of July 1863, the Union's reasons for curbing civil liberties in wartime, Lincoln's suspension of the writ of habeas corpus during the war)

by Michael Hutchison

THE CIVIL WAR CLASSROOM MATERIALS

CIVIL WAR MUSIC

STRATEGY FOR THE LESSON

The teacher should open the lesson by a discussion of how historic events worked to influence popular music. (For example, soon after the terrorist attacks of September 11, 2001, Lee Greenwood's *God Bless The USA* became extremely popular, even though it had been written 20 years before. Sergeant Barry Sadler's *Ballad of the Green Beret* was a Top 40 hit during the early rock and roll era because of its relationship with the early days of the Vietnam War. *The Star Spangled Banner* became a number one hit for Whitney Houston after she sang it on Super Bowl Sunday during the Gulf War in 1991.)

The teacher should then discuss with the students that music seemed particularly important during the Civil War era, including its use to promote the abolitionist cause.

(Note: Many of the songs available on the Web site are also available on the companion CD soundtrack for The Civil War series, and are also played during the series. If the teacher has access to a copy of the soundtrack, they may wish to play selections from the CD or audio tape.)

Next, the teacher can either direct students to the web pages to look at the song lyrics (and may elect to play the MIDI files), or may distribute photocopies of the song lyrics. The teacher should also distribute question sheets to the students to complete. (Please note: two versions of the question sheet are posted. One with possible answers and one for student distribution.)

EXTENSION ACTIVITIES

- *Students may wish trying their own hand at creating lyrics (or perhaps songs) that highlight certain battles or events in the Civil War.*
- *Students may wish to investigate how music had an impact on national or world events in other instances.*
- *Students may wish to investigate the origin of the word "Dixie". Some related web sites that may be used in this investigation are:*
<http://www2.h-net.msu.edu/~south/archives/threads/dixie.html>
<http://civilwarhome.com/dixieorigin.htm>

Have students research and debate on a resolution to ban the playing of Dixie in state sponsored events such as school functions.

QUESTION SHEET FOR CIVIL WAR MUSIC

(With possible answers)

Compare the lyrics for *Battle Cry of Freedom*, and answer the following questions.

1. In the first stanzas of the two versions of the song, what seems to be the main difference between them?

(The Southern version of the song seems to infer that the Confederates have taken the offense to advance their cause ("Beneath it oft we've conquered, And we'll conquer oft again!") The Union version seems to be more peaceful... the use of the word "rally" compared to conquer, gathering, etc.)

2. What does the Southern version mean by "Down with the Eagle, And Up with the Cross"?

(Some Southern flags had crosses on them, or it may mean they wanted to support the "Stars and Bars" of the Confederacy over the American Eagle.)

3. Summarize the meaning of the third stanza of the Northern version of the song, which begins, "We will welcome to our numbers..."

(This stanza seems to equate the fight between north and south to the issue of slavery, especially when the author notes, "not a man shall be a slave, shouting the battle cry of Freedom.")

THE CIVIL WAR CLASSROOM MATERIALS

CIVIL WAR MUSIC

4. How do you think the Southern version of the song symbolizes the Confederate cause?

(Answers vary. At several points in the song, the lyrics promote the Southern idea, such as “Down with the eagle, up with the cross”, “rally round the bonny flag”, as well as “their motto is resistance—to tyrants we’ll not yield...”)

5. How do you think the Northern version of the song symbolizes the Union cause?

(Answers vary. At several points in the song, the lyrics promote the Northern cause, such as “The Union Forever...” “Not a man shall be a slave...” “From the East to the West”, “We’ll hurl the rebel crew from the land that we love best...”)

Compare the lyrics for Dixie’s Land (Dixie) and Union Dixie and answer the following questions.

6. While the Confederate States of America did not have an official “national anthem” (even the North did not recognize the Star Spangled Banner as the nation’s anthem until 1931), Dixie’s Land (or Dixie, as it is more commonly known) was truly a “national song”. What aspects of the song might make it significant in regard to the Confederate cause?

(Answers vary. Students will probably look at the first stanza of the song as the most significant, with lyrics like “I wish I was in the land of cotton, old times there are not forgotten” as indication that the south had sentimental value to soldiers who might be fighting in battle, and hopefully fighting in the north. In addition, the chorus of the song continues the nationalistic feeling, “Then I wish I was in Dixie, Hooray! Hooray! In Dixie’s Land I’ll make my stand, to live and die in Dixie.”)

7. How does the song Union Dixie (in the first stanza) describe the South?

(The author notes the South as “the land of traitors, rattlesnakes, and alligators”. He (or she) notes also (it’s the land) “where cotton’s king and men are chattels (property)”...)

8. While the first verse and chorus of Dixie are well known, the rest of the song is not. Frequently, the tune is used without lyrics. Why do you think the rest of the song is obscure?

(Probably the rest of the song isn’t well known because it doesn’t specifically deal with the South as much as the first verse and chorus do. It may be a good folk song, but it doesn’t lend itself to a geographic area, nationalism, or a cause.)

9. How could the song, Union Dixie be used to rally troops as a school fight song might rally the student body or athletes? Give at least three examples.

(The song mentions specific instances where Northern soldiers would prevail, including, in the first verse, “Union boys will win the battles”, in the chorus, the words, “Each Dixie boy must understand that he must mind his Uncle Sam”. Also, in the second verse, the author notes, “I wish I was in Baltimore, I’d make Secessionist traitors roar.... We’ll put the traitors all to rout...”.)

10. Dixie is still a well-known song in the 21st Century, while the Union Dixie has generally been forgotten. Speculate why this is so.

(Answers vary. Some may note that Union Dixie is more topical to the Civil War, while Dixie’s Land is more simply a memory of the Old South, and not as military in nature. Others may note that the lyrics of neither are remembered well, but the tune is.)

THE CIVIL WAR CLASSROOM MATERIALS

CIVIL WAR MUSIC

QUESTION SHEET FOR CIVIL WAR MUSIC

*Compare the lyrics for **Battle Cry of Freedom**, and answer the following questions.*

1. In the first stanzas of the two versions of the song, what seems to be the main difference between them?
2. What does the Southern version mean by “Down with the Eagle, And Up with the Cross”?
3. Summarize the meaning of the third stanza of the Northern version of the song, which begins, “We will welcome to our numbers...”
4. How do you think the Southern version of the song symbolizes the Confederate cause?
5. How do you think the Northern version of the song symbolizes the Union cause?

*Compare the lyrics for **Dixie's Land (Dixie)** and **Union Dixie** and answer the following questions.*

6. While the Confederate States of America did not have an official “national anthem” (even the North did not recognize the Star Spangled Banner as the nation’s anthem until 1931), *Dixie's Land* (or *Dixie*, as it is more commonly known) was truly a “national song”. What aspects of the song might make it significant in regard to the Confederate cause?
7. How does the song *Union Dixie* (in the first stanza) describe the South?
8. While the first verse and chorus of *Dixie* are well known, the rest of the song is not. Frequently, the tune is used without lyrics. Why do you think the rest of the song is obscure?
9. How could the song, *Union Dixie* be used to rally troops as a school fight song might rally the student body or athletes? Give at least three examples.
10. *Dixie* is still a well-known song in the 21st Century, while the *Union Dixie* has generally been forgotten. Speculate why this is so.



THE CIVIL WAR

A FILM BY KEN BURNS

LESSON

Grade Level: 7-12

Subject: History,
American Studies,
African-American History

Estimated Time of
Required:
2 (50-60 minute) class
periods

THE CIVIL WAR CLASSROOM MATERIALS

ROBERT GOULD SHAW AND THE 54TH MASSACHUSETTS

INTRODUCTION

Will the slave fight? If any man asks you, tell him "no"...

But, if anyone asks you, will a Negro fight? Tell him YES!

—Abolitionist Wendell Phillips

During the first part of the Civil War, President Abraham Lincoln insisted the war was a fight to restore the Union. Yet, many saw a higher purpose in the struggle, and that purpose was to not only save the Union, but abolish slavery as well. Many believed that if the abolition of slavery was a reason for the war, black troops should be allowed to fight. Many others disagreed, including General Sherman, who was reported as saying, "... can a Negro do our skirmishing and picket duty? Can they improvise bridges, sorties, flank movements, etc., like the white man? I say no."

In Massachusetts, with urging from Frederick Douglass, Governor John A. Andrew, and other abolitionists, the 54th Massachusetts Regiment was created in early 1863, consisting of black troops. Andrew offered the command of the regiment to 26 year-old Robert Gould Shaw, the son of wealthy abolitionists. Shaw led the 54th, whose contingent of troops included two of Frederick Douglass' sons through training as well into battle in South Carolina.

In July 1863, Shaw requested "the honor" of the 54th to lead the Union charge against Fort Wagner, in Charleston Harbor. There, Shaw and many of his men were killed in a failed attempt to capture the fort. During the attack, Sergeant William Carney seized the colors and returned back to his lines despite bullet wounds to his head, chest, right arm, and leg. He became the first of 23 black troops to be awarded the Congressional Medal of Honor, although it took 37 years to receive it.

In this activity, students will read a letter by Shaw to his wife after the Union raid at Darien, Georgia; then will draw conclusions about it.

RELATED RESOURCES FOR THIS LESSON

Episode 5 of *The Civil War* series, highly recommended but not required.

Colonel Shaw's letter to his wife, Annie, regarding the raid at Darien, can be found at http://www.geocities.com/1stdragoon/files/rgs_darien.html. The web page includes the text of the letter as well as a photo of Shaw.

by Michael Hutchison

THE CIVIL WAR CLASSROOM MATERIALS

ROBERT GOULD SHAW AND THE 54TH MASSACHUSETTS

SUPPLEMENTAL RESOURCES FOR THIS LESSON

The letter is part of a larger series of pages on Shaw, located at <http://www.geocities.com/1stdragoon/rgs.html>. The pages include a biography of Shaw, as well as related pages on the 54th and contemporaries of Shaw.

<http://www.awod.com/gallery/probono/cwchas/wagner.html> contains information about the assault on “Battery Wagner”

<http://www.civilwarliterature.com/2Battles/TippooSaib/TheAttackOnFortWagner.htm> is an account of the attack on Fort Wagner from the Civil War Literature web site.

http://www.geocities.com/1stdragoon/files/rgs_memorial.html is a page on the Shaw Memorial (which is featured at the end of the film, *Glory*, and is on display in Boston, Massachusetts). The plaster cast of the bronze relief is on display at the National Gallery of Art in Washington, D.C.

<http://www.exploredc.org/index.php?id=133> contains information on the African American Civil War Memorial in Washington, D.C.

RELEVANT STANDARDS

This lesson addresses the following national content standards established by the Mid-Continent Research for Education and Learning (McREL) (<http://www.mcrel.org/standards-benchmarks/>). History

- Understands the provisions and significance of the Emancipation Proclamation (e.g., reasons Abraham Lincoln issued it, public reactions to it in the North and the South)
- Understands the impact of the Civil War on social and gender issues (e.g., the roles of women on the home front and on the battlefield; the human and material costs of the war; the degree to which the war united the nation; how it changed the lives of women, men, and children)
- Understands how different groups of people shaped the Civil War (e.g., the motives and experiences of Confederate and white and African American Union soldiers, different perspectives on conscription, the effects of divided loyalties)
- Understands how the Civil War influenced both military personnel and civilians (e.g., the treatment of African American soldiers in the Union Army and Confederacy, how the war changed gender roles and traditional attitudes toward women in the work force)

STRATEGY FOR THE LESSON

The teacher may open this lesson with some of the debate and concern about the Emancipation Proclamation as well as the possibility of allowing blacks to serve in the Union army. General Sherman's quote noted in the Introduction might be a good springboard for discussion in regard to those opposed to allowing blacks to serve. On the other side of this issue, this quote from Abraham Lincoln might be a good discussion opener regarding enlisting African Americans:

You say you will not fight to free Negroes. Some of them seem willing to fight for you. [When victory is won] there will be some black men who can remember that, with silent tongue and clenched teeth, and steady eye and well-poised bayonet, they have helped mankind on to this great consummation; while, I fear, there will be some white ones, unable to forget that with malignant heart and deceitful speech, they strove to hinder it.

The teacher may also wish to utilize segments of the feature film, *Glory*, which is a dramatic depiction of the 54th Massachusetts and Robert Gould Shaw. As with all feature films, not all the action may be historically accurate, however, certain scenes in the movie may be significant

THE CIVIL WAR CLASSROOM MATERIALS

LEE AND GRANT AT APPOMATTOX COURT HOUSE

enough for classroom viewing, including Governor Andrew and Frederick Douglass offering command of the regiment to Shaw, the Darien raid, and the assault on Fort Wagner. (Note: while *Glory* is a popular movie and includes many historically accurate segments, it also includes some obscene language and violence as well as racial epithets common in the mid-19th Century. Care should be taken to inform students of this before viewing the film.)

The teacher may also wish to have students read the biography of Shaw noted in the Supplemental Resources section above and view the segment in *The Civil War* series.

After class discussion or viewing of segments of *Glory*, the teacher should either direct students to the web page with Colonel Shaw's letter, or distribute photocopies to the students. Next, distribute the question sheet and have students answer the questions based on the letter. (Please note: two versions of the question sheet are posted. One with possible answers and one for student distribution.)

EXTENSION ACTIVITIES

The teacher may wish to have students compare the situations and prejudices faced by the 54th Massachusetts with those faced by the Tuskegee Airmen in World War II. Students might also research the roles of blacks (and other minorities) in World War II, the types of duties they had compared to white soldiers, as well as their treatment in society in general during the 1940s. Dependent on the time and ability of students, the teacher may also wish to stage a mock trial of Colonel Shaw presuming he refused to follow orders as he suggests in the letter. Students may be assigned roles of Colonel Shaw, Colonel Montgomery, and other officers and soldiers. The teacher might open a morality question of honor versus obligation: Does a soldier's obligation to follow orders outweigh refusing to do something he believes morally wrong? (Other examples the teacher might draw on regarding this issue include whether Nazi concentration camp guards could be tried as war criminals if they were simply following orders, or the role of American soldiers involved in the My Lai massacre during the Vietnam War.)

QUESTION SHEET FOR ROBERT GOULD SHAW AND THE 54TH MASSACHUSETTS

(with possible answers)

1. How does Shaw describe his quarters and St. Simons Island, where he and his men are stationed?

(He notes that he has his quarters in "the house", very pleasantly situated, and surrounded by fine large trees.

He notes, also, that the island is beautiful, as far as he has seen it, and says to Annie that she would be enchanted with the scenery there.... Noting, "the foliage is wonderfully thick, and the trees covered with hanging moss, making beautiful avenues wherever there is a road or path.)

2. Shaw notes that he leaves with Colonel Montgomery for Darien, Georgia. According to Shaw's letter, what does Montgomery do on the way toward Darien? How does Shaw describe Darien when they arrive?

(Shaw wrote Annie, "on the way up, Montgomery threw several shells among the plantation buildings, in what seemed to me a very brutal way; for he didn't know how many women and children there might be.)

Regarding Shaw's description of Darien, he says, "About noon, we came in sight of Darien, a beautiful little town. The town was deserted, with the exception of two white women and two Negroes.)

THE CIVIL WAR CLASSROOM MATERIALS

LEE AND GRANT AT APPOMATTOX COURT HOUSE

3. Upon finding out the town was deserted, what did Montgomery do with furniture and moveable property? In your view, why did he do this?

(It was common for soldiers to often forage for supplies, and when they found furniture or goods they thought they could sell or use, they would take those. Montgomery probably ordered the removal of furniture and moveable goods for his own use or to send back North for sale.)

4. After the town was “pretty thoroughly disemboweled”, what did Montgomery order? How did Shaw respond to the order? Why did Shaw feel this way about this order?

(After goods had been removed, Montgomery said to Shaw, “I shall burn this town”. Shaw replied, “I did not want the responsibility of it”, in essence objecting to the order. Montgomery fires some of the buildings himself, but one company of the 54th assisted, because, in Shaw’s words, “he ordered them out, and I had to obey”.

Shaw notes to Annie, “You must bear in mind that not a shot had been fired at us from this place, and there were evidentially very few men left in it. All the inhabitants (principally women and children) had fled on our approach, and were no doubt watching the scene from a distance.”)

5. How does Montgomery justify his actions at Darien to Shaw?

(Shaw writes, “The reasons he gave me for destroying Darien were, that the Southerners must be made to feel that this was a real war, and they were to be swept away by the hand of God, like the Jews of old.” Montgomery adds, “We are outlawed, and therefore not bound by the rules of regular warfare.”)

6. How does Shaw reply to Annie about Montgomery’s statement?

(Regarding Montgomery’s comment that the South must be “swept away by the hand of God,” Shaw notes, “In theory it may seem all right to some, but when it comes to being made the instrument of the Lord’s vengeance, I myself don’t like it.” Refuting Montgomery’s other comment about not “being bound by the rules of regular warfare”, Shaw says, “but that makes it none the less revolting to wreak our vengeance on the innocent and defenseless.”)

7. Shaw asks Annie, “remember, not to breathe a word of what I have written about this raid, to anyone out of our two families, for I have not made up my mind what I ought to do.” What concerns does Shaw have regarding his actions, or possible reactions, to the raid?

(He mentions his own “distaste for this barbarous sort of warfare”, adding, “I am not sure that it will not harm very much the reputation of black troops and of those connected with them.”)

Continuing, Shaw says there was not a deed performed which “required any pluck or courage”, and sums everything up by saying “as the case stands, I can’t see any justification” for the events at Darien. He notes “this makes me very ashamed of myself”.)

8. Farther into the letter, Shaw weighs his options regarding how to deal with this incident. What does he see as his options?

(He sees his “courses” as “to obey orders and say nothing”, or to refuse to go on any more such expeditions, and to put under arrest, probably court-martialed, which is a serious thing.”)

9. Based on Shaw’s letter, there’s no indication about what choice he made regarding dealing with the incident. If you were a friend of Shaw’s, and he asked your advice in this situation, what would you recommend he do? Why?

(Answers vary. Some may say that it is better to follow orders and stay out of trouble, others might say that no soldier is obligated to follow what he considers an immoral order, regardless of the consequences for not following it. Other students may agree with Montgomery’s assessment that this was war, and the Southern states should expect to see total war as it could be waged.)

THE CIVIL WAR CLASSROOM MATERIALS
LEE AND GRANT AT APPOMATTOX COURT HOUSE

**QUESTION SHEET FOR ROBERT GOULD SHAW AND
THE 54TH MASSACHUSETTS**

1. How does Shaw describe his quarters and St. Simons Island, where he and his men are stationed?
2. Shaw notes that he leaves with Colonel Montgomery for Darien, Georgia. According to Shaw's letter, what does Montgomery do on the way toward Darien? How does Shaw describe Darien when they arrive?
3. Upon finding out the town was deserted, what did Montgomery do with furniture and moveable property? In your view, why did he do this?
4. After the town was "pretty thoroughly disemboweled", what did Montgomery order? How did Shaw respond to the order? Why did Shaw feel this way about this order?
5. How does Montgomery justify his actions at Darien to Shaw?
6. How does Shaw reply to Annie about Montgomery's statement?
7. Shaw asks Annie, "remember, not to breathe a word of what I have written about this raid, to anyone out of our two families, for I have not made up my mind what I ought to do." What concerns does Shaw have regarding his actions, or possible reactions, to the raid?
8. Farther into the letter, Shaw weighs his options regarding how to deal with this incident. What does he see as his options?
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THE CIVIL WAR

A FILM BY KEN BURNS

LESSON

Grade Level: 7-12

Subject: History, Geography,
and American Studies

Estimated Time of
Required:
1 (50-60 minute) class
period

THE CIVIL WAR CLASSROOM MATERIALS

THE UNION'S "GRAND STRATEGY"

OVERVIEW

In this lesson, students will interpret a map highlighting the "Grand Strategy" of the Union in fighting against the Confederacy. The strategy, designed by General George McClellan, included overland thrusts by the Union in the East, toward Richmond, the central area of the Confederacy, in the Tennessee Valley, and in the west, along the Mississippi River.

Students will study the map, answer questions, and make conclusions about the strategy and its effectiveness.

RESOURCES FOR THIS LESSON

"Grand Strategy" Map (<http://http://www.pbs.org/civilwar/war/map2.html>).
Episode 1 of *The Civil War* series, highly recommended but not required.

RELEVANT STANDARDS

This lesson addresses national content standards established by the Mid-Continent Research for Education and Learning (<http://www.mcrel.org/standards-benchmarks/>).

History

- Understands military events that influenced the outcome of the Civil War (e.g., the "hammering campaigns" of Generals Grant and Sherman, the wartime leadership of Jefferson Davis and Abraham Lincoln).
- Knows the locations of the southern and northern states and their economic resources (e.g., the industries and small family farms of the industrial North, the agricultural economy and slavery of the South).
- Understands issues other than slavery that led to the Civil War (e.g., the appeal of the northern "free labor" ideology in preventing the further extension of slavery in the new territories; cultural differences, conflicting economic issues, opposing constitutional perspectives).
- Understands the technological, social, and strategic aspects of the Civil War (e.g., the impact of innovations in military technology; turning points of the war; leaders of the Confederacy and Union; conditions, characteristics, and armies of the Confederacy and Union; major areas of Civil War combat).

Geography

- Knows the geographic factors that have influenced people and events in the past (e.g., the effects of the site of a Civil War battle on the course of the conflict.)

by Michael Hutchison

THE CIVIL WAR CLASSROOM MATERIALS

THE UNION'S "GRAND STRATEGY"

PROCEDURE

The teacher should introduce this lesson with a short overview of the early days of the war, especially the period immediately after the First Battle of Bull Run (Manassas), when both sides became more aware that the war would not be won quickly.

At this point, the teacher should make the map available to students, either by pausing the video or DVD, by projecting the Web link, or by distributing copies of the map to students.

Once students either have copies of the map or can see the map, the teacher should distribute the question sheet. (Please note: two versions of the question sheet are posted. One with possible answers and one for student distribution.) Have students answer the questions based on the information on the map, as well as information from the book, series, or student textbook.

QUESTION SHEET FOR THE UNION'S "GRAND STRATEGY"

(with possible answers)

1. Which states made up the Confederacy at the time the strategy was devised?

(Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas, and Tennessee)

2. What significance did the Union navy play in this strategy?

(Since the Confederacy had little industry, it was required to import most of what war materiel it needed. The Union navy provided a blockade that made it difficult for the Confederates to get the goods they needed from foreign nations. In addition, the navy could pressure the southern coast and force the Confederacy to place men and supplies along the coast that might be more effectively used against the Union in other areas.)

3. Explain the significance of the Union campaign in the western part of the Confederacy.

(The significance might be described in several ways. First, the Union wanted to gain control of the Mississippi River, and thereby split the Confederacy. Second, to gain control of the Mississippi would be a good way to stop goods from being shipped to the Confederacy, and a good way to get Union supplies and men to the fighting more in the interior areas. Third, if the Union captured New Orleans, it would control one of the largest cities in the Confederacy.)

4. Why would the Union exert pressure into Tennessee?

(By exerting pressure on Tennessee, the Union might be able to strike at the heartland of the Confederacy, as well as control two major rivers, the Tennessee and Cumberland. In addition, if the Union controlled this area, that might protect border states —Kentucky, Missouri, Ohio, and West Virginia— from attack by Confederate forces. In addition, Nashville and Memphis would be two large cities whose loss, if captured by the Union, would further cripple the Confederacy.)

5. What appeared to be the main focus of the Union strategy in the East?

(The Union strategy in the East revolved around the capture of the city of Richmond. Not only would this disrupt the Confederate government, it would be a major psychological victory for the Union.)

6. The Union strategy is often called the "Anaconda" strategy. Why would this strategy have that nickname?

(Answers will vary. However, if the student knows an Anaconda is a large snake that kills its prey by wrapping itself around its victim and squeezing, the student might be able to deduce that the Union strategy was designed to accomplish the same... by applying pressure along various frontlines, the Union could force the Confederacy into submission.)

THE CIVIL WAR CLASSROOM MATERIALS

THE UNION'S "GRAND STRATEGY"

7. Even with this strategy, it took the Union four years to actually subdue the Confederacy. In your view, why do you think this was so? (Hint: this strategy was developed by General George B. McClellan.)

(McClellan was a master tactician and strategist, but he had a difficult time actually implementing strategies. He was painfully slow in advancing. Students may take that into account when answering this question. In addition, they may also note that Confederate generals, especially in the early days of the war, were more effective in battle. Finally, they may note that while the western strategy was very effective and New Orleans was captured early in the war, the war in the east tended to bog down, and McClellan spent a great deal of time protecting Washington, D.C., from Confederate attack.)

8. If you were a Union general, what changes or additions would you make in this strategy? Explain your choices.

(Most students might look at the Union's lack of pressure on some major cities or areas. For example, in the map, there is no mention of an attack on Atlanta or Charleston, two of the Confederacy's most major cities. In addition, while the Mississippi was a major target, there is no major action contemplated west of the Mississippi, in states such as Arkansas and Texas. Nor was any action, other than the blockade and the capture of New Orleans, targeted along the Atlantic or Gulf Coast.)

9. Presume you're a Confederate General, asked by President Jefferson Davis to develop a Southern strategy to combat McClellan's. What advice could you give the Confederate leadership in developing a battle strategy of its own?

(Answers vary. Some students may note that one way to eliminate pressure in various parts of the Confederacy would be to put pressure on Washington, D.C. Others may note that as long as the Confederacy maintained a defensive strategy (kept an army in the field), they could maintain resistance to the Union and possibly get foreign recognition. Still other students may note that Lee invaded the North twice (Antietam and Gettysburg), and while both are considered defeats for his forces, they may note that "the best defense is a good offense".)

10. Based on what you've researched and know about the Civil War, which particular aspect of the Union strategy do you feel was the most effective in ending the war? Explain your answer.

(Answers vary. Depending on the level of research into the war students may have completed, some may say the blockade was most important because of the lack of southern industry. Since a great deal of what the South needed had to be imported, the blockade significantly limited the South's ability to make war.

Other students may look at the Eastern strategy, noting the small number of miles separating Washington, D.C. from Richmond. It would be imperative for both sides to keep their capitals free from harassment and possible capture, so that part of the strategy may have been significant.

Others may look at the Western strategy because that's where Union forces were most effective in the early days of the war, and where Union generals such as US Grant became commonly known.)

This lesson was written by Michael Hutchison.

THE CIVIL WAR CLASSROOM MATERIALS
THE UNION'S "GRAND STRATEGY"

QUESTION SHEET FOR THE UNION'S "GRAND STRATEGY"

1. Which states made up the Confederacy at the time the strategy was devised?
2. What significance did the Union navy play in this strategy?
3. Explain the significance of the Union campaign in the western part of the Confederacy.
4. Why would the Union exert pressure into Tennessee?
5. What appeared to be the main focus of the Union strategy in the East?
6. The Union strategy is often called the "Anaconda" strategy. Why would this strategy have that nickname?
7. Even with this strategy, it took the Union four years to actually subdue the Confederacy. In your view, why do you think this was so? (Hint: this strategy was developed by General George B. McClellan.)
8. If you were a Union general, what changes or additions would you make in this strategy? Explain your choices.
9. Presume you're a Confederate General, asked by President Jefferson Davis to develop a Southern strategy to combat McClellan's. What advice could you give the Confederate leadership in developing a battle strategy of its own?
10. Based on what you've researched and know about the Civil War, which particular aspect of the Union strategy do you feel was the most effective in ending the war? Explain your answer.



THE CIVIL WAR

A FILM BY KEN BURNS

LESSON

Grade Level: 7-12

Subject: History and
Geography

Estimated Time of
Required:
2 (50-60 minute) class
periods

THE CIVIL WAR CLASSROOM MATERIALS

THE BATTLE OF ANTIETAM

INTRODUCTION

In the bloodiest war in American history, the battle of Antietam stands out as the bloodiest single day. At the end of the battle, 2,108 Union soldiers were confirmed dead, and another 10,293 were missing. By comparison, on the bloodiest single day of World War II, D-Day, the US forces lost only half as many men. (In total, Union and Confederate losses were over nine times the number lost on June 6, 1944.)

Though Confederate losses were slightly less; only 10,318 men, Commanding General Robert E. Lee lost a quarter of his army. More importantly, Lee was repelled in an attempt to invade the North, and hopefully gain recognition of the Confederate government by European powers.

When the battle was finished, nearly twice as many men had died in one single day at Sharpsburg as had fallen in the War of 1812, the Mexican War, and the Spanish-American War combined.

In this activity, students will analyze primary historic sources relating to the battle as well as maps of the battle. They will make conclusions about the impact of the battle on the North and South, as well as investigate why the battle allowed President Lincoln to announce and sign the Emancipation Proclamation.

RELEVANT STANDARDS

This lesson addresses national content standards established by the Mid-Continent Research for Education and Learning (McREL) (<http://www.mcrel.org/standards-benchmarks/>).

History

- Understands the technological, social, and strategic aspects of the Civil War (e.g., the impact of innovations in military technology; turning points of the war; leaders of the Confederacy and Union; conditions, characteristics, and armies of the Confederacy and Union; major areas of Civil War combat)
- Understands the provisions and significance of the Emancipation Proclamation (e.g., reasons Abraham Lincoln issued it, public reactions to it in the North and the South)
- Understands the impact of the Civil War on social and gender issues (e.g., the roles of women on the home front and on the battlefield; the human and material costs of the war; the degree to which the war united the nation; how it changed the lives of women, men, and children)
- Understands the influence of Abraham Lincoln's ideas on the Civil War (e.g., the Gettysburg Address, how the Emancipation Proclamation transformed the goals of the Civil War)

by Michael Hutchison

THE CIVIL WAR CLASSROOM MATERIALS

THE BATTLE OF ANTIETAM

Geography

- Knows major physical and human features of places as they are represented on maps and globes (e.g., shopping areas, fast food restaurants, fire stations, largest cities, rivers, lakes, wetlands, recreation areas, historic sites, land forms, locations of places discussed in history, language arts, science, and other school subjects)
- Knows the geographic factors that have influenced people and events in the past (e.g., the effects of the site of a Civil War battle on the course of the conflict.)

RESOURCES USED IN THE LESSON

Episode 3 of *The Civil War* series, highly recommended but not required.

National Park Service Antietam National Battlefield web page (<http://www.nps.gov/anti/>).

SPECIFIC LINKS FOR THE LESSON

National Park Service (NPS) Antietam Battlefield Historic site page (<http://www.nps.gov/anti/>)
(This is the home page for the NPS resources)

NPS Battle of Antietam (<http://www.nps.gov/anti/battle.htm>)
(This page highlights the battle, as well as provides links for many resources relating to the battle, including those listed below.)

Morning Phase Map (http://www.nps.gov/anti/map_top.htm)
(This map highlights the battle as it raged across the Miller Cornfield.

Confederate Battle Eyewitness (Morning: Miller Cornfield) (Private Isaac G. Bradwell, 31st Georgia Infantry) (<http://www.nps.gov/anti/eyewit-1.htm>)

Union Battle Eyewitness (Morning: Miller Cornfield) (Major Rufus R. Dawes, 6th Wisconsin Volunteers) (<http://www.nps.gov/anti/eyewit-2.htm>)

Mid-Day Phase Map (http://www.nps.gov/anti/map_mid.htm)
(This map highlights the battle as it occurred along what became known as "Bloody Lane".)

Confederate (Mid-Day: Bloody Lane) Eyewitness (Colonel John B. Gordon, 6th Alabama Infantry) (<http://www.nps.gov/anti/eyewit-3.htm>)

Union (Mid-Day: Bloody Lane) Eyewitness (Sergeant Thomas F. Galwey, 8th Ohio Infantry) (<http://www.nps.gov/anti/eyewit-4.htm>)

Afternoon Phase Map (http://www.nps.gov/anti/map_bot.htm),
which highlights the battle as it raged at the Burnside Bridge

Confederate (Afternoon: Burnside Bridge) Eyewitness (Lieutenant Theodore T. Fogle, 2nd Georgia Infantry) (<http://www.nps.gov/anti/eyewit-5.htm>)

Union (Afternoon: Burnside Bridge) Eyewitness (Lieutenant John W. Hudson, 35th Massachusetts Infantry) (<http://www.nps.gov/anti/eyewit-6.htm>)

NPS Emancipation Proclamation Page: (<http://www.nps.gov/anti/emancip.htm>)
supplementary links that may be used

NPS "Why Lee Invaded Maryland" Page: (http://www.nps.gov/anti/why_inv.htm)

NPS Antietam Time Line (http://www.nps.gov/anti/time_line.htm)

NPS "Eyewitness to Battle" pages
(<http://www.nps.gov/anti/eyewitness.htm>, <http://www.nps.gov/anti/eyewitness2.htm>)

THE CIVIL WAR CLASSROOM MATERIALS

THE BATTLE OF ANTIETAM

NPS “Generals Who Died” (at Antietam) page (http://www.nps.gov/anti/6_gener.htm)

“Official Records & Battle Description” (Shotgun’s Home of the American Civil War page) (<http://www.civilwarhome.com/antietam.htm>)

Various “Antietam Archives” information (<http://www.antietam.com/antietam/>)

The Battle of Antietam on the Web (<http://www2.ari.net/brdowney/>)

“Eyewitness History Page” (<http://www.ibiscom.com/antiet.htm>)

Reproduction of The New York Times coverage of the battle (<http://www.stcloudstate.edu/~brixr01/NYTSept181862.html>)

American Memory photographs of Antietam (<http://memory.loc.gov/cgi-bin/query/v?ammem/cwar:0126-0156:T8>)

National Archives and Record Administration (NARA) page on the Emancipation Proclamation, including an essay on the signing by noted historian John Hope Franklin (http://www.archives.gov/publications/prologue/summer_1993_emancipation_proclamation.html)

New York State Library “Virtual Visit” page on the Emancipation Proclamation (<http://www.nysl.nysed.gov/library/features/ep/index.html>)

LESSON STRATEGY

Before beginning the lesson, the teacher may wish to introduce it by having students view the battle segments in The Civil War series (Episode 3, Chapter 8). This may also be supplemented with excerpts from the accompanying book to the series. In addition, other books regarding the battle or the war might be incorporated, such as “Battle Cry of Freedom”, by James McPherson.

After the teacher has reviewed basic point regarding strategy of the Union and Confederacy, as well as a basic overview of the battle, the assignment is introduced.

The teacher should explain to the students that battlefield correspondents were important to this war as they were to any other war in which the American public had a desire (and a right) to know what the army was doing. Explain to the students that there were several correspondents working for newspapers on both sides, reporting information and making editorial judgments about each battle and troop movement.

In this lesson, students will role play battle correspondents, and will work in groups to develop newspaper “front pages” which highlight the battle, as well as including pictures of the battle scene, maps, and other pertinent information. In addition, students will highlight an editorial viewpoint on a major issue that was debated in September 1862, that is, whether President Lincoln should issue the Emancipation Proclamation.

Depending on the amount of technology available in the school, the teacher may elect to do the following:

- Have students develop “poster presentations” using poster board to simply paste stories on it.
- If the teacher has access to software such as Microsoft Publisher, they may elect to actually have the students create pages using Publisher that can be printed.
- If the teacher desires, using Publisher or similar software, they may wish to publish the front pages as web pages, and have them available online.

THE CIVIL WAR CLASSROOM MATERIALS

THE BATTLE OF ANTIETAM

In planning the lesson, the teacher might also consider dividing the class into groups, some representing “Northern newspapers”, and some representing the Southern point of view. In addition, the teacher may note that newspapers not only would want to present the news accurately, but they would probably be mindful of the feelings of their readership in regard to battles won or lost, soldiers injured or killed, etc.

(Note: One good resource for news stories about the war comes from the University of Virginia’s “Valley of the Shadows” web site. The newspaper archives can be found at <http://www.iath.virginia.edu/vshadow2/newspapers.html>, while the entire “Valley” site is located at <http://www.iath.virginia.edu/vshadow2/>. In addition, archival stories from the New York Times are available at <http://www.nyt.ulib.org/>.)

LESSON METHODOLOGY

The teacher divides the class up into groups according to whatever conditions desired (class size, grade level, etc.) The teacher may also wish at this point to assign roles (which groups will be Northern or Southern), or allow the class to select this on their own.

The teacher may either elect to read the following page, or photocopy and distribute the following statement to the students

From that point, allow the students to research the information, pictures, and maps to do the layout. While there is substantial information available on the Internet about this event, remind the students that they are the reporters, photographers, and editors, and the stories are to be written in their own words and they should remember to check their sources.

The teacher should determine how best to allow time for research for the activity, based on the availability of online resources, and the amount of time desired for the lesson.

THE CIVIL WAR CLASSROOM MATERIALS

THE BATTLE OF ANTIETAM

ASSIGNMENT

You, and the students in your group, are a newspaper staff working in September 1862.

Your job is to report the Battle of Antietam as completely as possible. Field reports (using online resources) are available, as are photographs of the battle scene. It's your job to determine how to best cover the story, write it, and then to create a front page for your "newspaper", highlighting the following:

- An account of the battle, along with battle statistics (number dead, areas captured by which side, and other information).
- Eyewitness statements (quotes) of those directly involved in the battle.
- Maps of the various phases of the battle.
- Photographs of the battle scene or of the aftermath of the battle.
- An editorial position regarding one of the major issues of the period, that is, whether President Lincoln should (or should not) emancipate the slaves. (Recall that this obviously would not be popular in the South, but was also opposed in the North by many.)

As a group, you should go about this task in the following manner:

- Assign members of your group to do the appropriate "reporting" (research on the web), and write the stories.
- Assign members to investigate and write an editorial (stating what you believe the opinion of your newspaper and area of the country would be) regarding the emancipation issue. Remember, you are trying to convince others that your view is right.
- Assign members of your group to find pictures that effectively highlight the story as well as maps that will let your readers know what happened in this battle.
- Assign members (or the whole group) to edit copy (the stories your reporters do), write headlines, and "layout" the information into an "as easy to read" format as possible. Your teacher will explain more about how that will be done.
- Remember, all work your group does should be readable, but it should also be in your own words. If you use a source, be sure to "quote" that source when you write the story.

Finally, some simple journalism rules:

Remember good newspaper stories contain a strong lead, that is a opening sentence which contains enough information and is interesting enough to "hook" the reader into reading the rest of the story.

Also, good newspaper stories answer the following questions:

- Who (the people or groups involved in the incident)
- What (what happened)
- When (at what time/date did the event occur?)
- Where (geographically, what is the location of this event?)
- Why (for what reasons did the event occur?)
- How (in this instance, how did this incident occur... how was the battle fought, what types of strategies were used, etc.)

Finally, an editorial is an opinion story. The writer is trying to persuade his audience. A news story is factual, although during wartime, stories may be altered because of censorship, or because the news source wants to save the feelings of civilians at home. Editorials are usually not the opinion of one individual, but the stand of the publication on a particular issue.



THE CIVIL WAR

A FILM BY KEN BURNS

LESSON

Grade Level: 7-12

Subject: History

Estimated Time of
Required:

1 class period for each of
the document analysis
activities outlined below
(photographs of Antietam;
Emancipation Proclamation).
8 class periods for all
activities, including Civil
War newspapers.

THE CIVIL WAR CLASSROOM MATERIALS

CONFLICTING NEWSPAPER ACCOUNTS

OVERVIEW

In this lesson students write Civil War newspapers about the Battle of Antietam from the opposing perspectives of North and South. They begin by analyzing a series of photographs of the battlefield. After writing their newspapers, which encompass many topics about the military, political and economic aspects of the war, students analyze the consequences of the Battle of Antietam. The lesson ends with a set of documents about the Emancipation Proclamation, which Lincoln issued shortly after visiting the battlesite. The newspaper format outlined in the lesson can be adapted to focus on other Civil War events (see Extensions).

OBJECTIVES

- *To learn about the significance of a major Civil War battle.*
- *To understand the importance of point of view; “facts” can be interpreted differently by opposing sides.*
- *To understand the relationship of the Battle of Antietam to the changing goals of the war: Issuance of the Emancipation Proclamation.*
- *To learn to analyze primary documents*
- *To learn to write news articles and work in cooperative learning teams*

MATERIALS

- *The web addresses listed within the body of the lesson.*
- *Printers and copy machines for duplicating on-line resources and student newspapers*
- *A computer program that generates self published newspaper formats (optional)*
- *Episode 3 of THE CIVIL WAR series, highly recommended but not required.*

RELEVANT STANDARDS

This lesson correlates to the National Standards for History, National Center for History in the Schools located online at <http://www.sscnet.ucla.edu/nchs/standards/>

Era 5, Standard 2

- *The student understands how the resources of the Union and Confederacy affected the course of the war.*
- *Identify the turning points of the war and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict.*
- *Evaluate provisions of the Emancipation Proclamation, Lincoln's reasons for issuing it, and its significance.*

This lesson correlates to standards for Language Arts of the Mid-Continent Research for Education and Learning at <http://www.mcrel.org/>

- *Uses content, style and structure appropriate for particular audiences*
- *Uses strategies to generate ideas for written work*
- *Uses strategies to edit and publish written work*

THE CIVIL WAR CLASSROOM MATERIALS

CONFLICTING NEWSPAPER ACCOUNTS

PROCEDURE

Activity I: Photographs of the Battle of Antietam

Divide the class into small groups so that each group can study one of the photographs listed below. Tell students that all of the photographs, taken by Alexander Gardner, concern the battle of Antietam (also known as Sharpsburg) fought on September 17th, 1862. Distribute to each group a print of the photo, and only later in the activity the bibliographical information which can be downloaded by clicking on a box above the photo.

Each group of students should then fill in a Photo Analysis Worksheet available from the National Archives for the photo they have been assigned to and/or a similar form available at American Memory.

Photo Analysis Forms:

http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/photo.html

<http://memory.loc.gov/ammem/ndlpedu/lessons/98/brady/photo.html>

The photographs to use are the following sampling, available at the Library of Congress, American Memory (<http://memory.loc.gov>). Copy and paste the following phrases into the collections search box (<http://memory.loc.gov/ammem/mdbquery.html>)

1. Confederate dead by a fence on the Hagerstown Road
2. Another View of Antietam Bridge
3. Bodies of Confederate dead gathered for burial
4. Antietam on the day of the battle
5. Keedysville, Md. Smith's barn used as a hospital after the battle of Antietam.
6. President Lincoln and Gen. George McClellan in the general's tent.
7. Antietam, principal street
8. Confederate dead at Smith's barn with Dr. Heady and Indiana Volunteers in attendance.
9. A blacksmith shoeing horses
10. President Lincoln, Gen. George McClellan and a group of officers.

For more photographs like these put in "Antietam" and "Gardner" as keywords.

When all students have finished filling in their photo analysis sheets distribute the bibliographic information and ask students to add anything else they have learned from them to their worksheets. Then pose the following questions in class discussion. Ask each group to show their photo to the rest of the class as discussion ensues.

- When were these photographs taken: before, after or during the battle? What is your evidence?
- What were the limitations placed on photographers given the state of photographic technology during the 1860's? Why would this make action photography very rare? For information go to <http://memory.loc.gov/ammem/cwphhtml/cwtake.html>
- Were these photos taken by the Union side or the Confederates? What is your evidence?
- Did the battle of Antietam, Maryland take place on Union or Confederate territory? How far is it from Washington, D.C.? (Ask students to look at maps in their texts for this purpose.) Why do they think Lincoln visited Antietam? Did he do so before or after the battle? As president, what was his role in conducting the war? What might he be discussing with McClellan?
- If you wish to further speculate with students about the battle you can down load a variety of maps about the battle from the Civil War map collection at American Memory <http://memory.loc.gov/ammem/gmdhtml/cwmhtml/cwmhome.html>

THE CIVIL WAR CLASSROOM MATERIALS

CONFLICTING NEWSPAPER ACCOUNTS

- What may have been important about this battle, based on what we can gather from the photographs? What did the “battlefield” consist of?
 - Imagine you are standing within the frame of one of these photos in 1862. What would you be feeling or thinking?
 - If you were living elsewhere in 1862, how would you have learned about this battle? Not only was there no TV or radio, but photographs such as these could not be mass produced for newspapers (although lithographs could be).
 - If you were living in 1862, what would you want to know about the events, leaders, fighting men, aftermath and consequences of this battle?
 - Would Northerners tell the same story about the battle as Southerners? How might their accounts differ? Why?
 - Now ask the class to decide in which order they think the photographs may have been taken. Post them on a bulletin board in that order. Leave these up for the duration of the lesson.
-

Activity 2: What Was at Stake at Antietam?

Show the introduction to Episode 3 of *The Civil War*, which lasts approximately 7 minutes, or cover similar material by having students read their texts. After viewing the video segment elicit information from students under the following headings written on the blackboard:

- *General Lee vs General McClellan*
- *Union vs Confederate progress up until September, 1862.*

Then ask:

- *Why was Lee invading the North, and especially a border state at this time? What were his goals?*
- *Why was it especially critical for the Union to have a victory at this time?*

Make certain that students understand these two points:

- *England was on the verge of recognizing the Confederacy as a separate nation. Thus far the South had successfully defended itself.*
- *Lincoln, who was moving closer towards declaring the Emancipation of the slaves in the Confederacy, needed a clear victory before he could do so. Europe would have a harder time supporting a Confederacy under siege if the mission of the Civil War were to end slavery in the South (which up until this time had not been the case).*

Continue by showing a segment of “Saving the Union” beginning at approximately 27 minutes and stopping into “Antietam” just before the battle is described at approximately 42 minutes. Focus on the following statement by Lincoln, quoted in the video segment. It was written to Horace Greeley on August 22, 1862 less than a month before the battle of Antietam.

“My paramount object in this struggle is to save the Union, and is not either to save or destroy slavery. If I could save the Union without freeing any slave, I would do it; and if I could save it by freeing all the slaves, I would do it; and if I could do it by freeing some and leaving others alone, I would also do that.”

Take each of the three possibilities Lincoln offers and discuss them separately with the class. What might be the consequences of each option? Why are the border states (Delaware, Maryland, Kentucky and Missouri) of critical importance to the survival of the Union? Ask students if they know which option Lincoln finally chose. Ask them if they agree with his priorities, and if so why or why not.

THE CIVIL WAR CLASSROOM MATERIALS

CONFLICTING NEWSPAPER ACCOUNTS

Activity 3: Multiple Perspectives of the Battle of Antietam

Tell the class that they are now going to learn about the Battle of Antietam itself. As they do so they will become reporters for either a Southern or Northern newspaper. Remind students that no one knew at this time who would win the Civil War.

Make it clear to students that as reporters they are role playing, and therefore they are not necessarily expressing their personal views.

Now continue to watch the video segment “Antietam” beginning with the Battle of Antietam itself approximately 34 minutes into the video, and ending when you reach “The Higher Ground.” Students should now recognize many of the scenes from the photos they analyzed. After the viewing ask students to look at the way they sequenced the Gardner photographs. Do they wish to rearrange them, and if so how?

Students should take notes as they watch from the perspective of their assigned viewpoint. Explain that in the 1860's newspaper reporters were unabashedly partisan. Therefore students should feel free to glorify their cause and slant the news.

After viewing the segment hold a discussion.

Ask members of each team to describe the “news” of what happened at Antietam. How would each side view the role of their generals? The fighting men? The causes for which they are fighting? The goals they accomplished or the ones frustrated by the opposition?

[If you do not have the video, ask students to read about Antietam in their texts, and with them walk slowly through the events.]

Activity 4: Newspaper Assignments

Divide the class into the number of newspaper teams you desire. For example in a class of 32 students you could have only one Northern and one Southern newspaper, with each student assigned to write one article from the list below. Or you could have 2 or 3 Northern and 2 or 3 Southern papers with each student assigned to write 2 or 3 articles from the same list. Newspapers can be generated using a computer program or typed and “cut and pasted” by hand, in which case final copies can be photocopied.

Newspaper teams should begin by deciding on the city from which they are publishing, a name and masthead. The newspaper should be issued on September 23, 1862 one week after the battle.

Interesting variations would be to have one Northern newspaper be published by free blacks and abolitionists, another published from the border state of Maryland itself where most residents sympathized with the Confederacy.

Working as cooperative teams, newspapers can assign tasks to group members such as:

- *Editor-in-chief*
- *Editors of various bureaus, (battlefront, politics, home front, etc)*
- *Copy editors*
- *Layout and visuals (students can incorporate pictures of Lincoln, the battle itself and so forth, downloaded from the web.*

Before students start to write, ask them to look at examples of 19th century journalism on line. The following sites are useful:

The Valley of the Shadow: The War Years. Go to “Newspapers”

<http://www.iath.virginia.edu/vshadow2/cwnewspapers.html>

THE CIVIL WAR CLASSROOM MATERIALS

CONFLICTING NEWSPAPER ACCOUNTS

(There are actual accounts of the Battle of Antietam in *The Valley Spirit*

Search “Nineteenth Century Periodicals”

(<http://memory.loc.gov/ammem/ndlpcoop/moahtml/ncphome.html>) at American Memory

Run a search for “Frank Leslie’s Illustrated Newspaper” using Google or similar search engine.

“The Civil War: A Newspaper Perspective” at University of Virginia

<http://etext.lib.virginia.edu/civilwar.html>

Writing Assignments:

Battlefront

Events of the battle of Antietam, September 17, 1862

N: Lee forced to retreat after losing

1/3 of his men.

S: Lee attacks the North and inflicts worst casualties yet.

Robert E. Lee

N: Traitor to his country

S: Greatest military genius of the age.

George B. McClellan

N: Beloved by his men, organizational genius

S: Slow moving bungler

The War elsewhere

N: Union blockade of South takes its toll

Progress in the West

S: Brave blockade runners.

Counterattack in the West.

Politics

Lincoln Issues Preliminary Emancipation

Proclamation

on September 22 (see Activity 5)

N: A war to end slavery. Negroes ready to enlist.

S: Lincoln breeds insurrection among loyal slaves as a cynical war tactic.

Foreign Affairs

N: On strength of Antietam and Emancipation

Proclamation, England veering away from recognizing the Confederacy

S: England will never do without our cotton.

Abraham Lincoln, a biographical portrait and/or interview

N: Savior of the Union

S: Aggressor in an unnecessary war.

Jefferson Davis, a biographical portrait and/or interview

N: Ineffective leader of a weak government

S: Brave leader of a new democracy

Homefront

Casualty lists and portraits of fallen heroes

(These can be fictional on both sides)

Homefront and Our Women

Work in hospitals, field and factories, charities, relief societies on both sides.

War Industries

N: Industrial strength of our factories and railroads will help us win the war.

S: Effect of blockade, inflation taking its toll.

African Americans in the war

N: Southern slaves desert plantations. Interview with Frederick Douglass. Struggle to win right to fight for the Union bearing fruit.

S: Slaves work in factories to aid the war effort.

Entertainment and Advertisements

Reviews of books, latest songs, fundraising events, concerts on both sides.

Serialized story in the sentimental style of the day for both sides

Advertisements such as fashion, new inventions, medical cures, etc.

Editorials

Significance of the battle

N: England backs down from recognizing the Confederacy Emancipation Proclamation soon to be issued. Lee's army nearly destroyed

S: Lee inflicts heavy casualties in a daring attack on North; he will return. Another show of Northern ineptitude and lack of will.

Why we must keep fighting

N: The Union and democracy must be saved

S: The right to form our own government

THE CIVIL WAR CLASSROOM MATERIALS

CONFLICTING NEWSPAPER ACCOUNTS

For student research into some of these topics suggest they use the following collections of American Memory (<http://memory.loc.gov/ammem/>):

- *Frederick Douglass Papers*
- *Abraham Lincoln Papers*
- *Nineteenth Century Periodicals*
- *Slave narratives*
- *Civil War Images*
- *Civil War Maps*
- *Civil War Brady Studios*
- *Sunday School Books*
- *Advertising*
- *Sheet Music (1850-1920)*
- *Abraham Lincoln, the Civil War and Sheet Music*

For suggestions about how to write news articles go to “How to Write a News article” at “The Brady Bunch” (<http://memory.loc.gov/ammem/ndlpedu/lessons/98/brady/home.html>) site of American Memory. Note however, that the 19th century did not adhere to our standards of objectivity. Quite the contrary, florid rhetoric and overt partisanship were the norms. (See the opening page of the Civil War newspaper section of *In the Valley of the Shadow*) However students should be careful not to alter the facts, only the light in which they present them. For example, the North suffered greater casualties than the South at Antietam. But Lee lost one quarter of his army, percentage wise a much greater loss than the North suffered. How the facts are presented alters our perceptions of events.

Activity 5: The Significance of Antietam in Relation to the Emancipation Proclamation

Once the newspapers are completed generate copies of them for each class member. Assign the class to read all newspapers for class discussion and then ask the following questions:

- *Do you think the ultimate significance of the Battle of Antietam was or could be understood in 1862?*
- *How might the course of history have changed had Lee successfully invaded the North at Antietam?*
- *What might have happened had McClellan successfully pursued Lee's army after the battle?*
- *What might it have been like to have lived through these times had you been a soldier, woman, slave or freed person?*
- *What effect might the battle have had on the issuance of the Emancipation Proclamation?*

To answer this final question you will need to access the following documents from the Abraham Lincoln papers at American Memory (<http://memory.loc.gov/ammem/alhtml/malhome.html>):

“Lincoln's July 12, 1862 Address to Border State Representatives Draft”

“July 22, 1862 Preliminary Draft of the Emancipation Proclamation.”

“September 22, 1862 Preliminary Emancipation Proclamation”

“January 1, 1863 Final Emancipation Proclamation-Final Draft”

Divide the class into four groups and give to each group one of the documents listed below.

Ask each group to fill in a Document Analysis Worksheet available from the National Archives Digital Classroom at:

http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html

THE CIVIL WAR CLASSROOM MATERIALS

CONFLICTING NEWSPAPER ACCOUNTS

In addition have them answer the following questions:

- *Who issued the document, on what date, to what audience?*
- *What are the suggested means of forwarding emancipation in the document?*
(e.g. Federal compensation, military action)
- *What branch of government provides the means of emancipation in each document*
(e.g. Congress, President...)?

In class discussion ask each group to report to the entire group. Start with the group that has the earliest proposal, working chronologically up towards the group with the January 1, 1863 document. Ask students to note the dates of these documents in relationship to the Battle of Antietam on September 17th, 1862. As students report, list the information they provide on the blackboard. After each group has reported to the class, lead a discussion about all documents based on the following questions:

- *How have Lincoln's proposals changed over time?*
- *Why do you think they changed?*
- *Under what powers granted to him by the Constitution did Lincoln issue the final Emancipation Proclamation?*
- *Why does Lincoln view the border states as critical to the war effort?*
- *Why do you think Lincoln does not free the slaves in the Union?*
- *Returning to Lincoln's words quoted in Activity 2, what choice of the three options did he finally make?*
- *How may the Battle of Antietam influenced the final evolution of the Emancipation Proclamation?*

[Note: Advanced students can access from the Lincoln papers collection a wealth of correspondence to and from Lincoln on these and other proposals concerning emancipation for further research papers or projects.]

To help answer the final question, continue to show the video through "The Higher Ground" to the end of the program.

ASSESSMENT

- *Students can be assessed for their participation in class discussion.*
- *Students can be assessed for the individual pieces of writing they contributed to their newspaper based on their research and writing skills.*
- *To insure that all students know all the material covered in the newspapers, ask students to study both versions for a test of the information contained in them.*

EXTENSIONS

Use the "multiple perspectives of one event" newspaper assignment to highlight a different set of events during the Civil War. Newspapers could be created highlighting other significant battles such as Vicksburg or Gettysburg, following almost an identical format.

A slightly different version of this idea could be adapted for a newspaper about Appomattox and the end of the Civil War. For documents with which to begin such a lesson go to the National Archives at <http://www.nara.gov:80/cgi-bin/starfinder/7991/standard.txt>, search under Robert E. Lee for "Articles of Agreement in Regard to the Surrender of the Army of Northern Virginia under Robert E. Lee" and Lee's Amnesty Oath, among other documents.

Assigned articles could focus on Grant and Lee, Davis and Lincoln, the economic toll of the war on North and South, prospects for recovery, proposed reconstruction plans and varying views of them, Johnny Reb and Billy Yank return home, Freedmen North and South, and so forth.



THE CIVIL WAR

A FILM BY KEN BURNS

LESSON

Grade Level: 7-12

Subject: History and English

Estimated Time of
Required:

To complete all activities
would take 8 class periods,
but teachers can choose to
implement some but not all
activities in the lesson.

THE CIVIL WAR CLASSROOM MATERIALS

CIVIL WAR LETTERS

OVERVIEW

The lesson begins with an analysis of what historians can learn from ordinary Americans whose Civil War letters were preserved. It begins with the moving and memorable “Sullivan Ballou” letter (since made famous by *The Civil War* series), and then asks students to analyze a variety of primary source letters online.

Next, students are put into pairs of letter-writing correspondents living in 1863. Partners represent a variety of American voices, North and South, and the lesson emphasizes the important roles women played during the war. As the memorable events of 1863 unfold — the Emancipation Proclamation, Gettysburg, Vicksburg, Chattanooga, the New York City draft riots — students respond to events and recount how their lives were affected. Suggestions are made at the end of the lesson for implementing the letter writing paradigm using a different sequence of Civil War events.

OBJECTIVES

- *To learn about events that were critical to the outcome of the Civil War and its meaning in American history.*
- *To learn about the roles ordinary citizens played in making history, both men and women.*
- *To learn to analyze what historians can learn from primary source material generated by average citizens.*
- *To learn as writers how to incorporate factual material into fictional accounts.*

MATERIALS

The web addresses listed within the body of the lesson.

Materials for writing old-fashioned letters (paper, ink pens, etc).

Episodes 1 and 5 of *The Civil War*, highly recommended but not required.

RELEVANT STANDARDS

This lesson correlates to the standards of the National Center for History in the Schools (<http://www.sscnet.ucla.edu/nchs/standards/>).

Era 5, Standard 2

- *Identify the turning points of the war.*
- *Evaluate provisions of the Emancipation Proclamation.*
- *Analyze the purpose, meaning, and significance of the Gettysburg Address.*
- *Compare the motives for fighting and the daily life experiences of Confederate with those of white and African American Union soldiers.*
- *Analyze the reason for the northern draft riots.*

This lesson correlates to standards for the Language Arts of the Mid-Continent Research for Education and Learning (<http://www.mcrel.org/>).

- *Writes fictional and observational narrative... Provides a specific setting for scenes and incidents; provides supporting descriptive detail; uses literary devices to enhance style and tone.*
- *Uses a variety of print and electronic sources to gather information, including primary source material.*

THE CIVIL WAR CLASSROOM MATERIALS

CIVIL WAR LETTERS

PROCEDURE

Activity 1: Off to War

Ask students when they last wrote a hand written letter. What prompted them to write their letters? Now ask them when they last sent an email, and what occasioned their writing it. Did any of these communications contain important news? If students had something highly important to convey, what means of communication would they use? Why?

Now ask students how important they think letter writing may have been in 19th century America. With telegraphs, but no telephones, and relatively slow means of transportation, people were often separated from one another without any other way to communicate except by letter.

Ask students to imagine they are living during the Civil War. They themselves, or one of their family members, has just enlisted and gone off to fight. How important would it be to receive a letter in this situation? What would those left at home hope to hear about? What would those gone off to fight yearn to know?

Now show a segment from the first video of the PBS series *The Civil War*. Begin with “Traitors and Patriots” at 53:18 and stop at the end of “Gun Men” at 113:05. This portion of the video describes the signing on of volunteers for the Union and Confederate armies during the opening months of the war. Ask students as they watch it to pay special attention to any quotations from letter (or diary) writers.

After viewing the segment hold a discussion of the following:

- *Did the men who signed on envision a long or short war?*
- *What important choices did men have to make in these early days of the war? Why do you think men from each side enlisted? (If you have not covered events leading up to the Civil War, you can show the first 50 minutes of the video.) For example why might Sam Watkins from Tennessee (who owned no slaves) have enlisted to fight for the Confederacy?*
- *Why did Lee reject the offer to be general of the Union forces, and instead choose the Confederacy? What did this decision portend for the future of the Civil War?*
- *Were African Americans at first allowed to fight? What happened to fugitive slaves who fled to the North?*
- *The program describes what Grant, Lee, Sherman (and other soon-to-be important players in the Civil War) did in these early days. But the program also quotes men like Elisha Hunt Rhodes from Rhode Island, and Sam Watkins from Tennessee, men whose names were never destined to be remembered in textbooks. What of importance can we learn about the war based on what these men may have written?*
- *If you were a man living during 1861, would you have enlisted? If you were a woman, would you have wanted your brothers, husbands and fathers to sign up?*

Activity 2: Reading Letters from the Civil War

Now show the very last segment of the video, “Honorable Manhood” from 132:05 to 132:23. This is a beautiful reading of the “Sullivan Ballou” letter, since made famous by the program itself. The letter is also worth downloading and distributing to students for discussion.

*Sullivan Ballou Letter (<http://usinfo.state.gov/usa/infousa/facts/democrac/23.htm>)

- *At first just ask students how this letter made them feel. Then proceed with the following questions:*
- *Why do you think Sullivan Ballou wrote this letter?*

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- *If you were Sullivan's wife or children, would you plead with him not to enlist in the Union army? Why or why not?*
- *In how many ways does Sullivan comfort his wife by what he writes to her?*
- *Does he have regrets for himself, or only for his wife and children?*
- *Sullivan writes that he is "communing with God, my country, and thee." What is his relationship to the claims that each of these make upon his life?*
- *Images of "wind" and "breath" appear and reappear in the letter. How are these images related at different times to "God, my country, and thee"?*
- *Sullivan says that he is perfectly willing to die to pay the debt owed to those who fell in the American Revolution. What debt, if any, do students feel we owe to Sullivan Ballou and other men like him?*

*Further information about the Sullivan Ballou letter:

Sullivan Ballou grew up in Rhode Island. His own father died when Sullivan was 14; thus he understood in a most poignant way what it would mean for his own sons to lose their father. While growing up Sullivan had to work at various times to support his family, but he fought hard to acquire an education. After attending public schools, he went to Phillips Academy in Andover, Massachusetts and attended Brown University for two years. He was admitted to the Rhode Island Bar in 1853. A passionate Republican, and ardent supporter of Lincoln, Sullivan naturally gravitated to politics. (The second paragraph of the letter in many ways foreshadows the Gettysburg Address.) He was elected as clerk of the Rhode Island House of Representatives. By 1857 he was so well respected that he was chosen Speaker of the House. While his further forays into politics were for the moment stymied, his law practice flourished. He married Sarah Hart Shumway in 1855. He died after his leg was amputated following the battle of Bull Run.

His wife never remarried. As Sullivan predicted, Sarah was able to successfully raise their two sons; one graduated from Brown University and became a lawyer like his father.

While Sullivan mailed other letters to his wife, this one was found in his trunk. It was probably intended for her eyes only upon his death, and may explain why he allowed himself to give into his forebodings. Another interesting fact about the letter is that it has never been found in Sullivan's own handwriting. Perhaps he dictated it in the hospital, or perhaps his wife would never part with the original copy. Sullivan Ballou has no surviving heirs.

(*This information is based on an article that appeared in the Brown Alumni Monthly, November 1990, written by Charlotte Bruce Harvey.)

Now divide the class into small groups such that each group is given one of the pairs of letters listed below. There are letters written by southerners and northerners, including letters from a free African American family (the Demus letters). While most of the authors are men, there is a letter by Mary Jane Demus, two letters by E. and Fannie Hunt, and another set by Mary Lincoln. (You may wish to ask students if it is likely that more men's letters than women's have been preserved from the Civil War period; if so why and to what effect.) Materials at the Websites give a varying amount of information about the letters and/or letter writers.

You can print out the letters or have students work directly on them from computers. First have each group fill out a Written Document Analysis Worksheet from the National Archives.

(http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html)

In addition give them the following Civil War Letter Analysis Worksheet. As they fill it in remind students that from one person's letter they may be able to make inferences about the recipient of the letter as well as its author.

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Civil War Letters Analysis Worksheet

1. What can we infer about the letter writer at the time the Civil War started, his or her home, family members, work, level of education? How do you know?
2. Can we tell which side the author of this letter supported, the Union or Confederacy? If so, how do we know? Give specifics.
3. What is happening during the Civil War at the time the letters were written? (Students can check their texts and/or internet sources)
4. If the author is a man, why do you think he has enlisted? Does he say anything about the views or attitudes he holds that have led him to make the commitment to fight, or can we infer them in any way?
5. If the author is a woman, does she say anything that enables us to know which side of the conflict she supports and why?
6. If either the author or recipient is a woman, what can we learn about the lives of women during the Civil War from the letters? How did women make sacrifices for or contributions to the war effort, even though they themselves could not fight or hold political power?
7. What personal concerns does the author express? Is the Civil War the only threat to his or her well being and happiness?
8. How important does it appear to be for the author to receive letters and/or to write letters at this time? Why?
9. By searching the Internet site where the letters appear, or any other sources, what can you discover about the letter writer?

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Activity 2: Reading Letters from the Civil War (cont.)

When teams have finished analyzing their letters, ask one member from each team to come before the class as the letter writer. (Draw on students with some dramatic flair to volunteer for this.) Each “author” should then describe him or herself, thereby sharing the contents of the letter(s).

As another activity you can ask students to compose a letter in answer to the last one in the set they read, responding as the addressee might have.

The following letters are from the Valley of the Shadow Web site:
(<http://www.iath.virginia.edu/vshadow2/>).

Franklin County, Pennsylvania: David Demus to Mary Jane Demus,
November 8, 1863 and February 23, 1864.

<http://etext.lib.virginia.edu/etcbin/civwarlett-browsemod?id=F3060>

<http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=F3009>

Franklin County, Pennsylvania: Letters of E. and Fannie Hunt, December 1, 1861

<http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=F0647>

<http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=F0648>

Franklin County, Pennsylvania Samuel M. Potter to Cynthia Potter,
December 10, 1862 and July 20, 1863.

<http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=F0013>

<http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=F0020>

Augusta County, Virginia: Brooks Family Letters, Andrew Brooks to Mary Susan Brooks,
January 23, 1861 and May 28, 1861

(<http://jefferson.village.virginia.edu/vshadow2/cwbrookslst.html>).

<http://etext.lib.virginia.edu/etcbin/toccer-new2?id=Bro1e28.sgm&images=images/mod-eng&data=/texts/english/modeng/parsed&tag=public&part=1&division=div1>

Augusta County, Virginia: Letters of the Cochran Family, John H. Cochran to his mother,
December 11, and December 21, 1860

<http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=A0572>

<http://etext.lib.virginia.edu/etcbin/civwarlett-browse?id=A0573>

The following letters written by Mary Todd Lincoln are in the Abraham Lincoln manuscript collection of American Memory (<http://memory.loc.gov/ammem/alhtml/malhome.html>).

Do a keyword search.

Letter, Mary Todd Lincoln to Abraham Lincoln November, 1862

(This letter also appears in “Words and Deeds” in the Manuscript Division where it is exhibited with background information)

Mary Todd Lincoln to Abraham Lincoln, November 3.

(“Contraband” refers to fugitive slaves. Congress had just forbidden their return to their masters.)

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Activity 3: Becoming Civil War Letter Writing Correspondents

Next, tell students that you are going to put them into pairs. Each pair will choose imaginary identities for themselves such that one writer is or pretends to be a girl, and the other writer is or pretends to be a boy. Assign each pair to write as either supporters of the Confederacy or the Union such that the class is about evenly divided. (During the Civil War no mail was sent across Confederate lines into Union states.) If your class has an odd number of students ask two to write as “twins” to a third student, or become a letter writer yourself.

- *After you have partnered students, tell them to look at the map of the U.S. in 1861, and then to decide the following about themselves:*
- *What are your imaginary names?*
- *How do you know one another, or how are you related? (e.g. mother/son, father/daughter, sister/brother, husband/wife, engaged couple, etc.)*
- *How old is each of you?*
- *Where does each of you live? What are your addresses (no zip codes needed back then!)*

(Note: Students should consider the various kinds of Americans living in the 1860's – they might be an immigrant, a freeborn African American, a slave, a Mexican American, an American whose ancestor fought in the American Revolution, and so forth.)

Pass out index cards and ask each pair to write on the top their real names and below to write down the answers to the above questions.

Once their identities have been approved by you, assign each student (in consultation with their partner) to write a biographical description of themselves, based on the following list:

- *Describe your home.*
- *Describe the most important members of your family in some detail.*
- *Describe your upbringing and the extent of your education.*
- *Describe your livelihood or how you were financially supported before the Civil War began.*
- *Describe your reasons for supporting the position of either the Union or the Confederacy.*
- *If you are a man, explain what compelled you to enlist to fight. If you are a woman, explain how you feel about your writing partner joining up to fight.*
- *Describe the most pressing concern in your life, your hopes and dreams, before the war broke out.*
- *Describe the ways in which you fear the war will change your life.*

Next, ask each student to get a photograph of their character. They can use a downloaded image from the web, or take a photo of themselves dressed in costume.

You can post their biographical descriptions and photographs under the index cards for all class members to read and see. They will generate great interest and excitement as the lesson proceeds!

Activity 4: Women and the Civil War

All the men in the primary source documents students read enlisted to fight in the Civil War, as do the men that students are role-playing. What were the choices open to women who wanted to contribute to the war effort, and therefore, how might the letter-writing roles play out for women? Ask students to brainstorm a potential list and write their ideas on the blackboard.

In order to understand gender roles in the 19th century, ask students to read the following essay about “The Cult of Domesticity and True Womanhood”

(<http://www.library.csi.cuny.edu/dept/history/lavender/386/truewoman.html>). It describes the 19th century ideal of white middle and upper class womanhood as having four characteristics: piety, purity, submissiveness and domesticity.

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Now ask the following questions:

- *How were women expected to behave at this time in history?*
- *What can you infer about the way men were expected to treat women?*
- *What were women not expected to do, and what were some of the negative consequences they faced if they broke with convention?*
- *To help in the war effort, what activities could be done in the home?*
- *What difficulties did women face if they ventured from their homes in order to work?*

Show the video segment “She Ranks Me” from Episode 5 of *The Civil War*, beginning at 53:31–56:34. Now introduce the following list of women who actually did contribute to the war effort in some unusual ways:

- Louis May Alcott – author and army nurse
- Clara Barton – founder of the American Red Cross
- Mary Ann Bickerdyke – hospital administrator
- Belle Boyd – spy
- Kady Brownell – “daughter” of a regiment
- Lydia Maria Child – abolitionist and author
- Dorothea Dix – Union superintendent of nurses
- Rose O’Neal Greenhow – spy
- Sarah Edmonds – fought disguised as a man
- Charlotte Forten – taught in the Freedman’s schools
- Angelina Grimke – antislavery activist
- Susie Taylor King – escaped slave, teacher and nurse
- Mary Livermore – hospital administrator
- Harriet Beecher Stowe – author and anti-slavery activist
- Sojourner Truth – abolitionist
- Harriet Tubman – abolitionist
- Loreta Velazquez – recruited her own battalion as a man

After students have done some preliminary research about these women, ask students in what ways these women had to break gender stereotypes in order to perform the roles they did in the Civil War.

Useful Websites about women in the Civil War:

Women’s Activities During the Civil War: A Select List of Photographs, Library of Congress (http://www.loc.gov/rr/print/107_civw.html)

Biography of Charlotte Forten (<http://www.pbs.org/onlyateacher/charlotte.html>), a free-born African American who went South during the war to educate freed slaves.

Rose O’Neal Greenhow Papers, Duke University (<http://scriptorium.lib.duke.edu/greenhow/>). Born in Maryland, O’Neal became a most effective spy for the Confederacy.

Biographies of Harriet Beecher Stowe and Lydia Maria Child (<http://www.pbs.org/wgbh/amex/lincolns/world/index.html>) (author and anti-slavery activist), and an essay about medical care during the Civil War.

Lydia Maria Child’s letters to the Governor of Virginia, 1860 in American Memory. ([http://memory.loc.gov/cgi-bin/query/r?ammem/murray:@field\(FLD001+07016677+\):@@@REF\\$](http://memory.loc.gov/cgi-bin/query/r?ammem/murray:@field(FLD001+07016677+):@@@REF$))

Hearts at Home: Southern Women in the Civil War Era, University of Virginia. (<http://www.lib.virginia.edu/speccol/exhibits/hearts/>)

Women Soldiers of the Civil War, National Archives (http://www.archives.gov/publications/prologue/spring_1993_women_in_the_civil_war_1.html)

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Activity 5: Letters Round 1

Now that students can envision the roles both women and men played in the war years, they are ready to write their letters. Letters will look authentic if they are hand written on white stationery. Each should be headed with a date and the place from which the letter is being written. They should be “mailed” in envelopes with the name and address of the fictitious person being written to. For samples of Civil War envelopes go to the collection of the New York Historical Society (<http://memory.loc.gov/ammem/ndlpcoop/nhihtml/cwnyhsarcpp.html#env>). Letters can be tea-stained to make them look old.

Below are three rounds of letter writing topics and activities. It speeds the process up if each partner writes their Round 1 letters simultaneously. The postman is the teacher who then distributes all letters at once. Next, both partners respond simultaneously in Round 2 to the letters received in Round 1 and so forth. Between rounds call up pairs to read aloud their letters, or put students in groups of four (a northern pair and a southern pair) to read each other's ongoing correspondence.)

Remind students to write about the events below in character (and not in essay style). For example, in reacting to the Emancipation Proclamation, how would the following have been affected differently: a slaveowner, a slave, a northern immigrant, a northern abolitionist. Also remind students to write about their ongoing personal lives – romances, finances, family stories and so forth.

In between some rounds suggestions are made for watching corresponding sections of The Civil War Part 5. (Alternatively students can follow events in their texts.)

Round 1 Topics: January 1, 1863.

- *Your wishes for the coming New Year.*
- *Your predictions about the prospects for ending the war.*
- *Your response to the Emancipation Proclamation (<http://www.nara.gov:80/cgi-bin/starfinder/7594/images.txt>) and the enlistment of freed slaves and free Negroes in the northern army.*
- *The Confederate army commandeers male slaves as laborers and factory workers; your reaction.*
- *Confederate economic woes: prices rise 10% in a month.*
- *Northern factories boom, but discontent with slow progress of the war rises.*
- *Your efforts in the war; battlefield or homefront.*
- *Personal news, news from relatives and friends.*

Enclosure: Send a political cartoon, a clipping from a Civil War newspaper, and/or a casualty list from a recent battle.

(For ideas go to <http://xroads.virginia.edu/~CAP/SCARTOONS/cartoons.html> or <http://etext.lib.virginia.edu/civilwar.html>)

Video Interlude: The Battle of Gettysburg, “The Universe of Battle” from 7:36 through “Gettysburg the Third Day” to 32:15.

Questions to ask after viewing the segments:

If you had been a foot soldier in one of the battles, would you have understood the grand scheme of the battle?

If you had been a civilian in the surrounding area, how would your life have been affected?

If you had lived far away from Gettysburg how would you have learned of the battle? Would you have understood its full significance immediately?

Round 2 Topics: July 4, 1863.

- *July 4th; it's meaning to the cause you support.*
- *Military progress this spring; revised predictions.*
- *Death of Stonewall Jackson on May 10; your feelings about it and what it bodes for the future.*

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- *The Battle of Gettysburg.* Describe what you experienced in some detail if you either fought in the battle or served the army in some other function (e.g. nurse). Write what you have heard about it in newspapers or word of mouth if you were not there.
- *Somewhere you have seen first hand an important military or political leader.* Describe the situation and experience.
- *The Union begins a military draft.* Your reaction, the reaction of others (Note: NYC Draft Riots will erupt July 11.)
- *The effort of women you know to support the cause.*
- *A terrible personal loss (a child, a soldier, aging parent, etc. related or not related to the Civil War.)*
- *Your wishes for the person to whom you are writing.*

Enclosure: Send a sketch of a battlefield or homefront scene, something that helps your correspondent “see” with your eyes a scene you have experienced. For Civil War sketches go to the New York Historical-Society collection at American Memory (<http://memory.loc.gov/ammem/ndlpcoop/nhihtml/cwnyhsarc.html>).

Video Interlude: Show “A New Birth of Freedom” from The Civil War Part 5, 126:06 to 129:14. This segment is about the Gettysburg Address. Ask students to compare Lincoln’s words to those of Sullivan Ballou with which this lesson began.

Round 3 Topics: Thanksgiving, 1863

- *President Lincoln initiates a national day of Thanksgiving the last Thursday of November.* Experience of this day in the North; reaction in the South.
- *Gettysburg Address* (<http://jefferson.village.virginia.edu/readings/gettysburg.txt>) delivered on November 19th. Whom did you know who fell at Gettysburg? What do Lincoln’s words mean to you?
- *The Battle of Chattanooga (fought October–November)* as you experienced or learned about it; what it portends.
- *Blockade running in the South, stories and rumors.*
- *Enlistment of African American soldiers; work of African American women.*
- *Experience of a hospital either as patient or nurse(if you have not written about one yet).*
- *Ongoing personal news about family and friends you know, health and finances, hopes, dreams and fears for the future.*
- *Your revised predictions for the future of the war.*
- *Enclosure: A keepsake to be remembered by your correspondent (e.g. lock of hair, photograph, tear-stained poem).*

Activity 6: Debriefing

Hold a discussion posing the following questions:

- *In how many ways was 1863 a turning point of the Civil War?*
- *Why then did it take two more years for the North to win the war?*
- *How did Northerners and Southerners experience the war in different ways?*

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ASSESSMENT

Students can be assessed (either by the teacher or fellow students) on the letters they wrote, according to the following rubric:

- *Did the student create a believable character and consistently write and respond to events as that character?*
- *Did the student cover the topics in all three rounds in depth, thereby reflecting a solid understanding of Civil War events?*
- *Were the letters well written, detailed, and carefully proofread?*
- *Did the student include the enclosures with each letter, and was care taken to make them seem authentic?*
- *Were envelopes labeled properly? Was an effort made to make the letters appear authentically old?*
- *Did the student respond effectively to the letters he or she was sent?*

EXTENSIONS

As a concluding activity you can hold a letter-reading event. Ask students to dress in costume and to practice reading aloud their letters with dramatic flair. Then invite parents, or another class studying the Civil War, to your reading.

Ask students to continue to keep a diary as their character through the end of the Civil War or even through Reconstruction.

Use the paradigm of the letter writing activity and restructure it to cover a different set of events. The activity works well with events leading up to the Civil war, with a letter assigned for each of the following years: 1856 Bleeding Kansas, 1857 Dred Scott Decision, 1858 Lincoln-Douglas Debates, 1859 John Brown's raid, 1860 Lincoln elected. In this paradigm assign students to pairs with one Southerner and one Northerner per pair. As events unfold partners should grow more angry at one another as Civil war impends.

Poster Analysis Worksheet

1.	What are the main colors used in the poster? _____
2.	What symbols (if any) are used in the poster? _____
3.	If a symbol is used, is it a. clear (easy to interpret)? _____ b. memorable? _____ c. dramatic? _____
4.	Are the messages in the poster primarily visual, verbal, or both? _____
5.	Who do you think is the intended audience for the poster? _____
6.	What does the Government hope the audience will do? _____
7.	What Government purpose(s) is served by the poster? _____
8.	The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? _____

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Cartoon Analysis Worksheet

Level 1

Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.

Level 2

Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.

Level 3

- A. Describe the action taking place in the cartoon.
- B. Explain how the words in the cartoon clarify the symbols.
- C. Explain the message of the cartoon.
- D. What special interest groups would agree/disagree with the cartoon's message? Why?

Motion Picture Analysis Worksheet

Step 1. Pre-viewing

A.	Title of Film: _____ Record Group Source: _____	
B.	What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.	
	Concepts/Ideas	People
	1. _____	1. _____
	2. _____	2. _____
	3. _____	3. _____

Step 2. Viewing

A.	Type of motion picture (check where applicable): ☐ Animated Cartoon ☐ Theatrical short subject ☐ Documentary Film ☐ Training film ☐ Newsreel ☐ Combat film ☐ Propaganda Film ☐ Other
B.	Physical qualities of the motion picture (check where applicable): ☐ Music ☐ Live action ☐ Narration ☐ Background noise ☐ Special effects ☐ Animation ☐ Color ☐ Dramatizations
C.	Note how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film. What is the mood or tone of the film?

Step 3. Post-viewing (or repeated viewing)

A.	Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.
B.	What is the central message(s) of this motion picture?
C.	Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?

D.	How do you think the filmmakers wanted the audience to respond?
E.	Does this film appeal to the viewer's reason or emotion? How does it make you feel?
F.	List two things this motion picture tells you about life in the United States at the time it was made: 1. _____ 2. _____
G.	Write a question to the filmmaker that is left unanswered by the motion picture.
H.	What information do you gain about this event that would not be conveyed by a written source? Be specific.

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Sound Recording Analysis Worksheet

Step 1. Pre-listening

A. Whose voices will you hear on this recording?

B. What is the date of the recording?

C. Where was this recording made?

Step 2. Listening

A. Type of sound recording (check one):

- | | |
|---|--|
| ☐ Policy Speech | ☐ Convention proceedings |
| ☐ Congressional Testimony | ☐ Campaign speech |
| ☐ News report | ☐ Arguments before a court |
| ☐ Interview | ☐ Panel discussion |
| ☐ Entertainment broadcast | ☐ Other |
| ☐ Press conference | |

B. Unique physical qualities of the recording

- ☐ Music
- ☐ Live broadcast
- ☐ Narrated
- ☐ Special sound effects
- ☐ Background sounds

C. What is the tone or mood of this recording?

Step 3. Post-listening (or repeated listening)

A. List three things in this sound recording that you think are important:

1. _____
2. _____
3. _____

B. Why do you think the original broadcast was made and for what audience?

C. What evidence in the recording helps you to know why it was made?

D.	List two things this sound recording tells you about life in the United States at the time it was made: 1. _____ 2. _____
E.	Write a question to the broadcaster that is left unanswered by this sound recording. _____
F.	What informatioin do you gain about this event that would not be conveyed by a written transcript? Be specific. _____

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Artifact Analysis Worksheet

1.	TYPE OF ARTIFACT Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material. _____
2.	SPECIAL QUALITIES OF THE ARTIFACT Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it. _____
3.	USES OF THE ARTIFACT A. What might it have been used for? _____ B. Who might have used it? _____ C. Where might it have been used? _____ D. When might it have been used? _____
4.	WHAT DOES THE ARTIFACT TELL US? A. What does it tell us about technology of the time in which it was made and used? _____ B. What does it tell us about the life and times of the people who made it and used it? _____ C. Can you name a similar item today? _____
5.	BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.

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Map Analysis Worksheet

1.	TYPE OF MAP (Check one): ☐ Raised Relief map ☐ Bird's-eye map ☐ Topographic map ☐ Artifact map ☐ Political map ☐ Satellite photograph/mosaic ☐ Contour-line map ☐ Pictograph ☐ Natural resource map ☐ Weather map ☐ Military map ☐ Other
2.	UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more): ☐ Compass ☐ Name of mapmaker ☐ Handwritten ☐ Title ☐ Date ☐ Legend (key) ☐ Notations ☐ Other ☐ Scale
3.	DATE OF MAP:
4.	CREATOR OF THE MAP:
5.	WHERE WAS THE MAP PRODUCED?
6.	MAP INFORMATION A. List three things in this map that you think are important. 1. 2. 3. B. Why do you think this map was drawn? C. What evidence in the map suggests why it was drawn? D.. What information does this map add to the textbook's account of this event? E. Does the information in this map support or contradict information that you have read about this event? Explain. F. Write a question to the mapmaker that is left unanswered by this map.

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

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

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Written Document Analysis Worksheet

1.	TYPE OF DOCUMENT (Check one): ☐ Newspaper ☐ Map ☐ Advertisement ☐ Letter ☐ Telegram ☐ Congressional Record ☐ Patent ☐ Press Release ☐ Census Report ☐ Memorandum ☐ Report ☐ Other
2.	UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more): ☐ Interesting Letterhead ☐ Notations ☐ Handwritten ☐ "RECEIVED" stamp ☐ Typed ☐ Other ☐ Seals
3.	DATE(S) OF DOCUMENT:
4.	AUTHOR (OR CREATOR) OF THE DOCUMENT: POSITION (TITLE):
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
6.	DOCUMENT INFORMATION (There are many possible ways to answer A-E.) A. List three things the author said that you think are important: B. Why do you think this document was written? C. What evidence in the document helps you know why it was written? Quote from the document. D. List two things the document tells you about life in the United States at the time it was written. E. Write a question to the author that is left unanswered by the document: