Civil War and Reconstruction Unit

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<tr>
<th>Author: Hunter W. Hammond</th>
<th>Grade Level: 11th Grade U.S. History</th>
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<td>School: T.C. Williams High School</td>
<td>Time Estimated: 5-6 90-minute block periods (could also be broken down for 10 traditional 50-minute periods)</td>
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Overview:

In this unit, students will learn about the Civil War and Reconstruction period through a variety of resources, including photographs, primary documents, maps, websites, and feature films. By the end of the unit, they will be familiar with important battles of the war, key figures of the conflict, documents related to the era, and amendments to the Constitution that are added as a result of the war. The lessons are intended for students who have already learned about the causes of the war during the turbulent 1850s. The unit can be taught to both average and special education students, especially in a co-taught situation in which these two groups are mixed.

Historical Background:

Ever since the country’s creation, the issues of slavery and states’ rights had been major points of contention between differing sides (Virginia & Kentucky Resolutions, Hartford Convention, nullification crisis/tariff). Compromises had worked in the past to attempt to resolve these differences, but the issue of slavery and its expansion into new territories became too divisive for any compromise to succeed. Instead, the intense debate over this issue led to the secession of numerous southern states and a subsequent civil war. After four years of war and over 600,000 deaths, the debate over slavery and secession was resolved. As a result, during the Reconstruction period, the federal government asserted its power to guarantee freedom for African Americans and rebuild the former Confederacy.

Throughout the 1850s tension was building in the United States over the issue of slavery. There were those who wanted to expand the institution of slavery into new states, those who wanted to limit slavery to where it already existed, and those who wanted to completely abolish it. Numerous compromises were proposed based on geography and popular sovereignty, but passions were too intense over this issue for any of these efforts to succeed. The polarizing Election of 1860 was the flashpoint that marked an end to any attempt at compromise or unity. Despite the fact that he had never called for abolition, several southern states perceived the victor, Abraham Lincoln, as a threat to their economic way of life and felt that seceding from the Union was the only way to preserve an institution that had been in place for over two hundred years. Soon after states began to secede, military conflict broke out just outside of Charleston, South Carolina at Ft. Sumter. Following this shocking rebel victory, more southern states seceded and the War Between the States was fully underway. The Union would have to quickly develop a war
plan to quell this rebellion. Neither side believed the war would last more than a few months. Instead the war lasted four deadly years.

Following another defeat at Bull Run, the Union realized that a much longer and deadlier war was at hand. More violent days were ahead, including September 17, 1862 at Antietam, the single bloodiest day of the war. The Union strategy throughout the war was based around the Anaconda Plan, a three part plan designed to cut off supplies and communication throughout the Confederacy. It included a blockade of Confederate ports, Union control of the Mississippi River, and occupation of Richmond, the Confederate capital. In the eastern theater of the Civil War, General Lee’s Confederate forces remained dominant. They made it into the border state of Maryland and eventually into the heart of Union territory. President Lincoln struggled to find a general strong enough to counter Lee’s continuing success. Lee’s momentum finally ended in a little Pennsylvania town called Gettysburg. There, after a three-day bloodbath in July of 1863, Union forces put a halt to further Confederate advances and sent them back into their own territory. More good news came the following day from the western theater. General Ulysses S. Grant led his men to an important strategic victory at Vicksburg, allowing the Union further control of the Mississippi River. After hearing of Grant’s successes in the West, Lincoln made Grant the commanding officer of Union forces.

After the turning point at Gettysburg, the scales began to tip in favor of the Union who had more men and more resources available. The Union supplemented their white manpower with that of African-Americans once the Emancipation Proclamation was issued. While this document primarily addressed freeing slaves in rebelling areas, it also permitted African-Americans to enlist in the U.S. Army. Thousands of African-Americans served in the United States Colored Troops and played a crucial role in the Union’s ultimate success. African-Americans eventually served in the Confederate military as well.

After four bloody years, the Civil War finally drew to a close in April of 1865. This was a pivotal month for America, as crucial decisions had to be made by leaders on both sides of the conflict. While passions were high on both sides, General Lee and General Grant were able to reasonably and respectfully communicate with one another, ending with the so-called “Gentlemen’s Agreement” at Appomattox. This would not be the end of the war, but over the next few months other leaders on both sides would come to similar agreements, putting an end to the possibility of a prolonged guerilla war. Just as it seemed like the country was getting ready to settle down, however, turmoil struck again with the assassination of President Lincoln. This brought more despair and confusion to the country, but it also had a significant political effect as it allowed the Radical Republicans to take over Reconstruction efforts. Where Lincoln had urged America to re-unite “with malice toward none” in his famous second inaugural speech, Radical Republicans sought to punish the South for their role in causing the Civil War. This led to much resentment in the South as well as the impeachment of President Johnson as he continually clashed with Radical Republicans in Congress.
Reconstruction had some important achievements such as securing the right for African-Americans to vote and serve in Congress, and guaranteeing them equal protection under the law. Once federal troops left the South through the Compromise of 1877, however, these valiant efforts were overturned by many former Confederates. They held racist views about the new roles for African-Americans in the South and were fearful of a social and economic system in which Africa-Americans were now free. Intimidation through violence emerged throughout the South to keep African-Americans from experiencing their full rights of citizenship. It would take another 100 years for the goals of Reconstruction to be fully and permanently realized.

Many valuable resources remain to help students of history understand this time period through the eyes and minds of those who experienced it firsthand. The development of photography during this era helps capture the spirit of this great struggle. In the 21st century we can still see how war affected those who lived through it. Just looking at before and after photographs of Abraham Lincoln offer us a glimpse into the incredible toll these few years took on American leaders. Any number of photographs of veterans with missing limbs shows us the cost of war for those who fought it. Images of cities like Richmond and Atlanta illustrate the effects of the war on civilians. To study the Civil War without this valuable resource would not capture the true essence of this period. Numerous documents remain from the era as well, most importantly the Gettysburg Address and the Emancipation Proclamation. These documents highlight how America’s great principles of freedom and liberty were called into question in this violent conflict. Letters written by those who lived through the Civil War are also helpful in understanding the war from the perspective of the average citizen. They can be used to supplement what we may read in modern secondary sources.

**Major Understanding(s):**

Since the country’s creation, slavery and states’ rights had been issues that threatened the unity of the young nation. After years of compromise proved unsuccessful, the country turned against itself to solve these divisive issues once and for all. Our founding principles of freedom and liberty lay in the balance and ultimately prevailed, however different interpretations of these principles would continue to cause debate and conflict as America tried to rebuild from its civil war.

**Objectives:** The student will:

1. Understand the causes of the Civil War.
2. Interpret primary sources to understand the impact of the war on the average soldier and analyze how people of the era interpreted the events they were living through differently.
3. Interpret primary sources to understand how the founding principles of this country were challenged and defended during the Civil War.
4. Analyze maps and facts to understand the military strategies and ultimate victory of the Union Army during the Civil War.
5. Learn about the contributions of African-Americans during the Civil War.
6. Analyze primary sources to understand how the federal government planned to reconstruct the American South following the Civil War.
7. Analyze the problems the country faced once the war came to an end and had to be reconstructed.

Standards of Learning:
Skills:
VUS.1a The student will demonstrate skills for historical and geographic analysis, including the ability to identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States

Content:
VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by:

a. Identifying the major events and roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass

b. Analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address

c. Examining the political, economic, and social impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America

Culminating Activities:

There will be two culminating activities:

1. Students will complete a project on Civil War photography. They will select a photograph from the era and write a letter that relates to the photograph that could have been written by someone in that era. These projects will be displayed in a common area of the school.

2. Students will also have a unit test to measure their success in achieving the objectives of the unit.

Resources:
Books:

These are just a few books that teachers of this unit could find useful in providing background information on this topic. They highlight some of the important aspects of the period such as why soldiers believed they were fighting, the role of African-Americans during the period, and how the war came to an end. This list also includes a wonderful reference source for this era of American history.


This work offers a variety of primary sources relating to the African-American experience during the Civil War and Reconstruction era.


This work examines the issue of what “freedom” was going to mean for African-Americans after the 13th Amendment. It offers some primary sources on this topic from various perspectives to help illustrate the points the authors make.


This is a comprehensive bibliography of the life of Frederick Douglass, from his days as a slave to his death. It covers his role in the abolitionist movement, the women’s suffrage movement, and his efforts to earn African-Americans the right to fight for the U.S. Army. The book also covers the personal life of Douglass.


This reading discusses the motivation for those who did the fighting on either side of the Civil War. There are many similarities and differences between why Confederate soldiers believed they were fighting and why the Union soldiers believed they were fighting. These primary sources use journals and letters of the era to place the reader back in the minds of those who fought this war.


This is an easy-to-use, thorough reference book on all issues surrounding the Civil War. It covers the events leading up to the war, battles, weapons, the homefront, medical care, and even art that is related to the Civil War. Reconstruction is also discussed. Small biographical sketches are also provided on people who played key roles during this era. It includes many types of visuals including maps, photographs, and paintings.

Winik addresses this all-important month, not just in the Civil War, but in all of American history. Had a few people reacted a little differently to the events that took place during this month, the course of American history would have been much different. Winik highlights commonly-known events such as Appomattox, Lincoln’s assassination, but goes into much more detail than traditional textbooks on this era.

**Textbooks:**


This is the textbook that Alexandria City Public Schools uses for the eleventh grade US/VA History course. In the chapters on the Civil War and Reconstruction, there are excellent visuals including charts, battle maps, political cartoons, photographs, and other artwork of the period. There is a special focus section on Matthew Brady’s photography.


This atlas contains maps related to various events throughout American history. For the Civil War, the atlas has several maps and charts related to battles, slavery, and Reconstruction efforts in the South following the war.

**Videos/DVDs:**


This is a 48-minute documentary on this famous Union regiment of African-American soldiers. It summarizes the hesitancy of whites to include African-Americans in the military aspect of the war and battles in which this regiment participated, but it also studies the social impact of African-American soldiers on the U.S. at this time.


This series, based on Joy Hakim’s book of the same name, discusses the Civil War and Reconstruction period in the context of the issue of freedom. The episodes “What is Freedom” and “Whose Land is This?” from this disk are especially helpful in illustrating the effects of Reconstruction on African-Americans in the South.


This film, based on Michael Shaara’s book *The Killer Angels*, is about the Battle of Gettysburg and those personalities surrounding it. While the film is too long to show in class (254 minutes), certain scenes could be used. One of the highlights of the film is the fight for Little Round Top.


This film is about the Massachusetts 54th Regiment, the Union’s first all-African American volunteer regiment. It covers the discrimination the regiment faced, the regiment’s development and preparation for battle, and the inter-personal relationships that develop among the soldiers themselves and between the soldiers and their white
officers. The film ends with the 54th leading a heroic charge on Ft. Wagner outside of Charleston, SC. This is also a long movie, so if time does not permit, selected scenes could be shown.

Websites:

1863: Crossroads of Freedom
http://www.gilderlehrman.org/collection/treasures5.html
   This site features images and information relevant to African-Americans in the Civil War. It argues that the war was at a stalemate in 1863, but Lincoln’s decision to enlist African-Americans dramatically changed the nature of the conflict. This site is especially relevant to this unit as it features a Currier and Ives print of the Massachusetts 54 Regiment.

America’s Reconstruction
http://www.digitalhistory.uh.edu/reconstruction/index.html
   This site features images and information in a comprehensive look at the Reconstruction period. It examines early Reconstruction efforts even before the war ended and also connects Reconstruction with the Civil Rights era of the 20th century. If another day is desired on this unit, this would be an excellent web resource for your students to use. It could also be used later in the year to review Reconstruction before working on the Civil Rights SOL.

Appomattox
http://www.eyewitnesstohistory.com/appomatx.htm
   Although many commercial sites can be problematic, this one offers some primary sources on the surrender at Appomattox. The focus is on the letters written between Grant and Lee leading up to Lee’s surrender. In between the primary material, background information is inserted to put the sources in context for the students. This site includes a link to the surrender terms.

http://www.nps.gov/apco/surrend.htm
   This site addresses Lee’s surrender to Grant at the McLean House and also mentions other military leaders who surrendered in the following months. This site discusses the details of the Gentleman’s Agreement between Lee and Grant and also supplies a diagram of who was present during the signing of the surrender.

Assassination of Abraham Lincoln
http://www.click2history.com/abraham_lincoln/lincoln_assassination.htm
   This website covers the assassination of Lincoln in several chapters. It includes many links to primary sources from sources such as the National Archives, the Library of Congress, and the Surratt House Museum. This could be used if you want to spend more time on this topic than the SOL Crosswalk of Content allows.

Colored Troops – American Civil War
http://americancivilwar.com/colored/colored_troops.html

This page examines the role of African-Americans serving in the Union and Confederate military. It also provides links to information on Frederick Douglass and Medal of Honor winners among the USCT.

The Fight for Emancipation
http://www.history.rochester.edu/class/douglass/part4.html
This website focuses on Frederick Douglass during the Civil War. It addresses the issues surrounding emancipation of slavery and also the enlistment of African-Americans in the U.S. Army.

The Gilder Lehrman Institute of American History
http://www.gilderlehrman.org/teachers/modules.html
This website offers modules for units related to this unit as well as for other units. The modules provide suggested activities, primary sources, visuals, and other resources.

History Matters
http://historymatters.gmu.edu/mse/Photos/early.html
This website offers some information on the history of photography and the role it plays in understanding events of the past. It also addresses the ways photographers could manipulate their subjects. It does have some specific information relevant to Civil War photography. This could be a teacher resource or a more advanced student resource.

History Study Center: www.proquest.com
This website requires a subscription. Our school is currently accessing it through a free 30-day trial period. It is a database of various online reference sources. The site provides information on battles, maps, and biographies of key figures in the war. It also provides primary sources related to key historical events and figures.

A House Divided
http://www.digitalhistory.uh.edu/ahd/index.html
This website provides a general survey of the Civil War through Abraham Lincoln’s eyes, including events that led up to it, wartime decisions, and the aftermath of the war.

Map – 1860 America
This is an outline map of 1860 America helpful for students to use as a reference. The teacher can use it as a handout for students to color in the Union, border, and Confederate states.

Map – A House Divided
This map shows the color-coded breakdown of Union, border, and Confederate states. The teacher could direct students to this as a reference map for the unit.

National Archives: www.archives.gov

This website has a wealth of primary resources from all periods of American history (and analysis question to evaluate them), but two pages are especially helpful for this era:

Emancipation Proclamation

This page offers the student the opportunity to see the actual hand-written draft of the Emancipation Proclamation. The student can click on each of the four pages for a closer look. The page also offers a summary of this document and the events surrounding it.


This site shows the actual hand-written draft by Lincoln and allows students to click on it to increase its size and examine it more closely. The site also offers a summary of events surrounding this important speech. Students can access other primary documents from this page including the Emancipation Proclamation, and the Civil War amendments.

The Price of Freedom: http://www.americanhistory.si.edu/militaryhistory

This website covers all of America’s wars, but it has a vast amount of information and objects related to the Civil War and Reconstruction. There is a short movie that provides an overview of the conflict and its aftermath. Students can then view a slide show of images related to the period with explanations of how they relate to the war. The slide show addresses battles, key figures, regular soldiers, causes of the conflict, and Reconstruction. Images range from portraits, weapons, uniforms, and other paraphernalia. This is one of the best sites on the Civil War and on other American conflicts.

Reconstruction: The Second Civil War
http://www.pbs.org/wgbh/amex/reconstruction/

This website offers lots of information and resources on the Reconstruction period. The highlights of this site are the video clips, mini-documentaries, and primary sources related to various aspects of Reconstruction including the issues of free labor, racial violence, and new rights for African-Americans.

Reconstruction and Its Aftermath:
http://memory.loc.gov/ammem/aaohtml/exhibit/aopart5.html#05b

This website addresses various issues African-Americans faced during Reconstruction. It uses visual aids from the Library’s collections to illustrate topics such
as voting, employment, and population distribution in the years following the Civil War. The visuals include artwork, maps, broadsides, and other materials.

Selected Civil War Photographs; http://memory.loc.gov/ammem/cwphtml/cwphome.html

This website provides historic photographs from the Civil War. Students can search by keyword or browse the subject index to find photographs of interest. The website also provides information on Matthew Brady and an activity in which students examine how some photographs during the period were staged for dramatic effect.

Valley of the Shadow: Two American Communities in the American Civil War; http://valley.vcdh.virginia.edu/

This website provides resources related to two communities during the Civil War and Reconstruction period: Augusta County, Virginia and Franklin County, Pennsylvania. This site features interactive battle maps, letters, newspaper articles, and information about the soldiers who came from these two communities.

Lesson 1: Where the States Stood

Objective(s): Students will:
1. Understand the immediate causes of the Civil War, including the Election of 1860, secession, Ft. Sumter, and secession of more states.
2. Identify Union, Confederate and border states.
3. Analyze the geography of the period to hypothesize on the military strategy of the Union.

Materials:

The Americans or a history textbook
colored pencils
Suggested Review Questions (to be used throughout the unit)
Class notes 1 handout
Teacher Edition of Class Notes 1
Images of destruction
http://memory.loc.gov/ammem/cwphtml/cwphome.html
http://memory.loc.gov/pnp/cwp/4a39000/4a39800/4a39839r.jpg
http://memory.loc.gov/service/pnp/cwpb/00400/00408v.jpg
http://memory.loc.gov/service/pnp/cwpb/00400/00420r.jpg
Statistics on Casualties and Costs
http://www.digitalhistory.uh.edu/historyonline/us20.cf
Sol Notes 7
Teacher Version of SOL Notes
Directions for Color Coded Maps
Student Handout of United States during the Civil War:  

Color-Coded Map, United States in 1860:  

Selected Civil War Photographs;  
http://memory.loc.gov/ammem/cwphtml/cwphome.html

Valley of the Shadow: Two American Communities in the American Civil War;  
http://valley.vcdh.virginia.edu/

History Matters;  
http://historymatters.gmu.edu/mse/Photos/early.html

**Strategies:**

1. **Hook:** Show the students a few photographs of the war that feature destruction, injury, and devastation.  
http://memory.loc.gov/ammem/cwphtml/cwphome.html  
http://memory.loc.gov/pnp/cwp/4a39000/4a39800/4a39839r.jpg  
http://memory.loc.gov/service/pnp/cwpb/00400/00408v.jpg  
http://memory.loc.gov/service/pnp/cwpb/00400/00420r.jpg

This will draw the students in and get them interested in the drama of the conflict. You may also want to create a poster or a power point with statistics that also illustrate the devastation of the war – statistics on casualties and economic destruction,  

2. Ask students to review some of the key events of the 1850s that led to the outbreak of the Civil War that caused this devastation. Write some review questions on the board and have the students jot down their answers using their notes from SOL 7. Go over the answers to the review questions, then ask students whether they think war was inevitable at this point or if there was something the politicians of the time could have done to prevent war.

3. Distribute Class notes 1 handout to students. Go over this with them, giving them answers to fill in where necessary (see teacher version).

4. Distribute Civil War reference map and colored pencils to students. Go over the directions with students. They will use their notes to complete the maps. They should select one color for loyal states, one color for border states, and one color for seceded states. They are to color in the key and then color the states appropriately. In addition, students should indicate the Union blockade of southern states as part of the Anaconda Plan. If you think the students may need some more assistance, they can use their textbook’s map as a guide.

4. Collect the maps or go around the room to check their assignment.

**Assessment:**

Informal:

1. Walk around room to see how students are doing completing their Civil War class notes.
Formal:
2. Collect and/or check the Civil War reference map.

Differentiation:
If you find that your students are having trouble with the map activity, have them use their textbooks for more assistance. Many special education students have a difficult time with maps and allowing them to see another map as a guide can be very helpful to them.

Lesson 2 Primarily Primary

Objectives: Students will:
1. Demonstrate knowledge of important Civil War events using both primary sources and lecture notes
2. Successfully use primary sources to draw conclusions about historical events.
3. Demonstrate knowledge of initial military strategies of the Civil War and evaluate their success.

Materials:
Laptops with wireless internet,
LCD projector
Class Notes 2 Handout
Teacher Edition of Class Notes 2 Handout
Civil War Photography worksheet
Antietam
http://www.archives.gov/education/lessons/
http://valley.vcdh.virginia.edu/MAPDEMO/Theater/TheTheater.html
Instructions for Civil War Photography Exhibit
Rubric for Civil War Photography Exhibit

Strategies:
1. The hook for the lesson will be to guide the class to a photograph from the Battle of Antietam on the Library of Congress website. Explain that photographs are another type of primary source that can be helpful in interpreting history. Ask the class some general questions about what they see in the photograph and what they can figure out from it. Ask the class why a student or historian would use a photograph or other types of primary sources to help learn about an historical event (the National Archives has excellent worksheets to analyze a variety of types of primary sources). This will set the context for the rest of the lesson in which the students will use letters and other photographs.

2. Have students take out their Civil War reference maps
http://en.wikipedia.org/wiki/Image:Uscivilwarmap.gif Distribute class notes handout 2 and begin lecture on the Union’s “Anaconda Plan.” Tell them to use their maps to see if they can figure out what the three parts to the plan might be. Give them the first two parts for them to put in their notes.
3. Using the Valley of the Shadow website from your teacher laptop and LCD projector, show the class the progress of the Staunton Artillery from 1861 through Antietam, using the pause button after key battles. Ask the class why they think certain areas of Virginia and Maryland had so many battles. To help answer this question, click on the “modern cities” button. http://valley.vcdh.virginia.edu/MAPDEMO/Theater/TheTheater.html

4. Emphasize that First Manassas/Bull Run was one of the battles in which the Staunton Artillery fought. Direct students to some primary source letters about this battle (listed below), and ask the students to draw some conclusions about that battle from these sources. Where was it? When was it? Who won? What happened during the battle? Tell them to also think about what the third part of the Anaconda Plan might have been as they read through these letters. Have them jot down their conclusions.

**Bull Run Letter One** – Confederate Perspective

**Bull Run Letter Two** – Union Perspective

5. Then have the students read some letters about Antietam/Sharpsburg and have them draw some conclusions from these letters.

**Antietam Letter One** – Confederate Perspective

**Antietam Letter Two - Union Perspective:**
http://etext.virginia.edu/etcbin/ot2www-valley?specfile=/web/data/civilwar/valley/valley.o2w&act=surround&offset=8209566&tag=Franklin+County:+Bob+Taggart+to+Captain+John+Taggart,+September+18,+1862&query=sharpsburg
6. Give class 15-20 minutes to read these four letters. Ask the class to share some of their conclusions. Then go over the Class Notes with them. Ask them how their conclusions compare with the class notes and how letters like this are helpful to historians.

7. Explain to students that they will be working on a Civil War unit project using photographs from the Library of Congress website. To introduce them to photography from this era, have them complete the Civil War Photography worksheet. They must turn in this assignment before the end of class. If they finish early, they should start selecting a photograph for their project http://memory.loc.gov/ammem/cwphtml/cwphome.html

8. To wrap-up, have students share the photographs they have chosen for their projects and why.

Assessment:
Informal:
1. Walk around room to see what conclusions students are drawing from the primary source letters. Ask the class to share some of their conclusions.
2. Walk around room to see how students are filling in their Civil War class notes.
Formal:
Collect and check the Civil War Photography worksheet.

Differentiation:
1. If you think students are having difficulty with the letters, have them work in pairs or small groups. If you think they may need more guidance in drawing conclusions from the letters, you could develop a short worksheet that asks them very specific questions about what they should be getting out of the letters. You could also just use one letter for each battle if the students are struggling or if you are short on time.

2. If you want to spend more time with these letters, you could develop a KWL activity. (what do they know about the battle, what do they want to know, what they learned)

3. If you’re students are more advanced, there is no need to discuss at length the value of primary sources because at this point in the year, Advanced Placement students would already be very familiar with primary sources.

Lesson 3  Battles of Gettysburg & Vicksburg. The Gettysburg Address

Objectives: Students will:
1. Demonstrate knowledge of the turning point of the Civil War using both primary sources and lecture notes
2. Analyze the Gettysburg Address and draw conclusions about its significance to this conflict and how it reflects America’s founding principles.
3. Demonstrate knowledge of military strategies of the Civil War and evaluate their success.
Materials:
TV/VCR
Laptops with wireless internet
Class Notes 3 Handout
Teacher Edition of Class Notes 3 Handout
Textbook copy of Declaration of Independence
National Archives copy of Gettysburg Address:
The Price of Freedom:
[http://www.americanhistory.si.edu/militaryhistory](http://www.americanhistory.si.edu/militaryhistory)

Strategies:
1. The students will warm up with a review of the previous day’s material. Write several questions from the previous lesson on the board and have students jot down the answers or call on students to answer the questions orally. To review the information thus far and introduce today’s lesson, ask the students which side seems to have the momentum up to this point.

2. Distribute Class notes 3 handout on Gettysburg, Vicksburg, Ulysses S. Grant, and the Gettysburg Address. Go over this with them, giving them answers to fill in where necessary (see Teacher Edition). They may also have their reference maps out to follow the geography of the lesson.

3. Have the students take out their laptops, get online, and go to the following address to view the Gettysburg Address:
Have the students first read the Gettysburg Address to themselves. Then have a student volunteer read the speech aloud. Ask the students some questions about the speech and call on students to answer them orally.
   - What happened 87 years previous to this speech that Lincoln is referring to?
   - From what document does Lincoln seem to be getting many of his ideas?

Have students open their textbooks to the Declaration of Independence.
   - Why would Lincoln remind listeners of this document?
   - What do you think Thomas Jefferson would say about Lincoln referring to this document at this event?
   - What do you think about Lincoln’s statement “people will little remember what we say here”?
   - Why is this document considered so important today?

4. Show students the clips from Gettysburg that feature explanations for why the soldiers are fighting and Pickett’s Charge. Using a DVD is best because you can easily cue up specific scenes. From the DVD, Side One show, “What we’re fighting for.” This scene highlights motivations for Union soldiers and is about 6 minutes long. From Side Two,
show some or all of the following: “All Virginia Was Here,” “For Virginia,” Marching into battle,” “Raining Death,” and “Commanders down.” These scenes explore Confederate motivations for fighting and Pickett’s Charge and last about 20-25 minutes. If time allows, also show “Pickett’s Charge” from the Special Scenes, “The Making of Gettysburg.” This offers more historical analysis of Pickett’s Charge and lasts about 5 minutes.

To wrap up, after the film, ask students to discuss the similarities and differences between motivations on both sides of the conflicts. Also ask them to compare military weapons and tactics between then and today. Are there differences among the weapons and tactics used? Does this type of fighting seem more dangerous than modern warfare? Why/why not?

Assessment:
Informal:
1. Call on students to answer review questions.
2. Walk around room to see how students are filling in their Civil War class notes.
3. Call on students to answer questions on the Gettysburg Address.
4. Call on students to compare and contrast military techniques between the Civil War and today.

Differentiation:
1. If some students have difficulty reading from a computer screen, they may read the textbook’s text of the Gettysburg Address.

2. If you want a more formal assessment from this lesson, prepare a worksheet with the questions on the Gettysburg Address for the students to answer individually or in pairs.

Lesson Plan 4  African-Americans in the Civil War

Objectives: Students will:
1. Demonstrate knowledge of important Civil War events and figures using both primary sources and lecture notes,
2. Examine contributions African-Americans made during the Civil War through military service.
3. Successfully use primary sources to draw conclusions about historical events.
4. Demonstrate knowledge of military strategies of the Civil War and evaluate their success.

Materials:
Laptops with wireless internet
TV/VCR
The Americans or a history text
Class Notes 4 Handout
Teacher Edition of Class Notes Handout
National Archives copy of the Emancipation Proclamation:  
The Price of Freedom:  www.americanhistory.si.edu/militaryhistory
Glory
Glory Questions
Directions for History Cards
Rubric for History Cards

Strategies:
1. The students will warm up with a review of the previous day’s material. Write several questions from the previous lesson on the board and have students jot down the answers or call on students to answer the questions orally. To review the information thus far and introduce today’s lesson, ask the students which side seems to have the momentum up to this point.

2. Distribute Class notes 4 handout on the Emancipation Proclamation, Frederick Douglass, and the United States Colored Troops. Go over this with them, giving them answers to fill in where necessary (see teacher version). They may also have their reference maps out to follow the geography of the lesson  

3. Have the students take out their laptops, get online, and go to the following address to view the Emancipation Proclamation:  
Have the students get into pairs to read through this document and answer some questions on a Class Notes #4 Handout on the Emancipation Proclamation. When they are finished, go over the answers with the class and/or collect the worksheets.

4. Show students some clips from Glory. There are many good scenes to try:  
   • the new enlistees meet in their tent for the first time  
   • troops get their first paycheck and they begin to tear them up  
   • soldiers have a campfire the night before they go into conflict  
   • the 54th leads the assault on Ft. Wagner

After the film, ask students if they have any questions or points that they would like to discuss about the film.

5. Distribute directions to students for their review homework activity. Students will be creating a packet of “history cards” similar to baseball cards. They will make 6 cards that feature a person, battle, or other significant event of the war. These cards could be due next class and used in a group setting to review for the upcoming test on this unit or they could just be collected on test day without usage by the students.
Assessment:
Informal:
1. Call on students to answer review questions.
2. Walk around room to see how students are filling in their Civil War class notes.
3. Call on students to answer questions on the Gettysburg Address.
4. Call on students to compare and contrast military techniques between the Civil War and today.
Formal:
1. History cards will be evaluated based on a rubric.

Differentiation:
1. If time permits, show the entire film. I find students are very interested in this movie. Use the Glory worksheet of questions if the entire film is shown.

Lesson Plan 5  Reconstruction

Overview: This would be the final lesson on the Civil War and Reconstruction. In this lesson, students will: review material from the Civil War; learn about Lee’s surrender to Grant at Appomattox; the assassination of Lincoln; and then address some of the achievements and shortfalls of Reconstruction. The Crosswalk for Content in the SOLs suggests about 2 weeks on the Civil War and Reconstruction which is not much time. If you find that you are ahead of schedule and you want to cover this lesson’s material more in depth, you could probably spread this lesson over two days. Suggestions for this are located in the “Differentiation” section.

Objectives: Students will:
1. Demonstrate knowledge of important events at the conclusion of the Civil War.
2. Demonstrate knowledge of the achievements and consequences of the Reconstruction period.

Materials:
Wireless laptops for students
LCD projector for teacher computer
SOL 7 Review Sheet
Teacher Edition of SOL 7 Review Sheet
Worksheet on Reconstruction Images
http://memory.loc.gov/ammem/aaohtml/exhibit/aopart5.html#05b
Civil War reference map of loyal, border, and seceded states
http://www.click2history.com/abraham_lincoln/lincoln_assassination.htm
http://www.nps.gov/apco/surrend.htm
http://www.eyewitnesshistory.com/appomatx.htm
Civil War Quiz
**Strategies:**
1. For the warm-up, pass out the SOL 7 Review Sheet to students. Have them fill out information on SOL 7a (except on Appomattox) and 7b as their daily review. After about 10-15 minutes, call on students to give correct answers.

2. On the Review Sheet, go over Appomattox with the students as well as SOL 7c, inserting additional information about those events as you wish. Again, this portion could be stretched if you have the luxury of spending an additional day on finishing SOL 7 before moving on to SOL 8. Relaying stories from Jay Winik’s *April 1865* would be very helpful in this portion of the lesson.

3. Have the students take out their laptops and go to http://memory.loc.gov/ammem/aaqhtml/exhibit/apart5.html#05b. You can distribute the worksheet for this and have students work in pairs to answer the questions, or you could ask questions orally about the different images and call on students to answer them.

4. Remind students that their projects are due next class. You might consider displaying the projects so all students could view them and it would act as a closure to the unit.

**Assessment:**

*Informal:
1. Call on students to answer SOL Review Sheet questions.
2. Optional - Call on students to answer questions about Reconstruction images if you choose not to use the Reconstruction worksheet.*

*Formal:
1. Civil War Photography Project due next class.
2. Unit Quiz next class
3. Optional – Collect and grade Reconstruction images worksheet.*

**Differentiation:**

1. Do the worksheet on the Reconstruction images.

2. Many students are interested in the Lincoln Assassination. If you want to spend more time on this topic, try this website: http://www.click2history.com/abraham_lincoln/lincoln_assassination.htm

   It offers many primary sources and visuals from places like the Library of Congress, the New York Public Library, and the National Park Service. Some information does come from some .com sources, but it seems to be pretty reliable. You could have students do a variety of things with this site: a worksheet with several questions, a re-enactment of some of the trials, a group activity in which students present information on some of the key people in the conspiracy.

3. If you want to examine Appomattox more in depth, there are a few web sources the students could use:
http://www.nps.gov/apco/surrend.htm
http://www.eyewitnesshistory.com/appomatx.htm
You could do similar activities to those suggested for the assassination based on these websites.

Lesson Plan 6  Reconstruction  (Optional, if your timetable allows)

Objectives: Students will:
1. Demonstrate knowledge of some of the achievements and failures of Reconstruction.

Materials:
Student wireless laptops
Supplemental Web Activity on Reconstruction
http://www.pbs.org/wgbh/amex/reconstruction/.

Strategies:
1. This is an online lesson on some other aspects of Reconstruction not thoroughly covered in Lesson Plan Five. Have students take out their laptops and follow the directions on the Supplemental Web Activity on Reconstruction. They will be viewing documents and video clips on topics such as labor and violence during this period. http://www.pbs.org/wgbh/amex/reconstruction/.

Assessment:
Formal:
1. Collect Supplemental Web Activity on Reconstruction.
Informal
2. Instead of making this an individual activity and collecting the worksheet, the teacher could lead the students through the activity as a class and pause throughout to have different students answer the questions and discuss further if desired.

Differentiation:
1. See Informal Assessment suggestion.
APPENDIX

Civil War and Reconstruction Unit

Lesson 1
Class Notes 1 Handout
Teacher Edition of Class Notes 1
SOL 7 Notes
Teacher Version of SOL 7 Notes
Directions for Civil War Reference Map

Lesson 2
Class Notes 2 Handout
Teacher Edition of Class Notes 2
Civil War Photography Worksheet
Instructions for Civil War Photography Exhibit
Rubric for Civil War Photography Exhibit

Lesson 3
Class Notes 3 Handout
Teacher Edition of Class Notes 3

Lesson 4
Class Notes 4 Handout
Teacher Edition of Class Notes 4
Glory Questions
Directions for History Cards
Rubric for History Cards

Lesson 5
Reconstruction Worksheet
Civil War Quiz

Lesson 6
Supplemental Web Activity on Reconstruction
Suggested Review Questions (to be used throughout the Unit)
Lesson 1: Events Leading Up to the Constitutional Convention

Class Notes 1: The Civil War Begins

I. 1860 Election

The Democratic Party split into ____ separate parties over the issue of slavery. Republican Abraham ______________ defeated the three other candidates even though he was not even on the ballot in most _______ states!

II. Secession

Just weeks after the election, South Carolina __________ from the Union. Several other southern states soon followed: Mississippi, ____________, ____________, ____________, Louisiana, and ____________. They seceded because they feared that a Republican-led federal government would force an end to ____________, the economic way of life for the South. For them, secession was the only way to preserve their way of life. These states formed the ____________ States of ______________ (C.S.A.) and soon elected _______________ _____________ as their president.

III. Ft. Sumter

Confederate soldiers began to take over FEDERAL buildings like courthouses and ______ __________. On April 12, 1861 Confederate troops opened fire on a federal military fort near Charleston, South Carolina. This fort was called Ft. __________. Eventually the Union troops surrendered to the Confederate troops. The __________ ________ had begun. After this ______________ victory, most southern states seceded from the Union: ____________, Arkansas, North Carolina, and _________. Not everyone in Virginia was happy about secession. Western parts of the state were opposed to this and as a result broke off from Virginia and formed their own ____________, West Virginia, which remained ____________ to the Union.

Four other slave states remained loyal to the Union: ____________, ____________, ____________, and ________________.
Lesson 1: Civil War and Reconstruction Unit
Class Notes 1 (Teacher Edition): The Civil War Begins

I. 1860 Election

The Democratic Party split into 2 separate parties over the issue of slavery. Republican Abraham Lincoln defeated the three other candidates even though he was not even on the ballot in most Southern states!

II. Secession

Just weeks after the election, South Carolina seceded from the Union. Several other southern states soon followed: Mississippi, Florida, Georgia, Alabama, Louisiana, and Texas. They seceded because they feared that a Republican-led federal government would force an end to slavery, the economic way of life for the South. For them, secession was the only way to preserve their way of life. These states formed the Confederate States of America (C.S.A.) and soon elected Jefferson Davis as their president.

III. Ft. Sumter

Confederate soldiers began to take over Federal buildings like courthouses and post offices. On April 12, 1861 Confederate troops opened fire on a federal military fort near Charleston, South Carolina. This fort was called Ft. Sumter. Eventually the Union troops surrendered to the Confederate troops. The Civil War had begun. After this Confederate victory, most southern states seceded from the Union: Tennessee, Arkansas, North Carolina, and Virginia. Not everyone in Virginia was happy about secession. Western parts of the state were opposed to this and as a result broke off from Virginia and formed their own state, West Virginia, which remained loyal to the Union.

Four other slaves states remained loyal to the Union: Maryland, Kentucky, Delaware, and Missouri.
S.O.L. 7 Review Sheet:
Civil War and Reconstruction

US/VA SOL 7: The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by

a. identifying the major events and the roles of key leaders of the Civil War, with emphasis on Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass

I. Major events
A. Election of __________ (1860), followed by the secession of several ___________ states who feared that Lincoln would try to __________ slavery
B. Ft. Sumter: opening confrontation of the _________ War
C. ______________ Proclamation issued after Battle of Antietam
D. ______________: Turning point of the Civil War
E. ______________: site of Lee’s surrender to ______________

II. Key leaders and their roles
A. Abraham Lincoln: President of the U.S. during the Civil War, who insisted that the __________ be held together, by __________ if necessary
B. Ulysses S. __________: Union military commander, who won victories over the __________ after several Union commanders had failed
C. Robert E. ______: Confederate general of the Army of Northern ____________ (Lee opposed secession, but did not believe the Union should be held together by force), who urged Southerners to accept defeat and unite as Americans again, when some Southerners wanted to fight after ______________
D. Frederick _____________: former ________ who became prominent black ____________ and who urged Lincoln to recruit former slaves to fight in the Union army

b. analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address

I. Emancipation Proclamation
A. Freed those slaves located in “rebelling” stats (seceded _________ states)
B. Made the destruction of _____________ a Northern war aim
C. Discouraged any interference of ___________ governments

II. Gettysburg Address
A. Lincoln described the Civil War as a struggle to preserve a nation that was dedicated to the proposition that “all men are created __________” and that was ruled by a government “of the ___________, by the ___________, and for the ___________.”
B. Lincoln believed America was “one nation,” not a collection of sovereign __________. Southerners believed that states had freely joined the union and could freely __________.
c. examining the political, economic, and social impact of the war and Reconstruction, including the adoption of the 13\textsuperscript{th}, 14\textsuperscript{th}, and 15\textsuperscript{th} Amendments to the Constitution of the U.S.A.

I. Political effects
A. Lincoln’s views that the United States was [blank] had prevailed.
B. Lincoln believed that since [blank] was illegal, Confederate governments in the Southern states were illegitimate and the states had never really [blank] the Union. He believed that [blank] was a matter of quickly restoring legitimate state governments that were loyal to the Union in the Southern states.
C. Lincoln also believed that once the war was over, to reunify the nation, the federal government should not [blank] the South, but act “with [blank] toward none, with charity for all…to bind up the nation’s wounds.”
D. The assassination of Lincoln just a few days after Lee’s surrender at [blank] enabled Radical [blank] to influence the process of Reconstruction in a manner much more punitive towards the former Confederate states. The states that seceded were not allowed back into the Union immediately, but were put under [blank] occupation.
E. Radical Republicans also believed in aggressively guaranteeing [blank] and other civil rights to African Americans. They clashed repeatedly with Lincoln’s successor as President, Andrew [blank], over the issue of civil rights for freed slaves, eventually [blank] him, but failing to remove him from office.
F. The three “Civil War Amendments” to the Constitution were added:
   1. 13\textsuperscript{th} Amendment: slavery was [blank] permanently
   2. 14\textsuperscript{th} Amendment: states were [blank] from denying equal rights under the law to any American
   3. 15\textsuperscript{th} Amendment: voting rights were [blank] regardless of “race, color, or previous condition of servitude” (former [blank])
G. The Reconstruction period ended following the extremely close presidential election of [blank]. In return for support in the electoral college vote from Southern Democrats, the [blank] agreed to end the military occupation of the South. Known as the Compromise of 1877, this enabled former [blank] who controlled the Democratic Party to regain power. It opened the door to the “[blank] Era” and began a long period in which African-Americans in the South were denied the full rights of American [blank].

II. Economic and social impact
A. The [blank] states were left embittered and devastated by the war. Farms, railroads, and factories had been [blank] throughout the South, and the cities of [blank] and [blank] lay in ruins. The South would remain a backward, [blank]-based economy and the poorest section of the nation for many decades afterward.
B. The North and Midwest emerged with strong and growing [blank] economies, laying the foundation for the sweeping industrialization of the nation (other than the South) in the next half-century and the emergence of the U.S. as a global economic power by the beginning of the 20\textsuperscript{th} century.
C. The completion of the ____________ Railroad soon after the war ended intensified the ____________ movement of settlers into the states between the ____________ River and the __________ Ocean.
S.O.L. 7 Review Sheet (Teacher Edition):
Civil War and Reconstruction

US/VA SOL 7: The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by

a. identifying the major events and the roles of key leaders of the Civil War, with emphasis on Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass

I. Major events
A. Election of Lincoln (1860), followed by the secession of several southern states who feared that Lincoln would try to abolish slavery
B. Ft. Sumter: opening confrontation of the Civil War
C. Emancipation Proclamation issued after Battle of Antietam
D. Gettysburg: Turning point of the Civil War
E. Appomattox: site of Lee’s surrender to Grant

II. Key leaders and their roles
A. Abraham Lincoln: President of the U.S. during the Civil War, who insisted that the Union be held together, by force if necessary
B. Ulysses S. Grant: Union military commander, who won victories over the Confederacy after several Union commanders had failed
C. Robert E. Lee: Confederate general of the Army of Northern Virginia (Lee opposed secession, but did not believe the Union should be held together by force), who urged Southerners to accept defeat and unite as Americans again, when some Southerners wanted to fight after Appomattox
D. Frederick Douglass: former slave who became prominent black abolitionist and who urged Lincoln to recruit former slaves to fight in the Union army

b. analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address

I. Emancipation Proclamation
A. Freed those slaves located in “rebelling” states (seceded southern states)
B. Made the destruction of slavery a Northern war aim
C. Discouraged any interference of foreign governments

II. Gettysburg Address
A. Lincoln described the Civil War as a struggle to preserve a nation that was dedicated to the proposition that “all men are created equal” and that was ruled by a government “of the people, by the people, and for the people.”
B. Lincoln believed America was “one nation,” not a collection of sovereign states. Southerners believed that states had freely joined the union and could freely leave.
c. examining the political, economic, and social impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the U.S.A.

I. Political effects
A. Lincoln’s views that the United States was indivisible had prevailed.
B. Lincoln believed that since secession was illegal, Confederate governments in the Southern states were illegitimate and the states had never really left the Union. He believed that Reconstruction was a matter of quickly restoring legitimate state governments that were loyal to the Union in the Southern states.
C. Lincoln also believed that once the war was over, to reunify the nation, the federal government should not punish the South, but act “with malice toward none, with charity for all…to bind up the nation’s wounds.”
D. The assassination of Lincoln just a few days after Lee’s surrender at Appomattox enabled Radical Republicans to influence the process of Reconstruction in a manner much more punitive towards the former Confederate states. The states that seceded were not allowed back into the Union immediately, but were put under federal occupation.
E. Radical Republicans also believed in aggressively guaranteeing voting and other civil rights to African Americans. They clashed repeatedly with Lincoln’s successor as President, Andrew Johnson, over the issue of civil rights for freed slaves, eventually impeaching him, but failing to remove him from office.
F. The three “Civil War Amendments” to the Constitution were added:
   1. 13th Amendment: slavery was abolished permanently.
   2. 14th Amendment: states were prohibited from denying equal rights under the law to any American.
   3. 15th Amendment: voting rights were guaranteed regardless of “race, color, or previous condition of servitude” (former slaves).
G. The Reconstruction period ended following the extremely close presidential election of 1876. In return for support in the electoral college vote from Southern Democrats, the Republicans agreed to end the military occupation of the South. Known as the Compromise of 1877, this enabled former Confederate who controlled the Democratic Party to regain power. It opened the door to the “Jim Crow Era” and began a long period in which African-Americans in the South were denied the full rights of American citizens.

II. Economic and social impact
A. The southern states were left embittered and devastated by the war. Farms, railroads, and factories had been destroyed throughout the South, and the cities of Richmond and Atlanta lay in ruins. The South would remain a backward, agriculture-based economy and the poorest section of the nation for many decades afterward.
B. The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation (other than the South) in the next half-century and the emergence of the U.S. as a global economic power by the beginning of the 20th century.
C. The completion of the Transcontinental Railroad soon after the war ended intensified the westward movement of settlers into the states between the Mississippi River and the Pacific Ocean.
**Directions for Civil War Reference Map:**

1. On your map, design a key. They key must reflect the colors you choose for Union states, border states, and Confederate states.

2. Label all states that existed in 1861 and color them according to your key. You may use your textbook (Chapter 11), your notes, and [http://en.wikipedia.org/wiki/Image:Uscivilwarmap.gif](http://en.wikipedia.org/wiki/Image:Uscivilwarmap.gif) for assistance with this task.

3. Label the Atlantic Ocean, Gulf of Mexico, Mississippi River, and Ohio River.
Lesson 2: Primarily Primary

Class Notes 2:

I. Union Strategy

Soon after Ft. Sumter, the Union developed their military strategy against the Confederacy. They called it the ______________ _______________.

Why did they call it that?

There were three parts to the ______________ _______________:

1.

2.

3.

Some of the early battles of the Civil War, such as First Bull Run (First Manassas) and Antietam (Sharpsburg), illustrate part of this plan.

**Many battles of the Civil War actually have TWO names! That’s because the Confederates often named battles for geographic features while the Union often named them for the towns in which they were fought.**

You will be reading some letters written by Confederate and Union soldiers. Use them to answer the questions below. Then we’ll discuss what you learned and see how the information in these letters compare with the facts of the battles.

Bull Run Letter One - Confederate Perspective:
1. How does he describe the battlefield after the battle?

2. Who had the advantage in this battle according to this letter?

3. According to the letter, who won the Battle of Bull Run?

Bull Run Letter Two - Union Perspective:
1. According to this Union soldier, who won the battle?

2. What is the mindset of the author of this letter?

Antietam Letter One - Confederate Perspective:
1. Who were some of the Union and Confederate military leaders there?

2. What are the estimates of casualties this letter provides?
3. How does the author say the Union soldiers (Yankees) fell about Jackson?

4. What does he think about the way Mr. Baylor died?

5. According to this author, who won at Antietam?

**Antietam Letter Two - Union Perspective:**
1. What was the number of casualties for the author’s regiment?

2. What happened to some of the rebel flags in this battle?

3. Who won the battle of Antietam according to this author?

Let’s compare this information with some of the facts of the battle:

**Bull Run:**

When?

Where?

What happened?

Who were some of the military leaders?

Who won?

**Antietam:**

When?

Where?

What happened?

Who were some of the military leaders?

Who won?
Lesson 2: Primarily Primary

Class Notes 2: Teacher Edition

I. Union Strategy

Soon after Ft. Sumter, the Union developed their military strategy against the Confederacy. They called it the **Anaconda Plan**.

Why did they call it that?

It was designed to strangle the life out of its victim, the Confederacy. It would cut off transportation of soldiers and necessary wartime supplies which would make it difficult for the Confederacy to survive.

There were three parts to the **Anaconda Plan**.

1. naval blockade all along the Confederate coast

2. Union occupation of the Mississippi River

3. capture Confederate capital, Richmond

Some of the early battles of the Civil War, such as First Bull Run (First Manassas) and Antietam (Sharpsburg), illustrate part of this plan.

**Many battles of the Civil War actually have TWO names! That’s because the Confederates often named battles for geographic features while the Union often named them for the towns in which they were fought.**

At this point, show students some of the interactive maps on the Valley of the Shadow site, such as the Staunton Artillery mentioned in the lesson plan. Ask the students why the battles happened where they happened. They should connect their locations with the Anaconda Plan. You could also use this opportunity to briefly discuss how soldiers moved from place to place and the time such travel would take.

You will be reading some letters written by Confederate and Union soldiers. Use them to answer the questions below. Then we’ll discuss what you learned and see how the information in these letters compare with the facts of the battles.

Bull Run Letter One, Confederate Perspective

1. How does he describe the battlefield after the battle?

2. Who had the advantage in this battle according to this letter?

3. According to the letter, who won the Battle of Bull Run?
Bull Run Letter Two - Union Perspective:
1. According to this Union soldier, who won the battle?

2. What is the mindset of the author of this letter?

Antietam Letter One - Confederate Perspective:
1. Who were some of the Union and Confederate military leaders there?

2. What are the estimates of casualties this letter provides?

3. How does the author say the Union soldiers (Yankees) fell about Jackson?

4. What does he think about the way Mr. Baylor died?

5. According to this author, who won at Antietam?

Antietam Letter Two - Union Perspective:
1. What was the number of casualties for the author’s regiment?

2. What happened to some of the rebel flags in this battle?

3. Who won the battle of Antietam according to this author?

Let’s compare this information with some of the facts of the battle:

Bull Run:
When?

Where?

What happened?

Who were some of the military leaders?

Who won?

Antietam:
When?

Where?

What happened?

Who were some of the military leaders?

Who won?
Civil War Photography Worksheet

Before selecting your photograph, there are a few things I want you to know about Civil War photography.

1. Click on the link for Mathew B. Brady in the paragraph underneath Grant and Lee’s photographs.  http://memory.loc.gov/ammem/cwphtml/cwphome.html

2. Answer the following questions about Brady.
   
   1. Brady developed a reputation during the 1840s and 1850s as ______________.

   2. Why did Brady open a photography studio in Washington, DC?

3. Why did Brady want to take photographs of the Civil War?

4. What photographs did Brady display in 1862 for all to see?

5. What happened to Brady after the Civil War?

6. SO what was Mathew Brady’s contribution to American history?

Go back to the main page (with Grant and Lee’s photographs) and click on the link “Does the camera ever lie?” under Special Presentations.

Read the introduction on this page and click the link “The Case of the Moved Body.”

1. The particular photos that Frassanito is analyzing come from what turning point battle of the Civil War?

2. What did the photographers probably do with the body they were photographing?

3. What type of clues did Frassanito find that led him to this conclusion?

4. Why do you think a photographer would move something and then take a photograph of it if that’s not really the way he actually found it?
Civil War Photography Exhibit:
Instructions

You are living through the Civil War and you want to share your experience with loved ones. You will be sending your family a photograph and a one-page letter about your experience relevant to the image.

We are using the laptops to find photographs for your exhibit. The best source for Civil War photographs is through the Library of Congress internet site: http://memory.loc.gov/ammem/cwphtml/cwphome.html.

These projects will go on display in a common area of the school such as the library. This exhibit will help teach others in the school about this era.

Step One: The Photograph
From the Library of Congress website, you may choose any photograph that you like. The site offers you several ways to search for a photograph, either by subject, keyword, or year. Think about a person, battle, or other aspect of the Civil War that interests you and try searching for a photograph that way. To do this you can search by keyword or browse the subject index to do this. You will need to print this photograph and mount it in a way that your Civil War-era family would display it with pride in their home. If you need advice on this, ask for help.

Step Two: The Letter
After you have selected your photograph, you will need to write a letter that explains the image and the event it captures. For example, if you select a photograph from Antietam, write a letter about what you experienced in the battle, what side you were on, who won, etc. You might be a soldier in the battle, but you could also be a doctor, nurse, or journalist. If you have questions or need some ideas, please ask for help.

Attach your letter to your mounted photograph.
Good luck!!!
Rubric for Civil War Photography Unit Project:

40 POINTS TOTAL

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<thead>
<tr>
<th>Criteria</th>
<th>4/Exemplary</th>
<th>3/Proficient</th>
<th>2/Adequate</th>
<th>1/Inadequate</th>
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<tr>
<td>Photograph relates to Civil War era 12.5%</td>
<td>Photograph is from the Civil War era</td>
<td>N/A</td>
<td>N/A</td>
<td>Photograph is not from the Civil War era</td>
</tr>
<tr>
<td>Photograph Mounted 25%</td>
<td>Photograph properly mounted as it might be in a museum</td>
<td>Photograph mounted in somewhat neat manner</td>
<td>Minimal effort made to mount photograph (sloppy, flimsy)</td>
<td>Photograph only submitted on computer printer paper</td>
</tr>
<tr>
<td>Letter Attached 12.5%</td>
<td>Letter attached either to front of photograph or on the back</td>
<td>N/A</td>
<td>N/A</td>
<td>Letter not attached to photograph</td>
</tr>
<tr>
<td>Written Letter 37.5%</td>
<td>Letter presents clear description of the photo and the person/event it depicts; makes reference to several historic facts; at least 10 sentences</td>
<td>Letter is related to the photo and is written fairly clearly; makes reference to some historic facts; includes at least 8 sentences</td>
<td>Letter may have sentences irrelevant to photograph; minimal reference to historic facts; includes at least 5 sentences</td>
<td>Letter is unrelated to photo; has 4 or fewer sentences</td>
</tr>
<tr>
<td>Grammar/Spelling 12.5%</td>
<td>Excellent grammar/spelling</td>
<td>Good grammar/spelling</td>
<td>Fair grammar/spelling</td>
<td>Poor grammar/spelling</td>
</tr>
</tbody>
</table>
Lesson 3: Battles of Gettysburg and Vicksburg: The Gettysburg Address

Class Notes 3:

FIRST let’s review. Why was the U.S. fighting the Civil War in the first place? What were some of the causes?

I. Battle of Gettysburg

→ 3-day battle (July 1 – July 3, 1863) in ______________
→ turning point of the Civil War
→ hurt the South so much that Gen. _____ would never invade a __________ state again

Day One: July 1, 1863
Confederate Gen. A.P. Hill and his Confederate troops were trying to meet up with Gen. ______ after looking for some much-needed shoes. Instead, they met Union troops. The Union troops took control of the ________ ground around the town, but the C.S.A. controlled the ________.

Day Two: July 2
C.S.A. troops led by James __________ were ordered by Lee to take over one area of high ground- Cemetery Ridge (which was held by the Union). A group of Confederate troops from Alabama tried to take over Little Round ______, a key hill that overlooked much of the __________________. A Union colonel moved to defend the hill and eventually fought off the _______________ troops with a bayonet charge. These aggressive Confederate troops around the hill surrendered, saving the Union from certain rebel ______________ attacks from Little ____________ Top.

Day Three: July 3
Lee ordered an artillery attack against the __________ of the Union forces. Thinking the Union soldiers had given up firing, C.S.A. Gen. Longstreet ordered a charge against the middle of the _________ lines. This is referred to as ______________ ____________ because Gen. Pickett helped lead the operation. The Union troops re-opened first, however, and the C.S.A. troops retreated back to their lines. Thus, the Union kept the high ground. Lee and his men ______________ South, never to invade the Union again. Total casualties at the battle were ____%. Lee was so depressed that he offered his ____________, but Jefferson Davis would not accept it.

Union casualties:
Confederate casualties:

II. Vicksburg

III. Gettysburg Address, November 19, 1863 – several months AFTER the battle
In November, 1863 a ceremony was held to dedicate a cemetery in Gettysburg. After a famous speaker made his speech, President ________________ gave a shot, 2-minute speech – the ________________ ____________________. One of the effects of the speech was uniting America as one → the United States ARE became the United States IS

Highlights of the speech:
→ all men are created equal
→ the government should be ___ the people, ___ the people, ____ the people

Questions to answer:

-What happened 87 years previous to this speech that Lincoln is referring to?
-From what document does Lincoln seem to be getting many of his ideas?
Have students open their textbooks to the Declaration of Independence.
-Why would Lincoln remind listeners of this document?
-What do you think Thomas Jefferson would say about Lincoln referring to this document at this event?
-What do you think about Lincoln’s statement “people will little remember what we say here”?
-Why is this document considered so important today?
FIRST let’s review. Why was the U.S. fighting the Civil War in the first place? What were some of the causes?
- conflict over slavery and states’ rights
- economic differences (tariffs)
- election of Lincoln
- secession of southern states

I. Battle of Gettysburg

- 3-day battle (July 1 – July 3, 1863) in Pennsylvania
- turning point of the Civil War
- hurt the South so much that Gen. Lee would never invade a Union state again

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Day Two: July 2
C.S.A. troops led by James Longstreet were ordered by Lee to take over one area of high ground- Cemetery Ridge (which was held by the Union). A group of Confederate troops from Alabama tried to take over Little Round Top, a key hill that overlooked much of the battlefield. A Union colonel moved to defend the hill and eventually fought off the Confederate troops with a bayonet charge. These aggressive Confederate troops around the hill surrendered, saving the Union from certain rebel artillery attacks from Little Round Top.

Day Three: July 3
Lee ordered an artillery attack against the middle of the Union forces. Thinking the Union soldiers had given up firing, C.S.A. Gen. Longstreet ordered a charge against the middle of the Union lines. This is referred to as Pickett’s Charge because Gen. Pickett helped lead the operation. The Union troops re-opened first, however, and the C.S.A. troops retreated back to their lines. Thus, the Union kept the high ground. Lee and his men retreated South, never to invade the Union again. Total casualties at the battle were 30%. Lee was so depressed that he offered his resignation, but Jefferson Davis would not accept it.

Union casualties:
Confederate casualties:
II. Vicksburg

III. Gettysburg Address, November 19, 1863 – several months AFTER the battle

In November, 1863 a ceremony was held to dedicate a cemetery in Gettysburg. After a famous speaker made his speech, President _Lincoln_ gave a shot, 2-minute speech – the Gettysburg Address. One of the effects of the speech was uniting America as one → the United States ARE became the United States IS

Highlights of the speech:
⇒ all men are created equal
⇒ the government should be _of_ the people, _by_ the people, _for_ the people

Questions to answer:

-What happened 87 years previous to this speech that Lincoln is referring to?
-From what document does Lincoln seem to be getting many of his ideas?
   Have students open their textbooks to the Declaration of Independence.
-Why would Lincoln remind listeners of this document?
-What do you think Thomas Jefferson would say about Lincoln referring to this document at this event?
-What do you think about Lincoln’s statement “people will little remember what we say here”?
-Why is this document considered so important today?
Lesson 4: African-Americans in the Civil War

Class Notes 4:

I. Emancipation Proclamation

Some Northerners felt that just winning the war wouldn’t be enough if ________ still existed. Lincoln disliked slavery, but he did not think the __________ had the power to ___________ it where it already existed. His primary goal was to __________________. Later, he used his power as commander-in-chief to free the slaves. Since slave labor was used by the __________ to build _________ and grow ____________, Lincoln could consider the slaves to be enemy resources. As U.S. ______________-in-chief, Lincoln could seize these enemy resources → meaning Lincoln could ______________ the slaves.

On January 1, 1863, Lincoln issued the __________________. It applied to slaves living in Confederate control – NOT to slaves living in Southern areas under __________ control NOR to slaves that lived in the border states. This document made the destruction of ________ a Northern war aim. It also discouraged the interference of _________ governments.

II. Frederick Douglass

Douglass was a former ________ who became an important ___________. He traveled extensively giving lectures about the horrors of ___________ and the need to ___________ it. For Douglas and other abolitionists, the Civil War was a war to ________ slavery. Throughout the war, Douglass worked toward emancipating _________ and the right for African-Americans to ________ in the Union ________. He met with President _________ to discuss these issues. Douglass helped recruit African-American soldiers. He believed that if former _________ and other African-Americans fought in the war, they could not be denied full _____________ in the Union. Three of his sons served as Union soldiers.

*Frederick Douglass*

"Who would be free themselves must strike the blow....I urge you to fly to arms and smite to death the power that would bury the Government and your liberty in the same hopeless grave. This is your golden opportunity."

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

http://americancivilwar.com/colored/colored_troops.html
1. What is Douglass encouraging African-Americans to do in this first quote?

2. According to the second quote, what does Douglass hope African-American participation in the war will lead to for African-Americans?

III. 54th Massachusetts Regiment

Perhaps the most famous battle involving African-Americans is that of ______ _______ in South Carolina. The troops in this battle were the Massachusetts ___ Regiment and were led by Robert Gould ______, a white __________ from Massachusetts. Colonel Shaw was only _____ years old when he took command of the 54th. Initially he held some prejudices against the men, but he grew to respect them. The 54th was given the difficult task of taking over Ft. Wagner which would help the _____ take control of ______________, South Carolina – a key Confederate city. Of the 600 African-American soldiers who stormed Ft. ______, there were 281 casualties, including Col. Shaw. These brave men and their significant achievements have been memorialized in a famous sculpture by Augustus Saint-Gauden and in the film ________. Frederick ____________ helped recruit men for the 54th, including his own son ___________ who fought in the 1863 Ft. Wagner battle.

IV. Other African-American Union Soldiers

Although the 54th Massachusetts Regiment is the most well-known, there were __________ African-Americans regiments. These men were called the United States Colored Troops (______). These men and their white officers are featured in a ______________ in Washington, DC. African-Americans also served in the U.S. Navy during the war.

While African-Americans were permitted to enlist in the U.S. Army, they were not treated equally. They served in segregated units and received less pay than white troops. African-Americans were not allowed to become commissioned ___________. Many African-American regiments were used for labor and often denied actual __________ activity. They also faced ______ or ______________ if they were captured by the Confederate army. Eventually, however, the Confederacy also approved the use of African-American soldiers as their white manpower continued to diminish as the war continued.

Douglass's recruitment speeches promised black soldiers equality in the Union army, unfortunately they were not treated equally. They were paid 1/2 of what the white soldiers received and were given inferior weapons and inadequate training. Blacks were not allowed to become officers. Worst of all, black soldiers who were captured by Confederate troops were often shot. Douglass stopped his recruitment efforts when he learned of these conditions. Douglass published his complaints and then requested to meet with the president. His request was granted in the summer of 1863 and Douglass
expressed his concerns about the way black soldiers were being treated by Union officers and Confederate captors. President Lincoln did give Douglass some encouragement that changes might be made in the future. Although Douglass was not entirely satisfied with Lincoln's response, he decided to begin recruiting again. Shortly after the meeting, Secretary of War Edwin Stanton offered Douglass a commission on the staff of General Lorenzo Thomas. Douglass accepted the offer and returned to Rochester, where he published the last issue of his newspaper. He waited at home for notice of his commission as an officer, but it never arrived. Apparently, Stanton decided that Douglass would never be accepted by other officers. Douglass was extremely disappointed that the commission fell through, but he continued his recruiting work. By now, Frederick, Jr. (Douglass’ son), had joined his brothers in the Union lines. More than 200,000 blacks enlisted in the Union army and 38,000 were killed or wounded in Civil War battles. Comprising about 10 percent of the North's troops, the black soldiers made their numbers felt on the battlefields and distinguished themselves in many engagements. By mid 1864, with the help of the spirited black troops, the war was slowly turning in favor of the North.

[http://www.history.rochester.edu/class/douglass/part4.html](http://www.history.rochester.edu/class/douglass/part4.html)

1. What were some of the injustices African-American soldiers faced?

2. What actions did Douglass take to try and fix these injustices?

3. Why do you think Secretary Stanton decided that the other officers would not accept Frederick Douglass as an officer?

4. African-Americans made up ____% of the Union’s troops.
Lesson 4: African-Americans in the Civil War

Class Notes 4: Teacher Edition

I. Emancipation Proclamation

Some Northerners felt that just winning the war wouldn’t be enough if slavery still existed. Lincoln disliked slavery, but he did not think the federal government had the power to abolish it where it already existed. His primary goal was to re-unify the country. Later, he used his power as commander-in-chief to free the slaves. Since slave labor was used by the South to build railroads and grow food, Lincoln could consider the slaves to be enemy resources. As U.S. commander-in-chief, Lincoln could seize these enemy resources → meaning Lincoln could emancipate the slaves.

On January 1, 1863, Lincoln issued the Emancipation Proclamation. It applied to slaves living in Confederate control – NOT to slaves living in Southern areas under Union control NOR to slaves that lived in the border states. This document made the destruction of slavery a Northern war aim. It also discouraged the interference of foreign governments.

II. Frederick Douglass

Douglass was a former slave who became an important abolitionist. He traveled extensively giving lectures about the horrors of slavery and the need to abolish it. For Douglas and other abolitionists, the Civil War was a war to end slavery. Throughout the war, Douglass worked toward emancipating slaves and the right for African-Americans to enlist in the Union army. He met with President Lincoln to discuss these issues. Douglass helped recruit African-American soldiers. He believed that if former slaves and other African-Americans fought in the war, they could not be denied full citizenship in the Union. Three of his sons served as Union soldiers.

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Perhaps the most famous battle involving African-Americans is that of Ft. Wagner in South Carolina. The troops in this battle were the Massachusetts 54th Regiment and were led by Robert Gould Shaw, a white abolitionist from Massachusetts. Colonel Shaw was only 24 years old when he took command of the 54th. Initially he held some prejudices against the men, but he grew to respect them. The 54th was given the difficult task of taking over Ft. Wagner which would help the Union take control of Charleston, South Carolina—a key Confederate city. Of the 600 African-American soldiers who stormed Ft. Wagner, there were 281 casualties, including Col. Shaw. These brave men and their significant achievements have been memorialized in a famous sculpture by Augustus Saint-Gauden and in the film Glory. Frederick Douglass helped recruit men for the 54th, including his own son Lewis who fought in the 1863 Ft. Wagner battle.

IV. Other African-American Union Soldiers

Although the 54th Massachusetts Regiment is the most well-known, there were many African-Americans regiments. These men were called the United States Colored Troops (USCT). These men and their white officers are featured in a memorial in Washington, DC. African-Americans also served in the U.S. Navy during the war.

While African-Americans were permitted to enlist in the U.S. Army, they were not treated equally. They served in segregated units and received less pay than white troops. African-Americans were not allowed to become commissioned officers. Many African-American regiments were used for labor and often denied actual combat activity. They also faced death or enslavement if they were captured by the Confederate army. Eventually, however, the Confederacy also approved the use of African-American soldiers as their white manpower continued to diminish as the war continued.

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http://www.history.rochester.edu/class/douglass/part4.html

1. What were some of the injustices African-American soldiers faced?

2. What actions did Douglass take to try and fix these injustices?

3. Why do you think Secretary Stanton decided that the other officers would not accept Frederick Douglass as an officer?

4. African-Americans made up ____% of the Union’s troops.
Lesson 4: African-Americans in the Civil War
“Glory” Questions

1. We know that Antietam was the bloodiest day in American history. Describe the aftermath of this battle based on what Shaw saw and felt.

2. Describe the scene at the party in the Governor’s office. What famous American is there? What happens to Shaw during this scene?

3. Describe the variety of background of the new African-American soldiers that meet in the tent.

4. At one point, Shaw addresses the soldiers and announces a piece of legislation of the Confederate Congress. What does this legislation say can happen to the African-American soldiers and their white officers if they are caught by Confederate soldiers?

5. Why do you think Shaw’s friend (who is also an officer) protests against the use of the whip for punishing the alleged deserter (Denzel Washington)? Common punishment for desertion (leaving the military camp) was to be flogged, or hit, but not necessarily with a whip. What is it about the whip that is particularly bothersome.

6. Why do you think Col. Shaw decides to tear up his paycheck like the soldiers were doing?

7. Why do the troops burn the small South Carolina town? Is this allowed in war?
8. Why do you think Col. Shaw asked that his regiment be the one to lead the assault on Ft. Wagner?

9. What did the soldiers do the night before the battle?

10. Did the Massachusetts 54th Regiment eventually earn the respect of the other Union soldiers and officers? Think about the scene as they march toward Ft. Wagner.

11. What was your favorite scene of the movie and WHY?

For analysis of Emancipation Proclamation, use the worksheet provided by the National Archives:

Directions for History Cards:

Collect ‘em, Trade ‘em with your friends…
History Cards!!!

You will be creating history cards to help you review for your big test! These cards will be sort of like baseball cards only more fun because they are about history.

→ Select 6 topics from the Civil Rights and Reconstruction era. These could include people, battles, speeches, and amendments.
→ Then create your cards. The front of the history card should have an image related to the topic. The back of the card should have some information on that topic. You can have a paragraph about the topic describing its relevance to American history OR you could have a bulleted list of information OR a combination of both. Please DO NOT write an essay – we only need to know why each topic is significant for this particular time period in American history.

You may want to use index cards or maybe you will want to find a big piece of cardboard and cut it down to several smaller pieces. It is up to you.

These cards will be used by your classmates in a future review session later in the year, so produce some good work! If you don’t turn in a set of cards, you will have to do a much more boring review activity so JUST DO IT!
Lesson 4: African-Americans in the Civil War

History Cards Rubric:

20 points total:
- information for each card 1 point x 6 cards
- image for each card 2 points x 6 cards
- overall visual appeal 2 points

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4/Exemplary</th>
<th>3/Proficient</th>
<th>2/Adequate</th>
<th>1/Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information for each card 60%</td>
<td>Topic is relevant to Civil War; information is accurate and adequately describes the topic in paragraph or bulleted format; correct grammar and spelling</td>
<td>Topic is relevant to Civil War; information is mostly accurate and more or less describes the topic in paragraph or bulleted format; some grammar and spelling errors</td>
<td>Topic is relevant to Civil War; information is somewhat inaccurate or incomplete; significant grammar and spelling errors</td>
<td>Topic irrelevant to Civil War; information is mostly inaccurate and/or incomplete; major grammar and spelling errors</td>
</tr>
<tr>
<td>Image for each card 30%</td>
<td>Image is relevant to topic;</td>
<td>N/A</td>
<td>N/A</td>
<td>Image is not included or is not relevant to the topic</td>
</tr>
<tr>
<td>Overall visual appeal 10%</td>
<td>Cards are neat and durable; images are of a high quality</td>
<td>Cards are somewhat neat and durable; images are of a good quality</td>
<td>Cards are fairly neat and durable; images are of a fair quality</td>
<td>Cards are sloppy and flimsy; images are difficult to see</td>
</tr>
</tbody>
</table>
Reconstruction Worksheet

Open http://memory.loc.gov/ammem/aa0html/exhibit/aopart5.html and answer the following questions.

1. Which amendment abolished slavery?

2. What was the purpose of Reconstruction?

3. How did most southerners feel about Reconstruction?

4. During Reconstruction, what rights were African-Americans able to enjoy?

5. Click to enlarge Thomas Nast’s *Emancipation*. How does the image in the foreground contrast with those in the background? Why do you think Lincoln is at the center of this poster?

6. How would you describe the reception of the USCT in *Mustered Out*?

7. Who were the “Exodusters” and where did they go?

8. Why do you think so many African-Americans left the South and went other places?

9. Despite the migration of the “Exodusters,” where is the heaviest population of African-Americans concentrated according to the 1898 map?

10. What do these pages from the plantation account book show about African-American labor after abolition?

11. What changes occurred during Reconstruction concerning education for African-Americans?

12. What was the 15th Amendment to the Constitution?

13. How did the Radical Republicans feel about this amendment?
14. Click on “The First Vote” to enlarge. How would you describe the demeanor of the men waiting in line to vote?

15. How did franchise rights for African-Americans effect the make-up of the U.S. Congress and several southern legislatures?

16. Click on “Heroes of the Colored Race” to enlarge. Who are some of the heroes featured in the foreground of the image?

17. What do the scenes in the background of “Heroes of the Colored Race” represent?

18. What role did the church play in the lives of African-Americans during Reconstruction?
Lesson 5

Evaluation – Quiz

Select the best answer and write the appropriate letter on your answer sheet for each question.

1. The winner of the Election of 1860 was _____________.
   A. Stephen Douglas
   B. Robert E. Lee
   C. Jefferson Davis
   D. Abraham Lincoln

2. Why did several southern states secede after the Election of 1860?
   A. They distrusted the president because of his beard.
   B. They were against the forced removal of Native Americans into western territory.
   C. They wanted to start a new country where African-Americans could live equally.
   D. They were afraid the new president would abolish slavery in the South.

3. Following the opening battle of the Civil War at ______________, several other southern states seceded from the Union.
   A. Vicksburg
   B. Bull Run
   C. Ft. Sumter
   D. Antietam

4. All of the following were parts of the Anaconda Plan EXCEPT:
   A. take control of the Confederate capital at Richmond, VA
   B. take control of the Mississippi River, thus dividing the C.S.A. in two
   C. take control of the Transcontinental Railroad
   D. create a naval blockade around the coastal areas of the C.S.A.

5. Which of the following ALL seceded from the Union
   A. California, Texas, Arkansas
   B. Georgia, South Carolina, Virginia
   C. Mississippi, South Carolina, Massachusetts
   D. Arkansas, Tennessee, Kentucky

6. The battle at _____________ in Maryland was the bloodiest day in American history.
   A. Antietam
   B. Gettysburg
   C. Vicksburg
   D. Bull Run

7. All of the following were accomplishments of Frederick Douglass EXCEPT
A. Douglass was able to escape from slavery
B. Douglass himself fought with the Massachusetts 54th Regiment
C. Douglass became an important abolitionist
D. Douglass fought for the right of ex-slaves and other African-American to join the Union army

8. ______________ became the leader of all Union armies after winning many victories in the west and was able to win more victories over the C.S.A. after several other Union commanders had failed.

A. George McClellan  
B. Robert E. Lee  
C. Stonewall Jackson  
D. Ulysses S. Grant

9. The battle at __________ was the turning point of the war because never again would Gen. Lee lead his troops into Union territory again.

A. Antietam  
B. Ft. Sumter  
C. Gettysburg  
D. Shiloh


A. Appomattox  
B. Richmond  
C. Gettysburg  
D. Antietam

11. All of the following were results of the Emancipation Proclamation EXCEPT:

A. freed those slaves located in rebelling states (seceded southern states)  
B. made the destruction of slavery a Northern war goal  
C. allowed the southern states to re-join the Union without harsh punishment  
D. discouraged any interference from foreign governments

12. In his Gettysburg Address, Lincoln stated

A. that all men have certain unalienable rights – life, liberty, and the pursuit of happiness  
B. that the government is one of the Union, by the Union, and for the Union  
C. that all men are created equal  
D. give me liberty or give me death

13. The Massachusetts 54th Regiment was significant because
A. it was the first all-African American regiment in the Union army from a free state
B. it was the only regiment from Massachusetts during the Civil War
C. it won a key victory at Vicksburg
D. it was made up of slaves rounded up as “contraband” by Gen. Grant

14. Which amendment abolished slavery?

A. 10th
B. 13th
C. 15th
D. 19th

15. The Radical Republicans believed

A. in aggressively guaranteeing voting and other civil rights to African-Americans
B. that Andrew Johnson was responsible for Lincoln’s assassination
C. in limiting the rights of African-Americans
D. in government-sponsored programs to move former slaves in mass numbers from the rural South to urban centers in the North

Evaluation Guidelines (based on ACPS grading scale)

14 + A
13 B
12 C+
11 C
10 D
9 F
Lesson 6:

Supplemental Web Activity on Reconstruction

Visit the site http://www.pbs.org/wgbh/amex/reconstruction/

Click on “Northerners in the South”
Watch the Mini-Documentary about Marshall Twitchell and answer the following questions below.

1. What was the Freedmen’s Bureau?
2. What was Twitchell’s job?
3. How did the African-American vote effect Twitchell’s campaign?
4. Who were the “carpetbaggers”?
5. What happened to some of Twitchell’s family members and associates?

Go back to the last page and click on “Slave to Sharecropper.” Read the short introduction on the left and then click on the primary source “Not Free Yet.” Answer the following questions.

1. What benefits was in the contract for Henry Adams, if any? Who seems to get the better side of this labor contract – Adams or his former slave owner?
2. Why did the former owner tell Adams he should continue to work where he had been working as a slave?
3. What happened to Adams on his way to Shreveport?
4. What are some examples of things that do NOT change as a result of emancipation?

Click on the other two primary sources concerning labor contracts.

1. How are these contracts similar? Different?

Return to the “Slave to Sharecropper” page and click on “watch video clips.”

View “Cotton Economy.”
1. What was the biggest worry of whites after emancipation?
2. Why don’t African-Americans want to be in the cotton fields anymore?
View “Violence and Intimidation.”
1. What was the purpose of the violence directed at African-Americans?

2. What were the “black codes?”

View “Sharecropping.”
1. What were the attitudes of Butler’s former slaves?

2. What was the agreement between the two sides?

View “Making Something Out of Nothing.”
1. What happens when it’s time to sign contracts with Butler?

2. What was Tunis Campbell trying to do?

View “End of Reconstruction.”
1. Why and when did Reconstruction end?
2. What was the deal about?
3. What effect did the end of Reconstruction have on African-Americans?

After watching these clips, go to “White Men Unite” from the main Reconstruction page.

In video clips, watch “War of Terror.”
Then, view the primary source “First Class Men of Our Town.”
1. Who was Abram Colby?

2. What group attacked Colby and why?

3. How did they assault him?

4. What types of jobs did these attacking men have?

5. What had these men tried to bribe Colby for two days before this attack?

6. What basic constitutional right was denied to Republicans in Georgia during this period?
Suggested Review Questions to be Used Throughout the Unit:

Lesson One:
1. What was popular sovereignty?
2. What was “Bleeding Kansas?”
3. What was the Compromise of 1850?
4. What was the effect of the Dred Scott decision?

Lesson Two:
1. What was the effect of the Election of 1860?
2. Was was the effect of the Confederate victory at Ft. Sumter?
3. List the states that seceded.
4. Which states had slavery, but remained loyal to the Union?

Lesson Three:
1. What was the Anaconda Plan?
2. What can we learn from reading the letters from Civil War soldiers?
3. How did the early battles of the Civil War reflect the Anaconda Plan?

Lesson Four:
1. What was the turning point of the Civil War?
2. Name one difference between warfare in the Civil War era and warfare today.
3. How does the Gettysburg Address reflect America’s founding principles?

Lesson Five:
1. What impact did Frederick Douglass have during the Civil War?
2. Who were the USCT?
3. What was the purpose of the Emancipation Proclamation?
4. How did this document effect the motivation for the war on the Union side?