

Our Civil War: “The Divided Home”

Grade Level or Special Area: Fifth Grade (Geography and American History)

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Length of Unit: Thirteen lessons, (approximately three weeks (13 days), one day = 45 minutes)

I. ABSTRACT

The purpose of this unit is to focus on the events and people of the Civil War. The students will see how the people reacted to their ‘divided home.’ They will have an opportunity to examine twelve major battles and the effect they had on the final outcome. While Core Knowledge Civil War objectives are met, the students will see the war through the people who lived it. They will learn about the heroes as well as the everyday civilians.

II. OVERVIEW

A. Concept Objectives

1. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
2. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
3. Students will understand how political and social agendas may give way to economic needs.

B. Content from the *Core Knowledge Sequence*

1. The Civil War
 - a. Fort Sumter
 - b. Confederacy: Jefferson Davis, president
 - c. Yankees and Rebels; Blue and Gray
 - d. First Battle of Bull Run
 - e. Robert E. Lee and Ulysses S. Grant
 - f. General Stonewall Jackson
 - g. Ironclad ships: battle of the USS Monitor and the CSS Virginia
 - h. Battle of Antietam Creek
 - i. The Emancipation Proclamation
 - j. Gettysburg and the Gettysburg Address
 - k. African-American troops; Massachusetts Regiment led by Colonel Shaw
 - l. Sherman’s march to the sea; burning of Atlanta
 - m. Lincoln re-elected: concluding words of the Second Inaugural Address
 - n. Richmond
 - o. Surrender at Appomattox
 - p. Assassination of Lincoln by John Wilkes Booth

D. Skill Objectives

1. Locate areas and battles on a map.
2. Understand the specific outcomes, and ‘victories,’ of the major battles of the Civil War.
3. Develop interpersonal relationships in achieving a common goal.
4. Visualize battles through the eyes of soldiers, civilians, women, and politicians.
5. Achieve skills in informative speech.
6. Describe American leaders and their role in the Civil War era.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Hakim, Joy. *War, Terrible War*. New York: Oxford University Press, 1999. 0-19-512761-7.
 - 2. Moehle, E.A. *The Civil War – I*. St. Louis, MO: Milliken Publishing company, 1994. 1-55863-507-6.
 - 3. Moehle, E.A. *The Civil War – II*. St. Louis, MO: Milliken Publishing company, 1994. 1-55863-508-4.
- B. For Students
 - 1. Harriet Tubman, the “underground railroad”
 - 2. Ulysses S. Grant vs. Robert E. Lee
 - 3. Emancipation Proclamation and the end of slavery

IV. RESOURCES

- A. *The War Between the States*, by Jane Pofahl (Lesson Five)
- B. *Civil War, The War Between the States*, by George Lee and Roger Gaston (Lesson Five)
- C. *History and Geography*, by E.D. Hirsch (Lessons One, Four, Six, Seven, Ten, and Eleven)
- D. *The Civil War Personalities*, by Jane Pofahl (Lesson Three)
- E. *Civil War Heroes*, by Alan Archambault and Jill Canon (Lesson Three)
- F. *Everything You Need to Know About American History Homework*, by Anne Zeman (Lesson One)
- G. *Glory*, by Edward Zwick – DVD (Lesson Six)
- H. *Gettysburg*, by Mace Neufeld – DVD (Lesson Nine)
- I. *Lincoln – A Photo-biography*, by Russell Freedman (Lesson Thirteen)

V. LESSONS

Lesson One: From Secession to Fort Sumter

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may give way to economic needs.
 - 2. Lesson Content
 - a. Fort Sumter
 - 3. Skill Objective(s)
 - a. Develop interpersonal relationships in achieving a common goal.
 - b. Achieve skills in informative speech.
 - c. Describe American leaders and their role in the Civil War era.
- B. *Materials*
 - 1. Appendices H, I, J, K for each student
 - 2. A Civil War timeline should be displayed in the classroom; this timeline should follow the events listed in the *Everything You Needed to Know about American History* book, page 62 and 63
 - 3. Pencil for each student
 - 4. *History and Geography* books for each student
- C. *Key Vocabulary*
 - 1. Secede – to withdraw formally from an organization or a nation

- D. *Procedures/Activities*
1. The major events that lead to secession will be reviewed (the preceding unit, “Attempting Peace, Creating Conflict,” will help in reviewing the Pre-Civil War Era):
 - a. The economic difficulties in ridding the nation of the institution of slavery
 - b. The moral and ethical issues of slavery that led to violence in the country
 - c. The tensions that arose from the unbalance of state and federal power
 - d. The major economic differences between the North and South
 - e. The election of President Abraham Lincoln
 2. Encourage the students to realize that the previous tensions made the Civil War probable. After the students have come to this realization, make sure they understand that both sides were confident they would win the war.
 3. The students will then receive Appendices H, I, J, and K. These sheets will provide room for student explanations for each side’s sense of confidence. Possible answers for Appendix X come from *Everything You Need to Know About American History and War, Terrible War*:
 - a. The North had more people (Ten million more people)
 - b. The North had more factories to produce guns, uniforms, military supplies
 - c. The North had Navy and merchant marine
 - d. The North had a larger Railroad system (twice as large)
 - e. The North had most of the cash in the United States
 - f. The South had better military leaders
 - g. The South had a ‘home field’ advantage
 - h. The South had more skilled horsemen and riflemen
 - i. The South believed they would win due to the enormous ‘chip on their shoulder.’
 4. After 15 minutes of student research, the class will reconvene. At this time, the teacher will discuss the possible answers for the Appendix K.
 5. Finally, the instructor will then unveil the section of the timeline that presents the first year of the Civil War (this will need to be created beforehand with the following issues present):
 - a. The election of Abraham Lincoln – November 6, 1860
 - b. South Carolina secedes – December 20, 1860
 - c. Mississippi, Florida, Alabama, Georgia, Louisiana, & Texas secede – January, 1861
 - d. The Civil War begins; The South fires upon Ft. Sumter – April 12, 1861
- E. *Assessment/Evaluation*
1. The students will use Appendix K to show their knowledge of each side’s resources. It is suggested that the teacher uses this sheet as a participation grade.

Lesson Two: The First Year of the War

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may give way to economic needs.

2. Lesson Content
 - a. The First Battle of Bull Run
 - b. General Stonewall Jackson
 3. Skill Objective(s)
 - a. Locate areas and battles on a map.
 - b. Understand the specific outcomes, and ‘victories,’ of the major battles of the Civil War.
 - c. Visualize battles through the eyes of soldiers, civilians, women, and politicians.
 - d. Describe American leaders and their role in the Civil War era.
- B. *Materials*
1. A listing of students partners (see Procedure Seven for explanation)
 2. *History and Geography* books for each student
 3. Appendix A for each student
 4. Appendix B for each student
 5. Writing utensil for each student
- C. *Key Vocabulary*
1. Casualty – any injury, death, or capture that resulted from a particular battle
 2. Commander – the boss, or leader, for a specific group
- D. *Procedures/Activities*
1. Day Two marks the first day of the Civil War. Today, the students will research the first year of the Civil War. Review the year of 1861 on your timeline, making sure you discuss the battle dates:
 - a. Fort Sumter – April 12, 1861
 - b. Bull Run – July 21, 1861
 2. Begin the class period by reading from *The History and Geography* book. The students, or the teacher, may read pages 251 – 253.
 3. The teacher will then explain the Battle Sheets for the first time. The Battle Sheets are intended to give each student the opportunity to research the major battles of the Civil War.
 4. The students will need to have Appendix A as their major resource. The numbers vary according to the textbook, so this sheet will provide information the class can agree on.
 5. Each Battle Sheet must be filled out completely. **However, question number four is optional for the class.** The teacher may wish to provide this information, but the students will not find it in Appendix A. The students need to understand that these sheets may be used on the Civil War Test. Therefore, they should completely fill out each section. The nickname section will enable the students to personalize the battle. It will help them to identify the battle as the class discusses the war.
 6. Hand out a copy of Appendices A and B for each student. Allow at least ten minutes in class for the students to fill out Appendix B. The students will have questions about this sheet the first time. In the future, after the students understand Appendix B, you may send these sheets home as homework (Appendices B through G).
- E. *Assessment/Evaluation*
1. The teacher will determine the student assessment teams. These partners will check for thoroughness on the Battle Sheets. The ultimate evaluation of the Battle Sheets will occur on the Civil War Battles Test (see Appendix U).

Lesson Three: The Key Players of the War

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may give way to economic needs.
2. Lesson Content
 - a. Confederacy: Jefferson Davis, president
 - b. Robert E. Lee and Ulysses S. Grant
3. Skill Objective(s)
 - a. Describe American leaders and their role in the Civil War era.

B. Materials

1. A 'Key Players' packet for each student in the classroom– using the *Civil War Personalities* and *Civil War Heroes* books (* in the cases where more than one source is available, make two-sided copies)
 - a. The "Key Players" packet for each student
 - i. Abraham Lincoln
 - ii. Jefferson Davis
 - iii. Ulysses S. Grant *
 - iv. Robert E. Lee *
 - v. William Tecumseh Sherman *
 - vi. Stonewall Jackson *
 - vii. Belle Boyd
 - viii. Harriet Beecher Stowe
 - ix. Mathew Brady
 - x. Clara Barton
 - xi. Winfield Scott
 - xii. P.G.T. Beauregard
 - xiii. **OPTIONAL:** Clip Art of each Key Player on the last page of the packet
 2. Three copies of the "Profiles" sheet for each student (see Appendix L)
 3. Pencils for each student
 4. **Optional:** glue for each student
 5. *History and Geography* books as additional resources for each student

C. Key Vocabulary

1. Confederacy – a union formed through citizen involvement

D. Procedures/Activities

1. Review the timeline up to this date (end of 1861).
2. Instruct the students that the people they will be learning about today were major players in the Civil War.
3. It will be helpful, at this point, to read pages 264 – 265 in the *History and Geography* books.
4. Tell the students that today's activity will include brief research on the "Key Players" of the Civil War. We will learn about each of these people as we continue to study the events of the war.
5. Each student needs to fill out each section completely on the profiles sheets (12 sections – see Appendix L).

6. The teacher may choose to place the picture of each key person on the appendix. However, the teacher may also choose to provide clip art on the last page of the packet. If this is the case, let the students know that you expect the pictures to be in the appropriate places.
 7. Give the students twenty minutes to begin their research.
 8. Anything not finished during class will turn into homework for the evening.
 9. If enough time remains in the class period, discuss some of the key players of the Civil War. Ask them who their favorite person is so far, and why. Ask them if they think any of these people would have a hard time fitting into society (many of them did). What were the major reasons why these people fought for their side (popular answer: they were defending their home)?
 10. When two minutes remain in the class period, prepare them for the next day's subject by revealing the second year of the timeline ("The Second Year of the War").
- E. *Assessment/Evaluation*
1. The students will turn in their "Profiles" sheet for assessment by the teacher. While grading these sheets, the teacher will make sure the picture matches the person. The teacher will also make sure each of the facts matches the person. The sheet provides six points for each section (54 total points possible).

Lesson Four: The Second Year of the War - 1862

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may give way to economic needs.
 2. Lesson Content
 - a. Yankees and Rebels; Blue and Gray
 - b. Antietam Creek
 3. Skill Objective(s)
 - a. Locate areas and battles on a map.
 - b. Understand the specific outcomes, and 'victories,' of the major battles of the Civil War.
 - c. Visualize battles through the eyes of soldiers, civilians, women, and politicians.
 - d. Describe American leaders and their role in the Civil War era.
- B. *Materials*
1. Appendix C for each student
 2. Appendix D for each student
 3. Appendix D for each student
 4. Writing utensils for each student
 5. *History and Geography* books for each student
- C. *Key Vocabulary*
No new vocabulary
- D. *Procedures/Activities*
1. Unveil the timeline section that contains the second year of the war
 - a. The naval battle between Union 'Monitor' and Confederate 'Merrimac' in the Atlantic Ocean - March 9th, 1862

- b. The Battle of Shiloh - April 6-7, 1862
 - c. Seven Day's Battle - June 25-July 1, 1862
 - d. Bull Run Again - August 29 – 30, 1862
 - e. Battle of Antietam - September 17th, 1862
 - f. Battle of Fredericksburg - December 13th, 1862
2. Explain to the students what the timeline already does; . . . the second year of the war really heated up. Also, it is important to note that other battles did occur. However, the ones listed are the major battles.
 3. Hand out the Battle Sheets for 1862:
 - a. Shiloh and Seven Days
 - b. Bull Run Again and Antietam
 - c. Fredericksburg (Chancellorsville may be handed out, but instruct the students to not fill it out yet)
 4. Give the students twenty-five minutes to complete the Battle Sheets. The students do not need to complete the Battle of Antietam (Appendix C and D). Anything not finished in class will be homework.
 5. Take the last minutes of class to review the battles up to date.
 - a. Which battle was the most significant in the first two years of the war?
 - b. Which battle accrued the most amount of casualties (let them know that the Battle of Antietam had the most amount of casualties in one day)?
 - c. Who were the most successful commanders up until this point?
 - d. What were some of their nicknames for the battles?
 - e. Which side, do they think, is winning the war so far?
 6. Prepare the students for the subject of the following day, "A Soldier's Life"
- E. *Assessment/Evaluation*
1. The student assessment teams will look over each other's battle sheets on the following day (see Lesson Two for information on the student assessment teams).

Lesson Five: A Soldier's Life

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may give way to economic needs.
2. Lesson Content
 - a. Yankees and Rebels; Blue and Gray
3. Skill Objective(s)
 - a. Visualize battles through the eyes of soldiers, civilians, women, and politicians.

B. *Materials*

1. A two-sided copy of Appendix M and M for each student (both sides of the worksheet need to be Appendix M; this is done so the students can have a side that has their guesses, and a side that has the real answers)
2. A two-sided resource page for each student (using *Civil War – The War between the states*, p. 88 and *The War Between the States*, p. 11)
3. *History and Geography* books for each student
4. A copy of Appendix O for each student

- C. *Key Vocabulary*
No new vocabulary
- D. *Procedures/Activities*
1. Review the events covered up to this lesson.
 2. Hand out the two-sided sheet entitled, “A Soldier’s Life” (see Appendix M).
 3. At this point, the students will make their best guesses on the questions provided.
 4. Let the students know that when they have made their best guesses, they may come up and show you their sheet. You will then give them the two-sided sheet that has the answers (using the suggestions in ‘Materials, Number Two).
 5. After the students have received their resource from the teacher, they will investigate and fill out the back of their sheet.
 6. Encourage them all to follow the directions and then compare their guesses with the correct answers (they will not be graded on this).
 7. After twenty-five minutes, whether the students are finished or not, have a five minute discussion about entertainment during the war. ***Additional suggestion:*** show the cockroach races from the movie, “The Blue and the Gray.”
 8. After the class has discussed the entertainment, prepare the students minds and hearts for a ‘Wartime Correspondence” (see Appendix O).
 9. The ‘Wartime Correspondence’ is a letter written to a loved one. The directions on the sheet should give an ample amount of direction for the students. However, the teacher may feel they need to prepare them more.
 10. If the teacher feels more preparation is needed he/she may want to have the students consider the following things:
 - a. If they had one opportunity to write one letter in their lives, whom would they write to?
 - b. How have the wars gone so far?
 - c. What things have you seen that you would never want to see again?
 - d. If they were on the eve of a battle what would weigh heavy on their mind?
 - e. Would their spirits be up or down?
 - f. Are they confident that they will come home?
 - g. Would there be any information they would want to pass on to other loved ones?
- E. *Assessment/Evaluation*
1. Appendix O will be turned in the following day. This correspondence will be graded according to historical accuracy, usage of correct language skills, and grammar.

Lesson Six: The 54th Massachusetts

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may give way to economic needs.
 2. Lesson Content
 - a. African-American troops; Massachusetts Regiment led by Colonel Shaw
 3. Skill Objective(s)
 - a. Describe American leaders and their role in the Civil War era.

- B. *Materials*
1. The DVD of Glory
 2. DVD player
 3. Television
 4. *History and Geography* books for each student
- C. *Key Vocabulary*
- No new vocabulary
- D. *Procedures/Activities*
1. The focus of the day will revolve around the 54th Massachusetts. However, make sure the students realize that the African Americans were involved in almost every facet of the Civil War.
 2. The teacher should read page 270 from the *History and Geography* book to give the students a brief background on the 54th Massachusetts.
 3. The background information on the 54th Massachusetts is on the second disc of the set. Find the root menu and click on the special features section. At this menu, click on “The True Story of Glory Continues.”
 4. This is a good documentary about the regiment. However, like all movies, watch it before you show it to your class.
 - a. This is a realistic portrayal of some of the battles – preview for violence.
 - b. Also, keep the attention span of your class in mind and fast-forward through sections you believe are not important.
 4. You may find other material on the DVD that pertains to your classroom. However, this particular section will fit into your class period.
 5. It is suggested that the teacher only show the first thirty-five minutes of this documentary. The first thirty-five minutes has the best information that pertains to the Core Sequence.
 6. The time after the documentary will provide some good discussion for the class. At this juncture, the students have been exposed to some heavy issues; racial tensions, realities of war, bravery, etc. Encourage the students to respond to the story of the 54th Massachusetts.
 - a. Why did the men of the 54th risk their lives for a country that didn’t respect them?
 - b. What do the students think was going through the men’s minds as they stood on the beach?
 - c. Did the men of the 54th gain respect as a result of the battle?
 - d. If placed in their position, what would you do?
- E. *Assessment/Evaluation*
1. Informal assessment and feedback based on the class discussion

Lesson Seven: Civilians in the Civil War

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may give way to economic needs.
 2. Lesson Content
 - a. Industrial North versus Agricultural South

3. Skill Objective(s)
 - a. Visualize battles through the eyes of soldiers, civilians, women, and politicians.
 - b. Describe American leaders and their role in the Civil War era.
- B. *Materials*
 1. A teacher's copy of "Ten Questions" cards must be created before class (see Appendix R)
 2. *History and Geography* books for each student
 3. Appendix P for each student
 4. Appendix S for each student
- C. *Key Vocabulary*
 1. Civilians – those not directly involved in the war effort
- D. *Procedures/Activities*
 1. Using the "Ten Questions" cards, begin the class period by quizzing the students on some of the important figures of the Civil War. Since this part will be a class effort, describe some of the tougher clues.
 2. Read from pages 271 and 272 in the *History and Geography* book.
 3. Following this, encourage the students to think of civilian life – were their lives affected by the war? How about the families that didn't even see or hear the fighting? After getting the students to think about such issues, point out that everyone was affected.
 4. Show the students Appendix S. Let them know that they will have to use Appendix S to answer the questions on Appendix P. However, they will also have to use their previous knowledge of America, to answer the last section.
 5. The exercise should take the students approximately twenty minutes.
 6. This will give the teacher approximately five minutes to discuss the jobs of the Civil War era.
- E. *Assessment/Evaluation*
 1. The students will turn in Appendix P to the teacher. Since there are no definite answers for the final section, the teacher may feel it best to give the students a participation grade for this assignment.

Lesson Eight: The Emancipation Proclamation/Battles of Chancellorsville and Vicksburg

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may give way to economic needs.
 2. Lesson Content
 - a. The Emancipation Proclamation
 3. Skill Objective(s)
 - a. Understand the specific outcomes, and 'victories,' of the major battles of the Civil War.
 - b. Achieve skills in informative speech.
 - c. Describe American leaders and their role in the Civil War era.
- B. *Materials*
 1. Timeline displayed in the classroom
 2. *History and Geography* books for each student

C. *Key Vocabulary*

1. Emancipation – the action of freeing a group of people

D. *Procedures/Activities*

1. Review some of the highlights from 1861 and 1862.
2. Page 262 in the *History and Geography* book will serve as a brief introduction to the Emancipation Proclamation.
3. At this point, stress the political importance of Lincoln revealing the Emancipation Proclamation on January 1, 1863.
 - a. The very first statement of the year.
 - b. Changed the way into a war for liberty
 - c. This proclamation gave Lincoln the nickname, “The Great Emancipator”
 - d. Note the irony in the fact that Lincoln did not attempt to free the slaves in the Union states.
4. Read the excerpt from the Emancipation Proclamation – pointing out that this only applied to the rebelling states. Lincoln felt that “slavery must die in order that the nation might live”
 - a. “And, by virtue of the power and for the purpose aforesaid, I do order and declare that all persons held as slaves within the said designated States and parts of said States, are, and henceforward shall be, free; and the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.”
5. Read the following response from Reverend Henry M. Turner (African American minister). The following is adapted from *Scholastic Encyclopedia of the Civil War*:
 - a. “When the people saw me coming with the paper in my hand they raised a shouting cheer that was almost deafening. As many as could get around me lifted me to a great platform, and I started to read the proclamation . . . Men squealed, women fainted, dogs barked, white and colored people shook hands, songs were sung, and by this time cannons began to fire at the navy yard . . . Great processions of colored and white men marched to and for in front of the White House and congratulated President Lincoln on his proclamation.”
6. Let the students know that Lincoln was aware the proclamation was just a piece of paper. Technically, the Southern states had seceded from the Union and did not need to hear such news. However, Lincoln wanted it to be an emotional boost for those in the North . . . it worked.
7. What was the reaction of the people in the South? Ask the students what they think Jefferson Davis’s reaction was. How did the Southern soldiers feel? How did the Northern soldiers feel? How about the slaves; were all slaves happy?
8. Explain to the students that the Confederate army would protect the slaveholders as long as it could.
9. Note that, although the Emancipation Proclamation did not carry much weight, it led the way to the passing of the 13th Amendment in 1865.
10. Make time for discussion, reflection, and response from the students.
11. Approximately ten minutes should be left in the class period. At this time, instruct the students to complete the sheet on the Battle of Chancellorsville. Encourage the students to keep their heads up for another disappointment in the southern army after this particular battle (see Lesson Two for further explanation on the Battle Sheets).

- E. *Assessment/Evaluation*
1. Assessment for the Battles of 1863 will commence on the following day. All students must finish the battles of 1863 prior to the next day's lesson. At this time, use visual observation to assess student participation.

Lesson Nine: The Third Year of the War

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may give way to economic needs.
2. Lesson Content
 - a. Gettysburg and the Gettysburg Address
3. Skill Objective(s)
 - a. Locate areas and battles on a map.
 - b. Understand the specific outcomes, and 'victories,' of the major battles of the Civil War.
 - c. Visualize battles through the eyes of soldiers, civilians, women, and politicians.
 - d. Describe American leaders and their role in the Civil War era.

B. *Materials*

1. The DVD of *Gettysburg*
2. A DVD player
3. A television
4. Appendix F for each student

C. *Key Vocabulary*

No new vocabulary

D. *Procedures/Activities*

1. This lesson will have a combination of student work and a DVD presentation of Pickett's Charge
2. At the beginning of the period, review the events of the Battle of Chancellorsville with the students. Be sure to point out the specifics of the death of Stonewall Jackson. This conversation will also bring up the vocabulary term, "Friendly Fire." Point out to the students that accidents happen in war as in normal life. The South was devastated to learn they had lost one of their heroes.
3. After a quick review of Stonewall Jackson's death, hand out the Battle sheets for Vicksburg and Gettysburg.
4. The students should begin working on this sheet right away.
5. After ten minutes of research, prepare the students for the Battle of Gettysburg on DVD.
6. Put the DVD in the player in the upside-down position. From the main menu, press special features. From the special features menu, click on the "Making of Gettysburg." From the "Making of Gettysburg" menu, click on the Pickett's Charge selection (number 10). The students will be taking notes on the Battle of Gettysburg while the feature is playing. Let them know that you will personally be grading the Gettysburg section of the sheet (not their student assessment teams).

7. The Pickett's Charge feature uses the actor's responses to the horrible, suicidal charge. It is approximately twelve minutes long.
 8. The students may have questions pertaining to Pickett's Charge. For additional information, look on page sixty-six in *Scholastic's Encyclopedia of the Civil War*.
 9. For additional footage on the DVD, click on the 'Truly United, Death-toll' option on the DVD. At the end of this chapter is a death toll of all of America's wars. It really puts the Civil War in perspective.
- E. *Assessment/Evaluation*
1. The Gettysburg Battle sheet will be turned in the following day. The teacher will personally grade these sheets for thoroughness.

Lesson Ten: The Gettysburg Address

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may give way to economic needs.
2. Lesson Content
 - a. Gettysburg and the Gettysburg Address
3. Skill Objective(s)
 - a. Achieve skills in informative speech.
 - b. Describe American leaders and their role in the Civil War era.

B. *Materials*

1. *History and Geography* books for each student
2. A copy of Appendix T for each student

C. *Key Vocabulary*

No new vocabulary

D. *Procedures/Activities*

1. This lesson will feature the background information on the address meant to honor the Battle of Gettysburg. It will also present an opportunity to begin the memorization of the Gettysburg Address.
2. Reading from pages 273 – 275 from *History and Geography* will serve as a brief introduction to the significance of the Battle of Gettysburg
3. It is important to let the students know why we place heavy measure on the Battle of Gettysburg:
 - a. It was the turning point of the war.
 - b. It crushed Lee's confidence.
 - c. It was one of very few battles fought in the North.
 - d. It had an enormous amount of casualties.
 - e. It gave the North the confidence it needed to go out and finish the war.
4. Lincoln chose to place a lot of significance on the Battle of Gettysburg as well. On November 19, 1863, a dedication ceremony was held. Lincoln's short speech stole the show and forever enshrined this battle site.
5. Appendix T may be used in a multitude of ways:
 - a. The spaces after each section may be used to explain the preceding section. This helps the students to internalize the information.

- b. Another way is to split up the classroom according to the sections provided on Appendix T. Each group is then expected to write out their part and memorize it. When this is, they may then combine with the other groups to form a complete Gettysburg Address. They may then ‘show off’ their memorized speech to other classes in the school.
 - c. For a bigger challenge, have each student memorize the entire address. I have found this one more rewarding. We then have the class recite the address as a group at our Poetry Rap (similar to a Poetry Tea or Oral Interpretation night).
- 6. If the teacher chooses to do options b or c, they may choose to assign certain sections as homework. In other words, the memorization of the Gettysburg Address does not need to take away from class time.
 - 7. Regardless of the option chosen, this memorization activity should take up the rest of class time on Lesson Ten.
- E. *Assessment/Evaluation*
- 1. Using options a, b, or c the teacher is encouraged to assess the students periodically. A set date of completion should be set for each section or for the entire speech. The person who assesses the memorized sections should then give the students a score based on how many words they got right out of the total amount possible. The teacher, or other trusted students, may be in charge of tallying up the memorized sections.

Lesson Eleven: The Fourth Year of the War and the Surrender at Appomattox

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may give way to economic needs.
- 2. Lesson Content
 - a. Shermans’s march to the sea; burning of Atlanta
 - b. Lincoln re-elected: concluding words of the Second Inaugural Address
- 3. Skill Objective(s)
 - a. Understand the specific outcomes, and ‘victories,’ of the major battles of the Civil War.
 - b. Describe American leaders and their role in the Civil War era.

B. *Materials*

- 1. A copy of Appendix G for each student
- 2. *History and Geography* books for each student

C. *Key Vocabulary*

- 1. Surrender: an expression, or gesture, that declares forfeit or loss

D. *Procedures/Activities*

- 1. The first three years of the timeline should be revealed as the teacher begins class. It is important for the students to continually conceptualize the chronology of the events.
- 2. After a quick review of the first three years, the teacher will then hand out the next Battle Sheet (see Appendix G). The students will know by now how to fill out these sheets. The teacher should walk around, however, and check for student progress and thoroughness.

3. After the students have completed their sheet, they should individually read pages 279 and 280 in their *History and Geography* books. This section discusses the surrender of the South.
 4. After the students have finished reading this section, inform the students that this is the last class period dedicated to the Battle Sheets. Remind the students that they will use their Battle Sheets during the Civil War Battles Assessment (see Appendix U).
 5. The teacher should walk around and check for completed Battle Sheets. The students will tend to get lazy on the last couple of Battle Sheets. A word of encouragement may help them to add more information.
- E. *Assessment/Evaluation*
1. The assessment of this lesson will be observed on the Civil War Assessment – not intended to be given today (see Appendix U).

Lesson Twelve: Heroes of the Civil War

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may give way to economic needs.
 2. Lesson Content
 - a. Lincoln re-elected: concluding words of the Second Inaugural Address
 - b. Robert E. Lee and Ulysses S. Grant
 3. Skill Objective(s)
 - a. Develop interpersonal relationships in achieving a common goal.
 - b. Describe American leaders and their role in the Civil War era.
- B. *Materials*
1. The ‘Key Players’ Packet from Lesson Three for each student
 2. Appendix W for each student
 3. *History and Geography* books for students who feel they need them
- C. *Key Vocabulary*
- No new vocabulary
- D. *Procedures/Activities*
1. Begin the class by discussing the Surrender at Appomattox. This discussion should focus on the seriousness of the end of the war:
 - a. Remind them that the southerners were able to keep their supplies.
 - b. It is also important to note that Lee was able to surrender with pride – he was able to keep his sword.
 - c. Remind the students of Lincoln’s words, “With malice towards none, and charity for all.”
 - d. Ask them if they believe this was the proper way to end the war.
 - i. Do they believe the South should be held accountable for treason?
 - ii. How about Jefferson Davis, Robert E. Lee, and others?
 - iii. What did Lincoln mean by charity?
 - iv. If charity was given in the first place, would the war have happened?

2. Using Appendix W, have the students think about their heroes of the Civil War.
 3. Appendix W should enable the students to come up with their own heroes. They should be reminded that no heroes are perfect. However, their hero should have shown good qualities during the war; bravery, selflessness, generosity, compassion, etc.
 4. Display each student's Appendix W somewhere in the room. The students will be curious as to what other wrote down. It will also be interesting to note them in the classroom.
- E. *Assessment/Evaluation*
1. Appendix W will be assessed after being on display for one week.

Lesson Thirteen: The End – The Assassination of President Lincoln

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the meaning of time and chronology. They will see how major events relate to each other.
 - b. Students will understand history through the eyes, ears, minds, and words of the people who lived during this time.
 - c. Students will understand how political and social agendas may give way to economic needs.
2. Lesson Content
 - a. Lincoln re-elected
 - b. Richmond falls to Union forces
 - c. Surrender at Appomattox
 - d. Assassination of Lincoln by John Wilkes Booth
3. Skill Objective(s)
 - a. Describe American leaders and their role in the Civil War era.

B. *Materials*

1. One copy of *Lincoln – A Photobiography* for the teacher
2. Transparencies of pages 64 and 65 for the teacher

C. *Key Vocabulary*

1. Assassination – the murder of a political figure

D. *Procedures/Activities*

1. Today's assignment solely focuses on Lincoln's assassination. The lesson may take twenty to fifty minutes depending on the resources shared by the teacher. Using the resources suggested in the unit, research the events surrounding his untimely death.
2. Begin the day by reading Chapter Seven in *Lincoln – A Photobiography*
3. This section describes the Boothe's conspiracy, Lincoln's final moments, the displaying of Lincoln's body, and the aftermath that followed.
4. It is also recommended that the teacher find a portrait of each year Lincoln was in office. These pictures can be found in *Lincoln – A Photobiography* (pp. 64 and 65).
5. The reminding of the events of the Civil War and the pictures shared with the class will enable the students to see the sacrifice Lincoln made for his country.
6. In an effort to provide a conclusion to the Lincoln story, discuss the capture, reward, and hanging of John Wilkes Booth and company. *The American Heritage New History of the Civil War* provides illustrations and descriptions of the capture and execution of Lincoln's killers.

7. Again, the amount of information shared in class is up to the teacher. The students will most likely have questions pertaining to the matter. Encourage them to find even more information and share it with the class.
- E. *Assessment/Evaluation*
1. The teacher will monitor the discussion and informally assess the outcome of the discussion. The teacher may choose to encourage the class to find additional information pertaining to the Lincoln assassination. Extra Credit may be provided in this case.

VI. CULMINATING ACTIVITY

- A. The Civil War Battles Assessment will be the culminating activity for this unit. Each student must complete the assessment individually. They may use their “Battle Sheets”(see Appendices B through G). The students should treat this assessment as the Final Test for the battles of the Civil War.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Major Battles of the Civil War
 B. Appendix B: Fort Sumter/Bull Run
 C. Appendix C: Shiloh/Seven Days
 D. Appendix D: Bull Run Again/Antietam
 E. Appendix E: Fredericksburg/Chancellorsville
 F. Appendix F: Vicksburg/Gettysburg
 G. Appendix G: Chickamauga/Franklin
 H. Appendix H: Strengths of the North and South
 I. Appendix I: Economic differences between North and South
 J. Appendix J: Strengths of the North and South – 1861
 K. Appendix K: Reasons why each side would win
 L. Appendix L: Profiles
 M. Appendix M: A Soldier’s Life
 N. Appendix N: A Soldier’s Life – Answers
 O. Appendix O: Wartime Correspondence
 P. Appendix P: Civilians During the War
 Q. Appendix Q: Civilians During the War – Answers
 R. Appendix R: “Ten Questions”
 S. Appendix S: Background information on women of the Civil War
 T. Appendix T: The Gettysburg Address
 U. Appendix U: Civil War Battles Assessment
 V. Appendix V: Civil War Battles Assessment – Answers
 W. Appendix W: Civil War Heroes
 X. Appendix X: “Ten Questions” suggestions

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Appendix A
(adapted from *American Heritage History of the Civil War*)
"Major Battles of the Civil War"

Battle	State	Date	North Commanders	South Commanders	North Casualties	South Casualties	Results
Antietam	MD	9/17/62	McClellan	Lee	12,500	10,750	Gave Lincoln the opportunity to announce Emancipation Proclamation
1st Bull Run	VA	7/21/61	McDowell	Beauregard	1,500	2,000	The North first realized the seriousness of the war.
2nd Bull Run	VA	8/29-30/62	Pope	Lee	10,000	9,000	South regained almost all of Virginia
Chancellorsville	VA	5/1-4/63	Hooker	Lee	11,000	10,000	Outnumbered South won, but lost Stonewall Jackson
Chattanooga	TN	11/23-25/63	Grant	Bragg	5,500	2,500	Union won most of Tennessee
Chickamauga	GA	9/19-20/63	Rosecrans	Bragg	11,500	17,500	Southern victory trapped Rosecrans in the South
Cold Harbor	VA	6/3/64	Grant	Lee	6,500	1,500	Heavy losses forced Grant to change his tactics
Fort Donelson	TN	2/16/62	Grant	Buckner	2,500	2,000	North won its first important victory
Franklin	TN	11/30/64	Schofield	Hood	1,000	5,500	Tennessee campaign failed to draw Sherman from Georgia
Fredericksburg	VA	12/13/62	Burnside	Lee	12,000	5,500	Terrible defeat left the North disappointed
Gettysburg	PA	7/1-3/63	Meade	Lee	17,500	22,500	Northern victory marked turning point in war
Mobile Bay	AL	8/5/64	Farragut	Buchanan	315	32	North blockaded Mobile
Nashville	TN	12/15-16/64	Thomas	Hood	3,000	3,000	Northern victory practically ended Southern resistance in West.
Perryville	KY	10/8/62	Buell	Bragg	3,500	3,000	Confederate troops abandoned Kentucky
Seven Days	VA	6/25 – 7/1/62	McClellan	Lee	16,000	20,000	Richmond was saved from capture, & Northern forces retreated
Shiloh	TN	4/6-7/62	Grant	Johnston/Beauregard	13,000	10,500	Surprise attack spoiled Grant's plans for quick victory in the West
Spotsylvania	VA	5/8-12/64	Grant	Lee	10,000	9,000	Southern resistance stiffened Grant's determination to win.
Vicksburg	MS	5/19 – 7/4/63	Grant	Pemberton	9,000	10,000	Northern victory proved decisive in winning the West
The Wilderness	VA	5/5-6/64	Grant	Lee	17,000	11,000	Heavy losses failed to halt Grant's progress southward

Name: _____

Fort Sumter

1. The date(s) of this battle: _____
2. Location: _____
3. Leading Generals: North: _____ South: _____
4. How many casualties? North: _____ South: _____
5. Who won this battle (support your answer)?

6. List, and explain, some of the notable incidents that occurred during this battle:

7. What would be your nickname for this battle? _____

Bull Run

1. The date(s) of this battle: _____
2. Location: _____
3. Leading Generals: North: _____ South: _____
4. How many casualties? North: _____ South: _____
5. Who won this battle (support your answer)?

6. List, and explain, some of the notable incidents that occurred during this battle:

7. What would be your nickname for this battle? _____

Name: _____

Shiloh

1. The date(s) of this battle: _____
2. Location: _____
3. Leading Generals: North: _____ South: _____
4. How many casualties? North: _____ South: _____
5. Who won this battle (support your answer)?

6. List, and explain, some of the notable incidents that occurred during this battle:

7. What would be your nickname for this battle? _____

Seven Days

1. The date(s) of this battle: _____
2. Location: _____
3. Leading Generals: North: _____ South: _____
4. How many casualties? North: _____ South: _____
5. Who won this battle (support your answer)?

6. List, and explain, some of the notable incidents that occurred during this battle:

7. What would be your nickname for this battle? _____

Name: _____

2nd Bull Run

1. The date(s) of this battle: _____
2. Location: _____
3. Leading Generals: North: _____ South: _____
4. How many casualties? North: _____ South: _____
5. Who won this battle (support your answer)?

6. List, and explain, some of the notable incidents that occurred during this battle:

7. What would be your nickname for this battle? _____

Antietam

1. The date(s) of this battle: _____
2. Location: _____
3. Leading Generals: North: _____ South: _____
4. How many casualties? North: _____ South: _____
5. Who won this battle (support your answer)?

6. List, and explain, some of the notable incidents that occurred during this battle:

7. What would be your nickname for this battle? _____

Name: _____

Fredericksburg

1. The date(s) of this battle: _____
2. Location: _____
3. Leading Generals: North: _____ South: _____
4. How many casualties? North: _____ South: _____
5. Who won this battle (support your answer)?

6. List, and explain, some of the notable incidents that occurred during this battle:

7. What would be your nickname for this battle? _____

Chancellorsville

1. The date(s) of this battle: _____
2. Location: _____
3. Leading Generals: North: _____ South: _____
4. How many casualties? North: _____ South: _____
5. Who won this battle (support your answer)?

6. List, and explain, some of the notable incidents that occurred during this battle:

7. What would be your nickname for this battle? _____

Name: _____

Vicksburg

1. The date(s) of this battle: _____
2. Location: _____
3. Leading Generals: North: _____ South: _____
4. How many casualties? North: _____ South: _____
5. Who won this battle (support your answer)?

6. List, and explain, some of the notable incidents that occurred during this battle:

7. What would be your nickname for this battle? _____

Gettysburg

1. The date(s) of this battle: _____
2. Location: _____
3. Leading Generals: North: _____ South: _____
4. How many casualties? North: _____ South: _____
5. Who won this battle (support your answer)?

6. List, and explain, some of the notable incidents that occurred during this battle:

7. What would be your nickname for this battle? _____

Name: _____

Chickamauga

1. The date(s) of this battle: _____
2. Location: _____
3. Leading Generals: North: _____ South: _____
4. How many casualties? North: _____ South: _____
5. Who won this battle (support your answer)?

6. List, and explain, some of the notable incidents that occurred during this battle:

7. What would be your nickname for this battle? _____

Franklin

1. The date(s) of this battle: _____
2. Location: _____
3. Leading Generals: North: _____ South: _____
4. How many casualties? North: _____ South: _____
5. Who won this battle (support your answer)?

6. List, and explain, some of the notable incidents that occurred during this battle:

7. What would be your nickname for this battle? _____

“Economic differences between North and South”

- PLACE AN ‘N’ FOR NORTH AND ‘S’ FOR SOUTH SHOWING WHICH SIDE YOU BELIEVE HAD THE ADVANTAGE

	NORTH	SOUTH	‘N’ or ‘S’
Value of property	\$11 billion	\$5.4 billion	
Money in banks	\$330 billion	\$27 million	
Factories	110,000	18,000	
Factory Workers	1.3 million	110,000	
Value of products/year	\$1.5 billion	\$155 million	
Cotton Crop Value/year	0	\$99 million	
Slaves	0	4 million	
Miles of Railroad	22,000	9,000	

“Economic differences between North and South – Part II”

- PLACE AN ‘N’ FOR NORTH AND ‘S’ FOR SOUTH SHOWING WHICH SIDE YOU BELIEVE HAD THE ADVANTAGE

1860 (ratio chart)	If the North had . . .	The South had:	Advantage (‘N’ or ‘S’)
Railroad Mileage	2.4	1	
Farm Acreage	3	1	
Merchant Ship Tonnage	9	1	
Naval Ship Tonnage	25	1	
Factory Production	10	1	
Textile Goods	14	1	
Iron Production	15	1	
Coal Production	38	1	
Firearms	32	1	
Wheat production	4.2	1	
Corn production	2	1	
Wealth produced	3	1	Appendix I, page 2
Total population	2.5	1	
Free Male Population	4.4	1	
Cotton Production	1	24	

“Strengths of the North and South – 1861”

- PLACE AN ‘N’ FOR NORTH AND ‘S’ FOR SOUTH SHOWING WHICH SIDE YOU BELIEVE HAD THE ADVANTAGE

1861	North	South	Advantage
Military Leaders	<p>They were unsure:</p> <ul style="list-style-type: none"> • Winfield Scott – too old and heavy to go into battle • George McClellan – too hesitant to win a decisive victory • Abraham Lincoln – was accused of thinking too much and not taking enough action 	<p>They were sure:</p> <ul style="list-style-type: none"> • Robert E. Lee – military genius (both sides wanted him) • Thomas Jackson – very bold and confident, got the most from his men • Jefferson Davis – didn’t want to be president, but accepted it with confidence 	
Navy	Possessed the materials and men to control the waterways	Had virtually no naval or merchant ships	
Additional Help	<ul style="list-style-type: none"> • Western territories supported the North • Runaway African Americans were willing to fight for the North 	<ul style="list-style-type: none"> • Only had the 11 states on their side • Believed they would receive help from Britain • Could force their slaves to fight 	
‘Home-field’ Advantage	Believed that no battles would be fought on their ground	Knew that if the battles were near their homes they would know the territory better	
The average fighter	Was not prepared to ride a horse or fire a weapon at the beginning of the war	Already possessed the skills needed ride a horse and fire a weapon	

“Reasons Why Each Side Would Win”

In 1861, both sides believed the war would be quick. Furthermore, each side believed they would win the war. In the table below, explain the reasons why each side believed they would win the war.

The North believed they would win because:

Reason #1

Reason #2

Reason #3

The South believed they would win because:

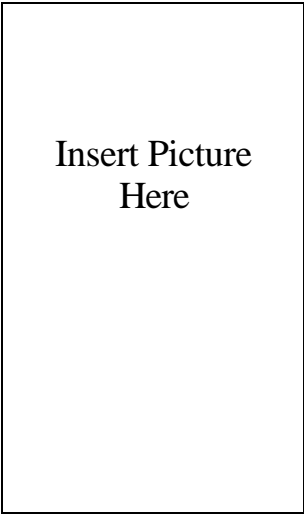
Reason #1

Reason #2

Reason #3

“Profiles”

Name: _____

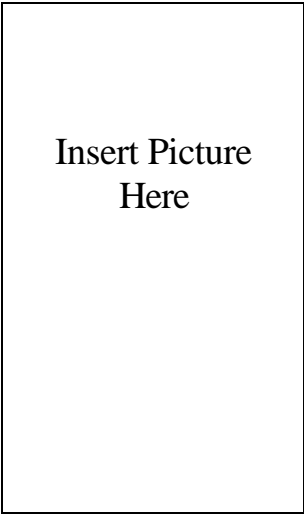


Name of person: _____ Fought for the: _____

Their job during the war: _____

Did they die during the war? Yes No

Notable events of their life: _____

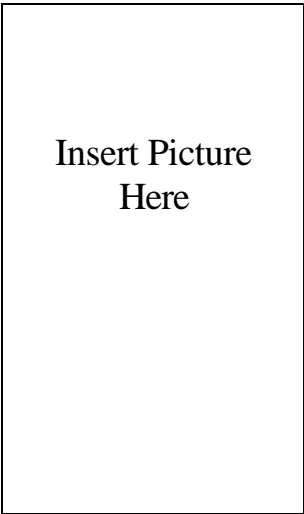


Name of person: _____ Fought for the: _____

Their job during the war: _____

Did they die during the war? Yes No

Notable events of their life: _____



Name of person: _____ Fought for the: _____

Their job during the war: _____

Did they die during the war? Yes No

Notable events of their life: _____

“A Soldier’s Life”

Name: _____

This page is designed to let you guess. For each question, complete the answers to the best of your abilities. After you have finished guessing, turn this page over and follow the directions.

Averages (circle one):

What was the average age of each soldier (in years)?

15 20 25 30 35 40 45

What was the average height of each soldier?

5 feet 4 inches 5 feet 6 inches 5 feet 8 inches 5 feet 10 inches 6 feet

What was the average weight of each soldier?

140 lbs 150 lbs 160 lbs 170 lbs 180 lbs 190 lbs 200 lbs

Material:

List off at least two items you think the typical soldier carried with him:

1. _____ 2. _____ 3. _____

What was the Yankee’s popular color of uniform? _____

What was the Rebel’s popular color of uniform? _____

Entertainment:

List at least two sports the men played in their free time:

1. _____ 2. _____ 3. _____

List at least two ‘musical items’ the men may have carried with them:

1. _____ 2. _____ 3. _____

“A Soldier’s Life - Answers”

Name: _____

This page is designed to let you guess. For each question, complete the answers to the best of your abilities. After you have finished guessing, turn this page over and follow the directions.

Averages (circle one):

What was the average age of each soldier (in years)?

15 20 25 30 35 40 45

What was the average height of each soldier?

5 feet 4 inches 5 feet 6 inches 5 feet 8 inches 5 feet 10 inches 6 feet

What was the average weight of each soldier?

140 lbs 150 lbs 160 lbs 170 lbs 180 lbs 190 lbs 200 lbs

Material:

List off at least two items you think the typical soldier carried with him (possible answers):

1. books _____ 2. pictures _____ 3. journal _____

What was the Yankee’s popular color of uniform? blue _____

What was the Rebel’s popular color of uniform? gray _____

Entertainment:

List at least two sports the men played in their free time?

1. wrestling _____ 2. boxing _____ 3. baseball _____

List at least two ‘musical items’ the men may have carried with them:

1. violin _____ 2. harmonica _____ 3. percussion _____

Appendix P
“Civilians During the Civil War”

Name: _____

Place the matching letter with the following women with their ‘job’ during the time of the Civil War.

- | | |
|--------------------------------|----------------------------|
| 1. Susie King Taylor _____ | A. Nurse |
| 2. Clara Barton _____ | B. Spy |
| 3. Mary Bowser _____ | C. Assistant Surgeon |
| 4. Mary Walker _____ | D. Wife of the President |
| 5. Mary Todd _____ | E. Nurse |
| 6. Mary Chesnut _____ | F. Spy |
| 7. Sarah Rosetta Wakeman _____ | G. Journal - Keeper |
| 8. Harriet Tubman _____ | H. Soldier |
| 9. Belle Boyd _____ | I. Teacher of freed slaves |
| 10. Mary Bickerdyke _____ | J. Spy |

Not everyone fit into the categories above. There were many ‘ordinary’ roles that had to be filled by the civilians during the war. In the section below, list at least ten other jobs that needed to be taken care of while the men were away. Hint: think of normal, every-day jobs during this era.

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Appendix Q
“Civilians During the Civil War - Answers”

Name: _____

Place the matching letter with the following women with their ‘job’ during the time of the Civil War.

- | | |
|--|----------------------------|
| 1. Susie King Taylor _____ I _____ | A. Nurse |
| 2. Clara Barton _____ A or E _____ | B. Spy |
| 3. Mary Bowser _____ B, F, or J _____ | C. Assistant Surgeon |
| 4. Mary Walker _____ C _____ | D. Wife of the President |
| 5. Mary Todd _____ D _____ | E. Nurse |
| 6. Mary Chesnut _____ G _____ | F. Spy |
| 7. Sarah Rosetta Wakeman _____ H _____ | G. Journal - Keeper |
| 8. Harriet Tubman _____ B, F, or J _____ | H. Soldier |
| 9. Belle Boyd _____ B, F, or J _____ | I. Teacher of freed slaves |
| 10. Mary Bickerdyke _____ A or E _____ | J. Spy |

Not everyone fit into the categories above. There were many ‘ordinary’ roles that had to be filled by the civilians during the war. In the section below, list at least ten other jobs that needed to be taken care of while the men were away. Hint: think of normal, every-day jobs during this era.

(possible answers)

- | | |
|---------------------------------------|---------------------------------------|
| 1. _____ plowing land _____ | 2. _____ milking cows _____ |
| 3. _____ watching over the farm _____ | 4. _____ working in factories _____ |
| 5. _____ sewing clothing _____ | 6. _____ Creating organizations _____ |
| 7. _____ teaching _____ | 8. _____ keeping spirits high _____ |
| 9. _____ watching over churches _____ | 10. _____ cooking for soldiers _____ |

Appendix R – “10 Questions”

**Instruct players that
“I am a person”**

1. I accepted the surrender of Robert E. Lee at Appomattox Court House.
2. I won the battle of Shiloh.
3. I was the 18th president of the United States.
4. I earned the nickname, “Unconditional Surrender.”
5. After the battle of Vicksburg, I was given control of the Union Army.
6. I died of throat cancer.
7. My book was sold, after my death, to keep my family financially stable.
8. I graduated from West Point with a shameful record.
9. I was aggressive and made quick decisions.
10. The Southerners called me “The Butcher.”

I am Ulysses S. Grant

10

Questions

Civil War Style

**Instruct players that
“I am a person”**

1. I led many slaves to freedom before the Civil War.
2. My biography is entitled, *A Woman Called Moses*.
3. My last name was originally Ross.
4. I was born a slave.
5. I escaped from slaver at the age of 30.
6. I freed approximately 300 slaves.
7. I was one of the chief conductors of the Underground Railroad.
8. I was friendly with Frederick Douglas and John Brown.
9. During the Civil War, I served as a soldier, nurse, and a spy.
10. I received a serious blow to my head at the age of 12.

I am Harriet Tubman

10

Questions

Civil War Style

**Instruct players that
“I am a person”**

1. I was the president of the Confederate States of America.
2. I was also a senator from Mississippi.
3. Ironically, I grew up only miles away from Abraham Lincoln.
4. Against my wishes, I attended West Point.
5. I served during the Black Hawk War.
6. I owned slaves.
7. I did not want to be the president of the South.
8. I served 2 years in prison after the Civil War.
9. I married the daughter of Zachary Taylor.
10. Many people in the North wanted me to hang for treason.

I am Jefferson Davis

10

Questions

Civil War Style

**Instruct players that
“I am a person”**

1. I was a black abolitionist who was respected by whites and blacks alike.
2. I started “The North Star” newspaper.
3. I escaped from slavery in 1838.
4. I illegally learned how to read on my own.
5. My hero was William Lloyd Garrison.
6. I was famous for my lectures against slavery.
7. My autobiography instantly became a best seller.
8. I was involved with the Underground Railroad.
9. I recruited black soldiers to fight for the North.
10. I died of a heart attack at the age of 77.

I am Frederick Douglass

10

Questions

Civil War Style

<p>Instruct players that “I am a person”</p> <ol style="list-style-type: none">1. I was a white abolitionist of slavery.2. I am famous for my raid on Harper’s Ferry.3. Robert E. Lee led the attack against my men.4. My trial was a national concern.5. My actions had a large impact on the Civil War.6. I was heavily involved in the riots of “Bleeding Kansas.”7. I believed that blacks would rise up and support my efforts.8. I was friendly with Harriet Tubman and Frederick Douglass.9. Union soldiers sang songs about me as they fought.10. I was hanged for my actions. <p>I am John Brown</p>	<p><u>10</u></p> <p><u>Questions</u></p> <p><i>Civil War Style</i></p>
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<p>Instruct players that “I am a person”</p> <ol style="list-style-type: none">1. I was a Union General.2. I am best known for my “March to Sea.”3. I promised that I would make Georgia howl.4. I had a large part in carrying out the Anaconda Plan.5. The Confederacy hated me with a passion.6. I was a big failure in civilian life.7. I was a hero in the North.8. People wanted me to run for president.9. My men were instructed to make ‘neckties’ out of the southern railroad tracks.10. I died of pneumonia at the age of 71. <p>I am William Tecumseh Sherman</p>	<p><u>10</u></p> <p><u>Questions</u></p> <p><i>Civil War Style</i></p>
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**Instruct players that
“I am a person”**

1. I was given my infamous nickname at the battle of Bull Run.
2. My men knew me to be a strong and efficient leader.
3. I was a deeply religious man.
4. I sometimes slept under a damp sheet in hopes of aiding my digestion.
5. My attempts at teaching were not successful.
6. You would have seen me riding into battle with one arm raised above my head.
7. I was accidentally shot by my own men.
8. I was a military genius.
9. I was a Confederate commander.
10. I died at the age of 39.

I am Thomas 'Stonewall' Jackson

10

Questions

Civil War Style

**Instruct players that
“I am a person”**

1. I was an honorary member of Stonewall Jackson's staff.
2. Union and Confederate soldiers trusted me with their secrets.
3. I was one of the most successful spies for the South.
4. I killed a man for trying to raise the Union flag above my home.
5. Ironically, I married a Union soldier.
6. I was captured at least 3 times.
7. I wrote a book about my times in prison.
8. I was married 3 times in my life.
9. I was nicknamed “La Belle Rebel.”
10. I died at the age of 57.

I am Belle Boyd

10

Questions

Civil War Style

<p>Instruct players that “I am a person”</p> <ol style="list-style-type: none">1. My name became attached to a famous Supreme Court Case.2. I was a slave in Missouri.3. My owner took me to the state of Illinois.4. The state of Illinois said I was a free man because I was brought to free country.5. I also spent time in the free state of Wisconsin.6. The Supreme Court decided I was still a slave.7. In 1857, people were paying careful attention to my trial.8. The Supreme Court said I was like any other piece of property.9. My case canceled the ideas of the Missouri Compromise.10. My case was a victory for the South. <p>I am Dred Scott</p>	<p><u>10</u></p> <p><u>Questions</u></p> <p><i>Civil War Style</i></p>
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<p>Instruct players that “I am a person”</p> <ol style="list-style-type: none">1. I was killed for my crime.2. I was a well-known actor.3. My famous words were, “Sic semper tyrannis!”4. I broke my leg committing my famous act.5. I tried to continue the war for the South.6. The people who aided me in my efforts were hanged.7. I avoided capture for 2 weeks.8. I was at the battle of Harper’s Ferry.9. The other 2 men working with me did not complete their part of the deal.10. People have seen me standing at Lincoln’s 2nd Inauguration. <p>I am John Wilkes Booth</p>	<p><u>10</u></p> <p><u>Questions</u></p> <p><i>Civil War Style</i></p>
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**Instruct players that
“I am a person”**

1. One man’s misfortune became my fortune.
2. I was the 17th president of the United States.
3. I grew up in a very poor section of North Carolina.
4. I represented Tennessee as I ran for Vice President.
5. I never really went to school.
6. I had owned slaves in my lifetime.
7. Ironically, I was against the large plantations that owned slaves.
8. I was a Democrat.
9. I strongly supported the Union.
10. I was the first president in U.S. history to be impeached.

I am Andrew Johnson

10

Questions

Civil War Style

**Instruct players that
“I am a person”**

1. I was a Union Admiral.
2. I was victorious at the port of New Orleans.
3. My victory cut off the South’s use for carrying goods to sea.
4. I was 60 years old during the time of the Civil War.
5. I was arguably the most famous hero from the Navy.
6. My wooden ships were able to take on the iron Tennessee ship.
7. My famous quote sounds harsh and careless.
8. Running away from the battle of Mobile Bay may have ended my life.
9. I defeated the Rebel fleet on April 25, 1862.
10. People did not realize the importance of our victory until months later.

I am David G. Farragut

10

Questions

Civil War Style

<p>Instruct players that “I am a person”</p> <ol style="list-style-type: none">1. I was born in Kentucky.2. My life ended 'dramatically.'3. My mother died when I was 9 years old.4. I spent a lot of my adult life in the state of Illinois.5. I was a lawyer before I became a politician.6. People remember me for being very tall.7. My wife was Mary Todd.8. I only attended formal school for one year.9. I was the 16th president.10. My debates with Stephen Douglas made me famous. <p>I am Abraham Lincoln</p>	<p><u>10</u></p> <p><u>Questions</u></p> <p><i>Civil War Style</i></p>
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<p>Instruct players that “I am a person”</p> <ol style="list-style-type: none">1. I was the commander of the Army of Virginia.2. I did not believe in slavery.3. I was nicknamed the “King of Spades.”4. My loyalty to my home state forced me to fight for the South.5. I was a standout at West Point.6. My right hand man was Stonewall Jackson7. I demanded discipline and sobriety from my soldiers.8. I surrendered to Grant at Appomatox Court House.9. I was a master of the arts of war, but I was not fond of war itself.10. My boss was Jefferson Davis. <p>I am Robert E. Lee</p>	<p><u>10</u></p> <p><u>Questions</u></p> <p><i>Civil War Style</i></p>
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Appendix S

“Background information on women of the Civil War”

(adapted from *Civil War – The War Between the States* and *Scholastic Encyclopedia of the Civil War*)

- Harriet Tubman:** Harriet was born into slavery. She, like many other slaves, had a tough time. At twenty-nine years of age, she ran away to Philadelphia. She later became a ‘conductor’ on the Underground Railroad. During her time on the railroad, she freed more than three hundred slaves. When the Civil War began, Tubman volunteered for Union service at Fort Monroe in Virginia and was then transferred to Beaufort, South Carolina, where she helped Yankee commanders liberate slaves on Confederate plantations. She also served as a spy for the Union cause.
- Sara Rosetta Wakeman:** She decided to leave her home in New York, disguised as a man. She wanted to enlist in the army. She assumed a false identity as Private Lyon Wakeman and served with the 153rd New York Regiment. The army was so desperate for soldiers that few recruiting officers bothered with physical exams and took anyone who looked able-bodied. She died in battle.
- Belle Boyd:** She was captured and imprisoned at least three times in her adventures. She was a spy for the south, most specifically Stonewall Jackson. Ironically, she married a Union soldier. Instead of arresting her, he married her. The two ran away to England. She later became an actress and a spokeswoman of the Civil War.
- Mary Bickerdyke:** At times, she was given the nicknames, “Angel of the Battlefield,” and “Mother.” As a nurse, she comforted the men and gave them words of encouragement. She inspired the men even in their worst moments. She was a hero to many wounded soldiers.
- Mary Chesnut:** Mary had a unique perspective on the Civil War. Her husband represented South Carolina, the first state to secede from the Union. She recorded her thoughts in a journal that lasted through the war. She was at Fort Sumter, the Confederate Inauguration, and often in the southern capitol of Richmond. She knew Jefferson Davis. When the funerals began, after the Battle of Bull Run, her journals took a notable melancholy feeling. Her documents remain some of the most important records of life in the confederacy.
- Mary Todd:** She was burdened with the troubles of being the first lady of the Union. Although her husband was serious at times, she added a vivacious, colorful attitude to the White House. Her story took a tragic turn when her son, Willie, died in the White House. She was saddened for the rest of the war. The assassination of her husband also did not help in bringing her out of her melancholy.
- Mary Walker:** She was awarded the Congressional Medal of Honor for her heroic efforts. President Lincoln noted her efforts and made sure she was honored for them. She eventually became an Assistant Surgeon during the war.
- Clara Barton:** Almost immediately when the war began Clara rounded up help for the soldiers. She coordinated donations and enlisted volunteers to form an independent nursing corps. She took carts of supplies to the front lines. She raised thousands of dollars and helped to nurse many men back to health. She went on to becoming the founder of the American Red Cross.
- Susie King Taylor:** A former slave, Susie helped to teach freed slaves. She delved in to a variety of relief efforts. At one time, she even helped Clara Barton. She became the only African-American woman to publish a memoir of wartime service.
- Mary Browser:** Mary helped out Ulysses S. Grant on many occasions. Her adventures in spying for the Union provided much needed information. She lived in Richmond, the capital of the Confederacy, and provided great inside information.

Name: _____

"The Gettysburg Address"

Section One:

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure.

Section Two:

We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

Section Three:

But in a larger sense, we can not dedicate – we can not consecrate – we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract.

Section Four:

The world will little nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so noble advanced.

Section Five:

It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain –

Section Six:

That this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the earth.

Appendix U
“Civil War Battles Assessment”

Name: _____

Civil War Battles Assessment

Complete the order of the following list (using the Battle Sheets):

1. Ft. Sumter
2. First Battle of Bull Run
3. _____
4. _____
5. Second Battle of Bull Run
6. _____
7. Fredericksburg
8. _____
9. _____
10. _____
11. _____
12. Franklin
13. Surrender at Appomatox

Fill in the important information for the following battles:

1. The last day of the battle of Gettysburg took place on _____
_____.
2. _____ was the commander for the Confederate Army during the
Attack on Ft. Sumter.

Appendix U, page 2
“Civil War Battles Assessment”

3. Antietam was remembered as the _____ day of the Civil War.
4. Thomas Jackson got the nickname, “Stonewall” during which battle? _____

5. At the beginning of the war, General George _____ was the commander of the North.
6. At the Battle of _____ Stonewall Jackson was killed by his own men.
7. How many men died at the Battle of Ft. Sumter? _____
8. During which seven days did the Seven Days battle take place? (list the dates in the following space): _____
9. Was Ulysses S. Grant the Union commander at the Battle of Gettysburg? _____

10. Of the battles we studied, which was the first battle where Grant enjoyed victory?

11. Did most of the battles take place in the North or the South? _____
12. About how many total casualties occurred at the Battle of Antietam (North and South combined): _____

Appendix U, page 3
“Civil War Battles Assessment”

Essay questions – FEEL FREE TO USE THE BACK OF THIS PAGE (10 points each):

In the space provided, explain why The Battle of Gettysburg was such an important and memorable battle (who won, number of casualties, where did the battle take place, other events that took place at this location, etc.)

The civilians were exposed to a lot during the war. In the following spaces provided, explain at least three jobs civilians needed to take care of while the men were away. **DO MORE THAN JUST LIST THE JOBS . . . EXPLAIN THEM PLEASE!**

Name: _____

Civil War Battles Assessment

Complete the order of the following list (using the battle sheets):

- | | | |
|-----|---------------------------|--------------------------------|
| 1. | Ft. Sumter | April 12, 1861 |
| 2. | First Battle of Bull Run | July 21, 1861 |
| 3. | <u>Shiloh</u> | April 7, 1862 |
| 4. | <u>Seven Days</u> | July 1, 1862 |
| 5. | Second Battle of Bull Run | August 30, 1862 |
| 6. | <u>Antietam</u> | September 17, 1862 |
| 7. | Fredericksburg | December 13, 1862 |
| 8. | <u>Chancellorsville</u> | May 4, 1863 |
| 9. | <u>Vicksburg</u> | July 4, 1863 (can be switched) |
| 10. | <u>Gettysburg</u> | July 3, 1863 (can be switched) |
| 11. | <u>Chickamauga</u> | September 20, 1863 |
| 12. | Franklin | November 30, 1864 |
| 13. | Surrender at Appomatox | April 9, 1865 |

Fill in the important information for the following battles:

3. The last day of the battle of Gettysburg took place on July 3, 1863
_____.
4. P.G.T. Beauregard was the commander for the Confederate Army during the Attack on Ft. Sumter.

Appendix V, page 2
“Civil War Battles Assessment - Answers”

13. Antietam was remembered as the bloodiest day of the Civil War.
14. Thomas Jackson got the nickname, “Stonewall” during which battle? The First Bull Run
15. At the beginning of the war, General George McClellan was the commander of the North.
16. At the Battle of Chancellorsville, Stonewall Jackson was killed by his own men.
17. How many men died at the Battle of Ft. Sumter? Zero
18. During which seven days did the Seven Days battle take place? (list the dates in the following space): June 25 – July 1, 1862
19. Was Ulysses S. Grant the Union commander at the Battle of Gettysburg? No

20. Of the battles we studied, which was the first battle where Grant enjoyed victory?
Shiloh
21. Did most of the battles take place in the North or the South? South
22. About how many total casualties occurred at the Battle of Antietam (North and South combined): 23,000 – 24,000

Essay questions – FEEL FREE TO USE THE BACK OF THIS PAGE (10 points each):

In the space provided, explain why The Battle of Gettysburg was such an important and memorable battle (who won, # of casualties, where did the battle take place, other events that took place at this location, etc.)

Look for the student to explain that this battle was the turning point of the war. They may also choose to describe the casualties, the dedication, and Pickett’s charge. Look for answers that show an understanding of the significance of the battle.

The civilians were exposed to a lot during the war. In the following spaces provided, explain at least three jobs civilians needed to take care of while the men were away. DO MORE THAN JUST LIST THE JOBS . . . EXPLAIN THEM PLEASE!

Look for an explanation of any of the significant jobs during the war. Examples may be, nursing, milking cows, plowing fields, watching over the home, doctors, war relief efforts, etc.

Appendix W
“Civil War Heroes”

Name: _____

The following questions are designed to make you think. Do not be afraid of being right or wrong.
(You may use any of your resources)

- List some qualities that make someone a hero:

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

- List three brave African Americans from the Civil War Era:

- ✓ _____
- ✓ _____
- ✓ _____

- List some courageous women of the Civil War Era:

- ✓ _____
- ✓ _____
- ✓ _____

- List at least 5 commanders from the war (North or South):

- ✓ _____
- ✓ _____
- ✓ _____

“Civil War Heroes”

On this page, you will choose your three favorite characters from the Civil War Era. These characters should be heroic. You may choose any hero you want. Make sure you have filled out each section for each hero.

My favorite hero from the Civil War is: _____

I really admired the way that this person _____

This hero’s best qualities were : _____

History will most remember this person for _____

My second- favorite hero from the Civil War is: _____

I really admired the way that this person _____

This hero’s best qualities were: _____

History will most remember this person for _____

My third-favorite hero from the Civil War is: _____

I really admired the way that this person _____

This hero’s best qualities were: _____

History will most remember this person for _____

Appendix X
“10 Questions”

How to use the “10 questions” cards (several possibilities):

For all categories, the cards must be adhered to flash cards (title on front, question on back)

1. You may wish to use the cards as an incentive throughout the day. For instance, the whole class may participate in trying to guess the person, thing, or place. If they get the right answer in less than five clues they may take an early break. The teacher may wish to roll the dice to determine which clue may be read.
2. The card may be used in a featured learning center. This learning center would be on display throughout the room. During the transitions of the day, a clue may be read. At the end of the day, the person, thing, or place may be revealed.
3. The cards may also be used as for research. For instance, each student may turn the card into an organized two-paragraph report. This connection to the written language will give the students an opportunity to see how others organize a paper while dealing with the same format of information.
4. The cards can be best connected to the “20 Questions game” (see resources section). This game provides an opportunity for healthy competition. The students get a chance to show off their knowledge in a game-type setting. Please see the “20 Questions” game for information on how to play the game.

Topics covered in “10 Questions”

(The Places and Things categories are listed as options for further cards)

People

(included in this unit)

Abraham Lincoln
Jefferson Davis
Ulysses S. Grant
Robert E. Lee
William Tecumseh Sherman
Stonewall Jackson
Belle Boyd
Harriet Tubman
Andrew Johnson
David G. Farragut
Dred Scott
John Wilkes Booth
Frederick Douglass
John Brown

Places

(not included)

Fort Sumter
Bull Run
Shiloh
Seven Days
2nd Bull Run
Antietam
Fredericksburg
Chancellorsville
Vicksburg
Gettysburg
Chickamauga
Franklin
Appomattox
Harper’s Ferry
Richmond
Mason-Dixon Line
West Point

Things

(not included)

Gettysburg Address
Emancipation Procl
Compromise of 1850
Underground RR
The Liberator
Segregation
Missouri Compromise
Fugitive Slave Act
Lincoln-Douglas Debate
Kansas-Nebraska Act