

Heroes of the Civil War Era

Grade Level: 5

Presented by: Amy Pfeiffer, Lititz Elementary School, Lititz, PA

Length of unit: 13 lessons and optional additional projects

I. ABSTRACT

Big Idea:

Civil War heroes stood up for their beliefs and brought about change.

Rationale:

This unit is intended to be incorporated into an existing study of the Civil War, based on Joy Hakim's book War, Terrible War. While the heroes in this unit are discussed in the book, these lessons will use other sources as well, to learn in more detail about their lives. Students will be introduced to a few key individuals who had a significant impact on people, events, and everyday life during the Civil War era. They will learn about the lives of people who overcame hardships and adversity, and ultimately helped to shape our nation.

II. OVERVIEW

A. Concept Objectives:

1. Students will meet real people from the Civil War era through stories and activities.
2. Students will have a better understanding of what life was like during the Civil War.
3. Students will see how ordinary people can become heroes by overcoming their circumstances and making a difference.
4. The triumphs and tragedies of the Civil War will come alive for the students, through various readings, activities, projects, and experiences.

B. Content from the Core Knowledge Sequence:

1. American History: Civil War

C. Skill Objectives:

1. Reading non-fiction texts
2. Comparing/Contrasting fiction and non-fiction texts
3. Reading and Reacting to primary source documents
4. Sorting and Organizing information
5. Writing reactions to text and material
6. Using graphic organizers
7. Using creative dramatics
8. Creative writing

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. A History of US: War, Terrible War by Joy Hakim, Oxford University Press 1994
2. Lincoln: A Photobiography by Russell Freedman, Clarion Books 1987

B. For Students

1. Definition of a hero:
 - a. "The hero is known for achievements, the celebrity for well-knownness. The hero reveals the possibilities of human nature. The celebrity reveals the possibilities of the press and the media. celebrities are people who make news, but heroes are people who make history. Time makes heroes but dissolves celebrities." -Dr. Daniel Boorstin
 - b. "...the most brave, or the most kind, or the most of anything that is good." - Core Knowledge curriculum

- c. Heroes are “individuals who have made, or are making, positive contributions.” -Dr. Dennis Denenberg
- d. Heroes say, “I am only one person, but I can make a difference.”

IV. UNIT RESOURCES

A. Books:

1. Abe Lincoln Goes to Washington by Cheryl Harness, National Geographic Society 1997
2. A History of US: War, Terrible War by Joy Hakim, Oxford University Press 1994
3. Lincoln: A Photobiography by Russell Freedman, Clarion Books 1987
4. Minty: A Story of Young Harriet Tubman by Alan Schroeder, Dial Books for Young Readers 1996
5. Uncle Tom’s Cabin by Harriet Beecher Stowe
6. We the People by Bobbi Katz, Greenwillow Books 1998
7. Where Lincoln Walked by Raymond Bial, Walker Publishing Company Inc. 1998
8. Young Frederick Douglass: The Slave Who Learned to Read by Linda Walvoord Girard, Albert Whitman and Company 1994

B. Curriculum:

1. Abraham Lincoln and Slavery: A Unit of Study for Grades 8-12 by Kirk Ankeney and David Vigilante, The Regents, University of California, 1994

C. Magazines:

1. Cobblestone magazine:
 - a. “Abraham Lincoln” May 1994, Vol. 15, No. 5
 - b. “The Anti-Slavery Movement” Feb. 1993, Vol. 14, No. 2
 - c. “Harriet Tubman” Feb. 1981, Vol. 2, No. 2
 - d. “Robert E. Lee” Sept. 1993, Vol. 14, No. 7

D. Media:

1. album: “American Heroes” by Jonathon Sprout

E. Websites:

1. Abraham Lincoln’s Beard... <<http://www.members.aol.com/RVSNorton/Lincoln50.html>>
2. America’s Quilting History <<http://www.womenfolk.com/historyofquilts/civilwar.htm>>
3. Cobblestone magazine <<http://www.cobblestonepub.com>>
4. Explanation of “Follow the Drinking...” <<http://www2.lhric.org/pocantico/tubman/gourd.htm>>
5. Follow the Drinking Gourd <<http://www.mariah.stonemarche.org/livhis/drinkinggourd.htm>>
6. General Order no. 9 <<http://www.stratfordhall.org/no9.gif>>
7. General Order no. 9 transcript <<http://www.stratfordhall.org/no9trans.htm>>
8. History of “The Drinking Gourd” <<http://www2.lhric.org/pocantico/tubman/gourd1.html>>
9. National Geographic <<http://www.nationalgeographic.com/features/99/railroad/index.html>>

Related Resources

A. Books:

1. 50 American Heroes Every Kid Should Meet by Dennis Denenberg and Lorraine Roscoe, Millbrook Press 2001
2. A History of US: Liberty for All? by Joy Hakim, Oxford University Press, 1994
3. A Picture Book of Frederick Douglass by David A. Adler, Holiday House 1993

4. A Picture Book of Harriet Tubman by David A. Adler, Holiday House 1992
5. A Picture Book of Robert E. Lee by David A. Adler, Holiday House 1994
6. Civil War (Dorling Kindersley Eyewitness Books) by John Stanchack, Dorling Kindersley 2000
7. Harriet Beecher Stowe and the Beecher Preachers by Jean Fritz, G.P. Putnam's Sons, 1994
8. Harriet Beecher Stowe: Antislavery Author by Celia Bland, Chelsea Juniors 1993
9. Harriet Tubman and the Fight Against Slavery by Bree Burns, Chelsea Juniors 1992
10. Harriet Tubman: A Photo-Illustrated Biography by Margo McLoone, Bridgestone Books 1997
11. Harriet Tubman: The Road to Freedom by Rae Bains, Troll Assoc.
12. Pink and Say by Patricia Polacco, Scholastic Inc. 1994
13. The Underground Railroad by Raymond Bial, Houghton Mifflin Co. 1995
14. The Value of Helping: The Story of Harriet Tubman by Ann Donegan Johnson, Value Communications Inc. 1979
15. The Value of Respect: The Story of Abraham Lincoln by Ann Donegan Johnson, Value Communications Inc. 1977

B. Curriculum:

1. A Study of Heroes by the Raoul Wallenberg Committee of the United States 1996
 - a. Abraham Lincoln
 - b. Harriet Tubman
2. A History of US: Teaching Guide and Resource Book (Johns Hopkins University), Talent Development Middle School United States History Curriculum, 1999
3. Teaching Guide for A History of US: War, Terrible War, D.C. Heath and Company 1994

C. Websites:

1. Abraham Lincoln Research Site <<http://members.aol.com/RVSNorton/Lincoln2.html>>
2. Underground Railroad <<http://madison.k12.wi.us/tnl/detectives/kids/KIDS-991207.html>>

V. LESSONS

Unit Project: Biography Poster

As a project for this unit, students will be given the name of an individual from the Civil War era. They will need to research that person using library/ internet resources, and find at least ten significant facts. They will then create a poster about their individual which will include the following components.

- a title using the individual's name
- an illustration that represents that individual
- a written paragraph about their individual
 - The paragraph will include the ten facts obtained from the research.
 - In the paragraph, students will also answer the questions: "In your opinion, is this individual a hero? What qualities of a hero does he or she possess?" Students will need to support their reasons for why the individual is or is not a hero.

* This project should be assigned toward the beginning of the unit, so students have time to research and complete the activity, in time to share it as a closing activity.

• List of Individuals From the Civil War Era:

Clara Barton	Gen. George B. McClellan
John Wilkes Booth	Gen. George G. Meade
Belle Boyd	Gen. George Pickett
John Brown	Dred Scott

Mary Chestnut
Jefferson Davis
Dorothea Dix
Stephen Douglas
William Lloyd Garrison
Gen. Ulysses S. Grant
Rose O'Neal Greenhow
Gen. Thomas "Stonewall" Jackson
Andrew Johnson
Mary Todd Lincoln

Gen. William Tecumseh Sherman
Gen. J.E.B. Stuart
Sojourner Truth
Nat Turner

Abraham Lincoln Log Cabin Quilt

After each lesson on Abraham Lincoln, students will create quilt blocks depicting scenes from his life. They will then be assembled, along with Log Cabin quilt squares containing facts, into a content-rich paper quilt for display in the room. This particular pattern was chosen because of the significance of log cabins in President Lincoln's early life. Preparation for this will begin by making the Log Cabin squares. This could be incorporated into a math lesson dealing with measurement or geometry, or could simply be taught on its own.

Objectives:

- Students will measure to create rectangles of specific lengths and widths.
- Students will arrange rectangles according to a Log Cabin pattern.
- Students will receive background information on the significance of quilts, specifically the Log Cabin pattern, during the Civil War.

Materials: construction paper (red, white, and blue shown in sample), rulers, scissors, glue, background information sheet, pencils, pictures or samples of quilts (optional)

Procedure:

1. Ask who has seen a quilt or has one at home. (Show pictures or samples--optional.) Ask about possible uses for quilts today and during the Civil War. Did anyone think that they could contain coded messages, or be sold for money to buy war supplies?
2. Briefly tell about the history of quilts in the Civil War, and the Log Cabin pattern, using the background information sheet.
3. Explain that the class will create an Abraham Lincoln Log Cabin quilt. This pattern was chosen because of the widely-known fact that President Lincoln spent most of his boyhood living in log cabins.

(For this lesson, the number of students working together and the number of squares made will depend on the class size and number of groups used for further activities. These lessons are geared towards four groups of 5-6 students. Eighteen squares will be made.)

4. Students will work alone or in pairs to measure and cut construction paper to the following measurements (in inches):

one- 6 x 6 (white)	two- 1 x 3 (blue, white)
one- 1 x 6 (red)	one- 1 x 2 (white)
two- 1 x 5 (red, white)	one- 2 x 2 (red)
two- 1 x 4 (white, blue)	

Hint: Have students start measuring at edges and corners for straight lines.

5. Once the pieces are cut out, show the sample square, and demonstrate how to assemble the pieces in the log cabin shape. Each student or pair will arrange their pieces on the 6x6 square, and then glue them down.

6. The finished squares will then be put aside to be used after each lesson on Abraham Lincoln.

• **After each Abraham Lincoln Lesson:**

There should now be 18 finished Log Cabin squares. 18 plain white squares (6x6) will also be needed. After each Lincoln activity, each group will be given time to create a picture to represent the information they learned in the lesson. This will be done on the white square. Each group will also get a Log Cabin square, on which they will write a sentence describing their picture. The words can be written in each rectangle, following the clockwise, spiraling pattern of the square (see sample). At the end of all the Lincoln lessons, the squares can be arranged on a bulletin board to create a quilt, representing the life of Abraham Lincoln (see sample arrangement).

Lesson One: Introduction: Who Are These Heroes?

A. *Objectives:*

1. Concept Objectives:
 - a. Students will meet real people from the Civil War era through stories and activities.
 - b. Students will have a better understanding of what life was like during the Civil War.
 - c. Students will see how ordinary people can become heroes by overcoming their circumstances and making a difference.
 - d. The triumphs and tragedies of the Civil War will come alive for the students, through various readings, activities, projects, and experiences.
2. Lesson Content Objectives
 - a. Students will review the definition of a hero.
 - b. Students will participate in a carousel activity where they will write facts and conceptions that they have about the five heroes.
 - c. Students will sort meaningful objects into boxes representing the five heroes.
3. Skill Objectives:
 - a. Sorting and Organizing information

B. *Materials*

1. 5 pieces of large construction paper with one hero's name written on each, markers
2. 5 "hero boxes" (large shoe box size) labeled with each hero's name
3. sorting chart (optional)
4. song "Heroes" by Jonathon Sprout (optional)
5. objects relating to each hero (suggestions follow):
 - a. Abraham Lincoln: top hat, beard, pillow, book, joke book
 - b. Harriet Tubman: 2 lb. weight, bandanna, "spy", train
 - c. Harriet Beecher Stowe: newspaper, book, Bible
 - d. Robert E. Lee: horse, picture of Arlington National Cemetery
 - e. Frederick Douglass: sailor hat, wooden board and chalk, newspaper

C. *Key Vocabulary:* No new vocabulary is introduced.

D. *Procedure:*

1. Ask a student to remind the class of the definition of a hero. (They will have already been exposed to this earlier in the year--some sample definitions follow.)
 - "The hero is known for achievements, the celebrity for well-knownness. The hero reveals the possibilities of human nature. The celebrity reveals the possibilities of the press and the media. celebrities are people who make news,

but heroes are people who make history. Time makes heroes but dissolves celebrities.” -Dr. Daniel Boorstin

• “...the most brave, or the most kind, or the most of anything that is good.” -Core Knowledge curriculum

• Heroes are “individuals who have made, or are making, positive contributions.” -Dr. Dennis Denenberg

• Heroes say, “I am only one person, but I can make a difference.”

2. Explain to the students that, throughout the Civil War unit, they will be meeting many individuals who could be considered heroes. We are going to focus on five main people during this era, who truly exhibit the qualities of a hero.

3. Read the five names out loud, as you place the large pieces of construction paper around the room. Also, put a marker at each station (5 different colors).

4. The students will participate in a carousel activity to start thinking about all of the heroes. Split the class into five groups and start each at a different station. They will spend a few minutes at each station before the teacher signals everyone to rotate. While there, the group will write down anything that anyone knows about the person on the paper. When the groups rotate, they will take their markers along, so they always write in the same color. If they know something a previous group has written, they can place a check mark next to that item on the paper. Continue rotating until the groups have visited every station.

5. (optional) As background music during this activity, play the song “Heroes” by Jonathon Sprout from his album, “American Heroes.”

6. As a class, look over the finished papers. Ask for some groups to explain what they wrote for some names--discuss as needed.

7. Bring out the hero boxes, and place each hero paper in front of them as references. Also, bring out the objects relating to the heroes.

8. (This portion could be done as a whole class activity, or individually on the sorting chart first, and then as a whole class.) Hold up each object, and either have the students predict who it belongs to on their sorting chart, or share ideas as a class--giving support for their decision. The hero with the most votes gets the object placed in his/ her box. If students are predicting on their own papers, have them share their predictions at the end, and then the hero with the most votes gets the object placed in his/ her box. With the sorting chart, each student would have a concrete sample of their own predictions, which they could analyze along the way, or at the end of the unit.

Closing:

1. Introduce the big idea for the unit: Civil War heroes stood up for their beliefs and brought about change. Ask for ideas about what this could mean. The big idea should be displayed somewhere in the room as a reminder during the unit. It could be written on chart paper, with their ideas on its meaning written below. Ideas could also be added onto the chart as they learn more about the heroes and what they did.

2. Display the hero boxes somewhere in the room. As the students learn about the different heroes, they should begin to see which box the objects should really be in. They could even use their sorting paper to mark changes in their predictions along the way.

E. *Possible Assessments:*

1. Monitor the groups as they work together at each carousel station.

2. The sorting charts could be checked to see the supporting reasons behind the choices for where the objects belong

Lesson Two: Abraham Lincoln: Boyhood

A. *Objectives*

1. Concept Objectives:

- a. Students will meet real people from the Civil War era through stories and activities.
 - b. Students will have a better understanding of what life was like during the Civil War.
 - c. Students will see how ordinary people can become heroes by overcoming their circumstances and making a difference.
 - d. The triumphs and tragedies of the Civil War will come alive for the students, through various readings, activities, projects, and experiences.
2. Lesson Content Objectives:
 - a. Students will create a K-W-L chart about Abraham Lincoln’s boyhood.
 - b. Students will read about the early life of Abraham Lincoln from various sources.
 - c. Students will discuss readings and answer questions from K-W-L chart.
 - d. Students will vote on important events in Lincoln’s life and groups will create quilt blocks based on the results.
 3. Skill Objectives:
 - a. Reading non-fiction texts
 - b. Sorting and Organizing information
 - c. Using graphic organizers

B. Materials

1. chart paper and markers
2. 4 white quilt blocks
3. 4 Log Cabin quilt blocks
4. colored pencils, markers
5. books
 - a. War, Terrible War by Joy Hakim -- p 34-37
 - b. article: “From Log House to Statehouse, Young Abe Lincoln” by Edison McIntyre from Cobblestone magazine “Abraham Lincoln”, May 1994--p 4-7
 - c. Where Lincoln Walked by Raymond Bial -- p 3-19
 - d. Lincoln: A Photobiography by Russell Freedman -- p 7-14

C. Key Vocabulary: No new vocabulary is introduced.

D. Procedure

1. On the chart paper, create a K-W-L chart. Under the K, have the students volunteer or write information that they already know about Abraham Lincoln’s childhood. Then, ask them to generate some questions that they want to know about young Abraham, and list those under W.
2. Divide the class into four groups. Each will read about the childhood of Abraham Lincoln, using a different source (listed in materials). They can share the duties of reading, and share copies of the books if necessary.
3. After reading, each group will work together to list 3-4 important things that they learned from their text. These should be things not already listed on the chart.
4. Each group will share their findings with the class. Each group will then record their information under the L on the chart, showing what they learned.
5. Check to see if the W questions from the chart were answered. If not, see if the answers can be found in the texts, or let someone look elsewhere to find them.

Closing Activity

1. Using the chart as a reference, have the class vote on 4 things to represent the childhood of Abraham Lincoln. Each group will be assigned one of the four, and they will work together to create a quilt block to represent it (drawings, words, etc.). This will be done on the blank white block. Then, on the Log Cabin block, they will write a

sentence to describe their drawings. These will be put together, to begin forming the Abraham Lincoln Log Cabin quilt.

E. *Possible Assessments*

1. Monitor group work during the reading and quilt block work.
2. Have each student write a journal entry about the most significant thing they learned about Abraham Lincoln's childhood, and why it was so meaningful.
3. Check for quality work when finding important information from the texts and creating the quilt blocks.

Lesson Three: Harriet Beecher Stowe and Uncle Tom's Cabin

A. *Objectives*

1. Concept Objectives:
 - a. Students will meet real people from the Civil War era through stories and activities.
 - b. Students will have a better understanding of what life was like during the Civil War.
 - c. Students will see how ordinary people can become heroes by overcoming their circumstances and making a difference.
 - d. The triumphs and tragedies of the Civil War will come alive for the students, through various readings, activities, projects, and experiences.
2. Lesson Content Objectives:
 - a. Students will read background information on Harriet Beecher Stowe.
 - b. Students will read excerpts from the primary source, Uncle Tom's Cabin.
 - c. Students will write reactions based on thoughts about what they read.
 - d. Students will create an oral poem based on thoughts, reactions, and text.
3. Skill Objectives:
 - a. Reading non-fiction texts
 - b. Reading and Reacting to primary source documents
 - c. Writing reactions to text and material
 - d. Creative writing

B. *Materials*

1. student copies of War, Terrible War by Joy Hakim
2. copies of excerpts from Uncle Tom's Cabin by Harriet Beecher Stowe (p 49-50, p 72-73, p 422-423, p 439-440)
3. reaction paper
4. tape recorder, cassette tape

C. *Key Vocabulary*: No new vocabulary is introduced.

D. *Procedure*

1. Begin the lesson by posing the question, "What is something you could do that would be so important that the president of the United States would want to meet you?" Ask students to quickly brainstorm some ideas in their groups, and then share some ideas. This could also be done by listing ideas on the board, or with a "cover the board" technique.
2. Explain that today, they will meet a woman who did something so amazing, that it caught the attention of the president, and the country--she wrote a book!
3. In War, Terrible War, read chapter three, "Harriet and *Uncle Tom*." Since Harriet lived in many different parts of the country, readers will be randomly chosen from different parts of the room--so everyone needs to pay attention and be prepared to read.

4. After reading, briefly discuss the information, and make a list on the board of reasons why the book was so special and important for its time.
5. Give each group a copy of a different excerpt from Uncle Tom's Cabin, and a reaction paper. Their job is to read the selection together and answer the items on the reaction paper. They will be asked to: describe how they felt after the reading, write something they learned, write something that touched or surprised them, and write how they think people who didn't know much about slavery would react to reading their passage.
6. Then, each group will decide on a short section from their passage or a reaction from their group to share with the class.
7. Harriet Beecher Stowe believed in the power of words. She used her writing ability to inform people about what was going on in the country, and how she and others felt about it. Explain that they will do the same by choosing some powerful words to express ideas and reactions in an oral poem. Each student will look back through their passage or their reaction and select a word or phrase that made them say, "Wow" about Harriet Beecher Stowe or her book. They should check with their group members to avoid too much repetition.

Closing

1. Decide on a volunteer to begin the poem with a powerful line. Then, other students randomly chime in with their word or phrase, until everyone has contributed. Record their poem on a tape, so that it can later be typed, and everyone can have a copy of their creation. Post a copy in the room as well.

E. Possible Assessments

1. Monitor group work for participation and contributions.
2. Collect reaction papers from each student.
3. On the back of the reaction paper, ask each student to briefly explain why they chose the word or phrase they spoke in the oral poem.

Lesson Four: Frederick Douglass: From Slavery to Freedom

A. Objectives

1. Concept Objectives:
 - a. Students will meet real people from the Civil War era through stories and activities.
 - b. Students will have a better understanding of what life was like during the Civil War.
 - c. Students will see how ordinary people can become heroes by overcoming their circumstances and making a difference.
 - d. The triumphs and tragedies of the Civil War will come alive for the students, through various readings, activities, projects, and experiences.
2. Lesson Content Objectives:
 - a. Students will hear the story of Frederick Douglass's early life.
 - b. Students will make a little book and fill it with information and reactions from the story.
 - c. Students will read and react to an excerpt from Frederick Douglass's autobiography.
3. Skill Objectives:
 - a. Reading non-fiction texts
 - b. Reading and Reacting to primary source documents
 - c. Writing reactions to text and material
 - d. Creative writing

B. *Materials*

1. book Young Frederick Douglass: The Slave Who Learned to Read by Linda Walvoord Girard
2. 11"x18" pieces of construction paper (enough for every student)
3. scissors
4. directions for the little 8-page book
5. excerpt from Frederick Douglass's autobiography Narrative of the Life of Frederick Douglass

C. *Key Vocabulary*: No new vocabulary is introduced.

D. *Procedure*

1. To prepare for the activity, give each student a piece of construction paper and a pair of scissors. Using the direction sheet as a guide, walk them through the steps of making the little 8-page book.

2. Pose these questions to the students:

- a. How many of you had someone who taught you how to read?
- b. How many of you had people in your life who encouraged and helped you to read?
- c. How many of you had someone who taught you how to write?
- d. How many of you were and are allowed to read and write in your free time?

Explain that Frederick Douglass, who was born a slave, had few to none of these advantages, but still grew up to be a famous writer and speaker.

3. Explain the directions for using the little book with the story. During the reading, the teacher will stop and direct the students to write or draw different things in the book. The first page will be for a title, and the other items will each go on their own page.

4. Read the story, stopping after the following pages to give directions:

- a. p. 5: What would a pass look like? Draw one and write what it might say.
- b. p. 9: How do you think Frederick felt when he heard this? What do you think he will do now?
- c. p. 15: What do you think Frederick will do to learn the rest of the letters?
- d. p. 19: What kind of trouble might happen because Frederick can read and write?
- e. p. 23: Draw a quick illustration of part of this scene. Write a sentence to describe what is going on.
- f. p. 30: If you were Frederick, what would you do? Would you wait 7 years for freedom, or try to escape and risk being sold to the slave traders?

After the story, use the last page in the little book to write at least two things that made you say, "Wow!" from the story.

5. As a class, or within groups, have students share their little books. As a class, ask everyone to share one of their "Wow" statements.

6. Have the students create a title for their little book. Ask them why they think we made a little book during this lesson (because reading was so influential in Frederick Douglass's life).

Closing

1. Read the section "About Frederick Douglass" from pages 38-39 of the book, which gives further details about the rest of his life. Then, read the short account from his autobiography, which describes how he felt after escaping to freedom. Discuss reactions to this, or have the students do a journal entry reacting to it.

E. *Possible Assessments*

1. The little books could be used as a form of assessment.
2. The journal entries could also be used as a form of assessment.

Lesson Five: Harriet Tubman: Growing Up as a Slave

A. Objectives

1. Concept Objectives:
 - a. Students will meet real people from the Civil War era through stories and activities.
 - b. Students will have a better understanding of what life was like during the Civil War.
 - c. Students will see how ordinary people can become heroes by overcoming their circumstances and making a difference.
 - d. The triumphs and tragedies of the Civil War will come alive for the students, through various readings, activities, projects, and experiences.
2. Lesson Content Objectives:
 - a. Students will hear a story about Harriet Tubman's childhood.
 - b. Students will make predictions about which events in the book are factual, and which were invented by the author.
 - c. Students will check their predictions by reading an entirely factual account of Harriet Tubman's life.
 - d. (optional) Students will read about the significance of the constellations and the song "Follow the Drinking Gourd" to the Underground Railroad.
 - e. Students will create their own verses to the song "Follow the Drinking Gourd," based on information learned in the story about Harriet Tubman.
3. Skill Objectives:
 - a. Reading non-fiction texts
 - b. Comparing/Contrasting fiction and non-fiction texts
 - c. Writing reactions to text and material
 - d. Creative writing

B. Materials

1. book Minty by Alan Schroeder
2. book War, Terrible War by Joy Hakim
3. (optional) article "Follow the Drinking Gourd" by June Swanson from Cobblestone magazine on Harriet Tubman Feb. 1981
4. song "Follow the Drinking Gourd"
5. chart paper, markers

C. *Key Vocabulary*: No new vocabulary is introduced.

D. Procedure

1. Ask students to raise their hands if they had a nickname when they were younger. Have volunteers share some. Explain that, when Harriet Tubman was young, she had a nickname also. It was common for slaves to give their children "cradle names" to be used while they were small. Harriet's cradle name was Araminta, but she was called Minty for short.
2. Before starting the book, read aloud the first line of the author's note, which states, "While Minty is a fictional account of Harriet Tubman's childhood, and some scenes have been invented for narrative purposes, the basic facts are true." Ask the students to think about whether the events are factual, or invented as the story is read. Then, read the book.
3. After the story is finished, ask students to share their thoughts about what is fact, and what is fiction. (This could also be done during the reading, after events occur.) List their responses on two columns on the chart paper.

4. Then, read an entirely factual account of Harriet’s childhood in War, Terrible War. Together, read chapter 4 from page 27 to the bottom of page 30.
5. Go back to the chart and discuss whether the predictions about the factual and fictional information were correct.
6. (optional--if unable to get the article) In the story, Minty’s father explains the importance of the North Star and the Drinking Gourd. Read the article “Follow the Drinking Gourd,” which explains the significance of the constellations to slaves and conductors on the Underground Railroad.
7. Introduce the song, “Follow the Drinking Gourd,” which was often sung by slaves. Talk about the meanings and messages behind the lyrics.

Closing

1. The students will create two more verses to the song “Follow the Drinking Gourd.” This could be assigned individually, in partners, or in groups. To write their lyrics, they will use the information that Minty’s father, Old Ben, taught her about the stars and surviving in the woods. It may be necessary to read these pages again, or have multiple copies of the book available for students to look at.

E. Possible Assessments

1. The song verses created by the students could be used as a form of assessment.
2. Students could write down their own thoughts about the factual and fictional events in the story, and explain their reasoning. Then, ideas could be shared to create a class chart. When they read the factual information, they could check to see how close their own predictions were.

Lesson Six: Harriet Tubman: Runaway, Conductor, Spy

A. Objectives

1. Concept Objectives:
 - a. Students will meet real people from the Civil War era through stories and activities.
 - b. Students will have a better understanding of what life was like during the Civil War.
 - c. Students will see how ordinary people can become heroes by overcoming their circumstances and making a difference.
 - d. The triumphs and tragedies of the Civil War will come alive for the students, through various readings, activities, projects, and experiences.
2. Lesson Content Objectives:
 - a. Students will read about the adult life of Harriet Tubman.
 - b. Students will create pictures to represent powerful quoted words by Harriet Tubman.
3. Skill Objectives:
 - a. Reading non-fiction texts
 - b. Writing reactions to text and materials

B. Materials

1. article “The Woman Called Moses” by Peg Mims and Walter Olesky from Cobblestone magazine on Harriet Tubman (The article from Cobblestone is excellent, but if it is unavailable, the lesson can still be done using chapter 4 from War, Terrible War by Joy Hakim, which is also a very good resource.)
2. paper
3. art supplies

C. Key Vocabulary: No new vocabulary is introduced.

D. Procedure

1. Ask the students to share what they remember about Harriet Tubman’s childhood. (This could also be done with a quick cover-the-board session.)
2. Together, read the article “The Woman Called Moses,” which talks about Harriet’s life recalling her slave days, as a conductor on the Underground Railroad, and as a spy for the Union Army.
3. Powerful words from Harriet herself are quoted several times throughout the article (ex: “I grew up like a neglected weed--ignorant of liberty, having no experience of it. I was not happy or contented...”). Assign various quotes to individuals or partners and have them create a picture to represent the words and feelings. (If using chapter 4 from *War, Terrible War*: instead of quotes, use sections which describe powerful images and situations.) The quote used for the picture should also be written somewhere on the page.

Closing

1. When the pictures are finished, have the students share them with the rest of the class. Compare the representations done by different people using the same quotes. The pictures could be displayed on a bulletin board as a reminder of Harriet’s perseverance throughout her life.

E. *Possible Assessments*

1. On the back of the pictures or on separate paper, the students could write a short explanation of their picture, sharing why they drew the picture as they did and how they felt about Harriet Tubman’s words.

Lesson Seven: Harriet Tubman, Frederick Douglass and the Underground Railroad

A. *Objectives*

1. Concept Objectives:
 - a. Students will meet real people from the Civil War era through stories and activities.
 - b. Students will have a better understanding of what life was like during the Civil War.
 - c. Students will see how ordinary people can become heroes by overcoming their circumstances and making a difference.
 - d. The triumphs and tragedies of the Civil War will come alive for the students, through various readings, activities, projects, and experiences.
2. Lesson Content Objectives:
 - a. Students will take a virtual journey on the Underground Railroad.
 - b. Students will explore a website dealing with the Underground Railroad and answer questions about what they find.
 - c. Students will perform a short skit involving Harriet Tubman, Frederick Douglass, and the Underground Railroad..
3. Skill Objectives:
 - a. Reading non-fiction texts
 - b. Writing reactions to text and material
 - c. Using creative dramatics

B. *Materials*

1. computers (a lab setting is best)
2. website from National Geographic <<http://www.nationalgeographic.com/features/99/railroad/index.html>>
3. website guide and question sheet
4. script “The Douglass ‘Station’ of the Underground Railroad” by Glennette Tilley Turner from Cobblestone magazine on The Antislavery Movement

5. optional costumes and props

C. *Key Vocabulary*: No new vocabulary is introduced.

D. *Procedure*

(The first part of this lesson will work best if done in a computer lab, where each student or pair of students can have their own computer to use.)

1. Explain that the first known account of using the words “Underground Railroad” was in 1830. A slave was escaping from his master, who was chasing him. The slave crossed a river and vanished into the trees. His master said that he “...just plain disappeared right under my very nose. It was as though he had boarded an underground railroad.” Ask the students to share some emotions that may have been felt by slaves as they were escaping on the Underground Railroad.

2. Each student needs a website guide and question sheet. Alone, or with partners, they will go to the website, and use the guide to explore and answer the questions.

(The next part will be done after returning to the classroom.)

3. Review some of the information learned from the website activity.

4. Assign or have students select parts for the skit. There are 15 characters. While those students read through their parts, the other students will create props and set up the room for the scenes (they will also be the audience).

5. Perform the play for the rest of the class. Maybe other classes would like to see this short skit as well.

Closing

1. Discuss how the skit relates to the information from the website activity. Was similar information found in each or were there differences? Did the skit seem realistic based on the information they know?

E. *Possible Assessments*

1. The worksheet from the website activity could be used as an assessment.

2. Monitor the groups as they work on preparing for the skit.

Lesson Eight: Abraham Lincoln: Events Leading to Presidency

A. *Objectives*

1. Concept Objectives:

a. Students will meet real people from the Civil War era through stories and activities.

b. Students will have a better understanding of what life was like during the Civil War.

c. Students will see how ordinary people can become heroes by overcoming their circumstances and making a difference.

d. The triumphs and tragedies of the Civil War will come alive for the students, through various readings, activities, projects, and experiences.

2. Lesson Content Objectives:

a. Students will read background information on events leading up to Lincoln’s election to the Presidency.

b. Students will perform a skit based on the Lincoln-Douglas debates.

c. Students will discuss the debates either orally, or by answering questions.

d. Students will work in groups to create quilt blocks about the topics covered.

3. Skill Objectives:

a. Reading non-fiction texts

b. Reading and Reacting to primary source documents

c. Using creative dramatics

B. *Materials*

1. book War, Terrible War by Joy Hakim
2. "Slavery Debated" script by Kenneth P. Czech from Cobblestone magazine on Abraham Lincoln, May 1994 p 18-20
3. optional costumes and props
4. discussion questions (adapted from Cobblestone Publishing website <<http://www.cobblestonepub.com>>)
5. 4 blank quilt blocks
6. 4 Log Cabin quilt blocks,
7. markers, colored pencils

C. *Key Vocabulary*: No new vocabulary is introduced.

D. *Procedure*

Note: Students will already have background knowledge on the Dred Scott decision, which is mentioned in the script.

1. Pose the question: When two people are running for an office or position (senator, governor, president) how do they let people know how they feel about different topics and issues? (newspapers, TV ads, **debates**)
2. Discuss the attributes to look for in a good candidate during a debate (opinions, supported ideas, plans, attitude, appearance, etc.)
3. Together, read chapter 7 of War, Terrible War, which deals with the Lincoln-Douglas debates.
4. Use the short script in Cobblestone magazine to reenact parts of the debates. There are parts for nine people (using three narrators), and parts for the remainder of the class to be the crowd. Costumes and props could be used.

E. *Closing/ Possible Assessment*

1. After the debates are finished, use the discussion questions to orally talk, or use them as a written assignment for individuals, groups, or partners. Also, have the class decide on 4 things to represent the events in this part of Lincoln's life. Just as in the previous lesson, groups will work together to create the two quilt blocks to be added to the Lincoln Log Cabin quilt.
2. Additional Note: To read the story of how Abraham Lincoln came to grow a beard, check this website: <<http://www.members.aol.com/RVSNorton1/Lincoln50.html>>

Lesson Nine: Robert E. Lee: Who Was He?

A. *Objectives*

1. Concept Objectives:
 - a. Students will meet real people from the Civil War era through stories and activities.
 - b. Students will have a better understanding of what life was like during the Civil War.
 - c. Students will see how ordinary people can become heroes by overcoming their circumstances and making a difference.
 - d. The triumphs and tragedies of the Civil War will come alive for the students, through various readings, activities, projects, and experiences.
2. Lesson Content Objectives:
 - a. Students will help tell a story using pictures and story cards.
 - b. Students will gain background information on the life of Robert E. Lee.
 - c. Students will write and discuss reactions to events from the story.
3. Skill Objectives:
 - a. Reading non-fiction texts
 - b. Writing reactions to text and material

B. *Materials*

1. picture cards of people and events in Robert E. Lee's life (or overhead transparency pictures)
2. story cards
3. reaction paper
4. (overhead projector)

C. *Key Vocabulary*: No new vocabulary is introduced.

D. *Procedure*

1. Ask the class if anyone has ever gotten in the middle of an argument between two friends, and whether they had to choose whose side to be on. Was it a difficult decision? Explain that General Robert E. Lee had a similar decision to make, but on a larger scale, which they will soon see.
2. If picture cards will be used, this activity would work best if the class was seated in a circle. If overhead transparencies will be used, it doesn't matter. Randomly pass out the story cards and picture cards to the class. (The story cards could be attached to the back of the pictures, or kept separate for more student involvement.)
3. The student with picture card 1 will show the class, and the student with story card 1 will begin reading. When they finish, picture and story cards 2 will have their turn, and so on.
4. During the story, there are three cards which are reflection questions. At those points, the students will respond to the questions, using information that they have just heard.

Closing

1. Either at the end of the story, or the end of each question, have some students share their reflections. Also, an optional final discussion point could be, "From what you know at this point, do you think Robert E. Lee made the right decision when he chose to fight for the Confederacy?"
2. The picture cards could be displayed in the room, to create a time line of Robert E. Lee's life.

E. *Possible Assessments*

1. The reaction paper could be used as a form of assessment. (Two forms are included. One form includes the questions for students who need to see as well as hear the question. The blank form could be used for students who may try to jump ahead and answer the questions while someone is reading, before hearing all of the information.)
2. Lee often wrote letters home to his children during the war. The students could write a letter, as General Lee, telling a family member or friend how the experiences of his life prepared him to be a General in command of the entire Confederate army.
3. Have the students write a letter, as Lee, to President Lincoln, explaining why he cannot accept the position of the Union Commander.

F. *Extra notes on Traveller*

1. Students might be interested to know some information about Lee and his horse. He had a total of five horses during the Civil War, but Traveller was always his favorite. He was dark gray, with a black mane and tail, and eventually became well-recognized by the Northern Virginia Army. Lee wished he could paint a picture of him because "such a picture would inspire a poet, whose genius could then depict his worth or describe his endurance of toil, hunger, thirst, heat, and cold, and the dangers and sufferings through which he has passed." Traveller was the horse Lee rode to surrender to Grant at Appomattox Court House. After the war, Lee was known to let Traveller graze in his front yard, feeling that he had earned the privilege after so many years of loyal service. Traveller's last duty for his master was to walk behind General Lee's casket during his funeral procession. He died two years after Lee, and is now buried near his tomb at Washington and Lee University.

Lesson Ten: Abraham Lincoln: The Great Emancipator

A. Objectives

1. Concept Objectives:
 - a. Students will meet real people from the Civil War era through stories and activities.
 - b. Students will have a better understanding of what life was like during the Civil War.
 - c. Students will see how ordinary people can become heroes by overcoming their circumstances and making a difference.
 - d. The triumphs and tragedies of the Civil War will come alive for the students, through various readings, activities, projects, and experiences.
2. Lesson Content Objectives:
 - a. Students will read about Lincoln’s decision to issue the Emancipation Proclamation.
 - b. Students will read part of the Emancipation Proclamation.
 - c. Students will categorize various reactions to the Emancipation Proclamation.
 - d. Students will write reactions to the document, from various perspectives.
 - e. Students will reenact a historical scene and sing “My Country ‘Tis of Thee”.
 - f. Students will create quilt blocks to add to the Log Cabin quilt.
3. Skill Objectives:
 - a. Reading non-fiction texts
 - b. Reading and Reacting to primary source documents
 - c. Sorting and Organizing information
 - d. Writing reactions to text and material
 - e. Using graphic organizers
 - f. Using creative dramatics

B. Materials

1. War, Terrible War by Joy Hakim
2. excerpt from the Emancipation Proclamation
3. an American flag
4. words to “My Country ‘Tis of Thee”
5. writing paper
6. excerpts of reactions to the Emancipation Proclamation
7. 4 blank quilt blocks
8. 4 Log Cabin quilt blocks
9. markers, colored pencils

C. Key Vocabulary:

1. emancipation: the act of setting somebody free
2. proclamation: a public or formal announcement

D. Procedure

1. Put the word “emancipation” on the board and see if anyone can give a definition for it. If not, ask someone to look it up in the dictionary. Do the same thing with the word “proclamation.” Put the words together and see if anyone can tell the class what an emancipation proclamation would do.
2. Together, read from chapter 20 of War, Terrible War. Read the first two paragraphs, and then skip to the bottom of page 99, where the paragraph begins “Lincoln now changed the war from a...” and read to the end of the chapter. (The skipped section covers the battle of Antietam, which will have been previously read.)
3. During or after the reading, mention these points of clarification:

- a. When the Emancipation Proclamation was first read on September 22, 1862, it sent something of a warning to the rebel states. If they did not return to the Union by January 1, 1863, then their slaves would be freed, which is what happened.
 - b. When Lincoln freed the slaves in the Confederate states, it was based on his presidential power to seize the property of people who were in rebellion to the country. In this case, the slaves were the property.
 - c. Upon signing his full signature, Lincoln also stated, “If my name ever goes into history, it will be for this act.”
4. Read the excerpt from the Emancipation Proclamation, so students can hear the actual words and language used. Share reactions to hearing these words.
 5. On the board, designate two sections; one labeled “agree” and the other labeled “disagree.” Randomly pass out the excerpts of reactions to the Emancipation Proclamation, which come from various sources. Have students share the comment on their paper, and the class will decide whether it is in agreement or disagreement with the Proclamation, and why.
 6. Students will then write a journal entry reacting to the Emancipation Proclamation and its implications. They can take the perspective of a southern slave, a southern slave owner, Abraham Lincoln, or a northern freed slave.

Closing

1. On page 101 of *War, Terrible War*, read the paragraph in the gray box, titled “Of Thee I Sing.” It tells of how one group reacted to the Emancipation Proclamation on January 1, 1863. Reenact this event: reread the excerpt from the Proclamation (just the second paragraph), have someone be Thomas Wentworth Higginson raising the flag and announcing the freedom of the slaves, and then sing together the song, “My Country ‘Tis of Thee.”
2. Also, have the class decide on 4 things to represent this part of Lincoln’s life. Just as in the previous lesson, groups will work together to create the two quilt blocks to be added to the Lincoln Log Cabin quilt.
3. Also included is a graphic organizer which can be filled out during or at the end of the lesson to stress the important points.

E. Possible Assessments

1. Have students write down their reactions to hearing the Emancipation Proclamation.
2. The journal entry written from another perspective can be used as an assessment.

Lesson Eleven: Robert E. Lee: Character and Integrity

A. Objectives

1. Concept Objectives:
 - a. Students will meet real people from the Civil War era through stories and activities.
 - b. Students will have a better understanding of what life was like during the Civil War.
 - c. Students will see how ordinary people can become heroes by overcoming their circumstances and making a difference.
 - d. The triumphs and tragedies of the Civil War will come alive for the students, through various readings, activities, projects, and experiences.
2. Lesson Content Objectives:
 - a. Students will read about Robert E. Lee’s connection to Arlington National Cemetery.

- b. Students will, in writing, analyze and interpret quotes by Robert E. Lee.
3. Skill Objectives:
 - a. Reading non-fiction texts
 - b. Reading and Reacting to primary source documents
 - c. Writing reactions to text and material (optional)
 - d. Sorting and Organizing information

B. Materials

1. article “A National Cemetery: The Fate of Lee’s Arlington Plantation” by Mark Travis from Cobblestone magazine on Robert E. Lee
2. pictures of Arlington Cemetery and house (optional)
3. quotes by Robert E. Lee
4. picture of Lee’s General Order no. 9 and transcript

C. Key Vocabulary:

1. integrity: the quality of possessing high moral principles or standards

D. Procedure

1. Ask a student to look up the definition of “integrity” and write it on the board. Then, ask students to share orally or cover the board with people who have this quality. Ask for explanations on some, to stress the definition.
2. Read the article (together if multiple copies are available). Show the pictures if they are available.
3. Discuss how Lee must have felt about his home being turned into a cemetery. Discuss how his peaceful reaction models integrity.
4. Give each student (or partners, or groups) one of the quotes by Lee. Their job will be to write a reaction to that quote. They should explain what it means, how it shows Lee’s integrity, and include relevant information from Lee’s life (if appropriate).
5. When finished, have students with the same quotes meet together to share their written reactions. These can also be shared with the class.

Closing

1. Pass around the picture of Lee’s General Order no. 9, which he sent to his troops after the surrender was signed on April 9, 1865. Read aloud the transcript, which also shows the character of General Lee. Briefly discuss reactions to this.

E. Possible Assessments

1. The written reaction to the quotes could be used as an assessment.
2. Students could write a journal entry or letter, from the perspective of a Confederate soldier, telling someone about their feelings toward General Lee. They could include their quote and reaction in the letter.

Lesson Twelve: Abraham Lincoln: Remembering a Hero

A. Objectives

1. Concept Objectives:
 - a. Students will meet real people from the Civil War era through stories and activities.
 - b. Students will have a better understanding of what life was like during the Civil War.
 - c. Students will see how ordinary people can become heroes by overcoming their circumstances and making a difference.
 - d. The triumphs and tragedies of the Civil War will come alive for the students, through various readings, activities, projects, and experiences.
2. Lesson Content Objectives:
 - a. Students will read poems reflecting on the life of Abraham Lincoln.

- b. Students will dramatize the poems by pantomiming the actions.
- c. Students will listen to a story, reviewing the life of Abraham Lincoln.
- d. Students will create quilt blocks to finish the Abraham Lincoln Log Cabin quilt.

3. Skill Objectives:

- a. Reading non-fiction texts
- b. Using creative dramatics
- c. Creative writing

B. *Materials*

- 1. poem “Oh Captain! My Captain!” by Walt Whitman (optional)
- 2. poems by Bobbi Katz (“At the Station, Part I” and “At the Station, Part II”)
- 3. book Abe Lincoln Goes to Washington by Cheryl Harness
- 4. optional props for dramatization
- 5. 4 blank quilt blocks
- 6. 4 Log Cabin quilt blocks
- 7. markers, colored pencils

C. *Key Vocabulary*: No new vocabulary is introduced.

D. *Procedure*

Note: This lesson will take place after the students have read chapters 30 and 31 in Joy Hakim’s War, Terrible War, dealing with the occurrence and aftermath of Lincoln’s death.

- 1. Begin by asking how a person would feel if they lost someone close to them (sad, angry, confused, upset, etc.) Explain that Walt Whitman, a famous poet who lived during the Civil War, was deeply saddened by the death of Abraham Lincoln. The day after Lincoln’s death, he wrote “Mother prepared breakfast--and other meals--as usual; but not a mouthful was eaten all day by either of us. We each drank half a cup of coffee; that was all. Little was said. We got every newspaper, morning and evening...and passed them silently to each other.”
- 2. (optional) Read Whitman’s poem, “Oh Captain! My Captain!” which was written in memory of Lincoln. Discuss the meanings of some of the metaphors.
- 3. The poet Bobbi Katz also wrote poetry about Abraham Lincoln, from the perspective of a young girl during the Civil War. Together, read the poem “At the Station, Part I.” Talk about the feelings of the girl in the poem as she waits and then sees President Lincoln. Then, read the second poem, “At the Station, Part II.” Talk about the girl’s feelings now, as the situation changes.
- 4. Split the class into three groups. One group will have the first 10 lines of Part I, one group will have the last 9 lines of Part I, and the last group will have all of Part II. Give each group time to work with their section of the poem. Their job is to pantomime the action in the poem, with or without using props. There are plenty of actions and parts for all of the group members to do something.
- 5. The groups will then present their section to the rest of the class. While they are “performing,” the rest of the class will be reading the poem aloud.

Closing

- 1. Read the book Abe Lincoln Goes to Washington by Cheryl Harness, to review the events in Abraham Lincoln’s life.
- 2. Each student will then create their own poem, in memory of the life of Lincoln. They can choose any format (by this time in the year, we will have studied several types of poems). Have volunteers share their finished poems with the class.
- 3. Also, have the class decide on 4 things to represent the latter part of Lincoln’s life. Just as in the previous lessons, groups will work together to create the two quilt blocks to complete the Lincoln Log Cabin quilt.

E. *Possible Assessments*

1. Monitor the groups as they work on their poem pantomime.
2. Anecdotal notes can be taken on the students' participation and efforts in their poem pantomimes.
3. The poems written by the students can be a form of assessment.

VII. Culminating Lesson

Closing: Now I Know These Heroes

A. *Objectives*

1. Concept Objectives:
 - a. Students will meet real people from the Civil War era through stories and activities.
 - b. Students will have a better understanding of what life was like during the Civil War.
 - c. Students will see how ordinary people can become heroes by overcoming their circumstances and making a difference.
 - d. The triumphs and tragedies of the Civil War will come alive for the students, through various readings, activities, projects, and experiences.
2. Lesson Content Objectives:
 - a. Students will review the definition of a hero.
 - b. Students will sort meaningful objects on paper and into boxes representing the five heroes.
 - c. Students will write an explanation of how each individual fits into the unit's "big idea" and can be considered a hero.
3. Skill Objectives:
 - a. Sorting and Organizing information
 - b. Writing reactions to text and material

B. *Materials*

1. hero boxes and objects
2. sorting chart
3. big idea paper

C. *Key Vocabulary*: No new vocabulary is introduced.

D. *Procedure*

1. Bring out the hero boxes and remove the objects, placing them where they can be seen by the students. Review the different objects. (Students should have prepared for this activity by reviewing their original sorting chart, and making adjustments to their choices throughout the unit.)
2. On the new sorting chart, students will identify the objects that fit with the five heroes. They must also use the stories and information they learned throughout the unit to explain how each object relates to the heroes. Some objects can relate to more than one hero, as long as it is well supported. For example, the book could fit with Abraham Lincoln, Frederick Douglass, Robert E. Lee, or Harriet Beecher Stowe.
3. After the papers have been handed in, the hero box sort could be done as a class. (The next portion could be done on a separate day.)
4. Review the definition of a hero. Review the "big idea"
5. On the big idea paper, students will write an explanation of how each of the five individuals fit with the big idea's definition of a Civil War hero. Their explanations should be between 5-8 sentences in length for each hero.

Closing

1. As long as the students' biography posters are finished, the closing activity will be a display and sharing time of their work. The posters could be displayed around the room like a museum, and the class could take a "tour" to visit each station and hear about the people.

E. *Possible Assessments*

1. The sorting chart activity can be used to assess what the students now know about the lives of the five heroes. Their explanations will reveal their ability to support their choices with realistic evidence from the unit.
2. The big idea paper can be used to assess the students' understanding of the concept of a hero. These explanations will also reveal their ability to use information learned in the unit to support the idea that these five individuals are heroes.

VIII. Handouts/Student Worksheets

Background Information on Quilts

Civil War:

Quilting played a big part in the lives of women during the Civil War. Since they weren't allowed to fight, they did their part by sewing. In the North, women traditionally came together in groups to sew for a particular event or cause. Fairs were held where the quilts could be auctioned or sold. The money was then donated to buy supplies for the armed forces. Eventually, the military asked women to make quilts which were seven feet by four feet in size, so they could fit a standard military cot, or a bed pack. "By the end of the war it is estimated that over 250,000 quilts...had been made for Union soldiers." Women from the South did not have as much experience in sewing for causes, and many were probably used to slaves doing most of the household sewing. But, many women picked up needles and joined in the effort. After a while, fabric became hard to find in the South, because shipments could not get

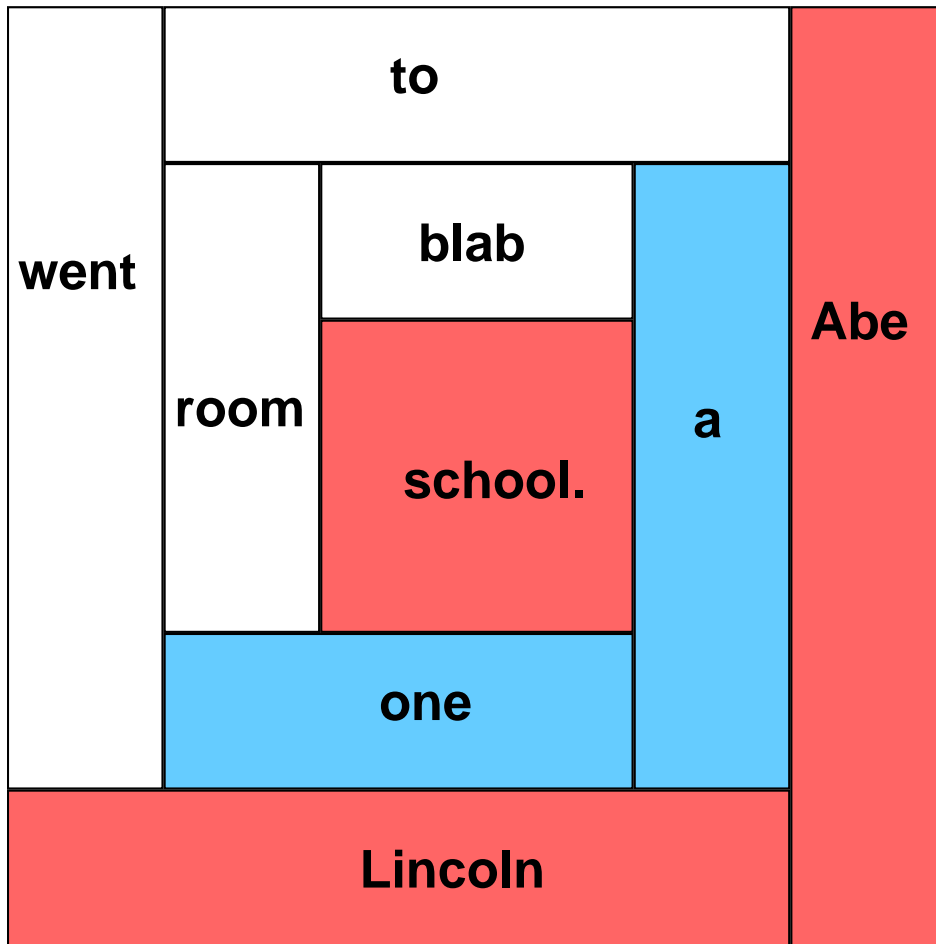
through. Calico, a cotton quilting fabric, was reported to cost up to \$25 per yard! Today, it costs about \$3 per yard.

Log Cabin Pattern:

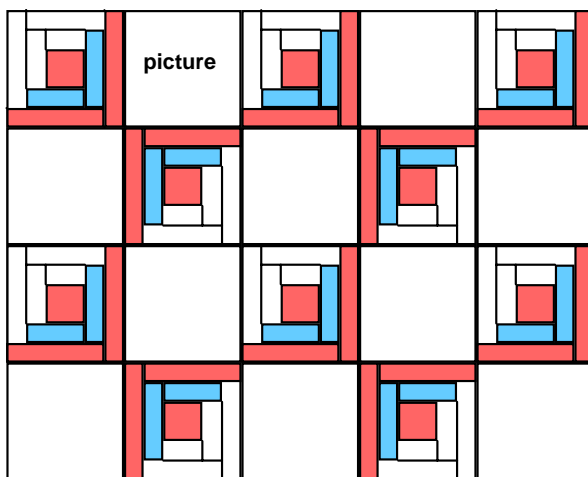
“The first documented Log Cabin quilt is not dated until sometime during the [Civil] War and the pattern wasn’t really common until after the war. The Log Cabin may have become popular after the death of Abraham Lincoln. His leadership in freeing the slaves might explain the stories that Log Cabin quilts were a part of the flight to freedom.” The center square of the block is thought to mean different things, depending on the color. A red square was supposed to symbolize the warmth of the heart or the fire in the hearth of a home. A yellow square could be a welcoming light in a window. Stories have also been passed down orally, telling that sometimes, Log Cabin quilts were hung in windows. If there was a black square in the center, this represented a chimney, and indicated that the house was a safe stop on the Underground Railroad. No concrete evidence for this last example has been found, but it shows that quilts were important items in everyday life.

Resources: [America’s Quilting History](http://www.womenfolk.com/historyofquilts.htm). <<http://www.womenfolk.com/historyofquilts.htm>

Log Cabin Square Sample:



Start the sentence on the longest outer rectangle and read clockwise.



Sample arrangement of pictures and Log Cabin sentence squares.

Hero Box Sorting Chart

As each object is shown, predict which hero it belongs with. Then, write a short explanation of why you chose that hero.

Abraham Lincoln

Robert E. Lee

Harriet Tubman

Harriet Beecher Stowe

Frederick Douglass

Object	Hero	Explanation	Changes
top hat			
2 lb. weight			
horse			
beard			
sailor hat			
wood and chalk			
pillow			
newspaper			
Object	Hero	Explanation	Changes

book

bandanna

picture of
Arlington
Cemetery

joke book

“spy”

Bible

train

Sample K-W-L Chart

K	W	L
<ul style="list-style-type: none">• Lincoln was born in a log cabin.	<ul style="list-style-type: none">• Did he have any brothers or sisters?	<ul style="list-style-type: none">• He had one sister, three step-siblings, and a cousin who lived with them.

Name _____

Reaction to Uncle Tom's Cabin

page #'s _____

1. Describe how you felt after reading your passage. You may use sentences, phrases, or just words--whatever comes to mind.

2. Write something that you learned after reading this passage.

3. Write something that was touching or surprising.

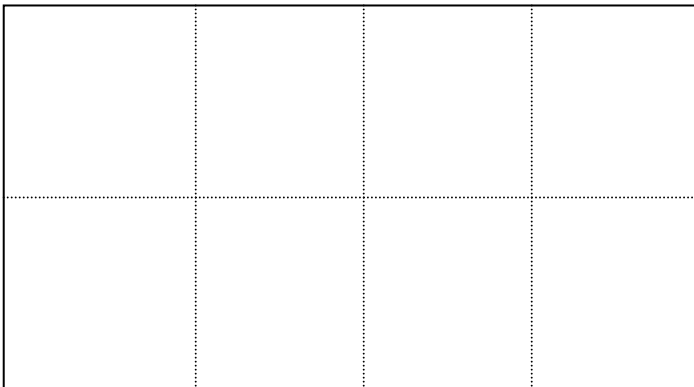
4. How do you think people in Harriet Beecher Stowe's time, who didn't know much about slavery, would have reacted after reading your passage? Why would they feel this way?

Excerpt From: Narrative of the Life of Frederick Douglass

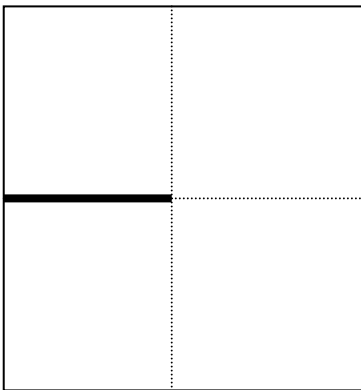
“I have been frequently asked how I felt when I found myself in a free State. I have never been able to answer the question with any satisfaction to myself. It was a moment of the highest excitement I ever experienced....In writing to a dear friend, immediately after my arrival in New York, I said I felt like one who had escaped a den of hungry lions. This state of mind, however, very soon subsided; and I was again seized with a feeling of loneliness. I was yet liable to be taken back, and subjected to all the tortures of slavery. But the loneliness overcame me. There I was in the midst of thousands, and yet a perfect stranger; without home and without friends, in the midst of thousands of my own brethren—children of a common Father, and yet I dared not to unfold to any of them my sad condition...”

Douglass, Frederick. Narrative of the Life of Frederick Douglass. New York: Signet, 1968.

Directions to Make a Little 8 Page Book

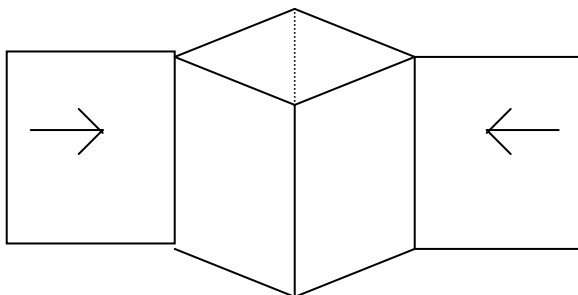
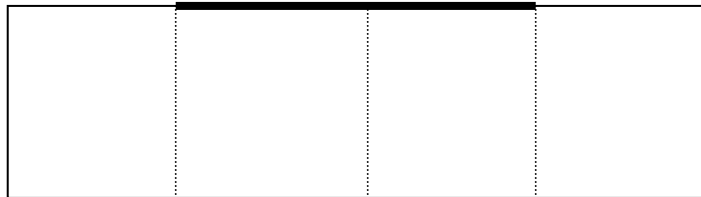


Fold a piece of 11"x18" construction paper on the dotted lines. Unfold.



Fold the paper in half sideways. Cut along the solid line, from the fold to the center.

Open out the paper again and fold it lengthwise this time.



Push each end inward, opening the center section until the pieces meet. Fold and close to form the book.

“Follow the Drinking Gourd”

When the sun comes up and the first quail calls,
Follow the Drinking Gourd.
For the old man is a waitin’ for to carry you to freedom.
Follow the Drinking Gourd.

Refrain:

Follow the Drinking Gourd.
Follow the Drinking Gourd.
For the old man is a waitin’ for to carry you to freedom.
Follow the Drinking Gourd.

Now the river bank’ll make a mighty good road,
The dead trees will show you the way.
Left foot, Pegfoot, Travel on to freedom.
Follow the Drinking Gourd. (Refrain)

Now the river ends between two hills.
Follow the Drinking Gourd.
And there’s another river on the other side.
Follow the Drinking Gourd. (Refrain)

Website Guide and Questions:

The Underground Railroad

<http://www.nationalgeographic.com/features/99/railroad/index.html>

Follow the directions to explore the website and answer the questions. Use the back button on your menu bar to retrace your steps if necessary.

- Click below the swinging lantern to enter the site.
- Take the journey on the Underground Railroad.

1. What was one of Harriet Tubman's nicknames? _____

2. What was used as a signal to show a safe house? _____

3. How long was Thomas Garrett a conductor on the Underground Railroad?

4. What was so different about William Still? _____

5. Which famous abolitionists do you meet in Rochester? _____

6. Why was Canada a truly safe place? _____

• On the white menu bar next to the lantern, choose the following options and answer the questions.

• Routes to Freedom:

7. How long could it take for a runaway slave to escape to freedom? _____

• Take a look at the close-up picture of the map to see the route you traveled.

• For Kids:

8. Where could slaves hide in the house in Gettysburg? _____

9. How did Henry Brown get to Philadelphia? _____

• Faces of Freedom: Choose 2 people from this page and write what they did to help escaping slaves.

10. _____

Abraham Lincoln: Events Leading to Presidency: Discussion Questions

1. For what political office were Abraham Lincoln and Stephen Douglas competing in 1858?
2. Why did Abraham Lincoln object to the Dred Scott decision?
3. According to Douglas, who had the right to make the decision about whether slavery should be legal?
4. Was the public interested in the debates? How do you know?
5. In the debates in Quincy (Act II), Lincoln said that Republicans were opposed to slavery. What were the reasons they gave for having this opinion?
6. Who won the election for the Senate?
7. How did the debates help Lincoln's political career?

Story Card Information on Robert E. Lee

1. Robert Edward Lee was born on January 19, 1807, in Stratford, Virginia. This is a picture of his home, Stratford Hall, which is now a museum. Robert was named after his mother's two favorite brothers. He had five siblings, Algernon (who died as a child), Charles, Ann, Sydney, and Catherine. He also had step-siblings from his father's first marriage.

2. Robert's father was General Henry "Light-Horse-Harry" Lee. He was in the cavalry during the Revolutionary War and also served as the governor of Virginia for a few years. Unfortunately, Henry Lee made bad investments, and lost much of the family's money and land. He died in 1818, when Robert was 11 years old.

3. Robert's mother was Ann Hill Carter Lee. After her husband died, she became sick with tuberculosis. By this time, most of his older siblings were married, so Robert helped out by taking care of the house, doing the yard chores, and caring for his mother.

4. Reflection Question: Robert had many responsibilities as a boy. How do you think this affected his life as an adult?

5. As a boy, Robert enjoyed skating and horseback riding. He also did very well in school. One of his heroes was George Washington, and in 1824, he was accepted into West Point, a U.S. Military Academy. He graduated second in his class, and was posted to the Army Corps of Engineers. Soon after his graduation, his mother passed away.

6. In 1831, Robert married Mary Ann Randolph Custis. Mary was the great-granddaughter of Martha Washington, so Robert was now related to his hero! Because Robert was in the army, he was often away from home. But, the Lees did have seven children: Custis, Mary, William, Annie, Agnes, Robert Jr., and Mildred.

7. Lee worked mainly on fort construction, until 1845, when he fought in the Mexican War. Later, he became the superintendent of West Point, where he was known for being firm but kind with the cadets.

8. Reflection Question: How do you think Lee felt, being in charge of the school where he was once a student?

9. When the Civil War began, Robert E. Lee was one of the best officers in the army, and President Lincoln offered him the position to command the Union forces. Lee was torn between the two sides. He did not like slavery (he freed his slaves before the end of the war) and he didn't have a strong opinion about states maintaining individual rights. However, he made the difficult decision to stay with his home state of Virginia, when it seceded. He wrote to his sister, "With all my devotion to the Union and the feeling of loyalty and duty of an American citizen, I have not been able to make up my mind to raise my hand against my relatives, my children, my home. I have therefore resigned my commission in the Army..."

10. Reflection Question: How do you think Lee felt about his decision? Remember, he had been an officer in the U.S. Army. Imagine if you were in a similar situation. What if you changed schools, or switched sports teams, and then had to compete against your former teammates? How would you feel?

11. General Robert E. Lee went on to command the Confederate forces, along with his beloved horse, Traveller. Lee saw both victory and defeat during the war. Through it all, it was said that he was loved by his men. When the war was over, he told them, "Men, we have fought through the war together. I have done the best I could for you. My heart is too full to say more."

Robert E. Lee: Reflection Paper

4. Robert had many responsibilities as a boy. How do you think this affected his life as an adult? _____

8. How do you think Lee felt, being in charge of the school where he was once a student? _____

10. How do you think Lee felt about his decision? Remember, he had been an officer in the U.S. Army. _____

Imagine if you were in a similar situation. What if you changed schools, or switched sports teams, and then had to compete against your former teammates? How would you feel? _____

Lincoln: The Great Emancipator

Emancipation: _____

Proclamation: _____

When?

Read On:

Became Official On:

What did it do?

Things to Remember:

- When the Emancipation Proclamation was first read in September, it sent a warning to the rebel (southern) states. If they did not return to the Union by January 1, then their slaves would be freed, which is what happened.
- When Lincoln freed the slaves in the Confederate states, it was based on his presidential power to seize (take) the property of people who were in rebellion against the country. In this case, the slaves were the property.
- Upon signing his full signature, Lincoln also stated, "If my name goes into history, it will be for this act."

How did the war change after the Emancipation Proclamation?

*On the back of this worksheet, write a short journal entry reacting to the Emancipation Proclamation. You can pretend to be a southern slave, a southern slave owner, Abraham Lincoln, or a northern freed slave.

Excerpt from the Emancipation Proclamation

“Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State, or designated part of a State, the people whereof shall then be in rebellion against the United States*, shall be then, thenceforward**, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom....

...And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service....

...And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God....

*any states where the people are in rebellion against the U.S.

** from then on

Excerpts of Reactions to the Emancipation Proclamation

1. “We shout for joy that we live to record this righteous decree....’Free forever’ ...oh! ye millions of free and loyal men who have earnestly sought to free your bleeding country from the dreadful ravages of revolution and anarchy, lift up now your voices with joy and thanksgiving for with freedom to the slave will come peace and safety to your country....But read the proclamation for it is the most important of any to which the President of the United States has ever signed his name.”

- Frederick Douglass, 1862

2. “No, Abraham Lincoln, will take not step backward. his word has gone out over the country and the world, giving joy and gladness to the friends of freedom and progress wherever those words are read, and he will stand by them, and carry them out to the letter....”

- Frederick Douglass, 1862

3. “...President Lincoln has at last hurled against rebellion the bolt which he has so long held suspended. The act is the most important and the most memorable of his official career--no event in the history of this country since the Declaration of Independence itself has excited so profound attention either at home or abroad.”

-article in the Illinois State Journal, 1862

4. “...The measure is wholly unauthorized....Though it cannot be executed in fact, and though its execution probably will never be seriously attempted, its moral influence will be decided, and purely hurtful....The Government our fathers framed is one thing,...Abraham Lincoln, the temporary occupant of the Executive chair, is another thing and a thing of comparatively little worth....”

- article in the Louisville Journal, 1862

5. “... we, the colored citizens of the city of Harrisburg [PA], hail the first day of January, 1863, as a new era in our country’s history--a day in which injustice and oppression were forced to flee and cower before the benign principles of justice and righteousness....”

- meeting of African Americans, 1863

6. "...[The results would be a] revolution in the social organization of the Southern States,...the immediate and...far-reaching consequences of which to both races cannot be contemplated without the most dismal foreboding of horror and dismay. The proclamation...which we denounce, and the civilized world will denounce, ... [is a] disgrace to the American people."

- resolution of the Illinois State Legislature, 1863

7. "...There can be but one opinion among all true friends of the country. The President must and will be sustained [supported]....But those who refuse to support the Government in the exercise of its necessary and just authority are traitors and should be so treated....True patriots of every name rally around the President, determined that the Union shall be preserved and the laws enforced."

- article in the Illinois State Journal, 1862

Words to “My Country ‘Tis of Thee”

**My country, 'tis of thee,
sweet land of liberty,
of thee I sing;
land where my fathers died,
land of the pilgrim's pride,
from every mountainside
let freedom ring.**

**My native country, thee,
land of the noble free,
thy name I love;
I love thy rocks and rills,
thy woods and templed hills;
my heart with rapture thrills
like that above.**

**Let music swell the breeze,
and ring from all the trees
sweet freedom's song;
let mortal tongues awake,
let all that breathe partake,
let rocks their silence break,
the sound prolong....**

Words: Samuel Francis Smith, 1832

Quotes by Robert E. Lee

“Duty, then is the sublimest word in our language. Do your duty in all things. You cannot do more; you should never wish to do less.”

“It is well that war is so terrible, or we should get too fond of it.”

“The education of a man is never complete until he dies.”

“What a cruel thing is war; to separate and destroy families and friends, and mar the purest joys and happiness God has granted us in this world; to fill our hearts with hatred instead of love for our neighbors, and to devastate the fair face of this beautiful world.”

“Whatever may be the result of the contest, I foresee that the country will have to pass through a terrible ordeal...for our national sins.”

“I have fought against the people of the North because I believed they were seeking to wrest (take) from the South its dearest rights. But I have never cherished toward them bitter or vindictive feelings, and I have never seen the day when I did not pray for them.”

“The gentleman does not needlessly and unnecessarily remind an offender of a wrong he may have committed against him. He cannot only forgive, he can forget; and he strives for that...mildness of character which imparts...strength to let the past be but the past.”

General Order No. 9

Hd Qurs Army Northern Virginia
10th April 1865

“After four years of arduous service, marked by unsurpassed courage and fortitude, the Army of Northern Virginia has been compelled to yield to overwhelming numbers and resources.

I need not tell the brave survivors of so many hard fought battles who have remained steadfast to the last, that I have consented to this result from no distrust of them. But feeling that valor and devotion could accomplish nothing that could compensate for the loss that would have attended the continuance of the contest, I determined to avoid the useless sacrifice of those whose past services have endeared them to their countrymen.

By the terms of the agreement, officers and men can return to their homes and remain until exchanged. You will take with you the satisfaction that proceeds from the consciousness of duty faithfully performed and I earnestly pray that a merciful God will extend to you His blessing and protection.

With an unceasing admiration of your constancy and devotion to your country, and a grateful remembrance of your kind and generous consideration of myself, I bid you all an affectionate farewell.”

R E Lee
Genl

<<http://www.strafordhall.org/no9trans.html>>

Hero Box Sorting Chart

Think about the stories and information you have learned about each hero. Write the name which fits with each object. Then, write a short explanation of why you chose that hero.

Abraham Lincoln

Robert E. Lee

Harriet Tubman

Harriet Beecher Stowe

Frederick Douglass

Object	Hero	Explanation
top hat		
2 lb. weight		
horse		
beard		
sailor hat		
wood and chalk		
pillow		
newspaper		

Object	Hero	Explanation
book		
bandanna		
picture of Arlington Cemetery		
joke book		
“spy”		
Bible		
train		

Related Project: Civil War Alphabet Book

Explain that abolitionists used different methods to get their anti-slavery message to the public. One way was the Anti-Slavery Alphabet, published in 1847. Each letter of the alphabet was attributed to a slavery-related word, and incorporated into a rhyme:

“A is for Abolitionist, a man who wants to free, the wretched slave, and give to all, an equal liberty.”

“D is the Driver, cold and stern, who follows, whip in hand, to punish those who dare to rest, or disobey command.”

Students could create their own alphabet books, using words from throughout the unit. They could create rhymes, or just write definitions or explanations for the words. This project could be done individually, or with partners. It would probably work best if assigned at the beginning of a Civil War unit, so students could contribute to it as they learned new things. Following is a list of sample words for each letter. This could be given to students, or they could try finding their own words first.

A- abolitionist, assassination	N- North, Nat Turner
B- Beecher Stowe, Bull Run	O- outfit, Ohio River, orator
C- cotton, Confederacy	P- Pickett’s charge, plantation
D- Douglass, F. , Douglas, S., Dred Scott	Q- quilts
E- emancipation	R- Richmond, runaways
F- Fort Sumpter, Ford’s Theater	S- Stonewall Jackson, South
G- Gettysburg, Grant	T- Traveller, Nat Turner
H- Harriet Tubman, Harriet Beecher Stowe	U- underground railroad, Union
I- inauguration, Illinois	V- Vicksburg, Varina Davis
J- Jefferson Davis	W- weapons
K- Kentucky	X- sixteenth president
L- Lincoln, Lee	Y- Yankees, Yorktown
M- master, Meade, McClellan	Z- Zachary Taylor, Zouave soldiers

VIII. Bibliography

A. See Resources