The Civil War

Teacher Guide

Ulysses S. Grant

Robert E. Lee

Harriet Tubman and the Underground Railroad

Abraham Lincoln
The Civil War

Teacher Guide

Emanicipation Proclamation

Whereas

On the Twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-three, 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.

"That the executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof respectively shall then be in rebellion against the United States, and the fact that any State, or the people thereof, shall on that day be in good faith represented in the Congress of the United States by members chosen there to at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State and the people thereof are not then in rebellion against the United States.

"Now, therefore, I, ABRAHAM LINCOLN, President of the United States, by virtue of the power in me vested as Commander-in-Chief of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do, publicly proclaim for the full period of one hundred days from the day the first above mentioned order, and designate as the States and parts of States wherein the people thereof respectively are this day in rebellion against the United States, the following, to wit:

ARKANSAS, TEXAS, LOUISIANA (except the parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terre Bonne, Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans, MISSISSIPPI, ALABAMA, FLORIDA, GEORGIA, SOUTH CAROLINA, NORTH CAROLINA and VIRGINIA (except the forty-eight counties designated as West Virginia, and also the counties of Berkeley, Acoomac, Northampton, Elizabeth City, York, Princess Anna and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts are, for the present, left precisely as if this Proclamation were not issued.

And by virtue of the power and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts of States are and henceforward shall be free; and that the executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free, to abstain from all violence, unless in necessary self-defense, and I recommend to them that in all cases, when allowed, they labor faithfully for reasonable wages.

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.

In testimony whereof, I have hereunto set my name, and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States the eighty-Seventh.

By the President:

ABRAHAM LINCOLN.

WILLIAM H. SEWARD, Secretary of State.

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

Students in Core Knowledge schools should be familiar with:

Kindergarten

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

Grades 1 and 2

- slavery in ancient Egypt, Greece, Rome

Grade 2

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

Grade 3

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

Grade 4

- abolitionists

Time Period Background

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

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

#### Toward the Civil War

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

#### The Civil War

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

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<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tr>
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<td>1861</td>
<td>Robert E. Lee became a general for the Confederacy</td>
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<td>1861–1865</td>
<td>Clara Barton was called “Angel of the Battlefield” for her work tending wounded soldiers</td>
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<td>1862</td>
<td>Battle of Hampton Roads between the Virginia and the Monitor</td>
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<td>1862</td>
<td>Battle of Shiloh</td>
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<td>1862</td>
<td>Union troops lost the Battle of Antietam; George McClellan was removed from post as general</td>
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<td>1863</td>
<td>Lincoln issued the Emancipation Proclamation</td>
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<td>1863</td>
<td>Battle of Vicksburg</td>
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<td>1863</td>
<td>Massachusetts 54th Regiment became the most famous all-African American unit of the Union Army</td>
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<td>1863</td>
<td>Battle of Gettysburg</td>
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<td>1864</td>
<td>Reelection of Abraham Lincoln</td>
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What Students Need to Learn CONTINUED

Reconstruction

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

A Special Note to Teachers—Talking About Slavery

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

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

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

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

At a Glance

The most important ideas in Unit 11 are:

- A series of compromises over several decades attempted to avert open confrontation over slavery between the North and South.
• Sectional tension over slavery increased as the United States acquired more territory in the mid-1800s and abolitionists and other opponents of slavery became more outspoken.

• Both sides expected the Civil War to be short, and each expected to win easily.

• From the time of the first military engagement until fall 1864, the war went so badly for the Union that some Northerners wanted to negotiate peace.

• When Lincoln issued the Emancipation Proclamation, he effectively changed the focus of the fight from merely preserving the Union to preserving the Union while also ending slavery.

• Bull Run, Antietam, Shiloh, Vicksburg, and Gettysburg were key battles in the war.

• Robert E. Lee was the most important general for the South, and Ulysses S. Grant was the most important general for the North.

• William Tecumseh Sherman’s march to the sea effectively cut the South in half.

• The Union forces won major battles each time Confederate forces invaded the North.

• Lee surrendered to Grant at Appomattox.

• Lincoln’s assassination shortly after the surrender led to conflicts about Reconstruction. Andrew Johnson and Radical Republicans in Congress clashed over who would oversee the reconstruction of the South; Johnson lost.

• A political compromise ended Reconstruction.

WHAT TEACHERS NEED TO KNOW

Abolitionists

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

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

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

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

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

William Lloyd Garrison

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

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

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

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

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

Slave Life

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

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

The situation was quite different in the South where there were many farms that ranged in size from small, with simple homes, to large, elaborate plantations. While most Southerners did not own any slaves at all, the vast majority who owned small farms had fewer than twenty slaves. Only a few farms were large enough to be considered plantations with crops—tobacco, indigo, and later, cotton—that required large numbers of workers. Most plantations had anywhere from fifty to two hundred slaves. The plantation system, which the Spanish and Portuguese had developed on islands in the Atlantic and which had also been established in British colonies in the Caribbean, was adopted to address Southern colonists’ need for workers on these large farms.
The owners of the plantations lived in large, well-furnished houses separate from their slaves. The latter lived in the slave quarters, a cluster of small cabins—shacks, really—with a few sticks of furniture, straw for mattresses, a cooking pot, and little else. The slaves often worked in the fields from sunup to sundown.

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

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

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

### Slave Rebellions

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

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

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

**Stono Uprising**

- September 9, 1739
- Along the Stono River near Charleston, South Carolina
- Under the leadership of a man named Jemmy, twenty slaves stole weapons from an arsenal and set out for a fort near St. Augustine in Spanish Florida to join a group of slaves who had escaped from South Carolina and Georgia
plantations. The men killed people and burned plantations as they went. They were eventually caught and killed by South Carolina militia.

Gabriel Prosser Conspiracy

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

Denmark Vesey Conspiracy

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

Nat Turner Rebellion

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

Industrial North Versus Agricultural South

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

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

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

**Mason-Dixon Line**

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

**Slavery in Territories and New States**

Beginning with the Declaration of Independence, when the delegates to the Second Continental Congress removed references to King George III’s part in the slave trade in order to mollify Southern slaveholders, the United States made
compromises over slavery. These compromises did not solve the controversy over slavery, but only prolonged it and raised the stakes each time a new compromise was reached. Among the compromises were the following:

- In 1787, the Constitutional Convention compromised and agreed to count every five enslaved Africans and African Americans as three free men for purposes of determining representation in the House. This is known as the three-fifths clause. The new Constitution did mandate an end to the importation of slaves by 1808 but did not abolish slavery or end the internal slave trade.

- In 1820, the Missouri Compromise enabled Missouri to enter the Union as a slave state as long as Maine entered as a free state. In addition, it declared that any new states created from the Louisiana Purchase above the 36th parallel would be free. The Missouri Compromise ensured the balance between free and slave states, but set the stage for future conflicts over the entrance of new states into the Union.

- While the Compromise of 1850 was an attempt to satisfy the North and South, it ended the balance of slave and free states by allowing California to enter the Union as a free state and the Utah and New Mexico territories to decide for themselves through popular sovereignty whether they would enter as free or slave states. Congress also abolished the slave trade in the District of Columbia and passed a Fugitive Slave Act, which required the return of escaped slaves to their owners.

- The Kansas-Nebraska Act of 1854 took up the issue of slavery in lands above the 36th parallel and overturned the Missouri Compromise. The new law allowed voters in the two territories to determine for themselves whether the states should be free or slave. Nebraskans voted to become a free state, but bloody fighting broke out in Kansas as pro- and antislavery factions fought each other for power and the outcome of the vote. The fighting was so widespread that Kansas became known as “Bleeding Kansas.”

**Dred Scott Decision**

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

In 1857, seven of the nine justices ruled in favor of Scott’s owner. (It should be noted that five of the seven were Southerners.) Chief Justice Roger B. Taney of Maryland wrote the majority ruling. First, Taney wrote, Scott had no right to sue in federal court because he was not a citizen of the United States. Taney argued that the Constitution did not recognize slaves as citizens.
It is worth noting that some, including one of the dissenting justices and Abraham Lincoln, disagreed with Taney’s interpretation of the Constitution. They noted that if even just one state considered an African American a citizen, then all states and, by inference, the Constitution had to likewise recognize this individual’s rights as a citizen. Nonetheless, the majority decision stood.

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

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

**Uncle Tom’s Cabin**

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

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

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

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)
UNIT RESOURCES

Student Component

*The Civil War* Student Reader—twenty-four chapters

Teacher Components

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

» The Unit Assessment tests knowledge of the entire unit, using standard testing formats.

» The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is oral.

» The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

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

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

www.coreknowledge.org/store

Timeline

Some preparation will be necessary prior to starting *The Civil War* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Image Cards...
over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the Image Cards can be attached with clothespins!

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

- **1600s**
- **1700s**
- **1800s**

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

<table>
<thead>
<tr>
<th>1600s</th>
<th>1700s</th>
<th>1800s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 1</td>
<td>2 4 6 7 8 9 10 16 11 12 13 15 17 19 20 21 22 23</td>
</tr>
</tbody>
</table>

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

**Note:** Please be aware that Chapters 4, 6, 8, 9, 10, and 19 have multiple cards.
The Timeline in Relation to the Content in the Student Reader Chapters

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

Time to Talk About Time

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

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

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

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

Reading Aloud

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

Turn and Talk

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

Big Questions

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

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Big Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Why did the demand for slaves increase in the Southern states?</td>
</tr>
<tr>
<td>2</td>
<td>How did slaves in the South resist?</td>
</tr>
<tr>
<td>3</td>
<td>How did the Missouri Compromise attempt to resolve the issue of slavery in the territories?</td>
</tr>
<tr>
<td></td>
<td>Question</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>How did abolitionists and the people of the Underground Railroad fight against slavery?</td>
</tr>
<tr>
<td>5</td>
<td>What were the economic differences between the North and the South?</td>
</tr>
<tr>
<td>6</td>
<td>Why did compromises fail to solve the national argument about slavery?</td>
</tr>
<tr>
<td>7</td>
<td>What shaped Abraham Lincoln as a young man?</td>
</tr>
<tr>
<td>8</td>
<td>What led the South to secede?</td>
</tr>
<tr>
<td>9</td>
<td>Why did the attack on Fort Sumter launch the American Civil War?</td>
</tr>
<tr>
<td>10</td>
<td>What resources and advantages did each side have at the start of the Civil War?</td>
</tr>
<tr>
<td>11</td>
<td>What was General Winfield Scott’s plan to win the war, and how successful was it?</td>
</tr>
<tr>
<td>12</td>
<td>What prompted Lincoln to remove General McClellan from command?</td>
</tr>
<tr>
<td>13</td>
<td>How did the Emancipation Proclamation change the focus of the war effort from the Union point of view?</td>
</tr>
<tr>
<td>14</td>
<td>How were the three great Civil War generals alike and different?</td>
</tr>
<tr>
<td>15</td>
<td>What was life like for the common soldier during the Civil War?</td>
</tr>
<tr>
<td>16</td>
<td>How did women help the war effort?</td>
</tr>
<tr>
<td>17</td>
<td>Why was the Battle of Gettysburg important and still remembered today?</td>
</tr>
<tr>
<td>18</td>
<td>What problems did the Confederacy have at home?</td>
</tr>
<tr>
<td>19</td>
<td>How did the Union finally defeat the Confederacy?</td>
</tr>
<tr>
<td>20</td>
<td>Why did John Wilkes Booth kill President Lincoln?</td>
</tr>
<tr>
<td>21</td>
<td>What was life like in the South after the Civil War?</td>
</tr>
<tr>
<td>22</td>
<td>How did Andrew Johnson’s ideas of reconstruction differ from the Radical Republicans?</td>
</tr>
<tr>
<td>23</td>
<td>Why did Thaddeus Stevens and the Radical Republicans decide to impeach Andrew Johnson?</td>
</tr>
<tr>
<td>24</td>
<td>How did Reconstruction fail to give equality to African Americans?</td>
</tr>
</tbody>
</table>

**Core Vocabulary**

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

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Core Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>slavery, self-evident, unalienable, civil rights, cultivate</td>
</tr>
<tr>
<td>2</td>
<td>consent, resist, resistance, deliverance, outwit</td>
</tr>
<tr>
<td>3</td>
<td>territory, compromise, Union, statehood, legislature, character</td>
</tr>
</tbody>
</table>
“constitutional amendment,” abolitionist, Underground Railroad, surveyor
manufacturing, mill, urban, rural
senator, admission, secede, fugitive
constitutional
Supreme Court, exercise, endure, dissolve, natural rights, arsenal
Confederate, preserve, ammunition, bombardment
“tide of battle,” upper hand, defensive
strategy, blockade, manpower
volunteer, caution, “secretary of war,” peninsula, decisiveness
emancipation, righteous, decree
colonel, mystify, tactic
bonus, draft, substitute
spy, warehouse, battlefront, surgeon
stronghold, siege, telegraph, consecrate, hallow
states’ rights, governor, “manufactured good,” cabinet
malice, bind
racist, secret agent
acre
reconcile, ratify, Reconstruction, “Black Codes,” radical, veto
underdog, testify, impeach, “high crimes and misdemeanors”
lieutenant governor, segregation

Activity Pages

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

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

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

www.coreknowledge.org/ckhg-online-resources

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

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

Additional Activities and Website Links

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

Cross-Curricular Connections

<table>
<thead>
<tr>
<th>Literature</th>
<th>Visual Arts</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry</td>
<td>American Art: United States</td>
<td>Spirituals</td>
</tr>
<tr>
<td>“O Captain! My Captain!” by Walt Whitman</td>
<td>Become familiar with art related to the Civil War, including:</td>
<td>“Down by the Riverside”</td>
</tr>
<tr>
<td>“Barbara Frietchie” by John Greenleaf Whittier</td>
<td>• Matthew Brady’s photographs of the Civil War</td>
<td>“Sometimes I Feel Like a Motherless Child”</td>
</tr>
<tr>
<td>Autobiography</td>
<td>• The Shaw Memorial sculpture by Augustus Saint-Gaudens</td>
<td>“Wayfaring Stranger”</td>
</tr>
<tr>
<td>Narrative of the Life of Frederick Douglass by Frederick Douglass</td>
<td></td>
<td>Songs</td>
</tr>
<tr>
<td>Speeches</td>
<td></td>
<td>• “Battle Hymn of the Republic” by Julia Ward Howe</td>
</tr>
<tr>
<td>• The Gettysburg Address</td>
<td></td>
<td>by Julia Ward Howe</td>
</tr>
</tbody>
</table>

A Special Note about The Pathway to Citizenship

As you may recall if you and your students completed earlier Grade 5 CKHG American History units, a critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.
We have therefore included an important feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the geography, historical events, laws, and structure of the American government.

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

www.coreknowledge.org/ckhg-online-resources

Books


# The Civil War Sample Pacing Guide

For schools using the Core Knowledge Sequence and/or CKLA

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

## Week 1

### Day 1

**The Civil War**

- “Slavery” Core Lesson (TG & SR, Chapter 1)

### Day 2

- “The Life of the Slave” Core Lesson (TG & SR, Chapter 2)

### Day 3

- “Two African American Spirituals” (TG, Chapter 2: Additional Activities, AP 2.1)

### Day 4

- “The Missouri Compromise” Core Lesson (TG & SR, Chapter 3)

### Day 5

- “Growth of Antislavery Feeling” Core Lesson (TG & SR, Chapter 4)

### CKLA

- “The Reformation”

## Week 2

### Day 6

**The Civil War**

- “The Life of Frederick Douglass” (TG, Chapter 4: Additional Activities, NFE 1)

### Day 7

- “Growing Apart” Core Lesson (TG & SR, Chapter 5)

### Day 8

- “A House Divided” Core Lesson (TG & SR, Chapter 6)

### Day 9

- “Young Mr. Lincoln” Core Lesson (TG & SR, Chapter 7)

### Day 10

- “The Crisis Deepens” Core Lesson (TG & SR, Chapter 8)

### CKLA

- “The Reformation”

## Week 3

### Day 11

**The Civil War**

- “The War Begins” Core Lesson (TG & SR, Chapter 9)

### Day 12

- “Advantages and Disadvantages” Core Lesson (TG & SR, Chapter 10)

### Day 13

- “Developing a Strategy” Core Lesson (TG & SR, Chapter 11)

### Day 14

- “The War in the East” Core Lesson (TG & SR, Chapter 12)

### Day 15

- “The Emancipation Proclamation” Core Lesson (TG & SR, Chapter 13)

### CKLA

- “A Midsummer Night’s Dream”
# The Civil War Sample Pacing Guide

For schools using the Core Knowledge Sequence and/or CKLA

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

## Week 4

<table>
<thead>
<tr>
<th>Day 16</th>
<th>Day 17</th>
<th>Day 18</th>
<th>Day 19</th>
<th>Day 20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Civil War</strong></td>
<td><strong>The Civil War</strong></td>
<td><strong>The Civil War</strong></td>
<td><strong>The Civil War</strong></td>
<td><strong>The Civil War</strong></td>
</tr>
<tr>
<td><strong>The Generals</strong> Core Lesson (TG &amp; SR, Chapter 14)</td>
<td><strong>Johnny Reb and Billy Yank</strong> Core Lesson (TG &amp; SR, Chapter 15)</td>
<td><strong>Women and the War Effort</strong> Core Lesson (TG &amp; SR, Chapter 16)</td>
<td><strong>The Tide Turns</strong> Core Lesson (TG &amp; SR, Chapter 17)</td>
<td><strong>Confederate Problems Mount</strong> Core Lesson (TG &amp; SR, Chapter 18)</td>
</tr>
</tbody>
</table>

## CKLA

<table>
<thead>
<tr>
<th>Day 16</th>
<th>Day 17</th>
<th>Day 18</th>
<th>Day 19</th>
<th>Day 20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Midsummer Night’s Dream</strong></td>
<td><strong>A Midsummer Night’s Dream</strong></td>
<td><strong>A Midsummer Night’s Dream</strong></td>
<td><strong>A Midsummer Night’s Dream</strong></td>
<td><strong>A Midsummer Night’s Dream</strong></td>
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</tbody>
</table>

## Week 5

<table>
<thead>
<tr>
<th>Day 21</th>
<th>Day 22</th>
<th>Day 23</th>
<th>Day 24</th>
<th>Day 25</th>
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</thead>
<tbody>
<tr>
<td><strong>The Civil War</strong></td>
<td><strong>The Civil War</strong></td>
<td><strong>The Civil War</strong></td>
<td><strong>The Civil War</strong></td>
<td><strong>The Civil War</strong></td>
</tr>
<tr>
<td><strong>The War Draws to a Close</strong> Core Lesson (TG &amp; SR, Chapter 19)</td>
<td><strong>The Death of President Lincoln</strong> Core Lesson (TG &amp; SR, Chapter 20)</td>
<td><strong>Civil War Art and Poetry</strong> Core Lesson (TG &amp; SR, Chapter 20: Additional Activities)</td>
<td><strong>The South in Ruins</strong> Core Lesson (TG &amp; SR, Chapter 21)</td>
<td><strong>The Struggle over Reconstruction</strong> Core Lesson (TG &amp; SR, Chapter 22)</td>
</tr>
</tbody>
</table>

## CKLA

<table>
<thead>
<tr>
<th>Day 21</th>
<th>Day 22</th>
<th>Day 23</th>
<th>Day 24</th>
<th>Day 25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Midsummer Night’s Dream</strong></td>
<td><strong>A Midsummer Night’s Dream</strong></td>
<td><strong>Native Americans</strong></td>
<td><strong>Native Americans</strong></td>
<td><strong>Native Americans</strong></td>
</tr>
</tbody>
</table>

## Week 6

<table>
<thead>
<tr>
<th>Day 26</th>
<th>Day 27</th>
<th>Day 28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Civil War</strong></td>
<td><strong>The Civil War</strong></td>
<td><strong>The Civil War</strong></td>
</tr>
<tr>
<td><strong>Congressional Reconstruction</strong> Core Lesson (TG &amp; SR, Chapter 23)</td>
<td><strong>The South Under Reconstruction</strong> Core Lesson (TG &amp; SR, Chapter 24)</td>
<td>Unit Assessment</td>
</tr>
</tbody>
</table>

## CKLA

<table>
<thead>
<tr>
<th>Day 26</th>
<th>Day 27</th>
<th>Day 28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Native Americans</strong></td>
<td><strong>Native Americans</strong></td>
<td><strong>Native Americans</strong></td>
</tr>
</tbody>
</table>
The Civil War Pacing Guide

‘s Class

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

### Week 1

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Week 2

<table>
<thead>
<tr>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
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<tbody>
<tr>
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</tbody>
</table>

### Week 3

<table>
<thead>
<tr>
<th>Day 11</th>
<th>Day 12</th>
<th>Day 13</th>
<th>Day 14</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Week 4

<table>
<thead>
<tr>
<th>Day 16</th>
<th>Day 17</th>
<th>Day 18</th>
<th>Day 19</th>
<th>Day 20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE CIVIL WAR PACING GUIDE

__________________________________’s Class

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

**Week 5**

Day 21 | Day 22 | Day 23 | Day 24 | Day 25

|   |   |   |   |   |

**Week 6**

Day 26 | Day 27 | Day 28

|   |   |   |

THE CIVIL WAR
CHAPTER 1

Slavery

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

Primary Focus Objectives

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

What Teachers Need to Know

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

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

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

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

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

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

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

self-evident, adj. obvious (5)

Example: To Mary, it was self-evident that the institution of slavery was wrong.
unalienable, adj. unable to be taken away or denied (5)

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

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

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

cultivate, v. to help grow (9)

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

Variation(s): cultivates, cultivating, cultivated

THE CORE LESSON  35 MIN

Introduce The Civil War Student Reader

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

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

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

Introduce “Slavery”  5 MIN

Display for students The United States of America and the Confederate States of America (AP 1.2). Keep the title of the map covered so that students cannot see it. Point out that, after the American Revolution, the thirteen colonies became independent states. As people continued to move to the United States, a growing number of people moved westward into new territories and states. Call attention to the Big Question, and encourage students to look for the reasons why the demand for slaves increased in the South as they read the text.
Explain to students that much like during colonial times, states in the United States were known by their region. The Southern Colonies became the Southern states, or simply known as the South. Explain that New England Colonies and some of the Middle Colonies became known as the Northern states, or simply as the North. Using The United States of America and the Confederate States of America (AP 1.2) map, point out the states in the North and the South.

Guided Reading Supports for “Slavery” 25 MIN

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

“A Remarkable Anniversary,” Pages 2–7

Scaffold understanding as follows:

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

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

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

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

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

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

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

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

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

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

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

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

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

www.coreknowledge.org/ckhg-online-resources

*Scaffold understanding as follows:

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

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

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

**LITERAL**—What was the cotton gin?

» It was a machine that removed seeds from cotton.

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

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

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

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

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**Timeline**

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

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**CHECK FOR UNDERSTANDING 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question, “Why did the demand for slaves increase in the Southern states?”

  » Key points students should cite include: The South’s economy had a growing dependence on slavery, especially following the invention of the cotton gin. There was greater demand for Southern cotton because it could be offered at cheaper prices, after the invention of the cotton gin. Southern plantation owners also increased the amount of cotton that they planted. This led slavery to spread in the South.

- Choose one of the Core Vocabulary words (slavery, self-evident, unalienable, civil rights, or cultivate), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.
CHAPTER 2

The Life of the Slave

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

Primary Focus Objectives

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

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Life of the Slave“:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages
AP 1.2
AP 2.1

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

Core Vocabulary (Student Reader page numbers listed below)

consent, n. approval or agreement (12)
Example: Jane asked for her mother’s consent to go on the field trip.

resist, v. to fight against; oppose (14)
Example: Slaves found many ways to resist slavery.
Variation(s): resists, resisted, resisting, resistance (noun)

resistance, n. the act of taking a stand against something by way of words or actions (14)
Example: Slave resistance included everything from work slowdowns to violent uprisings.
Variation(s): resist (verb)
**deliverance, n.** the action of rescuing someone or setting them free (16)

*Example:* Enslaved people in the South prayed for deliverance.

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

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

*Variation(s):* outwits, outwitting, outwitted

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**THE CORE LESSON 35 MIN**

**Introduce “The Life of the Slave”**

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

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**Guided Reading Supports for “The Life of the Slave”**

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

### “Slavery in the South,” Pages 10–13

**Scaffold understanding as follows:**

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

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

**SUPPORT**—Call attention to the image on page 11 of slaves working on a plantation, and call on a student volunteer to read aloud the caption.
Invite student volunteers to read aloud the next two paragraphs of the section “Slavery in the South” on page 12.

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

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

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

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

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

LITERAL—What kinds of jobs did slaves do?

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

LITERAL—What could slave owners do to their slaves?

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

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

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

“Slave Resistance,” Pages 13–17

Scaffold understanding as follows:

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

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

AP 1.2

Activity Page

AP 1.2

Activity Page

AP 1.2

SLAVERY. This is one such spiritual:

**“I know the troubles I’ve seen;**

**O, brothers, don’t get weary;**

**Nobody, nobody, is going to make me stay.**

In some spirituals, slaves expressed their longing to be free. Doing that openly was dangerous, so they used code words, such as standing up in the morning, to show that they knew the trouble they had seen. Some spirituals were simple work songs, designed to make slaves work faster. Some were songs of encouragement, to make them think about freedom. Often slaves sang spirituals to encourage each other to keep going. Sometimes they sang in the slave quarter, where they would receive harsh punishment.

**How did slaves create a unique African American culture?**

They blended elements of culture from Africa with elements of American culture. Even slaves who became Christians, as most did, often mixed some African religious beliefs and customs in with their new positions, like slave owners. Most slaves did not have any other way to express themselves or their feelings. They turned to religion, to stand for freedom from slavery. The African American spiritual was one way of words or actions against something by resistance; oppose. But it was also a way of working, outwits generations. In many of these stories, a weak character told and retold stories and folktales handed down from earlier owners. In the slave quarter, slaves created their own community. They lived. Here, slave families could be by themselves. Even though thing slaves did, however. After work they returned to their cabins in the slave quarter, or the section of the plantation where they lived. Here, slave families could be by themselves. Even though the family was their own, they were still owned by someone else.

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

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

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

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

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

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

LITERAL—How did slaves keep their African traditions alive?

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

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

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

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

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

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

![Check for Understanding 10 min]

Ask students to:

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

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

Additional Activities

Two African American Spirituals (RI.5.7) 45 min

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

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

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

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

www.coreknowledge.org/ckhg-online-resources

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

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

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

Primary Focus Objectives

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

What Teachers Need to Know

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

Materials Needed

Activity Page
AP 1.2

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

Core Vocabulary (Student Reader page numbers listed below)

territory, n. an area of land (18)

Example: The family moved from their home on the East Coast to settle in the new territory.
Variation(s): territories

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

Example: Bill and Ilene reached a compromise when they agreed to take turns playing their favorite games.
Variation(s): compromises
Union, n. the states that made up the United States of America; during the Civil War, the states that supported the U.S. government.

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

Statehood, n. the condition of being a state in the United States.

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

Legislature, n. the part of the government responsible for making laws.

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

Variation(s): legislatures

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

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

Variation(s): characters

The Core Lesson 35 min

Introduce “The Missouri Compromise” 5 min

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

Guided Reading Supports for “The Missouri Compromise” 30 min

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

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

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

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

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

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

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

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

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

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

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

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

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

» Southerners wanted slavery to be allowed in the new territories. Northerners did not.
LITERAL—Who made the laws for territories?

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

LITERAL—How could a territory become a state?

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

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

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

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

Scaffold understanding as follows:

CORE VOCABULARY—Have students read independently the sections “Slave or Free?” and “The Missouri Compromise” on pages 21–23. Before students begin reading, call attention to the Core Vocabulary term character, and encourage students to review its meaning to better understand the text.

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

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

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

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

» Missouri’s application for admission as a slave state would upset the balance between free and slave states.
**LITERAL**—What were the provisions of the Missouri Compromise?

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

**Timeline**

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

**Check for Understanding**

**10 MIN**

Ask students to:

- Write a short answer to the Big Question, “How did the Missouri Compromise attempt to resolve the issue of slavery in the territories?”
  
  » Key points students should cite include: The Missouri Compromise attempted to resolve the issue of slavery in the territories by drawing an imaginary line across the country at Missouri’s southern border. According to the compromise, slavery would be permitted below this line and illegal above it.

- Choose one of the Core Vocabulary words (territory, compromise, Union, statehood, legislature, or character), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.
Growth of Antislavery Feeling

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

Primary Focus Objectives

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

What Teachers Need to Know

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

Materials Needed

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

Core Vocabulary (Student Reader page numbers listed below)

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

*Example:* The senator proposed a constitutional amendment to change voting laws in the United States.
*Variation(s):* constitutional amendments
**abolitionist, n.** a person who worked to end slavery during the 1700s and 1800s (27)

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

*Variation(s):* abolitionists, abolition

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

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

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

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

*Variation(s):* surveyors

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**THE CORE LESSON 35 MIN**

### Introduce “Growth of Antislavery Feeling” 5 MIN

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

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

### Guided Reading Supports for “Growth of Antislavery Feeling” 30 MIN

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

A Terrible Wrong

Today, most people would agree that slavery is wrong. In the past, however, many people would agree that slavery is acceptable. In the words of the Declaration of Independence, freed their countries of the evil of slavery.

It's hard to understand that not everyone has always felt this way. It's hard to understand that not everyone has always been willing to speak against slavery. In general, people have to be motivated to take a stand against something. But by the 1820s, a small number of Americans began to speak against slavery once and for all. They worked in the fields and in people's homes. They were often treated harshly.

In ancient Greece, slaves were used in much the same way as slaves in the United States. They worked in the fields and in people's homes. They were often treated harshly.

But the sad fact is that slavery has existed in many times and places, including ancient Greece and ancient Rome, in Africa, in parts of Europe during the Middle Ages, and elsewhere. It's been a common part of human history.

It's hard to understand that not everyone has always felt this way. It's hard to understand that not everyone has always been willing to speak against slavery.

A Terrible Wrong, Pages 24–27

Scaffold understanding as follows:

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

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

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

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

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

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

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

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

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

Abolitionists,” Pages 27–30

Scaffold understanding as follows:

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

SUPPORT—Call attention to the image on page 28 of The Liberator, and call on a student to read aloud the caption.
CORE VOCABULARY—Have students read independently the remainder of the section “Abolitionists” on pages 27–30. Before students begin reading, call attention to the Core Vocabulary term Underground Railroad, and encourage students to review its meaning to better understand the text.

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

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

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

LITERAL—Who was William Lloyd Garrison?

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

LITERAL—Who was Frederick Douglass?

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

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

» the North

“The Underground Railroad,” Pages 30–33

Scaffold understanding as follows:

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

SUPPORT—Call attention to the images on page 33 of Harriet Tubman and the North Star, and call on a student volunteer to read aloud the caption. Explain to students that slaves referred to Harriet Tubman as “Moses,” an important figure in both Judaism and Christianity. According to the Old Testament, Moses led the enslaved Israelites out of Egypt and across the Red Sea to freedom.
Using The United States of America and the Confederate States of America (AP 1.2) map, call attention to the border between Pennsylvania and Maryland. Explain that this border is often referred to as the Mason-Dixon Line. This line would become the unofficial border between the North and the South. Explain that the Underground Railroad helped transport slaves from the South into the North and Canada.

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

**LITERAL—What was the Underground Railroad?**

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

**LITERAL—Why was Harriet Tubman called “Moses”**?

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

**Vocabulary**

**Surveyor, n.**

A worker who measures and examines land.

**Timeline**

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

- Write a short answer to the Big Question, “How did abolitionists and the people of the Underground Railroad fight against slavery?”
  
  » Key points students should cite include: Abolitionists and people of the Underground Railroad used many methods to fight slavery. Abolitionists like William Lloyd Garrison and Frederick Douglass published antislavery articles and spoke against slavery at public events. Conductors on the Underground Railroad helped smuggle slaves to freedom using a secret system of safe houses between the South and the North.

- Choose one of the Core Vocabulary words (abolitionist, Underground Railroad, or surveyor) or the phrase “constitutional amendment,” and write a sentence using the word or phrase.

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

Additional Activities

The Life of Frederick Douglass *(RI.5.7)* 45 MIN

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

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

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

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

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

- What happened to Douglass’s mother?
  
  » She was traded to another plantation, and Douglass only saw her a few times in his life.
• Which task as a slave did Douglass describe as “most cruel”?
  » working as a field hand

• What impact did learning to read and write have on Douglass?
  » As he learned to read and write, Douglass wanted to learn even more and became increasingly determined to become free. When his master put a stop to his instruction, Douglass found secret ways to continue his education.

• Which sentence from the narrative describes most powerfully Douglass’s desire for an education?
  » I learned to read and write in the only way possible for a slave: I stole the knowledge.

• Who was Mr. Covey, and how did he treat Frederick Douglass?
  » Mr. Covey was an owner Douglass was leased to at age sixteen. Mr. Covey was cruel and beat him frequently.

• Why was standing up to Mr. Covey a turning point for Douglass?
  » By standing up to Mr. Covey, Douglass asserted that if a white man wanted to whip him, they’d have to kill him. This set the tone for the rest of Douglass’s life and made him more confident in his ability to stand up for his rights.

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

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

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

• Who raised Douglass? Why?
  » He was raised by his grandmother. His mother was taken away to work as a field hand twelve miles away.

• What happened when Douglass’s grandmother took him to the master’s workhouse where children were playing?
  » His grandmother abandoned him there.
• What did Douglass’s mother do to try to see her son?
  » She walked twelve miles each way at night.

• What did Douglass and Garrison have in common?
  » Both were separated from their mothers at a young age.

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

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

• What does Douglass mean when he says, “This Fourth of July is yours, not mine”?
  » Douglass means that white Americans celebrate the Fourth of July because it represents independence and freedom, two things that did not apply to African Americans.

• How does Douglass describe the institution of slavery?
  » He calls it the great shame and sin of America.

• What does Douglass say the Fourth of July represents to slaves?
  » He states that the Fourth of July is a reminder to slaves of the injustice of their status. He says they view Fourth of July celebrations as a sham and as a reminder of the hypocrisy that exists in the United States.

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

• According to the video, what did Douglass believe was the path to freedom?
  » He believed that literacy, or the ability to read, was the path to freedom.
• How does the video describe Douglass?
  » The video describes him as a man of principle and action.

• What were some of Douglass's achievements listed in the video?
  » In addition to being an abolitionist who helped inspire the civil rights movement, Douglass was also a wartime adviser to President Lincoln and a U.S. statesman after the Civil War.

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

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

After listening to the song, ask the following question:

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

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

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

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

• Why do you think the government chose the quarter instead of another form of money?
  » Answers may vary.
CHAPTER 5

Growing Apart

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

Primary Focus Objectives

✓ Explain how the growth of manufacturing in the North and the plantation system in the South increased the economic and social differences between the two regions. (RI.5.2)

✓ Describe how manufacturing and transportation improvements helped Northern cities grow into urban centers. (RI.5.2)

✓ Describe how the plantation system resulted in a rural South with few industrial improvements. (RI.5.2)

✓ Understand the meaning of the following domain-specific vocabulary: manufacturing, mill, urban, and rural. (RI.5.4)

What Teachers Need to Know

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

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

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

Core Vocabulary (Student Reader page numbers listed below)

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

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

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

Example: The mill produced thousands of yards of fabric each day.
Variation(s): mills
urban, adj. relating to a city (39)

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

rural, adj. relating to the countryside (39)

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

THE CORE LESSON 35 MIN

Introduce “Growing Apart” 5 MIN

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

Guided Reading Supports for “Growing Apart” 30 MIN

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

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

Scaffold understanding as follows:

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

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

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

SUPPORT—Call attention to the image of the British textile mill on pages 34–35, and call on a student volunteer to read aloud the caption.
Have students read independently the remainder of the section “Differences Between North and South” on pages 36–38.

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

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

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

**LITERAL**—What characteristics united Americans?

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

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

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

**LITERAL**—Who was Samuel Slater?

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

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

» New England, or the Northeast

**EVALUATIVE**—Where were most American cities? Why?

» Most American cities were in the North and Midwest because those regions were centers of manufacturing and trade.
"The Rural South," Pages 39–41

Scaffold understanding as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question, “What were the economic differences between the North and the South?”
  
  Key points students should cite include: Over time, the North became increasingly industrialized, relying more on manufacturing than on farming. The South, however, remained more rural and dependent on farming. The dependence on farming and crops, especially cotton, led the South to depend more and more on slavery.

- Choose one of the Core Vocabulary words (manufacturing, mill, urban, or rural), and write a sentence using the word.

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

Additional Activities

Domain Vocabulary: Chapters 1–5 (RI.5.4) 25 min

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

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

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

Primary Focus Objectives

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

What Teachers Need to Know

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

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

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

Core Vocabulary (Student Reader page numbers listed below)

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

*Example:* The senator proposed a new law in Congress.

*Variation(s):* senators

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

*Example:* Leslie paid for her admission to the concert.

*Variation(s):* admissions

**secede, v.** to formally withdraw membership (45)

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

*Variation(s):* secedes, seceding, seceded
**THE CIVIL WAR**

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

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

*Variation(s):* fugitives

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**THE CORE LESSON 35 MIN**

**Introduce “A House Divided”**

5 min

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

**Guided Reading Supports for “A House Divided”**

30 min

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

**“The Big Question,” Pages 42–47**

Scaffold understanding as follows:

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

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

**SUPPORT**—Call attention to the image on page 43 of senators debating, and call on a student volunteer to read aloud the caption, explaining the meaning of the word debates.
Before students begin reading, call attention to the Core Vocabulary term fugitive, and encourage students to review its meaning to better understand the text.

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

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

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

» Because of the war with Mexico, the United States gained land in the West and Southwest. People debated whether slavery should be allowed in these new territories.
LITERAL—What was the Compromise of 1850?

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

“Harriet Beecher Stowe,” Pages 46–49

Scaffold understanding as follows:

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

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

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

LITERAL—Who was Harriet Beecher Stowe?

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

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

Scaffold understanding as follows:

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

SUPPORT—Call attention to the map on page 51 of the Kansas-Nebraska Act, and read aloud the caption. Call attention to the location of Missouri and the 36° 30’ latitude. Remind students that according to the Missouri Compromise, slavery was allowed below that latitude and prohibited above it. Then, note the proximity of Kansas to Missouri and other slave states. Reiterate to students that abolitionists feared that pro-slavery settlers would make Kansas a slave territory and eventually a slave state.
The answer Douglas hit upon had two parts. First, the land
would be divided into two territories, to be called Kansas
and Nebraska. Second, the Missouri Compromise would
be repealed, or canceled, and the settlers in each territory would decide
whether slavery would be allowed or not.

To Douglas, who had backed away from the tighter
enforcement of slavery when the territory was
expected to be in Nebraska, this was cause for north
and south. And Kansas—well, it seemed that
kansas would either allow or allow slavery.

Unfortunately, Douglas’ plan required the agreement of
both northerners and southerners. Northerners were
unsatisfied with the plan. Southerners, after all, were
satisfied with the plan. After an angry debate in Congress, the
Kansas-Nebraska Act became law.

Southerners were determined to make Kansas a slave
territory. They poured thousands of dollars into
there. Northerners were determined that Kansas would be
free. They poured funds there to buy land and
support the idea of Kansas being free. After an
angry debate in Congress, the Kansas-Nebraska Act became law.

The struggle over slavery in the nation’s western lands
had become violent, and no one could say where it would all end.
on the issue of slavery for themselves rather than basing slavery on a territory’s location north or south of Missouri’s southern border. Both the North and the South feared that the other side would gain an upper hand in either spreading or stopping slavery.

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

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

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

Primary Focus Objectives

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

What Teachers Need to Know

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

Core Vocabulary (Student Reader page numbers listed below)

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

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

The Core Lesson 35 min

Introduce “Young Mr. Lincoln” 5 min

Review with students what they learned in the previous chapter. Display the Chapter 6 Timeline Image Cards. Read and discuss the captions, and discuss the images. Students should recall that in the previous chapter, they learned about the Compromise of 1850, the significance of Harriet Beecher Stowe and Uncle Tom’s Cabin, and the Kansas-Nebraska Act. Call attention to the Big Question, and encourage students to look for the influences that shaped Abraham Lincoln as a young man as they read the text.
When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “Lincoln on Slavery,” Pages 52–54

**Scaffold understanding as follows:**

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

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

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

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

**LITERAL**—What political party did Abraham Lincoln belong to?

» the Republican Party

**LITERAL**—What was Lincoln’s position on slavery?

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

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

**Scaffold understanding as follows:**

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

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

**SUPPORT**—Call attention to the image on page 56 of young Lincoln, and call on a student volunteer to read aloud the caption.
After students finish reading the text, ask the following question:

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

» Lincoln’s stepmother taught him to read. He walked miles to borrow books. Whenever something needed to be written, Lincoln offered to do the writing for his family and his neighbors.
After students finish reading the text, ask the following questions:

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

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

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

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

**LITERAL**—What government jobs did Lincoln have?

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

**Timeline**

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

**Check for Understanding** 10 min

Ask students to:

- Write a short answer to the Big Question, “What shaped Abraham Lincoln as a young man?”

  » Key points students should cite include: Abraham Lincoln’s early years were often challenging. Life on the frontier taught him to be persistent and to continue to work hard in spite of obstacles. Though his mother died while he was young, his stepmother encouraged his interest in learning and education. This added to Lincoln’s desire to improve himself and to excel.

- Use the Core Vocabulary word *constitutional* to write a sentence.

To wrap up the lesson, ask several students to share their responses.
CHAPTER 8

The Crisis Deepens

The Big Question: What led the South to secede?

Primary Focus Objectives

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

What Teachers Need to Know

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

Materials Needed

Activity Page

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

Core Vocabulary (Student Reader page numbers listed below)

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

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

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

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

Variation(s): exercises, exercising, exercised

endure, v. to last (63)

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

Variation(s): endures, enduring, endured
dissolve, v. to end something, such as an organization (63)

Example: Congress decided to dissolve the special committee appointed to investigate the issue.
Variation(s): dissolves, dissolving, dissolved

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

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

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

Example: The military kept a large stockpile of weapons in the arsenal.
Variation(s): arsenals

THE CORE LESSON 35 MIN

Introduce “The Crisis Deepens” 5 MIN

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

Guided Reading Supports for “The Crisis Deepens” 30 MIN

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

“Dred Scott,” Pages 60–62

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first paragraph of the section “Dred Scott” on page 60. Call attention to the Core Vocabulary term Supreme Court, and explain its meaning. Remind students that the Supreme Court is made up of nine justices who are appointed for life.
Dred Scott was an African American who was enslaved in Missouri. After his owner brought him to the free state of Illinois and the free Wisconsin Territory, Dred Scott went to court to win his freedom.

**LITERAL**—Who was Dred Scott?

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

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

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

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

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

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

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

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

**LITERAL**

» Why did the *Dred Scott* decision make Southerners happy?

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

**THE LINCOLN-Douglas Debates,** Pages 63–64

Scaffold understanding as follows:

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

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

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

AP 1.2

Scaffold understanding as follows:

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

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

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

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

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

**SUPPORT**—Call attention to the image of John Brown’s capture, and call on a student volunteer to read aloud the caption.
After students finish reading the text, ask the following questions:

**LITERAL**—Who was John Brown?

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

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

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

**LITERAL**—What was John Brown’s plan?

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

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

- Robert E. Lee

**Scaffold understanding as follows:**

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

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

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

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

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

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

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

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

- Possible answers: Southerners remembered the Lincoln-Douglas debates of two years prior, when Lincoln made it clear that he thought slavery was wrong. Southerners didn’t trust Lincoln or the Republican Party.
**LITERAL**—What happened after Abraham Lincoln was elected president?

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

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

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

**Timeline**

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

**CHECK FOR UNDERSTANDING 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question, “What led the South to secede?”
  
  » Key points students should cite include: The growing issue of slavery and the election of Abraham Lincoln led the South to secede. Though Abraham Lincoln and the Republican Party promised to preserve slavery in the South, Southerners did not trust that this was the case. Within a month of Lincoln’s election to the presidency, South Carolina opted to leave the Union, leading other states in the South to follow.

- Choose one of the Core Vocabulary words (*Supreme Court, exercise, endure, dissolve, natural rights, or arsenal*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.
CHAPTER 9

The War Begins

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

Primary Focus Objectives

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

What Teachers Need to Know

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

www.coreknowledge.org/ckhg-online-resources

Materials Needed

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

Core Vocabulary (Student Reader page numbers listed below)

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

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

**preserve, v.** to keep or save (70)

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

*Variation(s):* preserves, preserving, preserved

**ammunition, n.** bullets or shells (72)

*Example:* The soldiers ran low on ammunition as the battle raged on.
**the core lesson 35 min**

**introduce “the war begins” 5 min**

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

**guided reading supports for “the war begins” 30 min**

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

**“secession,” pages 68–72**

**scaffold understanding as follows:**

**read aloud the first two paragraphs of the section “secession” on page 68.**

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

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

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

**support**—Call attention to the portrait of Jefferson Davis on page 69, and explain to students that he was chosen as the first president of the Confederate States of America.
force against or among the people anywhere." And he urged the enforce its laws, and to protect its property.

When it came to secession, however, Lincoln 

he had a duty to appeal to the South to stay in the Union. He reassured the presidents take an oath of office and then deliver a speech, states return to the Union. 

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

In response to Lincoln's election as president, many slave states seceded and formed the Confederate States of America. After students finish reading the text, ask the following questions:

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

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

**LITERAL**—Whom did the Confederacy choose as its president?

- They chose Jefferson Davis to be president.

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

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

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

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

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

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

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

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

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

**LITERAL**—Whom did the Confederacy choose as its president?

- They chose Jefferson Davis to be president.
LITERAL—Why didn’t Lincoln move against the seceding states immediately after taking office?

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

"Too Late for Words," Pages 72–73

Scaffold understanding as follows:

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

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

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

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

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

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

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

LITERAL—Why did Lincoln send ships to Fort Sumter?

» The fort needed supplies.

LITERAL—How did the Confederacy respond?

» Its forces attacked Fort Sumter.

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

» Lincoln called for Americans to join the army to put down the rebellion. Four additional slave states joined the Confederacy since Lincoln had used the very action they had warned him about—using force against the seceding states.
LITERAL—What were some of the problems that led to the Civil War?

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

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

Timeline

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

CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why did the attack on Fort Sumter launch the American Civil War?”

  » Key points students should cite include: The Confederate attack on Fort Sumter, a fort still controlled by the U.S. government, was considered an open act of rebellion. As such, President Lincoln called for troops to put down the rebellion. Union use of force against the Southern states that had already seceded led additional states in the South to join the Confederacy.

- Choose one of the Core Vocabulary words (confederate, preserve, ammunition, or bombardment), and write a sentence using the word.

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

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

Primary Focus Objectives

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

What Teachers Need to Know

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

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

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

Core Vocabulary (Student Reader page numbers listed below)

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

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

upper hand, n. control or advantage (77)

Example: Both teams worked hard to get the upper hand over their opponent.
defensive, adj. designed to keep safe or protect against attack (79)

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

THE CORE LESSON 35 MIN

Introduce “Advantages and Disadvantages” 5 MIN

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

Guided Reading Supports for “Advantages and Disadvantages” 30 MIN

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

“Summer Picnic,” Pages 74–79

Scaffold understanding as follows:

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

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

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

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

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

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

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

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

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

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

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

» It was called the Civil War.

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

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

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

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

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

» The North had a larger population. It could produce more guns, supplies, and equipment because of its mills and factories. It also had more railroads to move supplies and troops.
Lee used daring surprise moves to win many victories. Although his armies were usually outnumbered, General Lee proved to be a great general and was deeply respected by his relatives, my children, my home."

Instead, Lee chose to be a general in the Confederate army. Lee referred to their home state as their “country.” As it was just a matter of time before Virginia joined the Confederacy, Lee refused President Lincoln’s offer, explaining, “If I owned four million slaves, it took a little longer, able generals emerged for the Union side.

Another benefit for the South came in the form of one man— an outstanding general by the name of Robert E. Lee. In fact, Lee was trained and prepared to take charge of the Army of Northern Virginia and eventually led the Confederate Army.

4. | ADVANTAGES AND DISADVANTAGES

Is Bigger Better?

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

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

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

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

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

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

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

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

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

Timeline

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

- Write a short answer to the Big Question, “What resources and advantages did each side have at the start of the Civil War?”

  Key points students should cite include: The North had numerous advantages going into the Civil War. The population of the North was nearly double that of the South, and the North was home to the majority of U.S. factories and railroads. The South also had several key advantages. The South was fighting a defensive war, meaning it did not have to conquer any territory in the North. Fighting to defend their homes also provided additional determination for Southern soldiers. The South also had one of the country’s best generals, Robert E. Lee.

- Choose one of the Core Vocabulary words (upper hand and defensive) or the idiom “tide of battle,” and write a sentence using the word or phrase.

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

Additional Activities

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

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

Distribute copies of Domain Vocabulary: Chapters 6–10 (AP 10.2). Read aloud the directions. Encourage students to use Chapters 6–10 in the Student Reader to answer the questions. Students may complete this activity independently, with partners, or for homework.
CHAPTER 11

Developing a Strategy

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

Primary Focus Objectives

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

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Developing a Strategy”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

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

AP 10.1

Core Vocabulary (Student Reader page numbers listed below)

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

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

Variation(s): strategies

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

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

Variation(s): blockades
**manpower, n.** the number of people available for a task (86)

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

**THE CORE LESSON  35 MIN**

**Introduce “Developing a Strategy”**

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

**Guided Reading Supports for “Developing a Strategy”**

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

**“The Scott Plan,” Pages 82–86**

**Scaffold understanding as follows:**

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

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

**Invite a student volunteer to read the next paragraph aloud.**

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

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

**SUPPORT**—Call attention to the map on page 84 of Scott’s Strategy, and call on a student volunteer to read aloud the caption. Use the map to explain Scott’s strategy, calling attention to each of the isolated regions and the location of his planned blockade.
After students finish reading the text, ask the following questions:

**LITERAL—Who was Winfield Scott?**

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

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

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

**LITERAL—Why did people criticize Scott’s plan?**

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

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**Scaffold understanding as follows:**

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

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

- **SUPPORT**—Call attention to the image on page 87 of ironclad ships, and call on a student volunteer to read aloud the caption.
won several victories. But at Shiloh, near the Mississippi border, fought fierce battles in the South. By the end of 1862, Grant had Meanwhile, Union armies, led by General Ulysses S. Grant, cottonmouth to unload goods, and they could not get to the open sea. the Mississippi River. But they could no longer use the port at its captured New Orleans. Confederate ships could still sail down the enemy by surprise, he could capture the city. After his ships the Mississippi River. New Orleans, by far the Confederacy's biggest port, was of twenty-three warships blockading the mouth of the Mississippi River. Their goal was to cut off Texas, Arkansas, and Louisiana from the rest of the Confederacy. Farragut was the commander of a fleet of Union warships commanded by Captain David Farragut. In 1862, Union warships steamed out of Norfolk's harbor and took on two large Union warships. Cannonballs, MERRIMACK in 1862, New Orleans, and call on a student volunteer to read aloud the caption. After students finish reading the text, ask the following questions:

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

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

EVALUATIVE—Why was New Orleans an important target?

» It was the biggest port in the Confederacy.

LITERAL—What happened at Shiloh?

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

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

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

- Show students the Chapter 11 Timeline Image Card of the Virginia and the Monitor. Read and discuss the caption.
- Review and discuss the Big Question: “What was General Winfield Scott’s plan to win the war, and how successful was it?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question, “What was General Winfield Scott’s plan to win the war, and how successful was it?”
  » Key points students should cite include: General Winfield Scott planned to divide the Confederacy into three parts, then work to isolate each of those parts from the rest of the Confederacy. Scott also planned a naval blockade that would prevent necessary supplies from Europe from entering the South. Scott’s plan proved successful, but it was not a strategy that would win the war quickly.

- Choose one of the Core Vocabulary words (strategy, blockade, or manpower), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.
CHAPTER 12

The War in the East

The Big Question: What prompted Lincoln to remove General McClellan from command?

Primary Focus Objectives

✓ Explain how McClellan’s excessive caution undermined Union strategy. (RI.5.2)
✓ Identify and explain the outcomes of the Peninsula Campaign and the Battle of Antietam. (RI.5.2)
✓ Identify Stonewall Jackson, and describe his significance to the Confederacy. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: volunteer, caution, peninsula, and decisiveness; and of the phrase “secretary of war.” (RI.5.4)

What Teachers Need to Know

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

Materials Needed

Activity Page

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

Core Vocabulary (Student Reader page numbers listed below)

volunteer, n. a person who chooses or offers to serve in the military; a person who offers to complete a task or participate in an event without pay (92)

Example: The volunteer helped clean up litter in a local park.

Variation(s): volunteers

caution, n. carefulness; efforts made to avoid danger or risk (92)

Example: The troops moved ahead with caution, for they did not know what the foreign terrain might hold.
“secretary of war,” phrase the government official responsible for planning and executing wars (93)

Example: The secretary of war met with several generals to discuss upcoming battle strategies.

Variation(s): secretaries of war

peninsula, adj. of or related to a piece of land that sticks out into a body of water (94)

Example: General McClellan’s peninsula campaign ultimately proved unsuccessful.

decisiveness, n. an ability to make decisions quickly (94)

Example: The general was well-known for his decisiveness; he was always quick to make up his mind.

The Core Lesson 35 min

Introduce “The War in the East” 5 min

Review with students what they learned in the previous chapter. Display the Chapter 11 Timeline Image Card. Read and discuss the caption, and discuss the image. Students should recall Winfield Scott’s “anaconda strategy” and the significance of ironclad ships, including the Virginia and Monitor. Call attention to the Big Question, and encourage students to look for reasons why President Lincoln removed General McClellan from command.

Guided Reading Supports for “The War in the East” 30 min

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

“On to Richmond,” Pages 90–93

Scaffold understanding as follows:

Invite student volunteers to read aloud the first four paragraphs of the section “On to Richmond” on pages 90–92.

CORE VOCABULARY—Call attention to the Core Vocabulary term volunteer, and explain its meaning. Reiterate to students that most men in the Union army were not professional soldiers. Instead, they were men who entered service by choice. This meant that army leadership faced the task of training these men to be an effective fighting force.
SUPPORT—Have students locate Richmond, the Confederate capital, on The Civil War, 1861–1865 map (AP 10.1).

CORE VOCABULARY—Have students read independently the remainder of the section “On to Richmond” on pages 92–93. Before students begin reading, call attention to the Core Vocabulary term caution and the phrase “secretary of war,” and encourage students to review their meanings to better understand the text.

SUPPORT—Call attention to the image on page 93 of McClellan’s officers, and call on a student volunteer to read aloud the caption.

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

LITERAL—Who was George McClellan?

» He was the commander of the eastern Union army, called the Army of the Potomac.

LITERAL—What were McClellan’s strengths as a commander?

» McClellan was a brilliant organizer of men. He built the Army of the Potomac into a professional fighting force.

LITERAL—What were McClellan’s weaknesses as a commander?

» He was too cautious in engaging and fighting the enemy.

“The Peninsula Campaign,” Pages 94–96

Scaffold understanding as follows:

Read aloud the section title. Point out the word peninsula, and explain its meaning. Students may recognize that the word peninsula is generally used as a noun. Explain that in this instance, peninsula is being used as an adjective to describe the type of plan that McClellan had conceived. The peninsula
The Peninsula Campaign

Finally, on March 8, 1862, McClellan was ready to move out to take the Virginia Peninsula, the area of land in Virginia between two rivers, the York and James rivers.

Note: Students may recall the word peninsula from the unit The Geography of the United States.

Invite student volunteers to read aloud the first two paragraphs of the section “The Peninsula Campaign” on page 94.

Core Vocabulary—Call attention to the Core Vocabulary term decisiveness, and explain its meaning.

Read aloud the third paragraph of the section “The Peninsula Campaign” on page 95.

Support—Call attention to the image of Stonewall Jackson on page 95, and call on a student volunteer to read aloud the caption.

Have students read independently the remainder of the section.

Support—Display The Civil War, 1861–1865 map (AP 10.1), and demonstrate what was supposed to happen in the Peninsula Campaign.

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

Literal—What was McClellan’s plan for the Peninsula Campaign?

→ The plan was for one Union army to travel by boat to the Virginia Peninsula. It would then move up the peninsula and attack Richmond from behind. A second Union army would march south from Washington, D.C., to meet the first army, and then together they would take Richmond.

Literal—Why was the Peninsula Campaign unsuccessful?

→ General McClellan was too indecisive, moved his troops slowly, and missed several opportunities to attack Confederate troops during the campaign.
Scaffold understanding as follows:

**Support**—Begin the section by having students identify the Battle of Antietam on The Civil War, 1861–1865 map (AP 10.1).

Have students read independently the section “Antietam” on pages 96–99.

**Support**—Call attention to the idiom “fit to be tied” on page 98. Explain to students that the idiom means to be extremely angry or upset.

**Support**—Call attention to the image on page 98 of the Battle of Antietam and the image on page 99 of Lincoln and McClellan, and call on student volunteers to read aloud the captions.

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

**Literal**—What were Lee’s goals in the invasion of the North in 1862?

» He wanted to win Maryland to the Confederate cause; break Union rail lines, cutting off Eastern cities from the West; and get food supplies and shoes for his troops. He also hoped that his victories would cause the North to become discouraged and end the war.

**Evaluative**—Why do some Civil War battles have two names?

» The Union usually named battles for natural features such as creeks, rivers, and mountains; the Confederates named battles for nearby towns.

**Literal**—Why didn’t Lee win a decisive victory at Antietam?

» A Union soldier discovered a piece of paper that described Lee’s battle plans. McClellan was able to stay one step ahead of Lee with this information.
Timeline

- Show students the Chapter 12 Timeline Image Card of the Battle of Antietam. Read and discuss the caption.
- Review and discuss the Big Question: “What prompted Lincoln to remove General McClellan from command?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.

**CHECK FOR UNDERSTANDING 10 MIN**

Ask students to:

- Write a short answer to the Big Question, “What prompted Lincoln to remove General McClellan from command?”
  - Key points students should cite include: While General McClellan was a brilliant strategist, he was also very indecisive and committed too much time to planning and too little time to action. His repeated delays cost the Union several potential victories that could have proved detrimental for the South.

- Choose one of the Core Vocabulary words (volunteer, caution, peninsula, or decisiveness), or the phrase “secretary of war,” and write a sentence using the word or phrase.

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

**Additional Activities**

A Soldier’s Thoughts (RI.5.2) 30 MIN

**Materials Needed:** Sufficient copies of A Soldier’s Thoughts (AP 12.1).

Distribute copies of A Soldier’s Thoughts (AP 12.1). Invite student volunteers to read aloud the introduction, directions, and primary source passage. Have students answer the questions on the second page, and discuss the answers as a class. Alternatively, students may complete the activity independently or with partners.
CHAPTER 13

The Emancipation Proclamation

The Big Question: How did the Emancipation Proclamation change the focus of the war effort from the Union point of view?

Primary Focus Objectives

✓ Summarize the events that led to the issuing of the Emancipation Proclamation. (RI.5.2)
✓ Explain the immediate impact and significance of the Emancipation Proclamation. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: emancipation, righteous, and decree. (RI.5.4)

What Teachers Need to Know

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

Materials Needed

Activity Pages

• Display and individual student copies of The United States of America and the Confederate States of America (AP 1.2)
• Display and individual student copies of The Civil War, 1861–1865 (AP 10.1)

Core Vocabulary (Student Reader page numbers listed below)

emancipation, n. the act of setting someone or something free (102)
Example: During the 1800s, abolitionists fought for the emancipation of slaves.

righteous, adj. moral or virtuous (105)
Example: The rebels believed their cause to be righteous.

decree, n. a formal order or statement, usually by a government (105)
Example: The president issued a decree that was to be enforced across the country.
Variation(s): decrees
THE CORE LESSON 35 MIN

Introduce “The Emancipation Proclamation” 5 MIN

Review with students what they learned in the previous chapter. Display the Chapter 12 Timeline Image Card. Read and discuss the caption, and discuss the image. Students should recall the strengths and weaknesses of General McClellan, the Peninsula Campaign, and the significance of the Battle of Antietam. Using The Civil War, 1861–1865 map (AP 10.1), have students locate the Battle of Antietam. Read aloud the chapter title. Point out the word emancipation, and explain its meaning. Call attention to the Big Question, and encourage students to look for ways the Emancipation Proclamation changed the Union’s focus during the Civil War.

Guided Reading Supports for “The Emancipation Proclamation” 30 MIN

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

“Forever Free,” Pages 100–104

Scaffold understanding as follows:

Invite student volunteers to read aloud the first two paragraphs of the section “Forever Free” on pages 100–102.

SUPPORT—Reiterate to students that at the onset of the Civil War, the main goal of the North was to preserve the Union, not to put an end to slavery.

Invite student volunteers to read aloud the next three paragraphs of the section “Forever Free” on page 102.

SUPPORT—Explain to students that the Emancipation Proclamation did not free slaves everywhere in the United States. Lincoln had the presidential authority as commander in chief to free slaves only in states that were rebelling against the Union, in other words, the Confederate States of America. Slavery in border states that remained in the Union, such as Maryland and Missouri, was still permitted.

SUPPORT—Call attention to the image on page 103 of the Emancipation Proclamation, and call on a student volunteer to read aloud the caption.
After students finish reading the text, ask the following questions:

**LITERAL**—What important action did President Lincoln take after the Battle of Antietam?

» He signed the Emancipation Proclamation.

**LITERAL**—What did the Emancipation Proclamation do?

» It freed slaves in the rebellious states.

**LITERAL**—Why did Lincoln wait until after the Battle of Antietam to issue the Emancipation Proclamation?

» Announcing after a defeat would have made the proclamation seem like a desperate move. He wanted to wait until it looked like the North might win the war.

**LITERAL**—Why was Maryland so important to the Union cause?

» If Maryland had left the Union, Washington, D.C., would have been completely surrounded by Confederate states.
knew that the border states were crucial to the Union cause. Freeing the slaves there would have caused those states to leave the Confederacy.

**LITERAL—What is the connection between the Declaration of Independence and the Emancipation Proclamation?**

» The Declaration of Independence says that “all men are created equal.” The Emancipation Proclamation made that statement closer to a reality for African Americans.

**Timeline**

- Show students the Chapter 13 Timeline Image Card of the Emancipation Proclamation. Read and discuss the caption.

- Review and discuss the Big Question: “How did the Emancipation Proclamation change the focus of the war effort from the Union point of view?”

- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 1 1 Introduction for guidance on the placement of each Image Card to the Timeline.

**CHECK FOR UNDERSTANDING 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question, “How did the Emancipation Proclamation change the focus of the war effort from the Union point of view?”

  » Key points students should cite include: At first, the main goal of the war for the Union was to preserve the United States and to prevent the South from seceding. The Emancipation Proclamation made a primary focus of the war bringing about the end of slavery.

- Choose one of the Core Vocabulary words (emancipation, righteous, or decree), and write a sentence using the word.

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

The Big Question: How were the three great Civil War generals alike and different?

Primary Focus Objectives

✓ Identify and describe the characteristics of the three leading generals of the Civil War: Stonewall Jackson, Robert E. Lee, and Ulysses S. Grant. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: colonel, mystify, and tactic. (RI.5.4)

What Teachers Need to Know

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

Core Vocabulary (Student Reader page numbers listed below)

- colonel, n. a high-ranking military official (106)
  Example: The soldiers looked to their colonel for guidance on the battlefield.
  Variation(s): colonels

- mystify, v. to confuse (108)
  Example: The rebels’ ability to resist capture continued to mystify the soldiers.
  Variation(s): mystifies, mystifying, mystified

- tactic, n. an action used to reach a goal (109)
  Example: One tactic used by the general was to destroy the enemy’s supply lines.
  Variation(s): tactics

Introduce “The Generals” 5 min

Review with students what they learned in the previous chapter. Display the Chapter 13 Timeline Image Card. Read and discuss the caption, and discuss the image. Students should recall the context of the Emancipation Proclamation and its impact on the Union focus during the Civil War. Next, ask students to briefly recall the names of Civil War leaders they have learned about thus far. Students should
recall Winfield Scott, Robert E. Lee, Stonewall Jackson, and George B. McClellan. Call attention to the Big Question, and explain to students that today they will be learning about three of the great generals, two for the Confederacy and one for the Union, who fought during the Civil War. Encourage students to look for the similarities and differences among the generals as they read the text.

### Guided Reading Supports for “The Generals”

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

**“Three Leading Generals” and “Robert E. Lee,” Pages 106–108**

Scaffold understanding as follows:

**Read aloud the section “Three Leading Generals” on page 106.**

**SUPPORT**—Call attention to the image on page 107 of Robert E. Lee.

Invite student volunteers to read aloud the first two paragraphs of the section “Robert E. Lee” on page 106.

**CORE VOCABULARY**—Call attention to the Core Vocabulary term *colonel*, and explain its meaning. Explain to students that colonels rank beneath generals.

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

Invite student volunteers to read aloud the remainder of the section “Robert E. Lee” on page 108.

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

**LITERAL**—What did Robert E. Lee do to gain an advantage over his opponents?

» Lee broke the rule against dividing his forces and instead counted on winning by surprising the enemy.
After students finish reading the text, ask the following questions:

**LITERAL**—How did Stonewall Jackson get his nickname?

» He and his troops held firm against a Union attack, “standing like a stone wall.”

**LITERAL**—How did Stonewall Jackson’s nickname give the wrong impression about his battlefield tactics?

» He was known not for standing in one place but for being on the move and on the attack.

**EVALUATIVE**—In what way was Stonewall Jackson the opposite of Union General George McClellan?

» McClellan struggled to move his troops. He liked to stay in one place. Jackson, however, could move his troops quickly.

**LITERAL**—What did Jackson know better than any other Civil War general?

» He knew more about strategy and tactics than anyone else on either side.

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**Scaffold understanding as follows:**

**SUPPORT**—Call attention to the image on page 109 of Stonewall Jackson.

**CORE VOCABULARY**—Have students read independently the section “Stonewall Jackson” on pages 108–111. Before students begin reading, call attention to the Core Vocabulary terms *mystify* and *tactic*, and encourage students to review their meanings to better understand the text.

**SUPPORT**—Call attention to the image on page 110 of Stonewall Jackson praying with his troops, and call on a student volunteer to read aloud the caption.

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**Scaffold understanding as follows:**

**SUPPORT**—Call attention to the image on page 112 of Ulysses S. Grant.

**Have students read independently the section “Ulysses S. Grant” on pages 111–113.**
After students finish reading the text, ask the following questions:

**LITERAL**—How did Grant get the nickname “Unconditional Surrender” Grant?

» When he captured a Confederate fort, he told the fort’s commander there were “no terms except an unconditional and immediate surrender.”

**LITERAL**—How was Grant’s strategy based on the overall advantages of the Union side?

» Grant’s strategy was to force the Confederates to fight whenever and wherever, knowing they did not have as many replacements in manpower and supplies as the Union had.

**Note to Teachers:** It is suggested that you draw on the board or on large chart paper a three-circle Venn diagram. Label each circle with the name of a general: Lee, Jackson, and Grant. As a review, work with students to populate the diagram with similarities and differences among the three generals based on the information in the chapter.

**CHECK FOR UNDERSTANDING 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question, “How were the three great Civil War generals alike and different?”

  » Key points students should cite include: Though the three generals did have some similarities, including the fact they all graduated from West Point, the three men were vastly different. Both Lee and Jackson were brilliant tacticians, but had distinct battle styles. Lee bucked conventional rules of engagement by dividing his army, while Jackson capitalized on the element of surprise, a tactic that would mystify Union troops throughout the Civil War. Grant, unlike Lee and Jackson, was not a high-ranking military official at the start of the Civil War. After being forced to leave the army as a younger man, Grant volunteered to reenter service at the start of the Civil War.

- Choose one of the Core Vocabulary words (colonel, mystify, or tactic), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.
Johnny Reb and Billy Yank

The Big Question: What was life like for the common soldier during the Civil War?

Primary Focus Objectives

✓ Describe the life and living conditions of ordinary soldiers on both sides in the Civil War. (RI.5.2)
✓ Understand the social inequality of the draft on both sides. (RI.5.2)
✓ Identify who the Yankees and the Rebels were. (RI.5.2)
✓ Understand the contributions and roles of African American troops, including the Massachusetts 54th Regiment led by Colonel Robert Gould Shaw. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: bonus, draft, and substitute. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Johnny Reb and Billy Yank”:
www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

- **bonus, n.** extra money that is added to a person’s pay (117)
  
  *Example:* The employee was given a bonus at the end of the year for her hard work.
  
  *Variation(s):* bonuses

- **draft, n.** a system that requires individuals to serve in the military (117)
  
  *Example:* As the war dragged on, a draft was needed to bolster the size of the military.
  
  *Variation(s):* drafts

- **substitute, n.** a person or thing that acts in place of another (118)
  
  *Example:* The player needed a substitute after growing tired from sprinting the length of the field.
  
  *Variation(s):* substitutes
Introduce “Johnny Reb and Billy Yank” 5 MIN

Review with students what they learned in the previous chapter. Students should recall that they learned about the three great Civil War generals: Robert E. Lee, Stonewall Jackson, and Ulysses S. Grant. Students should recall that Lee and Jackson, both Confederate generals, were career military men who were well regarded for their unconventional strategies. Similar to Lee and Jackson, Grant was also unconventional. Unlike the other two generals, Grant was forced to leave the service, then voluntarily rejoined the army at the start of the war. Call attention to the Big Question, and encourage students to look for details about daily life for soldiers during the Civil War as they read the text.

Guided Reading Supports for “Johnny Reb and Billy Yank” 30 MIN

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

“Fighting Men and Boys,” Pages 114–118

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section “Fighting Men and Boys” on page 114.

SUPPORT—Call attention to the images on page 115 of Union and Confederate soldiers.

Invite student volunteers to read aloud the next three paragraphs of “Fighting Men and Boys” on pages 116–117.

SUPPORT—Call attention to the image on page 116 of the Confederate camp, and call on a student volunteer to read aloud the caption. Explain to students that conditions in both Union and Confederate camps were often poor, and diseases were rampant.

CORE VOCABULARY—Read aloud the next two paragraphs of the text. Call attention to the Core Vocabulary terms bonus and draft as they are encountered in the text, and explain their meanings.

SUPPORT—Explain to students that, even though both the Union and the Confederacy implemented drafts, the majority of soldiers in both armies were true volunteers, or “citizen soldiers” who were not drafted.
Many people signed up on their own to face the battle. But not everyone was eager for a fight. The youngest age allowed for enlisting was eighteen. But many men were not nineteen, and some were much older. The draft laws were unfair to some people. For example, Southern planters who owned twenty or more slaves could also be excused. Events such as this helped keep the enlistment numbers dropping. As word of these conditions reached home through letters, the number of volunteers started to drop. To encourage men to enlist, both sides started paying cash for the winter. But in the hot summer months, the woolen uniform made Billy Yank sweat and itch.

Waiting for battle was boring, but going into battle was terrifying. Every soldier knew that that day or the next might be his last. Young men quickly learned that a soldier's life was a hard one.

Conditions in army camps were especially difficult during the winter. But in the hot summer months, the woolen uniform made Billy Yank sweat and itch. For most working people, that was half a year's income—far more money than they could hope to put their hands on. Another way to get out of serving in the Union army was to become a substitute. As the war continued, the Confederacy's food supplies ran low, and the men often went hungry. The South did not make shoes and had to buy them from other countries. As the Northern blockade began to close in, buying goods from other countries became harder and harder to do.

No wonder so many people grumbled that this was a rich man's war but a poor man's fight!

The Real War

“The Real War,” Pages 118–121

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “The Real War” on page 118. Have students read independently the remainder of the section on pages 118–121.

LITERAL—What was food like in the Union and Confederate armies?

Union soldiers had bacon, flour for bread, hardtack, and coffee. They also brought cattle with them for beef. Confederate soldiers ate basically the same thing, except they had cornmeal instead of flour. Both sides took fruits and vegetables from farms they passed.
LITERAL—How did the shortage of supplies affect Confederate?
» Confederate soldiers often went hungry, and they often did not have uniforms or shoes.

LITERAL—Why were Civil War hospitals so deadly?
» People knew little about germs and had no modern drugs.

### “African American Soldiers,” Pages 121–123

**Scaffold understanding as follows:**

**Read aloud the first four paragraphs of the section “African American Soldiers” on page 121.**

**SUPPORT**—Call attention to the image on page 122 of African American troops, and call on a student volunteer to read aloud the caption.

Have students read independently the remainder of the section “African American Soldiers” on pages 121–123.

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

**LITERAL**—Why couldn’t African American soldiers join the Union Army at the start of the Civil War?
» There was a law that said they could not serve in the military.

**LITERAL**—What finally allowed African Americans to serve in the military?
» the Emancipation Proclamation

**LITERAL**—How did the use of African American soldiers provide the Union with yet another advantage over the Confederacy?
» It gave the Union additional reserves of manpower.
Timeline

- Show students the Chapter 15 Timeline Image Card with the African American regiment. Read and discuss the caption.
- Review and discuss the Big Question: “What was life like for the common soldier during the Civil War?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question, “What was life like for the common soldier during the Civil War?”
  
  » Key points students should cite include: Life for the common soldier during the Civil War was often challenging. Most of the time was not spent fighting battles. Instead, soldiers spent time fixing up the camps in which they lived. Many soldiers died from disease and starvation, and necessary supplies like clothing and shoes were often in short supply.

- Choose one of the Core Vocabulary words (bonus, draft, or substitute), and write a sentence using the word.

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

Additional Activities

Domain Vocabulary: Chapters 11–15 (RI.5.4) 25 min

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 11–15 (AP 15.1)

Distribute copies of Domain Vocabulary: Chapters 11–15 (AP 15.1). Read aloud the directions. Encourage students to use Chapters 11–15 in the Student Reader to answer the questions. Students may complete this activity independently or with partners.
Materials Needed: Internet access or a copy of the 1989 movie *Glory*

The movie *Glory* dramatizes the story of Robert Gould Shaw and his leadership of the 54th Massachusetts Volunteer Infantry. You may choose to share selected scenes to help students better understand daily life for soldiers during the Civil War. Be sure to preview the film before showing it to students, as there are scenes that graphically depict the violence and death associated with war.

Use this link to download the CKHG Online Resources for this unit, where a specific link to the entire film for rental is included:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)
Women and the War Effort

The Big Question: How did women help the war effort?

Primary Focus Objectives

✓ Describe the contributions of women during the Civil War. (RI.5.2)
✓ List the accomplishments of Clara Barton. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: spy, warehouse, battlefront, and surgeon. (RI.5.4)

Core Vocabulary (Student Reader page numbers listed below)

spy, n. a person who collects secret information about an enemy, often while in enemy territory (126)

Example: The spy worked hard to keep his identity hidden so that he could continue to collect useful information.
Variation(s): spies

warehouse, n. a large building where goods are stored (128)

Example: Clothing, weapons, and food could be found stacked on the shelves of the army warehouse.
Variation(s): warehouses

battlefront, n. the place where soldiers fight during a battle (128)

Example: Many soldiers’ lives were lost on the battlefront.
Variation(s): battlefronts

surgeon, n. a doctor who is trained to perform surgery, or operations (128)

Example: The surgeon knew the procedure would be complicated, but she was confident that the patient would live.
Variation(s): surgeons
Introduce “Women and the War Effort” 5 MIN

Review with students what they learned in the previous chapter, including the Chapter 15 Timeline Image Card, and read and discuss the caption aloud. Students should recall that they learned about the realities of war for both the Union and the Confederacy, including the implementation and unfairness of the draft system, the daily lives and often dangerous conditions in camps, and the role of African American soldiers. Call attention to the Big Question, and encourage students to look for ways women helped the war effort.

Guided Reading Supports for “Women and the War Effort” 30 MIN

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


Scaffold understanding as follows:

Invite student volunteers to read aloud the first three paragraphs of the section “Doing Men’s Work” on pages 124–126.

**SUPPORT**—Call attention to the image on pages 124–125 of women working during the Civil War, and call on a student volunteer to read aloud the caption.

**CORE VOCABULARY**—Have students read independently the remainder of the section “Doing Men’s Work” on pages 126–127. Before students begin reading, call attention to the Core Vocabulary term *spy*, and encourage students to review its meaning to better understand the text.

**SUPPORT**—Call attention to the image on page 126 of Harriet Tubman, and call on a student volunteer to read aloud the caption. Remind students that Harriet Tubman also played an integral role in helping slaves escape on the Underground Railroad.

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

**LITERAL**—How did the war change life for women living on farms?

» Women had to do the farm work as well as the usual domestic chores.
THE CIVIL WAR

Scaffold understanding as follows:

Invite student volunteers to read aloud the first two paragraphs of the section “Clara Barton” on pages 127–128.

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

**CORE VOCABULARY**—Read aloud the next two paragraphs of the section “Clara Barton” on page 128. Call attention to the Core Vocabulary terms *battlefront* and *surgeon* as they are encountered in the text, and explain their meanings.

**SUPPORT**—Call attention to the portrait of Clara Barton on page 128, and call on a student to read aloud the caption.

Have students read independently the remainder of the section “Clara Barton” on pages 128–129.

**SUPPORT**—Call attention to the image on page 129 of Clara Barton on the battlefield, and call on a student volunteer to read aloud the caption.

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

**LITERAL**—Why is Clara Barton famous?

» She was a pioneering nurse during the Civil War who served on the battlefield where women rarely went. After the war, she founded the American Red Cross.
Timeline

- Show students the Chapter 16 Timeline Image Card of Clara Barton. Read and discuss the caption.
- Review and discuss the Big Question: “How did women help the war effort?”
- the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.

ثانوية تحقق الفهم 10 من

Ask students to:

- Write a short answer to the Big Question, “How did women help the war effort?”
  » Key points students should cite include: Women helped the war effort in numerous ways. With the men off at war, the women were responsible for not only their regular responsibilities, but the responsibilities of the men as well. Many women kept their family’s farms up and running. Others worked as battlefield nurses, spies, and letter carriers for both armies.

- Choose one of the Core Vocabulary words (spy, warehouse, battlefront, or surgeon), and write a sentence using the word.

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

The Big Question: Why was the Battle of Gettysburg important and still remembered today?

Primary Focus Objectives

✓ Summarize the background and significance of the Union victory at Gettysburg. (RI.5.2)
✓ Read and understand the Gettysburg Address. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: stronghold, siege, telegraph, consecrate, and hallow. (RI.5.4)

What Teachers Need to Know

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

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

• Display and sufficient copies of The Civil War, 1861–1865 (AP 10.1)

Core Vocabulary (Student Reader page numbers listed below)

stronghold, n. a place that is strengthened or fortified against an attack (132)
Example: The Union viewed Richmond as an important Confederate stronghold that must be captured.
Variation(s): strongholds

siege, n. a battle strategy in which enemy soldiers surround a building or place so that those under attack cannot receive supplies; blockade (132)
Example: The general knew that a siege of the town would eventually force the rebels to surrender.
telegraph, n. to communicate over long distances by sending signals through wires (134)

Example: The president waited anxiously for the general to telegraph him news of the battle.

Variation(s): telegraphs, telegraphing, telegraphed

consecrate, v. to declare something sacred or holy (137)

Example: The president’s speech served to consecrate the battlefield where the lives of many soldiers were lost.

Variation(s): consecrates, consecrating, consecrated

hallow, v. to honor or respect (137)

Example: The speaker asked the audience for a moment of silence to hallow the memory of the soldiers who died in battle.

Variation(s): hallows, hallowing, hallowed

The Core Lesson 35 min

Introduce “The Tide Turns” 5 min

Using the Timeline Image Card about Clara Barton, review with students what they learned in the previous chapter. Students should recall that women played an important role in supporting the war effort for both the Union and the Confederacy. With men away at war, women were responsible for doing their normal jobs and chores, as well as those of men. Women kept family farms running and worked in other jobs, such as nursing. One important woman of the Civil War era was Clara Barton, a famous battlefield nurse who later went on to found the American Red Cross.

Next, point out the chapter title. Remind students of the idiom “turn the tide” and its meaning. Explain to students that today they will be learning about an important battle of the Civil War. Call attention to the Big Question, and encourage students to look for reasons why the Battle of Gettysburg was important and why it is still remembered today.

Guided Reading Supports for “The Tide Turns” 30 min

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.
Chapter 17
The Tide Turns

A New Year
As the year 1863 began, things continued to go badly for the Union on the battlefields of the East. In December 1862, the Union army led by General Grant had attacked the Confederate army led by General Lee at Fredericksburg. The Union army managed to defeat the Confederates, but it was a costly victory for the South. In the confusion of battle, one of the Union's best generals, Stonewall Jackson, was mistakenly shot by his own men. Jackson died from his wounds a few days later.

In May 1863, a Union army of 130,000 men headed toward Richmond again. Lee's army, with only half as many troops, took them on at Chancellorsville, Virginia. Once again, Lee and Stonewall Jackson managed to come out on top through their daring strategy. However, the South did suffer great losses at Chancellorsville. In the confusion of battle, Jackson was mistakenly shot by one of his own men. He lost his left arm. For a time, it seemed he might recover, but then infection set in, and Jackson died.

The Battle of Vicksburg was another important battle in the Civil War. The Union army, under the command of General Grant, laid a siege on the Confederate army in the town of Vicksburg, Mississippi. The siege lasted for several months, during which time the people in Vicksburg were cut off from the rest of the Confederacy. When the Union army finally took control of Vicksburg, it was a crushing blow to the Confederacy. The Union army now had control of the Mississippi River, which cut off the western states of the Confederacy from the rest of the country. This made it much harder for the Confederacy to win the war. As a result, the Anaconda Plan, which was the Union's strategy to cut off the Confederacy from the rest of the world, was becoming more successful.

But the war was far from over. As the year 1864 began, things continued to go badly for the Union on the battlefields of the East. The Union army managed to defeat the Confederates at the Battle of Gettysburg, which was one of the most important battles of the war. But it was a costly victory for the Union, and the Confederacy continued to fight on. The war was far from over, and it would take many more battles before the Union army could finally defeat the Confederates.

The Big Question
Why was the Battle of Gettysburg important and still remembered today?

Stonewall Jackson died from wounds received from his own men.
115

CHAPTER 17 | THE TIDE TURNS

LITERAL—What did Robert E. Lee learn from the siege of Vicksburg?

» He learned that he needed to do more than fight a defensive war.

Scaffold understanding as follows:

Invite student volunteers to read aloud the first four paragraphs of the section “Gettysburg” on pages 133–135.

CORE VOCABULARY—Call attention to the Core Vocabulary term *telegraph*, and explain its meaning. Explain that the word may also be used as a noun to describe the system of wires by which messages may be communicated.

SUPPORT—Call attention to the image on page 135 of the Battle of Gettysburg, and call on a student volunteer to read aloud the caption.

SUPPORT—Have students locate the Battle of Gettysburg and the state of Pennsylvania on The Civil War, 1861–1865 (AP 10.1) map. Call attention to the proximity of the battle to the Mason-Dixon Line.

CORE VOCABULARY—Have students read independently the remainder of the section “Gettysburg” on pages 135–137. Before students begin reading, call attention to the Core Vocabulary terms *consecrate* and *hallow*, and encourage students to review their meanings to better understand the text.

After students have had a chance to read independently the Gettysburg Address on page 137, reread the text aloud, pausing as needed to explain portions of the text.

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

LITERAL—Why was Gettysburg such an important battle?

» It was the last time Confederate forces invaded the North, and it turned the tide of battle in favor of Union forces.
LITERAL—What costly mistake did Union forces make after the Battle of Gettysburg?

» General Meade failed to pursue Lee’s forces and allowed them to escape across the Potomac.

LITERAL—Why is the Gettysburg Address so short?

» Lincoln was not the featured speaker and was expected to make only a few remarks. It was as long as it needed to be—it makes its points strongly and briefly.

LITERAL—Which statement made by Lincoln in the Gettysburg Address proved to be wrong?

» Lincoln claimed, “The world will little note, nor long remember what we say here.” In fact, we still note and remember his speech as one of the most significant in American history.

Timeline

- Show students the Chapter 17 Timeline Image Card of the Battle of Gettysburg. Read and discuss the caption.
- Review and discuss the Big Question: “Why was the Battle of Gettysburg important and still remembered today?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.

Ask students to:

- Write a short answer to the Big Question, “Why was the Battle of Gettysburg important and still remembered today?”

  » Key points students should cite include: The Battle of Gettysburg marked a stunning defeat for the Confederacy. The battle marked the last time that Confederate troops invaded the North. The battle is still remembered today because of the speech President Lincoln gave during a ceremony to honor the soldiers who died at Gettysburg.
• Choose one of the Core Vocabulary words (stronghold, siege, telegraph, consecrate, or hallow), and write a sentence using the word.

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

Additional Activities

The Gettysburg Address (RI.5.7) 45 MIN

Materials Needed: Internet

Background for Teachers: It is recommended that you preview all videos and articles before sharing this activity with students. Use this link to download the CKHG Online Resources for this unit, where specific links with the videos, article, and reading of the Gettysburg Address may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by asking students to briefly recall what they remember about the Battle of Gettysburg. Students should note that many soldiers on both sides died and that Robert E. Lee and the Southern troops were forced to retreat. The Battle of Gettysburg was the last invasion by the Confederacy in the North. Students should also recall that the battle inspired the famous Gettysburg Address, a two-minute speech given by President Lincoln.

Share with students the teacher’s tour of Gettysburg from minutes 0:54 to 4:08 to provide context for the Battle of Gettysburg, including why the Civil War was being fought. Ask students the following discussion question:

• What does the teacher argue is a central point for fighting the Civil War?
  » Whether the goal was to preserve the union of the states or the union of the American people

Resume the video beginning at minute 48:52 and play through minute 59:50. After students finish watching, ask the following questions:

• In what part of Gettysburg is the teacher speaking? Why do you think he chose this location?
  » The teacher is speaking at the cemetery. He does this to convey the loss of life and heartache following the Battle of Gettysburg.

• How long was Abraham Lincoln’s speech?
  » ten sentences
• According to the teacher, what did Lincoln choose not to include in his speech? Why did Lincoln do this?

  » Lincoln refrains from talking directly about the Union, the Confederacy, and slavery, instead emphasizing the values upon which the United States was built. He does this to remind his audience of the principles upon which the United States stands and to renew their commitment to the Union cause.

Next, play for students *The Gettysburg Address: A New Declaration of Independence* to provide context for the delivery of the Gettysburg Address. Following the brief video, read aloud the Abraham Lincoln Online article about the many versions of Lincoln’s speech. Ask students the following question:

• Do you agree with Charles Sumner’s assessment of Lincoln’s speech? Why or why not? (*Responses may vary.*)

Finally, play for students the reading of the Gettysburg Address. Encourage students to follow along with the speech on page 137 of *The Civil War* Student Reader.
CHAPTER 18

Confederate Problems Mount

The Big Question: What problems did the Confederacy have at home?

Primary Focus Objectives

✓ Explain the political weaknesses of the Confederacy. (RI.5.2)
✓ Describe the strengths and weaknesses of Jefferson Davis’s leadership of the Confederacy. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: states’ rights, governor, and cabinet; and the phrase “manufactured good.” (RI.5.4)

Core Vocabulary (Student Reader page numbers listed below)

states’ rights, n. political powers that belong to state governments under the Constitution; also, the belief that the federal government should have less power and state governments should have more power (138)

Example: The issue of states’ rights created problems for the government of the Confederacy.

governor, n. the elected leader of a state in the United States (140)

Example: The governor was elected to two four-year terms of office.

Variation(s): governors

“manufactured good,” (phrase) an item made in large numbers for sale or trade (142)

Example: Fabric was the leading manufactured good produced in the small town.

Variation(s): manufactured goods

cabinet, v. a group of government officials who advise the president (144)

Example: The president looked to his cabinet for advice.

Variation(s): cabinets
Introduce “Confederate Problems Mount”  

Review with students what they learned in the previous chapter. Review the Chapter 17 Timeline Image Card, and read and discuss the caption. Students should recall that the Confederacy suffered several key blows, including the loss of Stonewall Jackson after Chancellorsville, a defeat at Vicksburg, and a defeat at Gettysburg. The Battle of Gettysburg was the last Confederate invasion on Union territory. Though short, Lincoln’s Gettysburg Address has had enduring importance in American history. Explain to students that in this lesson, they will continue to learn about the increasing number of problems faced by the Confederacy. Call attention to the Big Question, and encourage students to look for the problems the Confederacy had at home as they read the text.

Guided Reading Supports for “Confederate Problems Mount”  

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

“States’ Rights,” Pages 138–140

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “States’ Rights” on page 138.

CORE VOCABULARY—Call attention to the Core Vocabulary term states’ rights, and explain its meaning.

SUPPORT—Call attention to the image on page 139 of Confederate soldiers with the flag, and call on a student volunteer to read aloud the caption.

Invite student volunteers to read aloud the remainder of the section “States’ Rights” on page 140.

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

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

SUPPORT—Explain to students that while states’ rights was an important concept to Southerners, Confederate people accepted many large intrusions by the central government, including the draft, impressment (forced enlistment in the army and forced service in the navy, respectively),
and federal taxes, that would have been considered unthinkable at the outbreak of the war in 1861. Many Confederate citizens complained, but most accepted these things as necessary to win the war.

**Note:** Students in Core Knowledge schools may recall impressment from their Grade 4 study of the War of 1812 in the unit *Early Presidents.*

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

**LITERAL**—How did the idea of states’ rights hurt the government of the Confederacy?

- States did not cooperate with one another and share resources, and the central government was too weak to force them to do so.

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### Scaffold understanding as follows:

**CORE VOCABULARY**—Have students read independently the section “King Cotton” on pages 140–142. Before students begin reading, call attention to the Core Vocabulary phrase “manufactured good,” and encourage students to review its meaning to better understand the text.

**SUPPORT**—Call attention to the image on page 141 of enslaved African Americans carrying cotton, and call on a student volunteer to read aloud the caption.

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

**LITERAL**—Why did Confederate leaders expect Great Britain and France to help them in the war, and why did the South fail to gain their support?

- They thought the European need for cotton would bring Great Britain and France into the war on the Confederate side. Unfortunately for the South, Great Britain had a large supply of cotton on hand, did not want to risk war with the Union by defying the blockade, and did not want to support slavery.
Scaffold understanding as follows:

**Invite student volunteers to read aloud the first four paragraphs of the section “Jefferson Davis” on pages 142–143.**

**SUPPORT**—Call attention to the image on page 143 of Jefferson Davis, and call on a student volunteer to read aloud the caption. Have students read independently the remainder of the section “Jefferson Davis” on pages 143–145.

**CORE VOCABULARY**—Call attention to the image on page 144 of Jefferson Davis and his cabinet, and call on a student volunteer to read aloud the caption. Call attention to the Core Vocabulary term *cabinet*, and explain its meaning.

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

**LITERAL**—What actions did Jefferson Davis take that hurt the South’s military effort?

» He overruled generals like Robert E. Lee and interfered with the War Department.
Ask students to:

- Write a short answer to the Big Question, “What problems did the Confederacy have at home?”

  » Key points students should cite include: The Confederacy had problems in the government because of the belief in states’ rights; it had economic problems because it could not sell as much cotton as it had expected to or purchase needed goods; it had leadership problems because Jefferson Davis got stuck on details and often interfered with his generals.

- Choose one of the Core Vocabulary words (states’ rights, governor, or cabinet) or the phrase “manufactured good,” and write a sentence using the word or phrase.

  To wrap up the lesson, ask several students to share their responses.
The War Draws to a Close

The Big Question: How did the Union finally defeat the Confederacy?

Primary Focus Objectives

✓ Explain how the military campaigns of Grant and Sherman helped end the war, including the fall of Richmond and Sherman’s march to the sea and burning of Atlanta. (RI.5.2)

✓ Describe Lincoln’s vision for the peace and Grant’s peace terms offered to Lee at Appomattox Court House. (RI.5.2)

✓ Explain the significance of Lincoln’s reelection and the concluding words of his second inaugural address. (RI.5.2)

✓ Understand the meaning of the following domain-specific vocabulary: malice and bind. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the War Draws to a Close”: www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

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

Core Vocabulary (Student Reader page numbers listed below)

malice, n. a desire to hurt another person (150)

Example: President Lincoln believed that the Union should put aside any feelings of malice toward the Confederate states after the war came to an end.

bind, v. to tie up (150)

Example: Allie used twine to bind the two objects together.

Variation(s): binds, binding, bound
Introduce “The War Draws to a Close”  

Review with students what they learned in the previous chapter. Students should recall that the Confederacy experienced numerous problems that prevented it from effectively waging war. In addition to conflict between the Confederate states and a persistent inability of the states to cooperate, Jefferson Davis often undermined his generals, and the Confederacy failed to secure the support of France and Great Britain during the war. Explain to students that in this lesson, they will learn about the final days of the Civil War. Call attention to the Big Question, and encourage students to look for how the Union finally defeated the Confederacy as they read the text.

Guided Reading Supports for “The War Draws to a Close”  

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

“A Battle in the Wilderness,” Pages 146–150

Scaffold understanding as follows:

Read aloud the first four paragraphs of the section “A Battle in the Wilderness” on pages 146–148.

SUPPORT—Have students locate Chancellorsville on The Civil War, 1861–1865 (AP 10.1) map. Explain that the Battle of the Wilderness took place near Chancellorsville but in a dense forest.

SUPPORT—Call attention to the image on page 147 of the Battle of the Wilderness, and call on a student volunteer to read aloud the caption.

Invite a student volunteer to read aloud the next paragraph of the section on page 148.

SUPPORT—Have students locate Tennessee on The Civil War, 1861–1865 (AP 10.1) map. Explain that Sherman and his troops planned to move east from Tennessee to Georgia.

Have students read independently the remainder of the section “A Battle in the Wilderness” on pages 148–150.

SUPPORT—Have students locate Atlanta, Georgia, on The Civil War, 1861–1865 (AP 10.1) map. Explain that capturing Atlanta was an important victory for the Union.
Sherman not only fought the other side's soldiers, but he also used a method of warfare sometimes called "total war." Sherman led his army on a "march to the sea." During the march, Sherman did whatever he could to weaken the enemy.

In September 1864, Atlanta fell to Union troops. From there, Sherman set out from Tennessee toward the important railroad city of Atlanta. Sherman didn't worry about food for his army. He would take that from the farms along the way. Sherman didn't worry about food for his army. He would take that from the farms along the way. He would take that from the farms along the way. He would take that from the farms along the way.

In December, the coastal city of Savannah, Georgia fell. By January, Sherman was in South Carolina. By March he was in North Carolina. Everywhere the Union troops went, the South was left in ruins.

Lincoln tried to follow the law of the Constitution by adopting a forgiving spirit. He urged Americans to adopt a forgiving spirit as they set about this task.

In his second inaugural address, on March 4, 1865, he urged the nation's wounds; to care for him who had borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just, and lasting peace among ourselves, and with all nations.

With Malice Toward None" on page 150.

Scaffold understanding as follows:

**Invite a student volunteer to read aloud the first paragraph of the section "With Malice Toward None" on page 150.**

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

Read aloud the excerpt from Lincoln's speech in the text box on page 150.
Have students read independently the remainder of the section on pages 150–151.

**SUPPORT**—Call attention to the image on page 151 of Lee’s surrender.

**SUPPORT**—Have students locate Appomattox on The Civil War, 1861–1865 (AP 10.1) map. Reiterate that this was the site of Robert E. Lee’s surrender of his Confederate troops to General Ulysses S. Grant.

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

**LITERAL**—What were Lincoln’s plans for the South after the war was over?

» Lincoln’s plan was to get the Southern states back into the Union quickly and without harsh punishment.

**LITERAL**—What was the main message of Lincoln’s second inaugural address?

» The main message was one of forgiveness.

**LITERAL**—What were the terms of surrender that Grant gave Lee at Appomattox?

» Except officers, who were allowed to keep small arms, soldiers had to turn in their weapons. Men were allowed to take home a horse and a mule to work their farms.

**Timeline**

- Show students the Chapter 19 Timeline Image Cards of the capture of Atlanta and the surrender at Appomattox. Read and discuss the captions.
- Review and discuss the Big Question: “How did the Union finally defeat the Confederacy?”
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.

**CHECK FOR UNDERSTANDING 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question, “How did the Union finally defeat the Confederacy?”

  » Key points students should cite include: Grant’s forces defeated Confederate troops at the Battle of the Wilderness, and the cities of Richmond (the Confederate capital) and Petersburg fell to the Union. Sherman’s total war strategy began to break the spirit of...
the Confederacy and led to the destruction of necessary supplies. Grant's troops ultimately forced Lee's exhausted and hungry troops to surrender at Appomattox.

- Choose one of the Core Vocabulary words (*malice* or *bind*), and write a sentence using the word.

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

### Additional Activities

**The Civil War, 1861–1865 (RI.5.7)**

**Materials Needed:** Sufficient copies of *The Civil War, 1861–1865* (AP 10.1)

Have students answer the remaining questions on *The Civil War, 1861–1865* (AP 10.1) for homework.
The Death of
President Lincoln

The Big Question: Why did John Wilkes Booth kill President Lincoln?

Primary Focus Objectives

✓ Explain John Wilkes Booth’s reasons for assassinating President Lincoln. (RI.5.2)
✓ Describe the circumstances of Abraham Lincoln’s death. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: racist and secret agent. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Death of President Lincoln”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

- Sufficient copies of Domain Vocabulary: Chapters 16–20 (AP 20.1)
- Internet access
- Sufficient copies of “O Captain! My Captain!”

Core Vocabulary (Student Reader page numbers listed below)

**racist, n.** a person who believes one race of people is superior to, or better than, another (154)

*Example:* A known racist, the shop owner often discriminated against minority customers.

*Variation(s):* racists

**secret agent, n.** a spy; a person who collects and reports secret information about other governments or countries (154)

*Example:* The secret agent worked hard to keep her identity hidden.

*Variation(s):* secret agents
THE CORE LESSON 35 MIN

Introduce “The Death of President Lincoln” 5 MIN

Review with students what they learned in the previous chapter. Review the Chapter 19 Timeline Image Cards, and discuss the captions. Students should recall that the Civil War came to a close after several key Union victories in Richmond and Petersburg, and Sherman’s march to the sea and capture of Atlanta. Knowing that the war was drawing to a close, the newly reelected Lincoln emphasized the importance of “malice toward none.” Confederate General Robert E. Lee surrendered to Ulysses S. Grant at Appomattox Court House. Call attention to the Big Question, and encourage students to look for reasons why John Wilkes Booth killed Abraham Lincoln as they read the text.

Guided Reading Supports for “The Death of President Lincoln” 30 MIN

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

“Victory, at Last!” and “John Wilkes Booth,” Pages 152–154

Scaffold understanding as follows:

Read aloud the section “Victory, At Last!” on page 152. Be sure students understand the reference to the “Stars and Stripes.”

Invite student volunteers to read aloud the first two paragraphs of the section “John Wilkes Booth” on page 152.

CORE VOCABULARY—Have students read independently the remainder of the section “John Wilkes Booth” on page 154. Before students begin reading, call attention to the Core Vocabulary terms racist and secret agent, and encourage them to review the meanings to better understand the text.

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

LITERAL—Who was John Wilkes Booth?

» Booth was a racist actor who had served as a secret agent for the Confederacy.
After students finish reading the text, ask the following questions:

**INFERENTIAL**—What do you think the Secretary of War Edwin Stanton’s words at Lincoln’s death—“He belongs to the ages.”—mean?

» Possible response: Stanton means that Lincoln is now part of history.
EVALUATIVE—The author says that Booth was mistaken if he thought killing President Lincoln was a way to take revenge for the South. What argument does the author make as to why Booth was mistaken?

» The author says that Lincoln spoke against revenge. He called for “malice toward none and charity for all.” He was the best hope for a peace without revenge.

LITERAL—What are several important things that Abraham Lincoln did as president?

» Lincoln freed the slaves through the Emancipation Proclamation, he saved or preserved the Union, and he led the United States during the Civil War.

Note: Discussion of the assassination of Lincoln in the light of the many things that Lincoln accomplished in his lifetime may offer an opportunity to acknowledge the evil act performed by Booth and the despair of the nation at the moment, while also contextualizing Lincoln’s achievements more than 150 years later. Today, America is a united nation of fifty states, and slavery is illegal in every state—just as Lincoln wanted. However, these things did not automatically occur after Lincoln’s death. Uniting the nation, as students will read in the next chapters, was a contentious process, and achieving equal rights for African Americans was a longer, more difficult process than that, and one that continues to the present day.

Timeline

- Show students the Chapter 20 Timeline Image Card of John Wilkes Booth. Read and discuss the caption.
- Review and discuss the Big Question: “Why did John Wilkes Booth kill President Lincoln?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.

CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why did John Wilkes Booth kill President Lincoln?”

  » Key points students should cite include: Booth blamed Lincoln for the South’s defeat. He believed that slavery was good and that the South’s cause was just.
• Choose one of the Core Vocabulary words (racist or secret agent), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses. If time remains, you may direct students to begin Domain Vocabulary: Chapters 16–20 (AP 20.1), completing it for homework.

Additional Activities

Domain Vocabulary: Chapters 16–20 (RI.5.4) 25 MIN

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 16–20 (AP 20.1)

Distribute copies of Domain Vocabulary: Chapters 16–20 (AP 20.1). Read aloud the directions. Encourage students to use Chapters 16–20 in the Student Reader to answer the questions. Students may complete this activity independently, with partners, or for homework.

Civil War Art and Poetry (RI.5.7) 45 MIN

Materials Needed: Internet access; copies of “O Captain! My Captain!”

Alternate Art Activity for Civil War Art: If you do not have classroom access to the Internet, you can purchase the Core Knowledge Curriculum Series™ Art Resource Packet for Grade 5, available at:

www.coreknowledge.org/store

Use the art resources to discuss key features of the “Battery at Attention” photograph and the image of the Shaw Memorial.

Background for Teachers: It is recommended that you preview all images, the poem, and the recording before sharing the activity with students. Use this link to download the CKHG Online Resources for this unit, where specific links with the photographs, images of the sculptures, poem, and recording may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the lesson by providing context for students about photography in general. At the time of the Civil War, photography was a relatively new art, having been introduced in the 1830s. By the 1850s and 1860s, developments made the processing and printing of photographs much easier, which spurred the growth of the medium. With photographs, people could—for the first time—see what people, places, and events actually looked like. Previously, they were dependent on artistic renderings, such as paintings and sketches, which were often not realistic or true to life.

Introduce students to the work of Matthew Brady, a famous portrait photographer who turned his interests to the Civil War. His photographs
introduced people, especially those beyond the fighting, to real images of an actual war. Explain that although many pictures are attributed to him, Brady actually spent most of his time managing traveling photographers whom he had hired to work directly on the battlefield. These photographers captured every aspect of the war—soldiers in camps and preparing for battles, devastated ruins, officers, men who died on the battlefields, ships, and railroads. These photographers chronicled the harsh images of war’s reality in stark black and white for the public back home. Brady’s team had made more than seven thousand images by the end of the war. However, Brady didn’t credit any of his cameramen nor allow them to retain the negatives they took on their own time.

Although Brady had many photographers working with him, he too risked his life on the battlefield. Later in the war, he was present at Antietam and Gettysburg. He also made photographs of the rival generals, Grant and Lee. Interestingly enough, the war brought financial ruin for Brady. He had invested approximately $100,000, thinking that the government would want to buy his photographs when the war was over. However, the government showed no interest (until many years later), and Brady lost his investment, went bankrupt, and died in poverty and neglect.

First, share for students the portraits of Clara Barton and Abraham Lincoln. Explain that as a photographer, Matthew Brady got his start taking portraits, or staged photographs of individuals or small groups of people. At this time in history, usually only significant or wealthy individuals had their portraits taken.

Next, display the image of soldiers at Bull Run. Explain to students that Brady often captured images of soldiers going about their daily activities. In this instance, soldiers are sitting on the bank of a ford near where the First and Second Battles of Bull Run were fought.

Next, display for students Matthew Brady’s photograph “Battery at Attention.” Allow students several moments to examine the photograph before posing the following looking questions for students to answer and discuss:

- Who are these men, and when would you estimate that this scene took place?
  » These are Civil War soldiers standing at attention. The date is between 1861 and 1865.

- Is this a painting?
  » No, it’s a photograph made with film in a camera.

- Was it Brady’s aim to create art? Explain your opinion.
  » Answers may vary. Brady’s intention was to capture images of war for the first time on film, which he succeeded in doing. He recognized the importance of composition and lighting, but his aims were not strictly artistic.
• How has Brady positioned his camera not only to cover the scene visually, but also for the sake of line and composition?

  » Our eye follows the line of the earthworks toward the furthest point of the battery. We look along the line of men, as if we were inspecting them.

Next, provide context for students about sculptor Augustus Saint-Gaudens, creator of the Shaw Memorial. The memorial honors the Massachusetts 54th Regiment—one thousand soldiers who formed the fifth African American troop organized for the Civil War. Robert Gould Shaw, a white officer, was the leader of the regiment. His regiment attacked Fort Wagner in the harbor at Charleston, South Carolina. Shaw and one-third of the regiment died in the battle, and the regiment failed to capture the fort. Despite the defeat, President Lincoln believed it was a turning point in the war. The regiment also helped legitimize the participation of African Americans in the military. The bravery of the African American soldiers was widely recognized and helped overturn racist beliefs and stereotypes.

Like many war sculptures, Saint-Gaudens’s first proposal was for a work of Colonel Shaw seated on his horse. Shaw’s mother felt it was too grandiose. It took Saint-Gaudens some fourteen years to be fully satisfied with his final version of the monument. Saint-Gaudens’s monument was unveiled in the Boston Common on Memorial Day, 1897.

Next, display for students the image of the Shaw Memorial. Allow students several moments to examine the photograph before posing the following looking questions for students to answer and discuss:

• Who are the people in this sculpture?

  » The people are soldiers. Explain that this sculpture honors Colonel Robert Gould Shaw and his troops, the 54th Massachusetts Volunteer Regiment, the first all-black regiment in the Civil War, who launched a heroic offensive on Fort Wagner.

• How does Saint-Gaudens show us who the leader is?

  » The leader is the only figure on horseback.

• Do you see a figure over the heads of the soldiers? (You may have to trace it.)

  » There is an angel over the heads of the men.

• Soldiers usually march in rows. Why did the sculptor choose to show the legs of the men and the horse in this way?

  » It creates a strong sense of movement.

Explain to students that like memorials to honor Union heroes, the former Confederate states also erected their own memorials to commemorate their deceased. In recent years, the existence and continued creation of Confederate memorials has become a point of contention for many. Some, such as those
in New Orleans, have been taken down. Those opposed to the monuments believe that they are a glorification of individuals who championed slavery, and serve as a continued reminder of the South’s fight to maintain slavery and the institutionalized racism that followed after Reconstruction. Those in support of the memorials view them as a somber reminder of the past and the issues that once tore the nation apart. If time permits, you and your students may want to explore the circumstances and arguments made in the city of New Orleans in favor of removing the Confederate memorials. A specific link to accounts of the events can be found at:

www.coreknowledge.org/ckhg-online-resources

Next, provide context for students for Walt Whitman’s “O Captain! My Captain!” Explain that Walt Whitman was an American writer and poet. Written in 1865, his poem “O Captain! My Captain!” is a metaphor for the life and death of President Lincoln. Explain that a metaphor is a literary device that writers use that draws comparisons between two seemingly unlike things by saying one thing is the other.

Distribute copies of “O Captain! My Captain!” Encourage students to read along as you play the recording of the poem. Play the reading of the poem twice through before posing the following questions for discussion.

• What does Whitman mean when he says, “The ship has weather’d every rack, the prize we sought is won”? What do you think is the ship in this line?
  
  » Whitman means that the United States is the ship, which has gone through a lot to secure the “prize” of being reunited.

• Who is the captain that Whitman describes in the poem? Why do you think Whitman makes this comparison?
  
  » Abraham Lincoln is the captain in the poem. Whitman makes this comparison because Lincoln helped navigate and lead the Union through the Civil War.

• What does Whitman mean when he says, “The ship is anchor’d safe and sound, its voyage closed and done”?
  
  » He means that the war is over and the country is no longer fighting against itself.

• Based on the poem, how do you think Whitman felt about Abraham Lincoln?
  
  » The poem expresses great sorrow for the death of the captain, a metaphor for Abraham Lincoln. This reveals that Whitman had great respect for the fallen president.

Time permitting, have students write a brief paragraph describing one thing they learned today and one thing they found interesting. Have students share their paragraphs with partners, small groups, or as a class.
Teachers’s Tour of Ford’s Theatre (RI.5.7) 30 MIN

Materials Needed: Internet access

Background for Teachers: It is recommended that you preview the teacher’s tour of Ford’s Theatre before sharing the video with students. Use this link to download the CKHG Online Resources for this unit, where a specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that in this lesson, they will watch a video about the assassination of Abraham Lincoln at Ford’s Theatre. Encourage students to take notes as they view the video. Time permitting, have students write a brief paragraph including three new facts they learned while watching the video. Discuss paragraphs as a class.

Lincoln (RI.5.7)  Activity Length Flexible

Materials Needed: Internet access or a copy of the 2012 film Lincoln

Background for Teachers: Obtain a copy of Steven Spielberg’s film Lincoln. The entire film is 150 minutes long. If you do not have time to show the film in its entirety, preview it and select segments to share with students. Use this link to download the CKHG Online Resources for this unit, where a specific link to the entire film for rental is included:

www.coreknowledge.org/ckhg-online-resources

While some historians have quibbled with some details portrayed in the film, it has been deemed as a generally accurate representation of Lincoln’s struggles within his cabinet as he worked to emancipate the slaves. The film concludes with Lincoln’s assassination by John Wilkes Booth.
CHAPTER 21

The South in Ruins

The Big Question: What was life like in the South after the Civil War?

Primary Focus Objectives

✓ Describe the devastation in the South after the Civil War. (RI.5.2)
✓ Identify the goals of the Freedmen’s Bureau. (RI.5.2)
✓ Explain the significance of forty acres and a mule. (RI.5.2)
✓ Describe the sharecropping system. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: acre. (RI.5.4)

What Teachers Need to Know

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

Core Vocabulary (Student Reader page numbers listed below)

acre, n. an area of land that measures 4,840 square yards (161)
Example: The size of the farm was modest, measuring only about one square acre in size.
Variation(s): acres

THE CORE LESSON  35 MIN

Introduce “The South in Ruins”  5 MIN

Review with students what they learned in the previous chapter. Review the Chapter 20 Timeline Image Card, and discuss the caption. Students should recall that shortly after the end of the Civil War, President Abraham Lincoln was killed in Ford’s Theatre by John Wilkes Booth, an actor and former secret agent for the Confederacy. A racist, Wilkes shot Lincoln because he believed the president was responsible for the losses the South experienced as a result of the Civil War. Review the message of Lincoln’s second inaugural address as an indication of what Lincoln, had he lived, hoped to accomplish at the end of
the war. Call attention to the Big Question, and encourage students to look for what life was like for all people—white and African American—living in the South after the Civil War as they read the text.

Guided Reading Supports for “The South in Ruins” 30 MIN

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

“A Broad Streak of Ruin,” Pages 158–162

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “A Broad Streak of Ruin” on page 158.

SUPPORT—Call attention to the image on pages 158–159, and call on a student volunteer to read aloud the caption on 159. Explain to students that the image depicts just one example of the “broad black streak of ruin” that many areas in the South resembled after the Civil War.

Invite student volunteers to read aloud the next four paragraphs of the section “A Broad Streak of Ruin” on pages 158–160.

SUPPORT—Call attention to the image on page 160 of freedmen, and call on a student volunteer to read aloud the caption.

CORE VOCABULARY—Have students read independently the remainder of the section on pages 160–162. Before students begin reading, call attention to the Core Vocabulary word acre, and encourage students to review its meaning to better understand the text.

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

SUPPORT—Call attention to the image on page 162 of a Freedmen’s Bureau school, and call on a student volunteer to read aloud the caption. Reiterate to students that the Freedmen’s Bureau provided many services to former slaves; however, it could not give them land. For a time, a rumor circulated that all former slaves would get forty acres and a mule, but this was not the case.

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

LITERAL—Why did many former slaves leave their old plantations after the war?

» Slaves wanted to experience the freedom of traveling without having to ask permission from an owner; many also wanted to find family members who had been sold and separated from them.
LITERAL—What was the Freedmen’s Bureau, and what did it do?

» The Freedmen’s Bureau was created by Congress to provide food, clothing, fuel, medical supplies, and schools for the education of former slaves and for poor whites.

LITERAL—Why was land ownership an important issue for former slaves?

» With land, they would have been able to support themselves independently. Without land, they were still dependent on white plantation owners to make a living.

“Sharecropping,” Pages 162–163

Scaffold understanding as follows:

Invite student volunteers to read aloud the section “Sharecropping” on pages 162–163.

SUPPORT—Call attention to the image on page 163 of sharecropping, and call on a student volunteer to read aloud the caption.

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

LITERAL—What was sharecropping?

» Owners provided land, seeds, mules, and tools for the freedmen to use. In exchange, freedmen gave owners a share, usually half, of their crop.

LITERAL—Why did sharecropping develop?

» Owners needed laborers but had no money to pay wages. Former slaves needed work.

Timeline

- Show students the Chapter 21 Timeline Image Card of sharecroppers. Read and discuss the caption.
- Review and discuss the Big Question: “What was life like in the South after the Civil War?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.
Ask students to:

- Write a short answer to the Big Question, “What was life like in the South after the Civil War?”

  Key points students should cite include: Following the Civil War, life for both white people and African Americans living in the South was difficult. Years of war had devastated farms, businesses, and infrastructure. Many towns had been destroyed during the conflict. Both whites and blacks struggled to rebuild their lives. Sharecropping became a common practice because plantation owners lacked money to pay laborers and freedmen had no land of their own to farm.

- Write a sentence using the Core Vocabulary word (acre).

To wrap up the lesson, ask several students to share their responses.
The Struggle over Reconstruction

**The Big Question:** How did Andrew Johnson’s ideas of reconstruction differ from the Radical Republicans’?

**Primary Focus Objectives**

- ✓ Explain the purpose of Black Codes passed in Southern states. *(RI.5.2)*
- ✓ Identify the purpose of the Thirteenth and Fourteenth Amendments. *(RI.5.2)*
- ✓ Understand the meaning of the following domain-specific vocabulary: *reconcile, ratify, Reconstruction, radical,* and *veto*; and of the phrase “Black Codes.” *(RI.5.4)*

**What Teachers Need to Know**

For background information, download the CKHG Online Resource “About the Struggle over Reconstruction”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Core Vocabulary** *(Student Reader page numbers listed below)*

- **reconcile, v.** to return to a friendly relationship after a conflict *(164)*
  
  *Example:* Some Northerners feared they could not reconcile their differences with the South.
  
  *Variation(s):* reconciles, reconciling, reconciled

- **ratify, v.** to approve *(166)*
  
  *Example:* The legislature voted to ratify the amendment.
  
  *Variation(s):* ratifies, ratifying, ratified

- **Reconstruction, n.** in the United States, the period of rebuilding after the Civil War *(168)*
  
  *Example:* The United States underwent many changes during the years of Reconstruction after the war came to an end.
“Black Codes,” (phrase) laws passed in Southern states to limit the freedoms of African Americans after the Civil War (170)

Example: Following the end of the Civil War, some states passed Black Codes to restrict the rights of freedmen.

radical, adj. favoring large or widespread changes (170)

Example: Some politicians believed that radical changes must be made to the country following the end of the war.

veto, v. to reject or refuse to approve a law (170)

Example: The president decided to veto the bill, thus preventing it from becoming a law.

Variation(s): vetoes, vetoing, vetoed

The Core Lesson  35 min

Introduce “The Struggle over Reconstruction”  5 min

Review with students what they learned in the previous chapter. Review the Chapter 21 Timeline Image Card, and discuss the caption. Students should recall that the Civil War had a devastating effect on the South. Farms, businesses, local government, and the economy were severely damaged, while many towns and cities were also destroyed. Both white and black people living in the South struggled to rebuild. The Freedmen’s Bureau, established by the federal government, played a key role in providing food and other services to freedmen, as well as poor white families. The sharecropping system developed in response to the inability of owners to pay laborers and because freedmen had limited access to land. Call attention to the Big Question, and encourage students to look for the ways Andrew Johnson’s plan for reconstruction differed from that of the Radical Republicans as they read the text.

Guided Reading Supports for “The Struggle Over Reconstruction”  30 min

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

Invite student volunteers to read aloud the section “Uniting the States” on pages 164–166.

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

**SUPPORT**—Call attention to the image on page 165 of the Thirteenth Amendment, and call on a student volunteer to read aloud the caption.

**CORE VOCABULARY**—Have students read independently the section “President Andrew Johnson” on pages 166–168. Before students begin reading, call attention to the Core Vocabulary term **Reconstruction**, and explain its meaning.

**SUPPORT**—Call attention to the image of Andrew Johnson on page 167, and call on a student volunteer to read aloud the caption.

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

**LITERAL**—What did the Thirteenth Amendment do?

» It officially banned slavery in the United States.

**LITERAL**—Why did Andrew Johnson become president? What government position did Andrew Johnson hold before he became president?

» Andrew Johnson had been Lincoln’s vice president. According to the Constitution, if the acting president dies while in office, the vice president becomes president.

**LITERAL**—What was Johnson’s plan for Reconstruction? What was this plan called?

» He wanted the North and South to come back together quickly and easily. He agreed with the ending of slavery, but other than that, he thought the South should be able to rebuild without rules or interference from the federal government. His plan was referred to as Presidential Reconstruction.
Some members of Congress pointed out that the Southern war caused, members of Congress believed the Southern states not of the president. There would be no reconstruction of the Union until 1868. Congress demanded, who ever said it was up to the president to take care of the matter, as far as President Johnson was concerned. Congress and Radical Reconstruction proposed one of the most important of all amendments in the Constitution: the Fourteenth Amendment. This is a long and complicated amendment, but it achieves three main points:

1. The amendment made all former slaves the citizens of the United States. They inherited the Supreme Court’s ruling in the Dred Scott case. The Dred Scott decision said that African Americans could not be citizens—their status was not of the land. The Fourteenth Amendment overturned the Supreme Court’s decision and said that U.S. citizenship was not something one had to prove but something one was born with.

2. The Fourteenth Amendment gave states a reason to treat all people equally before the law. It required states to treat all people equally under the law. To do this, states could not make any laws that take away a person’s life, liberty, or property. The amendment prevents states from making any law that takes away a person’s life, liberty, or property.

3. The Fourteenth Amendment prevented states from taking away a person’s life, liberty, or property. It required states to treat all people equally under the law. To do this, states could not make any laws that take away a person’s life, liberty, or property. The amendment prevents states from making any law that takes away a person’s life, liberty, or property.

Congressional leaders argued that the Fourteenth Amendment was punitive, meaning that it was designed to punish the South for leaving the Union. They felt it was important to punish the South for leaving the Union and to make rules that the South had to follow. They wanted more protection for former slaves, and they favored the Fourteenth Amendment, which Johnson opposed.

LITERAL—Why did Republicans oppose Johnson’s plan?

» They felt it was important to punish the South for leaving the Union and to make rules that the South had to follow. They wanted more protection for former slaves, and they favored the Fourteenth Amendment, which Johnson opposed.

LITERAL—What were the Black Codes?

» The Black Codes were laws passed by the Southern states that severely restricted the rights of African Americans.

LITERAL—What did the Fourteenth Amendment do?

» The amendment gave U.S. citizenship to African Americans, prevented states from making laws limiting African American rights, prohibited states from unfairly taking someone’s life, liberty, or property, and required states to treat all people equally under the law.

LITERAL—What brought Presidential Reconstruction to an end?

» The election of 1866 led to an increased number of Radical Republicans in Congress.
Timeline

- Show students the Chapter 22 Timeline Image Card of the Thirteenth Amendment. Read and discuss the caption.
- Review and discuss the Big Question: “How did Andrew Johnson’s ideas of reconstruction differ from the Radical Republicans’?”
- Post the Image Cards on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.

Check for Understanding 10 min

Ask students to:
- Write a short answer to the Big Question, “How did Andrew Johnson’s ideas of reconstruction differ from the Radical Republicans’?”
  - Key points students should cite include: Andrew Johnson wanted to quickly readmit the Southern states to the Union without consequence. Radical Republicans, however, wanted to guarantee that the rights of freedmen were upheld while at the same time punishing the South for starting the Civil War.
- Choose one of the Core Vocabulary words (reconcile, ratify, Reconstruction, radical, or veto) or the phrase “Black Codes,” and write a sentence using the word or phrase.

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

The Big Question: Why did Thaddeus Stevens and the Radical Republicans decide to impeach Andrew Johnson?

Primary Focus Objectives

✓ Identify Thaddeus Stevens. (RI.5.2)
✓ Explain the congressional plan for Reconstruction. (RI.5.2)
✓ Summarize the background and events of the impeachment of Andrew Johnson. (RI.5.2)
✓ Understand the meaning of the following domain-specific vocabulary: underdog, testify, and impeach; and of the phrase “high crimes and misdemeanors.” (RI.5.4)

What Teachers Need to Know

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

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

underdog, n. a person or group that is not likely to win (172)
   Example: Few fans expected the underdog to win the race.
   Variation(s): underdogs

testify, v. to make a statement or provide evidence, usually in a court of law (174)
   Example: The witness was called to testify in front of the grand jury.
   Variation(s): testifies, testifying, testified

impeach, v. to accuse a government official of doing something wrong or improper (177)
   Example: Members of Congress decided to impeach the president because he ignored certain laws passed by Congress.
   Variation(s): impeaches, impeaching, impeached
“high crimes and misdemeanors,” (phrase) actions of misconduct by a government official, such as lying, abuse of power, or failing to perform job responsibilities (177)

Example: Congress brought charges against the president for high crimes and misdemeanors.

THE CORE LESSON  35 MIN

Introduce “Congressional Reconstruction”  5 MIN

Review with students what they learned in the previous chapter. Review the Chapter 22 Timeline Image Card, and discuss the caption. Students should recall that after the death of Abraham Lincoln, Andrew Johnson became president. While Johnson opposed slavery, he also opposed trying to punish the South. Radical Republicans, on the other hand, believed that Reconstruction should do more to protect the rights of freedmen and to punish the South for starting the Civil War. Call attention to the Big Question, and point out the word impeach. Explain that to impeach is to accuse a government official of doing something wrong or improper. Encourage students to look for reasons why Thaddeus Stevens and the Radical Republicans wanted to impeach Andrew Johnson as they read the text.

Guided Reading Supports for “Congressional Reconstruction”  30 MIN

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

“Who were these Radical Republicans?” and “Thaddeus Stevens,” Pages 172–177

Scaffold understanding as follows:

Read aloud the section “Who were these Radical Republicans?” and the first paragraph of the section “Thaddeus Stevens” on page 172.

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

Invite student volunteers to read aloud the next two paragraphs of the section “Thaddeus Stevens” on page 174.

SUPPORT—Call attention to Stevens’s belief in the words of the Declaration of Independence. Emphasize that Stevens’s beliefs were similar to those of Abraham Lincoln, that African Americans were no different than white Americans in terms of the rights they should enjoy.
African Americans had to be allowed to vote and to hold office. They had to write new state constitutions, but this time African Americans as well as whites must take part in writing them. They had to elect new state governments, but this time people of color would be allowed to vote and to hold office. They had to ratify the Fourteenth Amendment to the U.S. Constitution, where they would be beyond the reach of people who wanted to take away their rights.

So you see, Thaddeus Stevens, at the head of the Radical Republicans, the Radicals had to make sure that in the future African Americans would have the rights in their new state constitutions, the Southern states guarantee those rights in their new state constitutions, the new state governments and all the laws they had passed (including the Black Codes), and all Southern representatives under Presidential Reconstruction. This included the new state constitutions, the new state governments, and the laws they had passed.

And, the Radicals said, “This time we will do it right.” So you see, they believed Reconstruction needed to make Southern African Americans equal to whites.

The U.S. Army was in charge of the South; state constitutions written under Presidential Reconstruction were thrown out and new state constitutions were written by both black and white voters; no Confederate leaders or supporters were allowed to be involved in government; and states were required to ratify the Fourteenth Amendment to rejoin the Union.

**LITERAL**—What did Thaddeus Stevens and the Radical Republicans believe was necessary for Reconstruction to succeed?

- They believed Reconstruction needed to make Southern African Americans equal to whites.

**LITERAL**—What was the congressional plan for Reconstruction?

- The U.S. Army was in charge of the South; state constitutions written under Presidential Reconstruction were thrown out and new state constitutions were written by both black and white voters; no Confederate leaders or supporters were allowed to be involved in government; and states were required to ratify the Fourteenth Amendment to rejoin the Union.
Have students read independently the remainder of the section “The Impeachment of President Johnson” on page 178.

**SUPPORT**—Call attention to the image on page 179, and call on a student volunteer to read aloud the caption.

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

**LITERAL**—What events led to the impeachment of President Johnson?

» The Radical Republicans passed laws limiting the president’s powers. President Johnson ignored these laws. The House of Representatives then voted to impeach him.

**LITERAL**—What was the outcome of the impeachment of President Johnson?

» The House of Representatives voted to impeach the president, however, the Senate voted that he was not guilty by a narrow margin. Johnson was allowed to finish his term as president.

**INFERENTIAL**—What effect do you think the impeachment of Johnson had on the remainder of his term as president?

» Student answers may vary. Students may note that, while Johnson was not found guilty and was not removed from office, people likely would have lost faith in him as the country’s leader, which likely left him with little influence or authority.

**Timeline**

- Show students the Chapter 23 Timeline Image Card of the impeachment of Andrew Johnson. Read and discuss the caption.
- Review and discuss the Big Question: “Why did Thaddeus Stevens and the Radical Republicans decide to impeach Andrew Johnson?”
- Post the Image Card on the Timeline under the date referencing the 1800s; refer to the illustration in the Unit 11 Introduction for guidance on the placement of each Image Card to the Timeline.
Ask students to:

• Write a short answer to the Big Question, “Why did Thaddeus Stevens and the Radical Republicans decide to impeach Andrew Johnson?”
  
  » Key points students should cite include: Thaddeus Stevens and the Radical Republicans impeached Johnson for ignoring federal laws. The Senate found Johnson not guilty by a narrow vote.

• Choose one of the Core Vocabulary words (underdog, testify, or impeach) or the phrase “high crimes and misdemeanors,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.
The South Under Reconstruction

The Big Question: How did Reconstruction fail to give equality to African Americans?

Primary Focus Objectives

✓ Explain how Reconstruction changed the South. *(RI.5.2)*
✓ Summarize the end of Reconstruction. *(RI.5.2)*
✓ Describe the spread of Jim Crow laws and the rise of groups such as the Ku Klux Klan in the South following Reconstruction. *(RI.5.2)*
✓ State the purpose of the Fifteenth Amendment. *(RI.5.2)*
✓ Explain who carpetbaggers and scalawags were and why they moved to the South. *(RI.5.2)*
✓ Explain what led to the withdrawal of federal troops from the South. *(RI.5.2)*
✓ Understand the meaning of the following domain-specific vocabulary: lieutenant governor and segregation. *(RI.5.4)*

What Teachers Need to Know

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

Core Vocabulary *(Student Reader page numbers listed below)*

lieutenant governor, n. an official in state government who ranks second to the governor *(180)*

*Example:* The lieutenant governor became leader of the state after the governor was removed from office.

*Variation(s):* lieutenant governors

segregation, n. the act of keeping people separate, usually on the basis of race *(187)*

*Example:* Many states in the South passed laws that enforced segregation in public places and in schools.
Introduce “The South Under Reconstruction”  
Review with students what they learned in the previous chapter. Review the Chapter 23 Timeline Image Card, and discuss the caption. Students should recall that Radical Republicans, such as Thaddeus Stevens, had a much different vision for Reconstruction than President Andrew Johnson did. The Radical Republicans passed a number of measures that required Southern states to take certain actions, including ratifying the Fourteenth Amendment, before they could rejoin the Union. The House of Representatives voted to impeach President Johnson for ignoring federal law; however, the Senate found him not guilty by a narrow margin, and he was permitted to finish his term. Call attention to the Big Question, and encourage students to look for ways that Reconstruction failed to guarantee the rights of African Americans as they read the text.

Guided Reading Supports for “The South Under Reconstruction”  
When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“New Governments,” Pages 180–184

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “New Governments” on page 180.

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

Invite student volunteers to read aloud the next two paragraphs on page 182.

SUPPORT—Call attention to the image on page 181, and call on a student volunteer to read aloud the caption. Explain that J.H. Rainey was just one of many African Americans who served in government during Reconstruction.

Have students read independently the remainder of the section “New Governments” on pages 182–184.

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

LITERAL—How did Congressional Reconstruction affect government?

» African Americans were elected to state legislatures, state offices such as lieutenant governor, and the U.S. Congress. However, most officeholders in the South continued to be white men.
in which white and African American people had equal rights. American children, even though those schools were educating were now voting, holding office, and making laws. They opposed their will. felt these governments had been forced upon them against most white Southerners hated the new state governments. They had an Congressional Reconstruction lasted for only a few years because Republicans for having started the country on that road. The United States is much closer to reaching that goal than ever be long and difficult, and even today it is not yet finished. Today, start. The journey to reaching the goal of equal rights for all would African Americans from voting found ways around the Fifteenth Amendment. For many years, those who wanted to keep women the right to vote right away. They did not get the right to Amendment did not give either African American or white from voting because of his race or color. However, the Fifteenth Amendment says that no state can keep a person control of their states and put an end to these changes. A number Southerners who felt this way were determined to win back African Americans in the South were threatened by groups like the Ku Klux Klan. These African American and white officials acting together did a fine thing. They called another congress to make a new law. It said that no state could stop a person from voting because of his race or color.

LITERAL—What were carpetbaggers and scalawags?

Carpetbaggers and scalawags were insulting names that Southerners called other people with whom they disagreed. They called Northerners who came to the South after the war, hoping to make money, carpetbaggers. They called Southerners who worked in Reconstruction governments, trying to change the old ways, scalawags.

LITERAL—What were some of the accomplishments of the Reconstruction governments?

They rebuilt roads, railroads, and buildings that had been destroyed during the war. They built hospitals and orphanages. They began public school systems in the South.

LITERAL—What did the Fifteenth Amendment say?

It said that no state could stop a person from voting because of his race or color.

“The End of Reconstruction,” Pages 184–189

Scaffold understanding as follows:

Read aloud the first four paragraphs of the section “The End of Reconstruction” on pages 184–185.

SUPPORT—Explain to students that President Ulysses S. Grant sent federal troops into South Carolina to stop groups like the Ku Klux Klan. Grant was a strong supporter of civil rights for African Americans.

Read aloud the next six paragraphs of the section “The End of Reconstruction” on pages 186–187.
The Republican candidate. As part of the deal, the U.S. government over election results in some Southern states forced Congress to These issues came to a head in the election of 1876. Controversy about it. Strong leaders such as Thaddeus Stevens were gone. the trouble in the South and of being asked to do something their own concerns. They were growing weary of hearing about in the South finally succeeded in doing. People in the North had Before the war, African American soldiers fought bravely for 1876. The U.S. government gave back the vote to those who had served in the Confederate army. At the same time, white Southerners continued to use violence and terror in hopes of keeping African American voters out of the ballot box. In one Southern state after another, new voting laws and African Americans were not elected to office. They were harassed by white people who opposed them in all ways. Their issue came to a head in the election of 1876. Controversy over election results in some Southern states forced Congress to put up arms against their own people. They were growing weary of hearing about the two important goals of the Reconstruction governments? Why?» They hated the governments. They felt the governments had been forced upon them and gave too many rights and privileges to African Americans.

LITERAL—Why were many Southern whites so against equal rights for blacks?

» These Southern whites would not accept the idea of a society in which white and black people had equal rights. They were used to owning and controlling blacks.

LITERAL—What is the Ku Klux Klan?

» It is a secret society that fights against equal rights for African American people.

LITERAL—What did the U.S. government do to stop groups such as the Ku Klux Klan?

» It sent U.S. troops to the South.

LITERAL—How did some Southern whites resist the Reconstruction governments?

» They beat up and killed blacks, and they kept blacks from voting.
LITERAL—What finally ended the era of Reconstruction in the South?

» Reconstruction ended when a deal was made in Congress to decide the election of 1876.

LITERAL—What happened to African Americans in the South after Reconstruction?

» African Americans lost nearly every right they won during Reconstruction. They were forced to live separated from white people. In the 1960s, they fought to win their rights back.

CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

• Write a short answer to the Big Question, “How did Reconstruction fail to give equality to African Americans?”

  » Key points students should cite include: After Reconstruction, African Americans lost most of the rights they had gained, including the right to vote and the right to a fair trial. Southern governments passed Jim Crow segregation laws to keep blacks separated from whites.

• Choose one of the Core Vocabulary words (lieutenant governor or segregation), and write a sentence using the word.

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

Additional Activities

Who Am I? (RI.5.2) 25 MIN

Materials Needed: Sufficient copies of Who Am I? (AP 24.1)

Distribute copies of Who Am I? (AP 24.1). Read aloud the directions. Encourage students to use the Student Reader to answer the questions. Students may complete this activity independently, with partners, or for homework.
### Teacher Resources

**Unit Assessment:** *The Civil War*  
- 158

**Performance Task:** *The Civil War*  
- Performance Task Scoring Rubric  
- Performance Task Activity: *The Civil War*  
- *The Civil War* Performance Task Notes Table  
- 162

**Activity Pages**  
- Map of the Thirteen Colonies (AP 1.1)  
- The United States of America and the Confederate States of America (AP 1.2)  
- Two African American Spirituals (AP 2.1)  
- Domain Vocabulary: Chapters 1–5 (AP 5.1)  
- Compromise of 1850 (AP 6.1)  
- The Civil War, 1861–1865 (AP 10.1)  
- Domain Vocabulary: Chapters 6–10 (AP 10.2)  
- A Soldier’s Thoughts (AP 12.1)  
- Domain Vocabulary: Chapters 11–15 (AP 15.1)  
- Domain Vocabulary: Chapters 16–20 (AP 20.1)  
- Who Am I? (AP 24.1)  
- 166

**Answer Key The Civil War—Unit Assessment and Activity Pages**  
- 182

The following nonfiction excerpt can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

**Nonfiction Excerpt**  
- NFE 1: *Narrative of the Life of Frederick Douglass*
Unit Assessment: The Civil War

A. Circle the letter of the best answer.

1. Who invented the cotton gin?
   a) Thomas Jefferson
   b) Nat Turner
   c) Eli Whitney
   d) John C. Calhoun

2. The Missouri Compromise
   a) allowed Missouri to become a state if it outlawed slavery.
   b) created a line with free states north of it and slave states to the south.
   c) divided the Missouri Territory into the states of Missouri and Illinois.
   d) allowed Missouri to become a state without Congress's approval.

3. Who was Harriett Beecher Stowe?
   a) a famous conductor on the Underground Railroad
   b) a civil war nurse
   c) the wife of Robert E. Lee
   d) the author of Uncle Tom's Cabin

4. In the Dred Scott case, the Supreme Court ruled that
   a) slavery was illegal.
   b) slaves were property, and Congress could not take away a person's right to his property by passing a law.
   c) the Compromise of 1850 was against the Constitution and should not have been passed as a law.
   d) Dred Scott was a free man because he lived in Louisiana.

5. Which man led the attack on the U.S. government arsenal at Harpers Ferry, in the hope of giving guns to slaves?
   a) John Brown
   b) Stephen A. Douglas
   c) Frederick Douglass
   d) Andrew Johnson

6. Who was the president of the Confederacy?
   a) Robert E. Lee
   b) Stephen A. Douglas
   c) Jefferson Davis
   d) Stonewall Jackson
7. Which Union strategy kept the Confederates from selling cotton and buying supplies?
   a) naval blockade
   b) total war
   c) anaconda strategy
   d) march to the sea

8. What was Lincoln’s problem with General McClellan?
   a) McClellan was a poor organizer and trainer of soldiers.
   b) McClellan was too eager to fight the enemy.
   c) McClellan was too reluctant to attack the enemy.
   d) McClellan was trained as an admiral in the navy.

9. The Emancipation Proclamation
   a) freed all slaves in the Confederacy.
   b) ended slavery everywhere.
   c) declared war on the Confederacy.
   d) declared the Missouri Compromise unconstitutional.

10. Which Confederate general was famous for his ability to move and attack quickly?
    a) George McClellan
    b) Stonewall Jackson
    c) David Farragut
    d) George Meade

11. The Union general whose main strategy was to fight and wear down the enemy was
    a) Robert E. Lee.
    b) Stonewall Jackson.
    c) Ulysses S. Grant.
    d) George McClellan.

12. Which woman gained fame as a Civil War nurse and founder of the American Red Cross?
    a) Clara Barton
    b) Harriet Tubman
    c) Harriet Beecher Stowe
    d) Sojourner Truth

13. Which battle started the Civil War?
    a) Fort Sumter
    b) Bull Run
    c) Gettysburg
    d) Chancellorsville
14. Grant’s victory at Vicksburg
   a) gave the Union control of the Mississippi River.
   b) gave the Union control of Richmond.
   c) resulted in the death of Stonewall Jackson.
   d) allowed Lee to escape one more time.

15. In the Gettysburg Address, Lincoln
   a) freed the slaves.
   b) asked the people of Gettysburg to join the Union Army.
   c) honored the fallen soldiers at Gettysburg.
   d) spoke for two hours.

16. Who was Frederick Douglass?
   a) the first African American to serve in Congress
   b) an escaped slave who became an abolitionist
   c) a soldier in the Massachusetts 54th Regiment
   d) the author of the Emancipation Proclamation

17. General Sherman was famous for
   a) his victory at Gettysburg.
   b) his march to the sea.
   c) failing to attack the enemy.
   d) his naval blockade.

18. Who killed Abraham Lincoln?
   a) John Wilkes Booth
   b) John Brown
   c) Stephen A. Douglas
   d) Andrew Johnson

19. The government organization set up to assist former slaves was called the
   a) Army of the Potomac.
   b) Freedmen’s Bureau.
   c) Underground Railroad.
   d) American Red Cross.

20. Which of the following statements is true about Congressional Reconstruction?
   a) It threw out state governments that had passed Black Codes.
   b) It refused to allow Confederate leaders back into Congress.
   c) It ratified amendments to the Constitution to secure the right to vote and a fair trial for black Southerners.
   d) all of the above
B. Match the following vocabulary terms with their definition. Write the correct letter on the line.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Union</td>
<td>a) to accuse a government official of doing something wrong or improper</td>
</tr>
<tr>
<td>22. abolitionist</td>
<td>b) a secret society that fought violently against equal rights for African American people</td>
</tr>
<tr>
<td>23. Underground Railroad</td>
<td>c) a person who worked to end slavery during the 1700s and 1800s</td>
</tr>
<tr>
<td>24. impeach</td>
<td>d) an official change or addition to the Constitution</td>
</tr>
<tr>
<td>25. Ku Klux Klan</td>
<td>e) to formally withdraw membership</td>
</tr>
<tr>
<td>26. civil rights</td>
<td>f) the states that made up the United States of America; during the Civil War the states that supported the U.S. government</td>
</tr>
<tr>
<td>27. emancipation</td>
<td>g) the act of setting someone or something free</td>
</tr>
<tr>
<td>28. constitutional amendment</td>
<td>h) in the United States, the period of rebuilding after the Civil War</td>
</tr>
<tr>
<td>29. Reconstruction</td>
<td>i) a secret organization that helped slaves escape to freedom</td>
</tr>
<tr>
<td>30. secede</td>
<td>j) the rights that all citizens are supposed to have according to the Constitution and its amendments</td>
</tr>
</tbody>
</table>
Performance Task: *The Civil War*

**Teacher Directions:** Ask students to create a one- to two-minute oral presentation discussing an event, figure, or document that was significant to the Civil War. Presentations should include a brief introduction with relevant background information about the topic; an explanation about why the event, figure, or document was significant to the Civil War; and a brief explanation about its effects on the outcome of the war. Students should include a minimum of two visual aids, such as drawings, maps, diagrams, or photographs, to support their presentation.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to develop a brief oral presentation.

<table>
<thead>
<tr>
<th>Topic: Emancipation Proclamation</th>
<th>Key Ideas and Details</th>
</tr>
</thead>
</table>
| **Background Information:**     | • Issued after the Battle of Antietam on January 1, 1863  
                                 | • Lincoln wanted to issue the Emancipation Proclamation after a Union victory |
| **Why It Was Important:**       | • Freed slaves living in rebelling states  
                                 | • Changed the Union’s purpose for fighting the Civil War from preserving the Union to ending slavery |
| **Effects:**                    | • Led to the enlistment of African Americans in the Union, encouraged those resisting in the South |
**Performance Task Scoring Rubric**

**Note:** Students should be evaluated on the basis of their oral presentations, using the rubric.

Students should not be evaluated on the completion of the Notes Table, which is intended to be a support for students as they first think about their written responses.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above Average</strong></td>
<td>Oral presentation is well organized and includes all components. The student demonstrates exceptional background knowledge of their topic. The presentation is clearly articulated and focused and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>Oral presentation is mostly accurate and somewhat detailed. The student demonstrates sufficient background knowledge of their chosen topic. The presentation is focused and demonstrates control of conventions; some minor errors may be present.</td>
</tr>
<tr>
<td><strong>Adequate</strong></td>
<td>Oral presentation is mostly accurate but lacks detail. The student demonstrates some background knowledge of their chosen topic. The presentation may exhibit issues with organization, focus, and/or control of standard English grammar.</td>
</tr>
<tr>
<td><strong>Inadequate</strong></td>
<td>Oral presentation is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of their chosen topic. The presentation may exhibit major issues with organization, focus, and/or control of standard English grammar.</td>
</tr>
</tbody>
</table>
Performance Task Activity: The Civil War

Choose one of the events, documents, or individuals in this unit that you found most interesting or would most like to learn more about. You will create a one- to two-minute oral presentation that discusses the following:

- Background information
- An explanation about why the event, figure, or document was significant to the Civil War
- A brief explanation about its effects on the outcome of the Civil War
- At least two visual aids, such as drawings, diagrams, maps, or photographs

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *The Civil War* as well as to any outside resources you may wish to use.
The Civil War Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to the chapters in The Civil War. You do not need to complete the entire table to create your oral presentation, but you should make sure to include all required parts of your presentation.

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Key Ideas and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Information:</td>
<td></td>
</tr>
<tr>
<td>Why It Was Important:</td>
<td></td>
</tr>
<tr>
<td>Effects:</td>
<td></td>
</tr>
</tbody>
</table>
Map of the Thirteen Colonies
The United States of America and the Confederate States of America

Color the states that remained in the United States of America orange, the states that joined the Confederate States of America green, and the territories yellow.

Name

Date

The United States of America and the Confederate States of America, 1861.
### Two African American Spirituals

#### The Wayfaring Stranger
I’m just a poor wayfaring stranger  
A-travelin’ through this land of woe.  
But there’s no sickness,  
Toil, nor danger  
In that bright world to which I go.  
I’m goin’ there to see my mother.  
I’m goin’ there no more to roam.  
I’m just a-goin’ over Jordan,  
I’m just a-goin’ over home.

#### Sometimes I Feel Like a Motherless Child
Sometimes I feel like a motherless child,  
Sometimes I feel like a motherless child,  
Sometimes I feel like a motherless child,  
A long ways from home,  
A long ways from home,  
True believer,  
A long ways from home,  
A long ways from home.  
Sometimes I feel like I’m almos’ gone,  
Sometimes I feel like I’m almos’ gone,  
Sometimes I feel like I’m almos’ gone,  
Way up in the heav’nly land,  
Way up in the heav’nly land,  
True believer,  
Way up in the heav’nly land,  
Way up in the heav’nly land.  
Sometimes I feel like a motherless child,  
Sometimes I feel like a motherless child,  
Sometimes I feel like a motherless child,  
A long ways from home,  
There’s praying everywhere.
Two African American Spirituals

Read the lyrics of both spirituals. As with other spirituals the African American slaves sang, the reference to the Jordan River in “The Wayfaring Stranger” could refer to the way to heaven. Similarly, “Sometimes I Feel Like a Motherless Child” refers to heaven. Use the Venn diagram below to examine more similarities and differences, comparing attributes, such as language, tone, poetic elements or techniques, and the feelings being expressed.
Choose words from the box to complete the sentences. You will not use all the words.

<table>
<thead>
<tr>
<th>slavery</th>
<th>self-evident</th>
<th>unalienable</th>
<th>civil rights</th>
<th>cultivate</th>
</tr>
</thead>
<tbody>
<tr>
<td>consent</td>
<td>deliverance</td>
<td>outwit</td>
<td>territory</td>
<td>compromise</td>
</tr>
<tr>
<td>statehood</td>
<td>legislature</td>
<td>character</td>
<td>constitutional amendment</td>
<td>mill</td>
</tr>
<tr>
<td>abolitionist</td>
<td>Underground Railroad</td>
<td>surveyor</td>
<td>manufacturing</td>
<td></td>
</tr>
<tr>
<td>urban</td>
<td>rural</td>
<td>resist</td>
<td>resistance</td>
<td></td>
</tr>
</tbody>
</table>

1. Famous William Lloyd Garrison published a newspaper that spoke out against the institution of _________.

2. Some Americans wanted to pass a ________ that would permanently outlaw slavery.

3. Politicians in the North and the South reached a ________ when they agreed to let Missouri enter the Union as a slave state and Massachusetts as a free state.

4. Before a territory could apply for ________, it first needed to have sixty thousand residents.

5. While working in Great Britain, Samuel Slater memorized the design for a cotton ________.

6. The spread of factories and ________ in the North led to the growth of ________ areas.

7. Some slaves were able to ________ their owners and escape to freedom.

8. According to the Declaration of Independence, the rights to “life, liberty, and the pursuit of happiness” are ________.

9. Slaves, and even free African Americans, were denied ________.

10. The ________ helped determine the border between the two states.
Activity Page 10.1 (continued)

The Civil War, 1861–1865

1. When did the opening battle of the Civil War take place at Fort Sumter?

2. According to this map, in which state were the most major battles fought?

3. What kind of battle took place at Hampton Roads on March 9, 1862?

4. Where and when did General Robert E. Lee surrender to General Ulysses S. Grant?
Use the clues to complete the crossword puzzle with the terms from the box. If a term has two or more words, leave out the spaces between words when writing them in the puzzle.

senator  admission  secede  fugitive  constitutional  exercise
Supreme Court  endure  dissolve  natural rights  arsenal
Confederate  preserve  ammunition  bombardment  tide of battle
upper hand  defensive

Across
8. to last
10. of or relating to the eleven states that seceded from the Union to form a new and separate republic
13. a person who runs away or hides to avoid capture
14. bullets or shells
18. a continuous attack with bombs, missiles, or other types of ammunition

Down
1. control or advantage
2. to end something, such as an organization
3. a member of the Senate in the Congress of the United States
4. to actively use or do something
5. to formally withdraw membership
6. a place where weapons and other military equipment are stored
7. allowed or legal under the terms of the U.S. Constitution
9. designed to keep safe or protect against attack
11. the highest court in the land
12. the way in which a conflict is going
15. rights that all people are born with and that cannot be taken away by the government
16. permission to join a group or enter a place
17. to keep or save
Activity Page 10.2 (continued)

Domain Vocabulary: Chapters 6–10

Use with Chapter 10
Read the passage to get an idea of how soldiers felt when they were actually in battle. Then, answer the questions on the next page.

At the beginning of the war, men hurried to enlist. Both sides were convinced it would be a short war, and no one wanted to miss the thrill and excitement of battle. The passage below was written by David Thompson of the New York 9th Volunteers at the Second Battle of Bull Run in 1862.

We lay there til dusk, perhaps an hour, when the fighting [stopped]. During that hour, while the bullets snipped the leaves from a young locust tree growing at the edge of the hollow and powdered us with fragments, we had time to [think] on how many things—among others, on the impatience with which men [shout], in dull times, to be led into a fight. We heard all through the war that the army “was eager to be led against the enemy.” It must have been so for truthful [newspaper reporters] said so, and editors confirmed it. But when you came to hunt for this particular itch, it was always the next regiment that had it. The truth is, when bullets are whacking against tree trunks and solid shots are cracking against skulls like eggshells, the consuming passion in the breast of the average man is to get out of the way. Between the physical fear of going forward and the moral fear of turning back, there is a predicament of exceptional awkwardness from which a hidden hole in the ground would be a wonderfully welcome outlet.

Night fell, preventing further struggle. Of 600 men of the regiment who crossed the creek at 3 o’clock that afternoon, 45 were killed and 176 wounded. The Confederates held possession of that part of the field over which we had moved, and just after dusk they sent out detachments to collect arms and bring in prisoners. When they came to our hollow, all the unwounded and slightly wounded there were marched to the rear—prisoners of the 15th Georgia. We slept on the ground that night without protection of any kind for, with a recklessness quite common throughout the war, we had thrown away every incumbrance (blankets, coats, packs) on going into the fight.
A Soldier’s Thoughts

1. What does Thompson say about a soldier’s eagerness to fight?

2. What does Thompson mean when he says “a hidden hole in the ground would be a wonderfully welcome outlet”?

3. What happened after dusk?

4. Why did the soldiers throw away blankets, coats, and other “incumbrances”? 
Use the clues to answer the riddles below. You will not use all the words.

<table>
<thead>
<tr>
<th>strategy</th>
<th>blockade</th>
<th>manpower</th>
<th>volunteer</th>
<th>caution</th>
<th>secretary of war</th>
</tr>
</thead>
<tbody>
<tr>
<td>decisiveness</td>
<td>peninsula</td>
<td>emancipation</td>
<td>righteous</td>
<td>decree</td>
<td>colonel</td>
</tr>
<tr>
<td>mystify</td>
<td>tactic</td>
<td>bonus</td>
<td>draft</td>
<td>substitute</td>
<td></td>
</tr>
</tbody>
</table>

1. I am a plan of action used to attain a certain goal. That makes me a ____________________________.

2. Both the Union and the Confederacy paid these to encourage people to enlist in the army. What am I? ____________________________

3. I agree to participate in an event. That makes me a ____________________________.

4. Both the Union and the Confederacy used me to require men to serve in the military. What am I? ____________________________

5. I prevent supplies or goods usually traveling across water from entering a place. I am a ____________________________.

6. I am a high-ranking official in the military. Who am I? ____________________________

7. I am a government official responsible for planning and executing wars. That makes me a ____________________________.

8. Wealthy men paid me to serve for them in the military during the Civil War. What am I? ____________________________

9. I am a formal statement from the government. That makes me a ____________________________.

10. People exercise me when they are being careful or avoiding danger. What am I? ____________________________
Domain Vocabulary: Chapters 16–20

Use the clues to complete the crossword puzzle with the terms from the box. Leave out any spaces between words and any punctuation marks when writing the terms in the puzzle.

<table>
<thead>
<tr>
<th>spy</th>
<th>warehouse</th>
<th>battlefront</th>
<th>surgeon</th>
<th>stronghold</th>
<th>siege</th>
</tr>
</thead>
<tbody>
<tr>
<td>telegraph</td>
<td>consecrate</td>
<td>hallow</td>
<td>states’ rights</td>
<td>governor</td>
<td>cabinet</td>
</tr>
<tr>
<td>manufactured good</td>
<td>bind</td>
<td>malice</td>
<td>racist</td>
<td>secret agent</td>
<td></td>
</tr>
</tbody>
</table>

**Across**

3. to communicate over long distances by sending signals through wires
5. a person who collects secret information about an enemy, often while in enemy territory
8. a place that is strengthened or fortified against an attack
9. a spy; a person who collects and reports secret information about other governments or countries
10. a person who believes one race of people is superior to, or better than, another
12. political powers that belong to state governments under the Constitution; also, the belief that the federal government should have less power and state governments should have more
15. a desire to hurt another person
16. an item made in large numbers for sale or trade

**Down**

1. a group of government officials who advise the president
2. a large building where goods are stored
4. to honor or respect
5. a battle strategy in which enemy soldiers surround a building or place so that those under attack cannot receive supplies; blockade
6. to tie up
7. the place where soldiers fight during a battle
11. to declare something sacred or holy
13. a doctor who is trained to perform surgery, or operations
14. the elected leader of a state in the United States
Name ________________________________ Date _________________________

Activity Page 24.1 Use with Chapter 24

Who Am I?

In the left column are some of the people you have read about in The Civil War unit. In the right column are statements that the individuals actually made or might have made. Match each person with a statement by writing the correct letter on the line.

_____ 1. Harriet Tubman  a) “The Supreme Court kept me from my freedom.”
_____ 2. Andrew Johnson  b) “I never thought my cotton gin would change history.”
_____ 3. Eli Whitney  c) “I founded the American Red Cross.”
_____ 4. Dred Scott  d) “I won the debates, but he became President.”
_____ 5. Stonewall Jackson  e) “I never thought I would be impeached.”
_____ 6. John Brown  f) “It was hard memorizing all the parts to the machine and building it from memory.”
_____ 7. Clara Barton  g) “I was shot by my own men.”
_____ 8. Abraham Lincoln  h) “I will attack no matter what and win the war.”
_____ 9. Frederick Douglass  i) “I was the most famous conductor on the Underground Railroad.”
_____ 10. Ulysses S. Grant  j) “I will raid the arsenal and start a war to end slavery.”
_____ 11. Stephen A. Douglas  k) “I will not move my army until I am absolutely ready.”
_____ 13. George McClellan  m) “I never thought my book would turn so many people against slavery.”
_____ 15. John Wilkes Booth  o) “I never wanted to fight against the Union, but I could not turn my back on Virginia.”
_____ 16. Samuel Slater  p) “I escaped from slavery and became a leading abolitionist and speaker.”
Answer Key: The Civil War

Unit Assessment
(pages 158–161)

1. c  2. b  3. d  4. b  5. a  6. c  7. a  8. c  9. a  10. b  
11. c  12. a  13. a  14. a  15. c  16. b  17. b  18. a  
27. g  28. d  29. h  30. e

Activity Pages

Two African American Spirituals (AP 2.1)
(pages 168–169)

Possible answers may include:

The Wayfaring Stranger: no repeated lines; poet or singer is more optimistic; two verses

Sometimes I Feel Like a Motherless Child: poet or singer is sad; three verses; poet or singer feels very far from heaven

Domain Vocabulary: Chapters 1–5 (AP 5.1)
(page 170)

1. abolitionist, slavery  6. manufacturing, urban  
2. constitutional amendment  7. outwit  
3. compromise  8. unalienable  
4. statehood  9. civil rights  
5. mill  10. surveyor

The Civil War, 1861–1865 (AP 10.1)
(pages 172–173)

1. April 12–14, 1861  
2. Virginia  
3. a sea battle  
4. Appomattox Court House in Virginia on April 9, 1865

Domain Vocabulary: Chapters 6–10 (AP 10.2)
(pages 174–175)

Across

8. endure  
10. confederate  
13. fugitive  
14. ammunition  
18. bombardment

Down

1. upper hand  
2. dissolve  
3. senator  
4. exercise  
5. secede  
6. arsenal  
7. constitutional  
9. defensive  
11. Supreme Court  
12. tide of battle  
15. natural rights  
16. admission  
17. preserve

A Soldier’s Thoughts (AP 12.1)
(pages 176–177)

1. When faced with actual battle, most soldiers would like to be elsewhere.  
2. Soldiers are afraid and would prefer a place to hide.  
3. Fighting ceased and Confederate detachments came to collect arms and take the able-bodied prisoners.  
4. Fear and excitement of battle made the soldiers focus only on the immediate moment and not on the practical needs or the future.

Domain Vocabulary: Chapters 11–15 (AP 15.1)
(page 178)

1. strategy  
2. bonus  
3. volunteer  
4. draft  
5. blockade  
6. colonel  
7. secretary of war  
8. substitute  
9. decree  
10. caution
### Domain Vocabulary: Chapters 16–20 (AP 20.1) (pages 179–180)

**Across**

3. telegraph  
5. spy  
8. stronghold  
9. secret agent  
10. racist  
12. states’ rights  
15. malice  
16. manufactured good

**Down**

1. cabinet  
2. warehouse  
4. hallow  
5. siege  
6. bind  
7. battlefront  
11. consecrate  
13. surgeon  
14. governor

### Who Am I? (AP 24.1) (page 181)

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<th>Across</th>
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