



Harriet Tubman



The Civil War

Teacher Guide

Union soldier



Confederate soldier



An illustration of a woman in a bonnet and long dress standing in a field of tall grass at sunset. The woman is looking to the right. The sky is orange and yellow with a crescent moon and birds. The grass is tall and brown.

The Civil War

Teacher Guide



Core Knowledge

Creative Commons Licensing

This work is licensed under a
Creative Commons Attribution-NonCommercial-ShareAlike
4.0 International License.



You are free:

- to Share**—to copy, distribute, and transmit the work
- to Remix**—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2019 Core Knowledge Foundation

www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™, and CKHG™ are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 978-1-68380-475-8

A faint, light blue background illustration of Harriet Tubman, showing her from the waist up, wearing a headscarf and a long dress, with her hands clasped in front of her. The illustration is positioned on the left side of the page, partially overlapping the white table of contents box.

The Civil War

Table of Contents

Introduction	1
Chapter 1 Slavery in the United States	16
Chapter 2 Harriet Beecher Stowe and Harriet Tubman	25
Chapter 3 Abraham Lincoln and the Coming of War	36
Chapter 4 The War Begins	46
Chapter 5 Lee and Grant	55
Chapter 6 The War Ends	62
Chapter 7 Clara Barton	69
Teacher Resources	82

The Civil War

Teacher Guide

Core Knowledge History and Geography™ 2

Introduction

ABOUT THIS UNIT

The Big Idea

The controversy between the North and the South over slavery, as well as differing points of view on other issues, resulted in the Civil War.

In 1858, just two years before he was elected president, Abraham Lincoln warned America, “A house divided against itself cannot stand.” Lincoln said that the United States was divided on the issue of slavery.

In 1861, Lincoln’s warnings proved true. The United States was united no longer. Slavery had so divided the nation that neighbor began to fight neighbor and brother fought brother. The Civil War lasted four years and cost hundreds of thousands of lives. Eventually, the armies of the United States, guided by Ulysses S. Grant, prevailed over the Confederate armies, led by Robert E. Lee.

It is important to note that the United States did not cease to exist when eleven slaveholding states seceded in 1860 and 1861. It remained the United States, made up mostly of Northern states without slavery, but also containing four slaveholding states that never seceded—Missouri, Kentucky, Maryland, and Delaware. The Confederacy contained three and a half million African Americans and perhaps half a million others who did not think of themselves as Confederates. Adding the four slaveholding states that stayed loyal pushes both those totals far higher for Southerners who were not Confederates. Therefore, we should think of the conflict as one between the United States and the Confederacy, not the North and the South.

This unit introduces students to some of the events that led up to the Civil War and important historical figures, including Lincoln, Grant, Lee, Harriet Tubman, Harriet Beecher Stowe, and Clara Barton. Students will study the Civil War in more detail in Grade 5.

What Students Should Already Know

Students in Core Knowledge schools should be familiar with the following:

Geography

- maps and globes: what they represent, how we use them
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- how to identify and locate the seven continents on a map and globe:
 - Asia; identify Asia as the largest continent with the most populous countries in the world
 - Europe
 - Africa
 - North America
 - South America
 - Antarctica
 - Australia
- how to identify the major oceans: Pacific, Atlantic, Indian, Arctic
- how to find directions on a map: north, south, east, west
- the following countries of North America—Canada, the United States, Mexico—and the countries of Central America
- locations of the Mississippi River, the Appalachian and Rocky Mountains, and the Great Lakes, as well as how to find them on a map of the United States
- locations of the equator, Northern Hemisphere, Southern Hemisphere, and North and South Poles
- that the United States has fifty states: forty-eight contiguous states, plus the states of Alaska and Hawaii
- the names of their continent, country, state and state capital, neighboring states, and community
- the following geographical terms when used in relation to the United States: *peninsula, harbor, bay, island, valley, desert, coast, prairie, oasis*

Students in Core Knowledge schools and/or who used Core Knowledge History and Geography™ (CKHG™) in Grades 1 and 2 should also be familiar with the following:

History

- the features of the early Maya, Aztec, and Inca civilizations
- the exploration and settlement of North and South America by Europeans during the 1400s and 1500s
- the establishment of the thirteen English colonies on the East Coast of what later came to be known as the United States of America
- the American Revolutionary War, in which the colonists fought the British and declared their independence from Great Britain
- the Declaration of Independence, drafted by Thomas Jefferson, as the cornerstone of the nation's democracy
- how George Washington, Benjamin Franklin, and Thomas Jefferson played crucial roles in early American history
- why the American colonists fought the British in the Revolutionary War
- the difficulties and challenges that the Americans faced at the end of the Revolutionary War
- that the Constitution was created so that Americans would have a written set of laws or rules describing how the new American government would work
- that the men who wrote the Constitution often had different opinions and did not always agree with one another
- the importance of compromise in creating the Constitution
- why some Americans were worried about creating the Constitution
- why many Americans wanted the Constitution to include a bill of rights
- why James Madison is called the Father of the Constitution
- that the Constitution is considered the highest law of the United States of America
- that "We the people . . ." are the first three words of the Constitution, a phrase meaning that the government gets its power to make laws from the people
- that the first ten amendments to the Constitution are called the Bill of Rights

- that impressment was Great Britain's way of acquiring the sailors it needed to fight in its war against France
- that Great Britain provided a Native American Shawnee Chief named Tecumseh with weapons to aid in his conflict with American settlers
- that James Madison was the president of the United States, and his wife, Dolley Madison, was the First Lady, during the War of 1812
- that Paul Jennings, an enslaved servant of Dolley Madison while she lived in the White House, saved the Declaration of Independence and a painting of George Washington from being destroyed when the British burned the White House
- that the USS *Constitution*, "Old Ironsides," was an important symbol of the War of 1812
- that the term "The Star-Spangled Banner" was first used by Francis Scott Key to refer to the American flag that flew at Fort McHenry in Baltimore, Maryland, when the British attacked the fort
- that Francis Scott Key wrote "The Star-Spangled Banner"
- that Andrew Jackson led the American army that defeated the British at the Battle of New Orleans, which took place after the peace treaty to end the war had been signed
- that Daniel Boone carved a path through the Appalachian Mountains called the Wilderness Road
- that President Thomas Jefferson purchased the Louisiana Territory from France
- that Meriwether Lewis and William Clark explored the new territory, looking for an all-water route to the Pacific
- that Sacagawea was the Native American guide who helped the Lewis and Clark expedition
- that thanks to the invention of the steamboat, the completion of the transcontinental railroad, and the use of wagon trains, more and more Americans began to move west, away from the Atlantic Ocean coast, and to settle parts of the country that were new to them
- that Native Americans were already living in many of the areas where pioneers wanted to settle
- that as a result of westward expansion, Native Americans were displaced from their homes and ways of life, including forced removal to reservations in what became known as the Trail of Tears

What Students Need to Learn

- that some people living in the Southern states had differing points of view about using enslaved labor compared to some people living in the Northern states
- that Abraham Lincoln was the president of the United States at the time the Civil War started and that he believed it was important to “keep the Union together”
- that soldiers who fought for the United States during the war were called Yankees, and soldiers who fought for the Confederacy were called Rebels
- that Ulysses S. Grant was the general who led the Union army during the war, and Robert E. Lee was the general who led the Confederate army
- the Underground Railroad and Harriet Tubman’s role in its activities
- that Harriet Beecher Stowe called attention to the suffering of slaves through her book, *Uncle Tom’s Cabin*
- Clara Barton and her role during the Civil War
- the main idea of the Emancipation Proclamation

AT A GLANCE

The most important ideas in Unit 9 are:

- The presence of enslaved workers in America became an evermore challenging issue with regard to the number of free states versus slave states and the link between slavery and the Southern agricultural economy.
- Abraham Lincoln's major objective was to preserve the Union.
- Ulysses S. Grant and Robert E. Lee, the most important generals on either side of the war, had contrasting careers.
- People such as Harriet Tubman helped slaves escape through the Underground Railroad.
- Other people, such as Harriet Beecher Stowe, wrote articles and books to call attention to the suffering of slaves.
- Clara Barton was a pioneering battlefield nurse who also lobbied for the founding of the American Red Cross.
- The Emancipation Proclamation freed slaves in the Confederate-held states.

WHAT TEACHERS NEED TO KNOW

The Civil War, or the War Between the States as it was known in the South after the war, arose out of social, political, and economic differences between the Northern and Southern states. In the Northern states, slavery had gradually been abandoned. In the Southern states, slavery had become both an economic system and a way of life. There were about 1,800 large plantations in the South and hundreds of thousands of small farms. The large plantations had one hundred or more slaves and raised rice, sugar, tobacco, or cotton, depending on whether the plantation was located in Virginia, Kentucky, Tennessee, North Carolina, along the coast, or in the Deep South, where cotton was king. Small farmers owned no slaves and raised their own food and a small cash crop such as tobacco or cotton.

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 extolled the virtues of slavery, which 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. Southerners also pointed to precedents for slavery in the Bible and in ancient Greece and Rome.

NOTE TO TEACHERS

Talking About Slavery

As you present the Read Alouds in this unit, you will note references to the fact that slavery existed in the United States. 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.

You should be prepared for comments and/or questions that your students may have about slavery. We strongly recommend that you consult the excellent resources provided by the following organizations for more support and specific suggestions as to how to discuss racism and discrimination with young students.

Embrace Race

The Embrace Race website provides free resources, including video clips, blog posts, and tip sheets for talking with students about race, racism, and how to make changes. You may find the following specific resources of particular interest:

- “Talking Race & Kids”—This is an online series of live and recorded video clip conversations with individuals who have experience and expertise in talking with students about race. You can register for upcoming conversations, as well as watch previously recorded clips.
- “8 Tips for Talking to Your Child About Racial Injustice”
- “How to Use Books to Engage Kids in Rich Conversations About Differences? Plan Your Read-Aloud!”
- “7 Ways to Highlight Resistance Efforts When Discussing Oppression with Children”

Facing History and Ourselves

Facing History and Ourselves is a nonprofit international educational and professional development organization with the mission to engage students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry. You may find this selection of particular interest:

- “Race and Racism”—a letter by Lisa Delpit to her nine-year-old daughter

Teaching Tolerance

The mission of Teaching Tolerance is to help teachers and schools educate children and youth to be active participants in a diverse democracy. Their website provides free resources to educators—teachers, administrators, counselors, and other practitioners—who work with children from Kindergarten through high school. You may find this free downloadable resource of particular interest:

- “Let’s Talk: Discussing Race, Racism and Other Difficult Topics with Students”

Use this link to download the CKHG Online Resources for this unit, where the specific links to all of these resources can be found:

www.coreknowledge.org/ckhg-online-resources

Some may question whether students in Grades K–2 are too young to be introduced to the topic of slavery in American history, as described in this chapter. After much thought and discussion with child development specialists, as well as historians, it is our belief that age-appropriate conversations about the inhumane practices of slavery, indeed about any form of racism and/or discrimination, are a necessary first step to helping young students begin to understand and accept individuals who may be different from themselves.

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*.

UNIT RESOURCES

Teacher Components

The Civil War Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the text with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art or music activities, that may be used to reinforce students' understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Unit Assessment, Performance Task Assessment, Student Activity Pages, and instructions for My Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 82. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter to family designed to be used at the start of this unit.

- » The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.

- » The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » My Passport is a tangible reminder and souvenir of the various events and places that students using the CKHG units at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures and/or geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passport. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Student Component

The Civil War Student Book includes seven chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades.

Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves. For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources

USING THE TEACHER GUIDE

Pacing

The Civil War unit is one of eleven world and American history and geography units in the Grade 2 CKHG series that we encourage teachers to use over the course of the school year. We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on page 15 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than ten to fifteen days teaching *The Civil War* unit so that you have sufficient time to teach the other units in the Grade 2 CKHG series.

Reading Aloud

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (**like this**). Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when you read aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher’s attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Turn and Talk

Specific instances in the Read Aloud portion of the lesson are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Big Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

Read Aloud Chapters	Big Questions	Core Vocabulary
Chapter 1: Slavery in the United States	How did people living in the United States differ in their views about slavery?	slavery, enslaved, South, generation, freedom, North, territories, Union, evils
Chapter 2: Harriet Beecher Stowe and Harriet Tubman	What did Harriet Beecher Stowe and Harriet Tubman do to fight against slavery?	character, slave catchers, escaped, transportation, survive, wilderness
Chapter 3: Abraham Lincoln and the Coming of War	Why did the North and South go to war?	debated, ran for president, lawyer, politician, Confederate States of America, tensions
Chapter 4: The War Begins	What was the Emancipation Proclamation?	uniforms, battle, victory, retreated, factories, general, invasion
Chapter 5: Lee and Grant	Who were Robert E. Lee and Ulysses S. Grant?	military academy, commander, capital
Chapter 6: The War Ends	Which side won the Civil War: the United States or the Confederacy?	advancing, supplies, surrender
Chapter 7: Clara Barton	Who was Clara Barton?	harvest, spied

Activity Pages

Activity Pages The following activity pages can be found in Teacher Resources, pages 119–125. They are to be used with the lesson specified for additional class work or in some instances may be sent home to make parents aware of what students are studying. Be sure to make sufficient copies for your students before conducting the activities.



- AP 1.1
 - AP 1.2
 - AP 1.3
 - CA.1
 - CA.2
- Chapter 1—Letter to Family (AP 1.1)
 - Chapter 1—World Map (AP 1.2)
 - Chapters 1–7—Map of the United States During the Civil War (AP 1.3)
 - Culminating Activity—Civil War Stick Puppets (AP CA.1)
 - Culminating Activity—Civil War Matchup (AP CA.2)

Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students’ interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links before using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts

Poetry

- “Harriet Tubman”
- “Lincoln”

Music

- “Follow the Drinking Gourd”
- “Swing Low, Sweet Chariot”
- “When Johnny Comes Marching Home”



A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

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 important content in our American history units that will help students deepen their understanding of U.S. history, laws, and government. In Grades 3–6, we denote content related to this civics instruction with an American flag icon. For Grades K–2, we have shaped each American history unit as a whole to provide basic, foundational information key to civics instruction.

In choosing the specific content in our American history units, we have been guided by the *Core Knowledge Sequence*. The *Sequence* topics align well with the civics test developed by the U.S. Citizenship and Immigration Services, which is required for all immigrants wishing to become naturalized American citizens.

Students who have used our American history materials throughout the *Core Knowledge Curriculum Series™* 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

Resources for Teachers:

Carson, Mary Kay. *The Underground Railroad for Kids: From Slavery to Freedom*. Chicago, IL: Chicago Review Press, 2005.

Gallagher, Gary W., and Joan Waugh. *The American War: A History of the Civil War Era*. 2nd ed. State College, PA: Flip Learning, 2019.

Gallagher, Gary W. *The Confederate War*. Cambridge, MA: Harvard University Press, 1999.

Gallagher, Gary W. *The Union War*. Cambridge, MA: Harvard University Press, 2012.

Sanders, Nancy I. *A Kid's Guide to African American History*. Chicago, IL: Chicago Review Press, 2007.

Resources for Students:

Altman, Linda Jacobs. *The Legend of Freedom Hill*. Illustrated by Cornelius Van Wright and Ying-Hwa Hu. New York: Lee & Low Books, 2003.

Armand, Glenda. *Ira's Shakespeare Dream*. Illustrated by Floyd Cooper. New York: Lee & Low Books, 2015.

Armand, Glenda. *Love Twelve Miles Long*. Illustrated by Colin Bootman. New York: Lee & Low Books, 2015.

Bauer, Patricia. *B is for Battle Cry: A Civil War Alphabet*. Illustrated by David Geister. Chelsea, MI: Sleeping Bear Press, 2009.

Bowman, Donna Janell. *Step Right Up: How Doc and Jim Key Taught the World about Kindness*. Illustrated by Daniel Minter. New York: Lee & Low Books, 2016.

Cooper, Floyd. *Juneteenth for Mazie*. Mankato, MN: Picture Window Books, 2016.

Gilpin, Caroline Crosson. *National Geographic Readers: Abraham Lincoln*. Washington, D.C.: National Geographic Children's Books, 2012.

Halfmann, Janet. *Midnight Teacher: Lilly Ann Granderson and Her Secret School*. Illustrated by London Ladd. New York: Lee & Low Books, 2018.

Halfmann, Janet. *Seven Miles to Freedom: The Robert Smalls Story*. Illustrated by Duane Smith. New York: Lee & Low Books, 2012.

Hopkinson, Deborah. *Sweet Clara and the Freedom Quilt*. Illustrated by James Ransome. New York: Dragonfly Books, 1995.

Igus, Toyomi. *Going Back Home: An Artist Returns to the South*. Illustrated by Michele Wood. Dansbury, CT: Children's Press, 1997.

Kamma, Anna. *If You Lived When There Was Slavery in America*. Illustrated by Pamela Johnson. New York: Scholastic, 2004.

Levine, Ellen. *Henry's Freedom Box: A True Story from the Underground Railroad*. Illustrated by Kadir Nelson. New York: Scholastic Press, 2007.

Miller, William. *Frederick Douglass: The Last Day of Slavery*. Illustrated by Cedric Lucas. New York: Lee & Low Books, 2005.

Tate, Don. *It Jes' Happened: When Bill Traylor Started to Draw*. Illustrated by R. Gregory Christie. New York: Lee & Low Books, 2019.

Vaughan, Marcia. *The Secret to Freedom*. Illustrated by Larry Johnson. New York: Lee & Low Books, 2002.

Vaughan, Marcia. *Up the Learning Tree*. Illustrated by Derek Blanks. New York: Lee & Low Books, 2009.

Weatherford, Carole Boston. *Moses: When Harriet Tubman Led Her People to Freedom*. Illustrated by Kadir Nelson. New York: Hyperion Books, 2006.

Winter, Jeanette. *Follow the Drinking Gourd*. New York: Dragonfly Books, 1992.

THE CIVIL WAR PACING GUIDE

_____’s Class

Note to Teacher: *The Civil War* is intended to be taught as the ninth unit of Grade 2 CKHG.

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Civil War

--	--	--	--	--

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Civil War

--	--	--	--	--

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Civil War

--	--	--	--	--

CHAPTER 1

Slavery in the United States

Primary Focus Objectives

- ✓ Understand that when Europeans began to settle in what became the United States, they soon brought Africans to work as slaves there. (RI.2.1, SL.2.3)
- ✓ Understand that there were disagreements about slavery between people living in the Northern states and people living in the Southern states. (RI.2.1, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *slavery, enslaved, South, generation, freedom, North, territories, Union*, and *evils*. (L.2.4, L.2.5)

Materials Needed

Activity Pages



AP 1.1

AP 1.2

AP 1.3

- individual student copies of *The Civil War Student Book*
- individual student copies of Letter to Family (AP 1.1)
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of the United States During the Civil War (AP 1.3)

What Teachers Need to Know

The Controversy Over Slavery

As slavery was gradually abandoned in the Northern states, it was still very much a way of life in the Southern states. Southern slaveholders insisted that their economy could not survive without slave labor, while abolitionists argued for the freedom of enslaved people.

It is important to note that while the institution of slavery existed mainly in the South, the entire American economy benefited from it. The North profited from the processing and exportation of the agricultural products harvested by slave labor.

Compromises

Beginning with the Declaration of Independence, when the delegates to the Second Continental Congress removed references to King George'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—they 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 of Representatives, as well as direct taxation. This is known as the three-fifths clause. The new Constitution did mandate an end to the importation of slaves by 1808, but it did not abolish slavery nor end the internal slave trade.
- The Fugitive Slave Act of 1793 declared it illegal for slaves to run away. Hence, the federal government supported the hunting of slaves.
- In 1820, the Missouri Compromise enabled Missouri to enter the Union as a slave state, as long as Maine entered as a free state and any new states created from the Louisiana Purchase above the thirty-sixth parallel would be free. The compromise kept the balance between free and slave states but set up future conflicts over the entrance of new states into the Union.
- The Compromise of 1850 allowed California to enter the Union as a free state and the Utah and New Mexico Territories to decide for themselves if they would enter as free or slave states. Congress also abolished the slave trade in the District of Columbia and tightened the Fugitive Slave Act, requiring the return of escaped slaves to their owners and rewarding those who assisted in the catching of slaves. This compromise appeased the North and the South for a time.
- The Kansas-Nebraska Act of 1854 took up the issue of slavery in lands above the thirty-sixth parallel and overturned the Missouri Compromise of 1820. The new law allowed voters in the territories of Nebraska and Kansas to determine for themselves whether the states should be free or slave states. Nebraskans voted to become a free state, whereas bloody fighting broke out in Kansas as proslavery and antislavery factions fought each other for power and the outcome of the vote.

THE CORE LESSON

Introduce *The Civil War* and Chapter 1: “Slavery in the United States”

Activity Page



AP 1.2



Distribute and show students the World Map (AP 1.2), briefly reviewing the name and location of each continent. Remind students that there are different countries on each continent; for example, the North American continent includes the countries of Canada, the United States, and Mexico. **Ask students to point to the approximate location of the United States on the map.**

Activity Page



AP 1.3

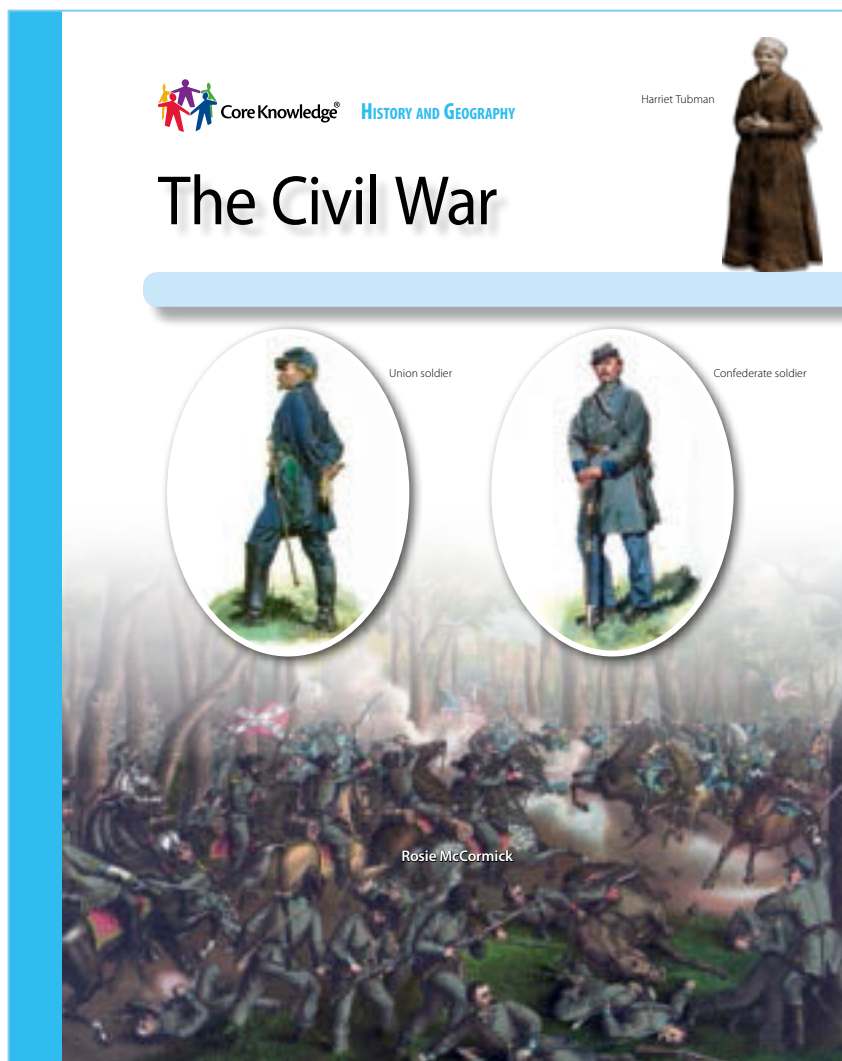


Distribute and show students the Map of the United States During the Civil War (AP 1.3). Explain that this map shows the United States about 160 years ago, which is the time period that they will learn about in this unit. Remind students that although there are currently fifty states in the United States of America, there were fewer almost 160 years ago, as shown on this map.

Tell students that throughout its history, the United States has, at different points in time, fought and gone to war with other countries around the world. Students in Core Knowledge schools may recall having learned, for example, about the American Revolutionary War and the War of 1812; the United States fought against the country of Great Britain in both of these wars.

Tell students that the name of this unit is *The Civil War*. Unlike other wars that students have learned about, in the Civil War, Americans from some states went to war with Americans living in other states.

Distribute copies of the Student Book to the class, and call students' attention to the images on the cover as you read aloud the captions. Explain that the cover images show some of the people and events that students will learn about in this unit.



Tell students that you are going to pretend that you have a special machine so that you can all travel back in time to visit America about 160 years ago, before the Civil War.

Ask students to close their eyes and make sure that they are “buckled in,” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to America 160 years ago, before the Civil War!” and then ask students to open their eyes.

Tell students that the first chapter that you will read aloud to them is called “Slavery in the United States.”

CORE VOCABULARY—Explain that **slavery** is a system in which people are legally owned by another and forced to work, often without pay.

Big Question

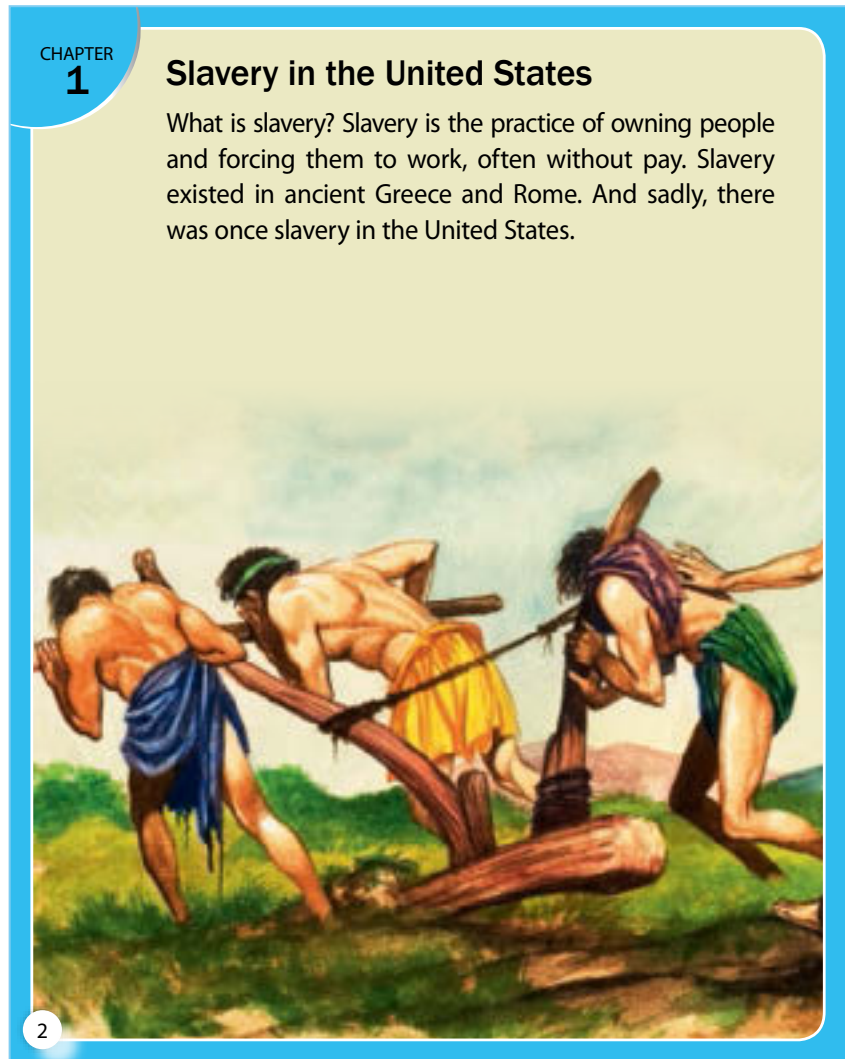
How did people living in the United States differ in their views about slavery?

Core Vocabulary

slavery enslaved South generation freedom North territories
Union evils

Chapter 1: “Slavery in the United States”

Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Ask students to listen carefully to find out what people living in the United States 160 years ago thought about slavery.



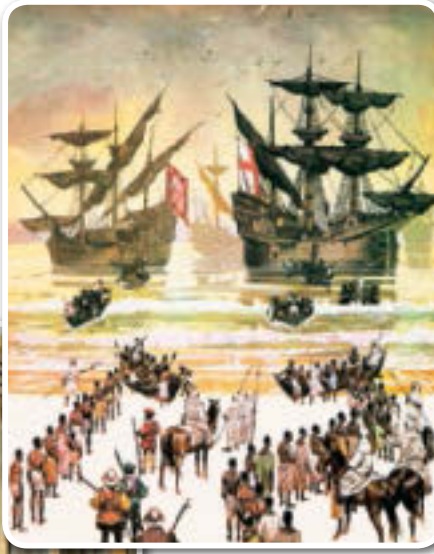
Ask students the following question:

LITERAL—What is slavery?

» Slavery is the practice of owning people and forcing them to work, often without pay.

Now ask students to look at the images on page 3 as you read aloud.

In the 1600s, Africans were enslaved and forced to come to America to work. Most enslaved Africans worked on large farms in the South called plantations.



The slaves' children and grandchildren were enslaved too. And so it went across the years. One slave generation after the next, born into enslavement, with little hope of freedom.

3

CORE VOCABULARY—Explain that to be **enslaved** is to be forced to work for others without being paid or having any freedom. Usually, people who were enslaved were owned by the people forcing them to work without pay. Further explain that people who are enslaved are called slaves. Throughout history, when slavery has existed, the people who were slaves were often treated poorly.

Activity Page



AP 1.3



CORE VOCABULARY—Explain that the **South** refers to the states in the southeastern and south-central part of the United States. These included Louisiana, Arkansas, Texas, Mississippi, North Carolina, South Carolina, Virginia, Florida, Georgia, Alabama, Tennessee, Missouri, Kentucky, Maryland, and Delaware. **Point out the region of the South on Map of the United States During the Civil War (AP 1.3)**

CORE VOCABULARY—Explain that a **generation** is all the people who are born around the same time. For example, everyone who is in Grade 2 is part of the same generation because they were all born around the same time.

CORE VOCABULARY—Explain that **freedom** is having the power to make your own decisions and to do what you want. Someone who has freedom is not enslaved or kept by others.

SUPPORT—Review the images on the page, helping students to understand what each image shows. The top image shows captured Africans being loaded onto cargo ships to be brought to the Americas. The bottom image shows an African girl being sold. There are other Africans sitting behind her waiting to be sold. Slave owners bought and sold their slaves. The sale would be held in a public place, where many people could see the slaves on display.

Ask students the following question:

LITERAL—How did slavery in America start?

- » Africans were enslaved and brought to America in the 1600s to work on large farms called plantations.

Ask students to look at the images on page 4 as you read aloud.

Some enslaved people lived in the North, but fewer were needed there to work. However in the South, the demand for slaves grew with the demand for tobacco, sugar, and cotton. Slaves were needed to plant and harvest these crops. Tobacco, sugar, and cotton not only made some powerful Southern

plantation owners very rich, it made America rich too!



Some Southern plantation owners lived in very grand homes. They had lots of slaves. In the Northern states, over time, slavery was no longer allowed.

4

Activity Page



AP 1.3



CORE VOCABULARY—Explain that the **North** refers to the states in the northeastern and north-central part of the United States. **Point out the region of the North on Map of the United States During the Civil War (AP 1.3).**

SUPPORT—Make sure students understand that the main images on the page show enslaved workers on Southern plantations. There are no images on the page that show life in the North, although some Northern businesses also benefited from the Southern crops they processed and sold.

Ask students the following questions:

LITERAL—Were there more slaves in the North or the South?

» There were more slaves in the South.

LITERAL—Why did the plantation owners in the South think they needed slaves?

» Plantation owners thought they needed slaves to plant and harvest tobacco, sugar, and cotton.

LITERAL—What was the result of using slave labor on plantations in the South? What happened to Southern plantation owners who used slaves?

» The plantation owners became rich from selling valuable tobacco, sugar, and cotton.

Now ask students to look at the images on page 5 as you read aloud.

In the 1840s and 1850s, new territories in the West and Midwest were ready to become U.S. states and join the Union. Many people in the North wanted these new states to be free states—places where slavery was not allowed.


But in the South, the plantation owners worried that if there were more free states than slave states, people would try to end slavery. Then how would plantation owners grow tobacco, sugar, and cotton?



5

CORE VOCABULARY—Explain that **territories** are areas of land.

CORE VOCABULARY—Explain that the **Union** was another name for the United States.

 **SUPPORT**—Use the map on page 5 to review with students the South (the green area), the North (the orange area, from Iowa east), and the West (the orange area north and west of Iowa plus the yellow area).

Ask students the following questions:

LITERAL—What did it mean to be a free state?

» A free state was a place where slavery was not allowed.

INFERENTIAL—Why were plantation owners worried about territories becoming free states?

» Plantation owners worried that if territories became free states, there would be more free states than slave states and people would try to end slavery. They believed they needed slaves to grow tobacco, sugar, and cotton and make money.

Ask students to look at the images on page 6 as you read aloud.

In both the North and the South, some people began to speak out against slavery. Church ministers and some writers drew attention to the evils of slavery.



In the North, posters were put up in public places. Small in number at first, those who were against slavery were called abolitionists because they wanted to abolish, or get rid of it.



Sarah and Angelina Grimké were raised in the South. Their family owned many slaves. When they grew up, they moved to the North and began to work to end slavery.



Sarah Grimké



Angelina Grimké

SUPPORT—Explain that church ministers are religious leaders, or leaders of churches.

CORE VOCABULARY—Explain that **evils** are things that are wrong and that make people suffer.

Ask students the following questions:

LITERAL—How did people show they were against slavery?

- » People talked about it, wrote about it, and put up posters in public places.

EVALUATIVE—Why do you think some people thought slavery was evil?

- » They probably thought slavery was evil and unfair because slaves were not allowed to decide where to live or work and were not paid for their work.

LITERAL—Who were the abolitionists?

- » The abolitionists were people who were against slavery. They wanted to abolish, or get rid of, slavery.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—How did people living in the United States differ in their views about slavery?

- » Plantation owners in the South believed that slaves were needed to help grow sugar, cotton, and tobacco, which allowed the plantation owners to make a lot of money. Because fewer slaves were needed to do work in the North, most people in these states felt slavery was evil and should not be allowed.

Activity Page

Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

CHAPTER 2

Harriet Beecher Stowe and Harriet Tubman

Primary Focus Objectives

- ✓ Understand the role of Harriet Beecher Stowe and her book in changing Americans' views about slavery. (SL.2.2)
- ✓ Describe who Harriet Tubman was and her role in the Underground Railroad. (SL.2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *character, slave catchers, escaped, transportation, survive, and wilderness*. (L.2.4, L.2.5)

Materials Needed

Activity Page



AP 1.3

- individual student copies of *The Civil War* Student Book
- teacher and individual student copies of Map of the United States During the Civil War (AP 1.3)
- images of a train, a conductor, passengers, and a train station

Use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Abolitionists

During the course of unfolding political events, ordinary people—many of them slaves or former slaves—actively opposed slavery, giving voice to what became known as the abolitionist movement. The most notable African American abolitionist was Frederick Douglass, an escaped slave, who wrote an autobiography describing his life as a slave in Maryland and later published the abolitionist newspaper, *The North Star*.

Influential white abolitionists included William Lloyd Garrison, who published *The Liberator*, another abolitionist newspaper, and Harriet Beecher Stowe, who wrote *Uncle Tom's Cabin*, which sold more than three hundred thousand copies in its first year. The novel describes the life of the gentle slave Tom, who eventually dies at the brutal hands of the overseer.

The Underground Railroad

The idea of the Underground Railroad possibly dates back to as early as the late 1700s, when Quakers in Philadelphia and New Jersey began to aid the escape of enslaved Africans and African Americans. We do not know who came up with the metaphor of the “railroad,” the reference to the houses where runaway slaves rested along the way as “stations” or “stops,” and the leader of the escaping slaves as the “conductor.” We do know that by the early 1800s, there were stops on the Underground Railroad across a large section of the Northeast and Midwest. The most active time for its use was from the 1830s to 1861, when the Civil War began.

The Underground Railroad operated mainly in the Midwest and Northeast, although there are authenticated stations in Virginia, West Virginia, Florida, and Colorado. The Underground Railroad was a network of houses, farmsteads, churches, and Quaker meetinghouses, or stations, where escaping slaves would be safe. Conductors, the people who helped move the escaped slaves, might be an African American blacksmith in one town and a white merchant in another.

In the beginning, most escaping slaves were single men, but later, women and children also took the “train” north. They walked under cover of night and rode in the false bottoms of farm wagons and in closed carriages. Slave catchers sometimes pursued them with hunting dogs. Estimates of the number of slaves who escaped through the Underground Railroad vary considerably. Because of the need for secrecy, few records were kept, so it is difficult to know with certainty. It is important to note that although the percentage of enslaved people who escaped was very small, the political, emotional, and ideological impact was very large.

Harriet Tubman

Harriet Tubman was born in 1820 on the Eastern Shore of Maryland to Harriet and Benjamin Ross, who were field hands and slaves. Her grandparents had been born in Africa and carried to the Americas in chains. When Tubman was thirteen, she tried to save another slave from punishment, and her owner hit her so hard with a rock that he fractured her skull. As a result of this injury, she had blackouts for the rest of her life.

At twenty-two, she was married by order of her owner to a freed slave named John Tubman. When she learned that she and several of her family of eleven were to be sold downriver, meaning into the Deep South, she escaped to Philadelphia and went to work in a hotel. However, she was concerned about her family and began making trips on the Underground Railroad to bring them north to freedom. It is believed that Tubman made nineteen trips and brought some three hundred men, women, and children to freedom, including her parents. Because she did not keep written records (it would have been too dangerous if they had ever been found), we will never really know the exact numbers.

Tubman was a strict conductor. As Eloise Greenfield says in her poem “Harriet Tubman,” which is listed in the *Core Knowledge Sequence* for this grade, Tubman “didn’t take no stuff.” She carried a gun and threatened to shoot any passenger who talked too much or was tired and ready to give up. Southern white people offered a massive reward for her capture, but Tubman swore that she would not be taken alive. In fact, she never got caught. When the Civil War began, Tubman became a scout and a spy for the Union.

Introduce “Harriet Beecher Stowe and Harriet Tubman”

Referring to the images from Chapter 1, review with students the following key points made in the previous Read Aloud about “Slavery in the United States”:

- Africans were brought against their will to work as slaves in the United States as soon as Europeans began moving to and settling in the United States.
- There were disagreements about slavery between people living in the Northern states and people living in the Southern states.

Tell students that the name of the chapter that they will hear today is “Harriet Beecher Stowe and Harriet Tubman.” Explain that Harriet Beecher Stowe and Harriet Tubman were two women who fought against slavery during the time period in American history that students are learning about.

Ask students to listen carefully to this Read Aloud to find out what each woman did to fight against slavery.

Big Question

What did Harriet Beecher Stowe and Harriet Tubman do to fight against slavery?

Core Vocabulary

character slave catchers escaped transportation survive wilderness


Chapter 2: “Harriet Beecher Stowe and Harriet Tubman”

Distribute copies of the Student Book. Ask students to turn to page 7 of the Student Book and look at the images as you read aloud.


CHAPTER
2

Harriet Beecher Stowe and Harriet Tubman

Harriet Beecher Stowe was one of the people who spoke out against slavery. She wrote a book called *Uncle Tom's Cabin*. The book is about the lives of slaves in the South at this time. The main character is Tom, a kind, old slave. Another character is a mean slave owner named Simon Legree.



Harriet Beecher Stowe



125,000 SETS, 270,000 VOLUMES SOLD.
UNCLE TOM'S CABIN
FOR SALE HERE.
The Greatest Book of the Age.

In the story, some of the slaves try to run away and are chased down by slave catchers. *Uncle Tom's Cabin* was a hit. It was turned into a play. Over the years, millions of people bought the book and saw the play. *Uncle Tom's Cabin* made people think about the suffering of slaves in the South.

7

CORE VOCABULARY—Explain that a **character** is a person or animal in a story.

Note to Teacher: Students in Core Knowledge schools may recall learning the word *character* as it applies to Chinese and Japanese writing. Make sure students understand that *character* is a multiple-meaning word, and in this context, it refers to the people and animals in a story—not the group of lines that represents a word or part of a word.

CORE VOCABULARY—Explain that **slave catchers** were people who received a reward or were paid to find slaves who had run away and return them to their owners.

Ask students the following questions:

LITERAL—Who was Harriet Beecher Stowe?

» She was a writer. She wrote a book called *Uncle Tom's Cabin*.

LITERAL—How did *Uncle Tom's Cabin* help in the fight against slavery?

» *Uncle Tom's Cabin* made people think about the suffering of slaves in the South.

Now ask students to look at the images on page 8 as you read aloud.

Harriet Tubman knew what it was like to be a slave. She had been one herself. In 1849, she escaped from the South to the North.

Many people would have been happy just to escape. But Harriet Tubman was very brave. She went back to the South to rescue her family and other slaves. She made at least nineteen trips into the South and helped free more than three hundred people.



8

CORE VOCABULARY—Explain that **escaped** means that Harriet Tubman ran away from her owners.

SUPPORT—Point out that even though Harriet Beecher Stowe wrote about slavery, she was neither a slave nor of African descent. Harriet Tubman, on the other hand, was a woman born into slavery and experienced slavery firsthand.

Ask students the following questions:

LITERAL—Who was Harriet Tubman?

» Harriet Tubman was a slave who escaped to the North and returned to the South to help other slaves escape too.

INFERENTIAL—The text says that Harriet Tubman was brave. How was Harriet Tubman brave?

- » She escaped to freedom in the North but continued to come back to the South many other times to help free hundreds of other slaves. She put her own safety at risk by doing this because she could have been caught each time she returned to the South. If she had been caught, she would have been returned as a slave to her owner.

Ask students to look at the image on page 9 as you read aloud.

Harriet Tubman was part of a group of people who worked to help slaves escape to the North or to Canada. They organized the Underground Railroad. The Underground Railroad wasn't really a railroad, and it didn't really go underground.



It was called a railroad because runaway slaves were given transportation from one place to the next. And it was called underground because this work was a secret.

9

CORE VOCABULARY—Explain that **transportation** is a way to get from one place to another.

SUPPORT—Make sure students understand that the Underground Railroad was not an actual railroad but a secret network of people and places that helped people escaping from slavery reach freedom.

Ask students the following questions:

LITERAL—What was the Underground Railroad?

- » The Underground Railroad was a group of people, including Harriet Tubman, who helped slaves escape to the North or to Canada.

LITERAL—Why was the group that helped slaves called the Underground Railroad?

- » It was called that because it provided transportation from one place to the next and it was secret.

Now ask students to look at the images on page 10 as you read aloud.

Helpers, or guides such as Harriet Tubman, were called “conductors.” The conductors had to think of all kinds of sneaky tricks to keep the slaves from getting caught. They traveled at night.

They hid their “passengers” in attics and basements during the daytime. These safe spots were known as “stations.”



10

SUPPORT—Guide students to recognize the references to railroad terminology, such as conductor (the driver of a train), passengers, and stations (where trains stop to let passengers on and off).

SUPPORT—**Show students images of a train, a conductor, passengers, and a train station.**

Links to these images can be found in the CKHG Online Resources for this chapter. Help students identify a conductor, passengers, and a station in the images on page 10.

Ask students the following questions:

INFERENTIAL—Why do you think the people of the Underground Railroad traveled at night?

- » They traveled at night because it was dark outside and they would be less likely to be seen and caught.

LITERAL—What else did people who were part of the Underground Railroad do to keep from getting caught?

- » They hid slaves in attics and basements during the day so that slave catchers would be less likely to find them.

Ask students to look at the images on page 11 as you read aloud.

The conductors also knew how to survive in the wilderness. They knew which plants and berries were safe to eat. They studied the stars in the sky to figure out the way North.



When the sky was too cloudy to see the stars, the conductors would feel around the bottoms of trees. Moss usually grows on the north side of trees, and north was where they were going.



11

CORE VOCABULARY—Explain that to **survive** means to stay alive. The conductors knew how to stay alive—and to help the escaping slaves stay alive—in the wilderness.

CORE VOCABULARY—Explain that **wilderness** is an unsettled area, or an area where people do not live. It is a place where there are no—or very few—homes, farms, or other buildings.

SUPPORT—Help students see that in the top picture, the conductor is pointing to a **constellation, or group of stars, called the Big Dipper**. It looks like a cup with a long handle. The cup of the Big Dipper points to the North Star. This star is not the brightest star in the sky, but it is useful because it is always in the same spot every night. Because of this, it is used to navigate north. Make sure that students fully appreciate that there was no internet or GPS and no computers or cell phones at this time that people could use quickly and easily to look up directions on how to get from one place to another.

Ask students the following question:

LITERAL—What did the Underground Railroad conductors use to help them travel through the wilderness?

- » They used the stars and their knowledge of moss and of plants and berries to help them travel through the wilderness.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What did Harriet Beecher Stowe and Harriet Tubman do to fight against slavery?

- » Harriet Beecher Stowe wrote a book called *Uncle Tom's Cabin*. It was about a slave and a mean slave owner. Lots of people read her book, and it helped them see how slaves suffered. Harriet Tubman was a slave who escaped to the North and then returned to help other slaves escape. She joined the Underground Railroad and used secret routes, safe stations, and knowledge of how to survive in the wilderness to help slaves get to freedom in the North and Canada.

Additional Activities



Harriet Tubman: An American Hero

Materials Needed: internet access, capability to display the internet in the classroom, a one-dollar bill, a twenty-dollar bill



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the websites may be found:

www.coreknowledge.org/ckhg-online-resources

Harriet Tubman's courage and heroism have been recognized and honored in a variety of ways since the years before the Civil War. Show students the following examples:

Museum

Remind students that in the Read Aloud on page 8, the text says that Harriet Tubman was brave. Introduce the video by asking students to watch and listen to find out how else Harriet Tubman is described. Ask them to listen for and try to remember what words are used in the video to describe Harriet Tubman.

Show the video, *The Story of Harriet Tubman, an American Hero* (02:07). This is a virtual field trip through a museum in Maryland dedicated to the famous Underground Railroad conductor. The Visitor Center guide in the video uses the word *resilience* to describe Harriet Tubman. Explain that the word *resilience* means that Harriet Tubman kept fighting to free other slaves after she was free, even though it was difficult and dangerous for her to return to the South.

After watching the video clip, ask students if they can think of other words that could be used to describe Harriet Tubman. (*Student answers will vary but may include words such as courageous, strong, tough, etc.*)

Poem

Eloise Greenfield is the author of more than thirty children's books, many of which are stories about the African American experience. Read the poem "Harriet Tubman" by Eloise Greenfield aloud once without interruption. Then reread the poem a second time, pausing to explain unfamiliar idioms and words.

- "Didn't take no stuff" means that Harriet Tubman was tough, persistent, brave, kept on going, and didn't put up with things that were unfair.
- "Wasn't scared of nothing" means that Harriet Tubman was not afraid.
- *Farewell* is another word for goodbye.

Ask students the following questions:

- Why was Harriet Tubman "mighty sad" to leave when she escaped from the South to freedom in the North? (*Students should be able to see that the decision to escape was tough to make because she was leaving behind friends and family for a difficult journey with an unknown ending.*)
- How many times did Harriet Tubman travel back to the South after she escaped? (*nineteen times*)
- Why did she travel back to the South? (*to help three hundred other slaves escape*)

Stamps and Currency

Show students the thirteen-cent stamp and thirty-two-cent stamp, each with the image of Harriet Tubman. The thirteen-cent postal stamp was created to honor Tubman in 1978. It was the first stamp of the U.S. Postal Service's Black Heritage series. Harriet Tubman was the first African American woman to be honored on a U.S. stamp. The thirty-two-cent stamp with Harriet Tubman was issued in 1995 to celebrate the 130th anniversary of the end of the Civil War.

Also show students a one-dollar bill and a twenty-dollar bill. Explain that often a picture of an important person is included on the front of dollar bills as a way to honor that person. Show students the one-dollar bill, and ask them to identify the person depicted. (*George Washington*) Then show students the current twenty-dollar bill, which has the portrait of President Andrew Jackson on it.

Note to Teacher: Grade 2 students in Core Knowledge schools or schools using the CKHG instructional materials will have already been introduced to Andrew Jackson during their study of the War of 1812.

In 2015, an unofficial vote was taken to replace Jackson's portrait on the twenty-dollar bill with that of a woman. Tell students that Harriet Tubman was selected. The plan for redesigning the bill by the year 2020 has been delayed, with a new date of 2028 designated for the release of the new twenty-dollar bill.



African American Songs of the Civil War

Materials Needed: internet access, capability to display internet in the classroom



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the songs may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that African American spirituals are a type of music created by African Americans in America. What started as oral tradition turned into religious folk songs that describe and represent the hardships of slavery. These songs were sung during informal gatherings, when slaves met and sang, chanted, and danced—an extension of their African roots. The gatherings were banned by slave owners, but slaves continued to meet in secret and to come up with songs with hidden meanings.

Introduce students to the song “Follow the Drinking Gourd.” Explain that it was recorded in 1928 but was supposedly a song sung by a conductor in the Underground Railroad named Peg Leg Joe. It has directions hidden in the song. Tell students that “drinking gourd” refers to the hollowed-out gourd used by slaves (and other rural Americans) to dip water out of a well. Play the song. Afterward, ask students to list the hidden codes. Students should see a connection between the drinking gourd and the Big Dipper. The sun coming back and the quail singing signifies springtime after the winter snow, and the river signifies a specific route. Explain that many think the song correlates to a route slaves took from Mobile, Alabama, to Paducah, Kentucky, where they could cross the Ohio River and enter the free states.

Then introduce students to the song “Swing Low, Sweet Chariot.” Another African American spiritual, or folk song, it is thought to have been sung by slaves while they worked and during occasional times of rest and prayer. Play the song. Explain that the message about going home refers both geographically—to their homeland of Africa—and spiritually. Ask students if they know what a chariot is. For those that don’t, explain that it is a carriage with two wheels that was pulled by horses in races and in battle in ancient times. (Students in Core Knowledge schools may recall learning about chariots in the Grade 2 CKHG unit *Ancient India*.) Here, the chariot symbolizes the path to freedom that the Underground Railroad offered.

Finally, discuss how singing these songs helped to create a community feeling among slaves and a feeling of hope for a better future. Ask students to think of a type of music or specific songs that give them a similar kind of feeling. Ask volunteers to share.

CHAPTER 3

Abraham Lincoln and the Coming of War

Primary Focus Objectives

- ✓ Explain why people living in the Southern states were worried about Abraham Lincoln. (SL 2.2)
- ✓ Explain what some Southern states did when Abraham Lincoln became president. (SL 2.2)
- ✓ Explain what Lincoln and people living in the Northern states believed was the only way to save the Union once Southern soldiers attacked a fort in South Carolina. (SL 2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *debated*, *ran for president*, *lawyer*, *politician*, *Confederate States of America*, and *tensions*. (L.2.4, L.2.5)

Materials Needed

Activity Page



AP 1.3

- individual student copies of *The Civil War* Student Book
- teacher and individual student copies of Map of the United States During the Civil War (AP 1.3)
- image of Abraham Lincoln
Use this link to download the CKHG Online Resources for this unit, where the specific link to this image may be found:
www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Northern Versus Southern States

The issue of slavery divided the country in the election of 1860. The Democratic Party had split into Northern and Southern factions and supported two different candidates. Another party, the Constitutional Party, campaigned on a platform to uphold the Union and the Constitution. Abraham Lincoln, the candidate of the new Republican Party, pledged to stop the spread of slavery and won against his three opponents.

Abraham Lincoln

Abraham Lincoln was born in poverty on the frontier in Kentucky in 1809. As a child, Lincoln moved with his family to Indiana, where they lived in a log cabin that his father had built. There was no mandatory public education at the time, and children were expected to work in the family business, whether it was a farm or a store. However, as a boy Lincoln taught himself to read and write by firelight at the end of his long workdays on the farm. While plowing the fields, Lincoln kept a book in his back

pocket to read during breaks. One of his favorite books was Parson Weems's biography of George Washington. The Bible and Shakespeare's plays were other favorites.

As a young boy, Lincoln worked various jobs and educated himself by reading widely. At age twenty-two, he moved to New Salem, Illinois. There, he taught himself the law while supporting himself by working as a storekeeper, surveyor, and postmaster. In time, Lincoln became a much-respected attorney in the state. Lincoln was first elected to public office in 1834, when his district sent him to the state legislature. He served there until 1841. Lincoln ran successfully for the U.S. House of Representatives in 1846, but he was turned out of office in the next election because of his opposition to the Mexican-American War. He gained national attention in 1858, when he ran for the Senate and held a series of debates with Stephen A. Douglas. With no competition from modern forms of entertainment, and without electronic media to report what was said, tens of thousands of Illinois residents listened to the two men argue about slavery, race, the Union, and the principles of American democracy, from one end of the state to the other. Lincoln lost the election, but the debates made him famous. In 1860, Lincoln ran for president of the United States on the platform of the new Republican Party, which pledged to stop the spread of slavery into any new states admitted to the Union. Neither the party nor Lincoln himself promised to abolish slavery.

When the Southern states seceded in 1860 and 1861, Lincoln declared their act unconstitutional. He threatened to use force if necessary to protect U.S. property, enforce U.S. laws, and return the Southern states to the Union. Preservation of the Union continued to be his public stance; however, he argued that emancipation was a necessary tool to help win the war.

THE CORE LESSON

Introduce “Abraham Lincoln and the Coming of War”

Referring to the images from Chapter 2, review with students the following key points made in the previous Read Aloud:

- Harriet Beecher Stowe wrote *Uncle Tom's Cabin*, a book that made people think about the suffering of slaves in the South.
- Harriet Tubman escaped from slavery and helped other slaves escape to the North on the Underground Railroad.

Now show students the image of Abraham Lincoln, and ask if they recognize who this person is. If students do not recognize Abraham Lincoln, tell them who it is, explaining that he became president of the United States during the time period that they have been learning about in this unit.

Note to Teacher: Students in Core Knowledge schools or those schools using Grade K CKHG will have been introduced to Abraham Lincoln as one of the presidents depicted on Mount Rushmore.

Big Question

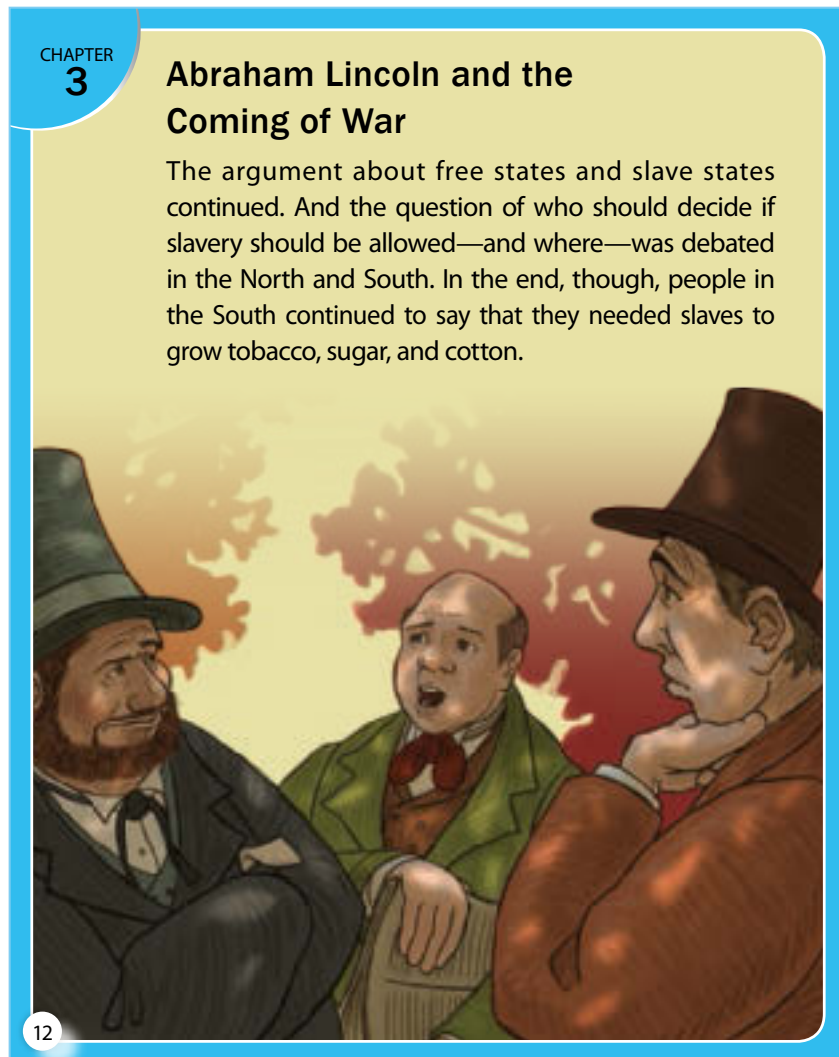
Why did the North and South go to war?

Core Vocabulary


debated ran for president lawyer politician
Confederate States of America tensions

Chapter 3: “Abraham Lincoln and the Coming of War”

Distribute copies of the Student Book. Tell students to turn to page 12 in the Student Book, noting that this chapter is titled “Abraham Lincoln and the Coming of War.” Ask them to look at the image on the page as you read aloud and to listen carefully to find out what some Southern states did when Abraham Lincoln was elected president.



CORE VOCABULARY—Explain that **debated** means talked about and expressed different opinions or points of view about something.

 **SUPPORT**—Ask students to turn back to the map on page 5 in the Student Book, showing **free states and territories, slave states and territories, and places where the question about whether slavery would be permitted was to be decided “later.”** Be sure students understand that people in the North and South continued to argue about whether slavery should be allowed.

Ask students the following questions:

LITERAL—What did the people living in the Northern and Southern states continue to argue about?

» People continued to argue about if—and where—slavery should be allowed.

LITERAL—What did people living in the South continue to say?

» People in the South continued to say they needed slaves to grow tobacco, sugar, and cotton.

Now ask students to look at the images on page 13 as you read aloud.

When, in 1860, Abraham Lincoln ran for president, the Southern states really did worry. Abraham Lincoln spoke out against slavery spreading into areas that could become new states.



Abraham Lincoln had grown up in a poor family. He had to work as a young boy. With little or no time for school, he had mostly taught himself. He eventually became a lawyer and then a politician.



13

CORE VOCABULARY—Explain that **ran for president** means competed for people's votes to be elected president.

SUPPORT—Remind students that the president is elected, or chosen by people's votes. When someone runs for president, he or she tries to convince people to vote for him or her.

CORE VOCABULARY—Explain that a **lawyer** helps people with matters that deal with the law. Lawyers can help people with important papers, help people understand their rights, or help people who are accused of breaking the law.

CORE VOCABULARY—Explain that a **politician** is someone who is elected to work in the government or who is trying to get elected to work in the government.

Ask students the following question:

LITERAL—What did Abraham Lincoln speak out about?

» Lincoln spoke out against slavery spreading into any new areas that might become states.

Ask students to look at the image on page 14 as you read aloud.

Abraham Lincoln's ideas about slavery made him unpopular with many Southerners. They believed he would end slavery in the South, even though he said he wanted only to stop slavery from happening in new states.



Some Southerners said that the South should leave the Union if he became president. When Abraham Lincoln won the election and became president, seven Southern states did just that!

14

SUPPORT—Explain that “leave the Union” means leave the United States. States that left the Union would no longer be part of the United States.

Ask students the following questions:

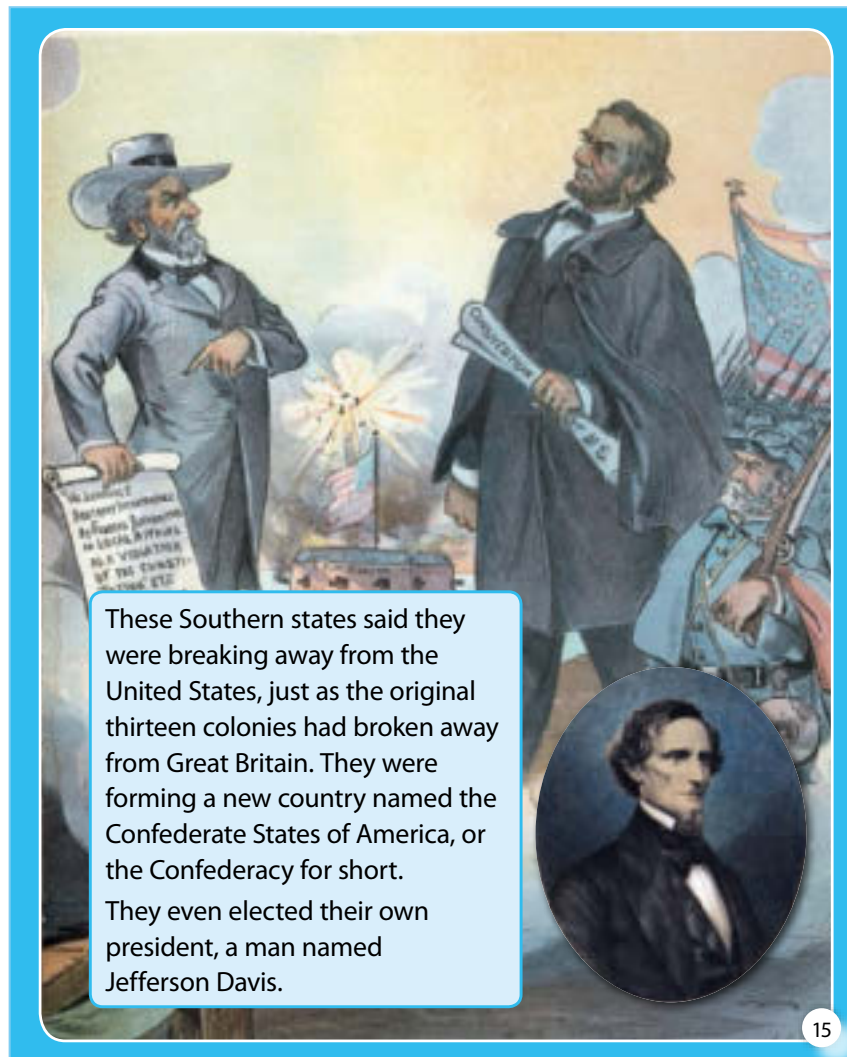
LITERAL—Why was Lincoln unpopular with many Southerners?

» Lincoln was unpopular with many Southerners because they believed he would end slavery in the South.

LITERAL—What happened after Abraham Lincoln became president?

» When Abraham Lincoln became president, seven Southern states left the Union.

Now ask students to look at the images on page 15 as you read aloud.



CORE VOCABULARY—Explain that **Confederate States of America** was the new name of the Southern states that left the Union.

Ask students the following questions:

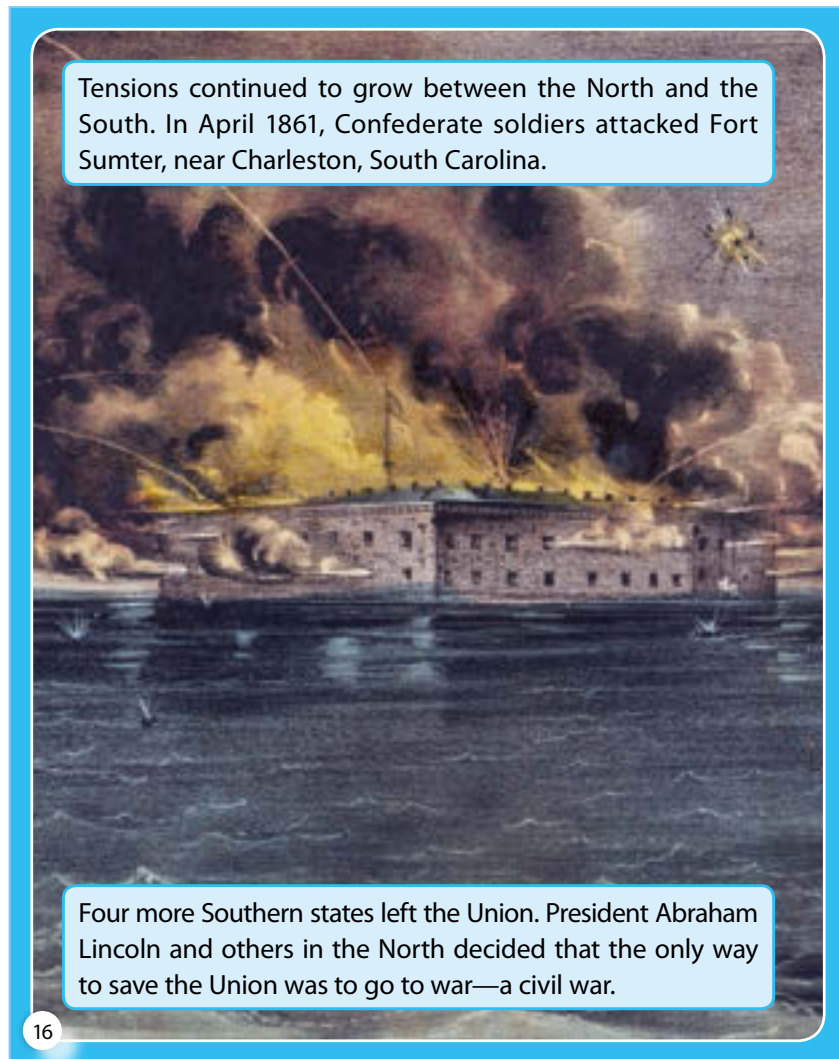
LITERAL—What was the name of the South's new country?

» The South named their new country the Confederate States of America, or the Confederacy for short.

LITERAL—Who was the president of the Confederacy?

» Jefferson Davis was the president of the Confederacy.

Ask students to look at the image on page 16 as you read aloud.



CORE VOCABULARY—Explain that **tensions** are angry disagreements.

Activity Page



SUPPORT—Help students find South Carolina on their Map of the United States During the Civil War (AP 1.3).



AP 1.3

SUPPORT—Explain that a civil war is a war between groups in the same country—in this case, between the United States and the Confederate States of America.

SUPPORT—Explain that the people who were in Fort Sumter when it was attacked by Confederate soldiers were soldiers who were part of the U.S. Army.

SUPPORT—Remind students that the word *Union* refers to *all* of the states that were part of the United States of America. Explain that when President Lincoln said that the only way to save the Union was to go to war, he meant that the only way to keep all of the states a part of the United States of America was to go to war with the states that had decided to become a part of the Confederacy.

Ask students the following questions:

LITERAL—Who attacked Fort Sumter?

- » Confederate soldiers attacked Fort Sumter.

LITERAL—What did President Lincoln decide was the only way to save the Union?

- » President Lincoln decided that the United States would have to go to war with the states that had left the Union.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why did the North and South go to war?

- » President Lincoln and others in the North did not believe in the spread of slavery. They wanted to keep the Union together after some Southern states broke away and started the Confederacy. Confederate soldiers attacked Fort Sumter, and more states left the Union. President Lincoln and others in the North believed the only way to save the country was to go to war.

Additional Activities

More About Abraham Lincoln

Materials Needed: internet access, capability to display internet in the classroom



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the websites may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students they will learn more about Abraham Lincoln by first watching two short videos about him. Play the first video, *Abraham Lincoln for Kids—Part 1 (Childhood)* (06:27), which tells about Abraham Lincoln's childhood.

Ask students the following questions:

- Tell me about the house that Abraham Lincoln lived in as a child.
 - » Lincoln lived in a small log cabin that had a dirt floor and was far away from other people.
- How did young Abe Lincoln learn new things?
 - » Young Abe Lincoln learned new things by reading and studying and repeating words on his own.
- What nickname did young Abe earn?
 - » Young Abe earned the nickname "Honest Abe."

Now tell students they will watch part of another video about Abraham Lincoln after he became president of the United States. Then play the video *Abraham Lincoln for Kids—Part 2 (Presidency)*, stopping at time stamp 02:47.

Ask students the following question:

- What did Lincoln want more than anything?
 - » More than anything, Lincoln wanted to keep the country together.

Now share the poem titled “Lincoln” by Nancy Byrd Turner. Read the poem aloud to students. Read it all the way through the first time. Then read each stanza and stop after each one to discuss and define difficult terms.

Stanza 1: *earnest* (serious), *trudged* (walked slowly and heavily from being tired or working hard); Talk about how Lincoln loved books so much he would walk many miles to find the ones he wanted to read.

Stanza 2: *woodmen* (men who work in the woods or forests), *seasoned bough and stem* (old, dry wood); Talk about Lincoln’s solution to not having a candle. He would take dry wood and leaves and start a fire with them. He’d use the light of the fire to read by.

Stanza 3: *etched* (made lines or a pattern), *gloom* (darkness); Ask students how the author describes the way Lincoln read. (*He read lying down, right next to the light, at night.*)

Stanza 4: *pictured* (in a picture); Have students discuss how this stanza, and the poem overall, add to what they have already learned about Lincoln.

Afterward, ask students to think about the videos and the poem they heard about Abraham Lincoln and choose a quality of Abraham Lincoln that they like the best. Write student answers on the board or chart paper.



The Lincoln Memorial

Activity Page



AP 1.3

Materials Needed: internet access, capability to display internet in the classroom, display copy of Map of the United States During the Civil War (AP 1.3)



Background for Teachers: Before class, explore the Lincoln Memorial Interactive Site to become familiar with its navigation and to decide which parts of the memorial you will share with students on their virtual tour. Use this link to download the CKHG Online Resources for this unit, where the specific links to the images and interactive site may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: The Lincoln Memorial Interactive Site requires Adobe Flash Player. If your computer does not have Flash, or if your browser does not support it, skip that portion of the activity.

Display Map of the United States During the Civil War (AP 1.3), and point out the location of Washington, D.C. Remind students that Washington, D.C., is the capital of the United States—it is where the country’s leaders meet and where the president lives. When Abraham Lincoln was president, he lived in Washington, D.C.

Tell students that in Washington, D.C., today, there is a special building that honors Lincoln. It is called the Lincoln Memorial. Show students the image of the exterior of the memorial.

Briefly point out the features of the memorial's exterior, such as the marble columns and stones and the steps. Note that the steps of the Lincoln Memorial are a popular place for leaders to give speeches.

When visitors walk up the steps and through the columns, they see a giant statue of Lincoln. Show students the statue, and read the inscription carved above his head. Explain that the inscription means that Lincoln is honored here and remembered by Americans because he saved the Union.

Use the Lincoln Memorial Interactive Site to take students on a virtual tour of the memorial. When the site loads, choose the Memorial option. Beginning with the statue, click on different parts of the panorama. Give students a moment or two to study each image. Some images have captions—read or summarize them when they appear. Others have recordings, which you may choose to play for students.

Invite students to share their impressions of the memorial.

CHAPTER 4

The War Begins

Primary Focus Objectives

- ✓ Recognize the term *Yankees* as a term used to refer to soldiers of the Union army. (RI.2.1, SL.2.3)
- ✓ Recognize the term *Rebels* as a term used to refer to soldiers of the Confederate army. (RI.2.1, SL.2.3)
- ✓ Explain what the Emancipation Proclamation is. (SL.2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *uniforms, battle, victory, retreated, factories, general, and invasion*. (L.2.4, L.2.5)

Materials Needed

Activity Page



AP 1.3

- individual student copies of *The Civil War* Student Book
- teacher and individual student copies of Map of the United States During the Civil War (AP 1.3)

What Teachers Need to Know

The Union and the Confederacy

The Union had many advantages over the Confederacy, including an industrial economy, as opposed to the Confederacy's economic dependency on agriculture. The Union had most of the natural resources, such as coal, iron, and gold, and also a well-developed rail system. Most of the financial centers were in the North, which made borrowing money to fight the war difficult for the South. The Union had a small navy, but the Confederacy had to resort to using private ships because it had no naval vessels. While the South had better officers, the North had twice as many soldiers.

Yankees and Rebels

Union soldiers wore blue uniforms and were called "Yankees," or "Yanks." Confederate soldiers wore gray uniforms and were known to Northerners as "Rebels." Yankees and Rebels clashed at great battles such as Antietam (1862), Gettysburg (1863), and Chancellorsville (1863). More than seven hundred thousand Americans died in the war.

The Emancipation Proclamation

The Emancipation Proclamation was a step that Lincoln took reluctantly because he feared it would harm the Union. Emancipating, or freeing, the slaves was opposed by many Northern workers who feared competition from newly freed—and jobless—slaves. Lincoln was also concerned that the border states would leave the Union if their slave owners were deprived of their slaves. On the plus side, however, Lincoln believed that an Emancipation Proclamation would win over Europeans who had already abolished slavery, especially the British.

It was important to the North that the British not trade with the South. By selling cotton to British textile mills, the South gained access to credit and supplies. Abolitionists had lobbied for the end of slavery since the early 1800s and, as the war continued, more Northerners began to see the need for emancipation. In addition to humanitarian concerns, they were moved either by a desire to punish the South for secession or by the idea that once guaranteed their freedom, slaves would rise up in revolt and the war would end more quickly.

Finally, in September 1862, Lincoln issued the Emancipation Proclamation, which was to go into effect on January 1, 1863. There is often confusion about what the Emancipation Proclamation actually did. The document did not free all slaves. It promised to free all slaves in those states or parts of states still under the control of the Confederacy on January 1, 1863. Since the Union had no force of law in the Confederacy, there was no practical effect on the lives of slaves in those states. The document did not affect slaves in border states or in states or areas of states under the control of the Union army. They were still enslaved. Therefore, the Emancipation Proclamation actually set no one free. Nevertheless, immediately thereafter, and for the rest of the war, Union armies brought the possibility of freedom to many parts of the Confederacy, as well as to the enslaved people who lived in those areas. So, the proclamation was both symbolic and, very shortly, an effective step that enlarged the area of freedom.

The importance of the Emancipation Proclamation was symbolic. It broadened the purpose of the Civil War from merely preserving the Union to preserving the Union and freeing the slaves. Enslaved African Americans were finally freed through passage and ratification of the Thirteenth Amendment in 1865.

THE CORE LESSON

Introduce “The War Begins”

Referring to the images from Chapter 3, review with students the following key points made in the previous Read Aloud about Abraham Lincoln:

- People living in the Southern states were worried that Abraham Lincoln would end slavery.
- Some of the Southern states broke away from the United States.
- Lincoln decided that the only way to get the Southern states to return to the Union was to go to war against these states.

Tell students that in this chapter, they will learn more about the start of the war and what President Lincoln did after several battles had been fought.

Big Question

What was the Emancipation Proclamation?

Core Vocabulary

uniforms battle victory retreated factories general invasion

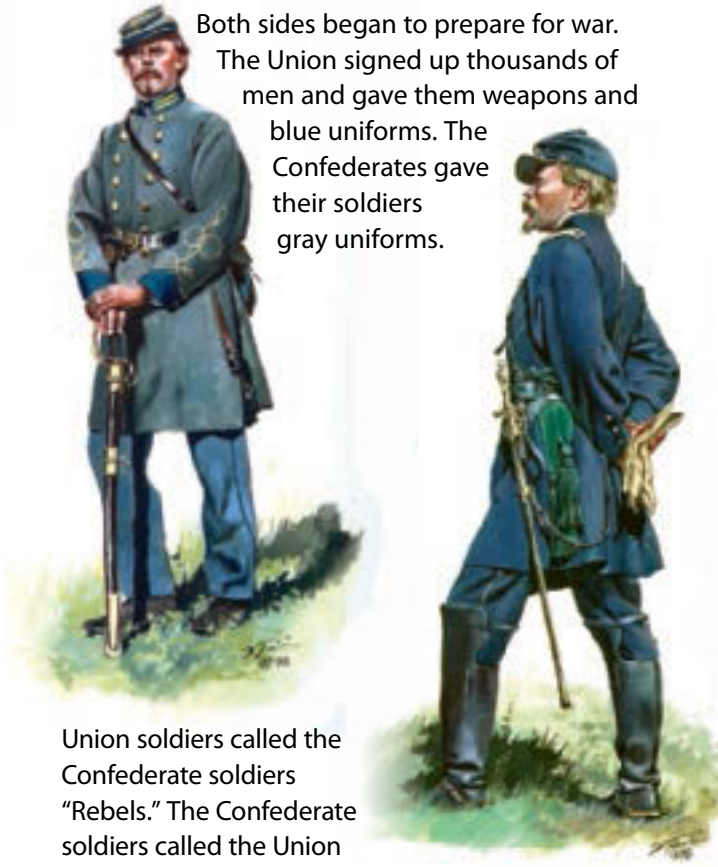
Chapter 4: “The War Begins”

Distribute the Student Book. Tell students to turn to page 17, noting that this chapter is titled “The War Begins.” Ask them to look at the images on the page as you read aloud and listen to find out what President Lincoln decided to do after the war started.

CHAPTER
4

The War Begins

Both sides began to prepare for war. The Union signed up thousands of men and gave them weapons and blue uniforms. The Confederates gave their soldiers gray uniforms.



Union soldiers called the Confederate soldiers “Rebels.” The Confederate soldiers called the Union soldiers “Yankees.”

17

CORE VOCABULARY—Explain that **uniforms** are special types of clothing worn by all members of a group, such as an army.

SUPPORT—Have students study the images of the soldiers on the page. Ask students to note the similarities and differences between the two men. Their coat colors are different (the man on the left is a Confederate soldier, so he is wearing gray; the man on the right is a Union soldier, so he is wearing blue). Both have some kind of weapon. Both are wearing boots. Be sure that students understand that references to Union soldiers refer to soldiers of the United States (the Northern states) Army.

Ask students the following questions:

LITERAL—What color did the soldiers on each side wear?

» Union soldiers wore blue. Confederate soldiers wore gray.

LITERAL—What were Confederate soldiers called?

» Confederate soldiers were called Rebels.

LITERAL—What were Union soldiers called?

» Union soldiers were called Yankees.

Now ask students to look at the images on page 18 as you read aloud.



Most people thought the war would be over quickly. Some Northerners were so sure their army would beat the Southern Rebels that they brought picnic lunches to the war's first battle, near the town of Manassas in northern Virginia.

But there was no easy victory that day. For a while it was not clear who would win. Then a group of fresh Confederate troops arrived. The Rebels charged, and the Union troops retreated in a panic—and so did the picnickers.



CORE VOCABULARY—Explain that a **battle** is a fight between two armies or navies and, today, air forces.

CORE VOCABULARY—Explain that a **victory** is a win.

CORE VOCABULARY—Explain that **retreated** means moved away or moved back where you came from.

Activity Page



AP 1.3



SUPPORT—Help students find Virginia on their Map of the United States During the Civil War (AP 1.3).

Ask students the following questions:

LITERAL—What did most people think about the war?

» Most people thought the war would be over quickly.

LITERAL—Where was the first battle of the Civil War?

» The first battle was near the town of Manassas in Virginia.

LITERAL—What was the result of the battle at Manassas?

» The Union soldiers retreated.

Ask students to look at the images on page 19 as you read aloud.

The Confederates had won the first battle of the war, but winning the war itself would not be easy. The Union had more soldiers, more factories, more trains, more ships, and more guns. Even so, the Confederate army won many of the early battles of the war. In 1862, the Confederate general, Robert E. Lee, led an invasion into the North.



Incredibly, a Union soldier found a copy of Lee's battle plans. This meant that the Union army leader, George McClellan, had information that would help him stop Lee's invasion at the Battle of Antietam, in Maryland.

19

CORE VOCABULARY—Explain that **factories** are buildings where people use machines to make large numbers of goods to sell.

CORE VOCABULARY—Explain that a **general** is a leader in an army.

CORE VOCABULARY—Explain that an **invasion** is the act of entering a place by force, for example, by fighting and attacking.

SUPPORT—Have students study the pictures on the page. Ask them which army is in the top image and which is in the bottom image, and how they can tell. (*The top picture is the Confederate army because of the gray uniforms. The bottom picture is the Union army because of the blue uniforms.*)

Activity Page



AP 1.3



SUPPORT—Help students find Maryland on their Map of the United States During the Civil War (AP 1.3).

Ask students the following questions:

LITERAL—Which side had more advantages and things to fight with?

- » The Union had more advantages, such as soldiers, trains, factories, and guns.

LITERAL—Who led the Confederate invasion into the North?

- » General Robert E. Lee led the Confederate invasion into the North.

Now ask students to look at the image on page 20 as you read aloud.

Then President Lincoln made a bold move. He revealed that the time had come to say that not only was the war being fought to save the Union, it was *now* also being fought to free the slaves in the Confederate states.



On January 1, 1863, President Lincoln signed the Emancipation Proclamation. It said that slaves in the Confederate states were now free. But everyone knew that as long as these slaves stayed under Confederate control, they would not be free.

20

SUPPORT—Explain the Emancipation Proclamation by breaking down the name. Tell students that emancipation is the act of giving someone freedom from slavery. A proclamation is an announcement or public statement. By signing the Emancipation Proclamation, President Lincoln announced that he was giving the slaves in Confederate-held parts of the South their freedom.

Ask students the following questions:

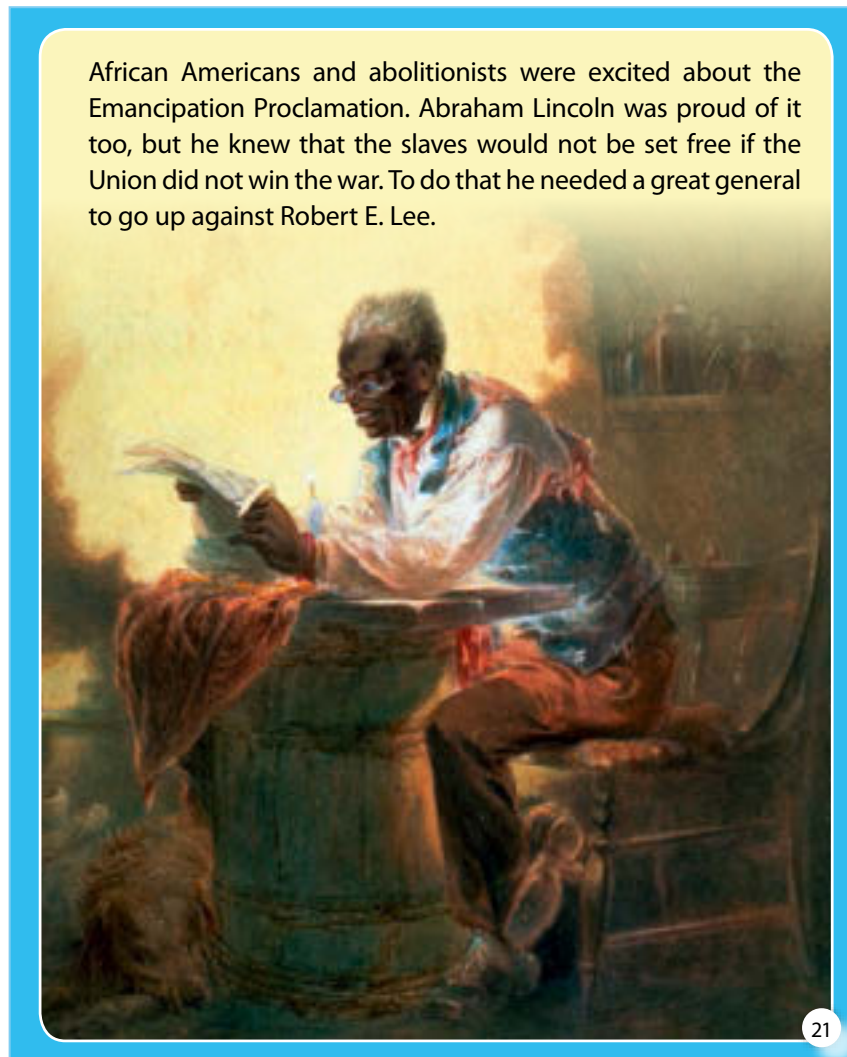
LITERAL—According to President Lincoln, why was the war being fought?

- » President Lincoln said the war was being fought to save the Union *and* to free the slaves in the Confederate states.

LITERAL—What did the Emancipation Proclamation say?

» The Emancipation Proclamation said slaves in the Confederate states were now free.

Ask students to look at the image on page 21 as you read aloud.



SUPPORT—Remind students that abolitionists were people who wanted to get rid of slavery.

Ask students the following questions:

LITERAL—What had to happen for the slaves in the South to be set free?

» For the slaves in the South to be set free, the North had to win the war.

LITERAL—What did Lincoln need to win the war?

» To win the war, he needed a great general to go up against Robert E. Lee.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What was the Emancipation Proclamation?

- » The Emancipation Proclamation was a document signed by Abraham Lincoln that said the slaves in the Confederacy were now free.

Additional Activity



A Soldier's Song of the Civil War

Materials Needed: internet access, capability to display internet in the classroom



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that music is one way we remember the Civil War. The song “When Johnny Comes Marching Home,” for example, was written by a Union soldier during the war. It describes what will happen when the war ends and the soldiers go home to their friends and family.

Play the video *When Johnny Comes Marching Home*. The video should start at time stamp 02:20. Stop the video at time stamp 3:00, which is the end of the second stanza.

Display the lyrics of the song, and read the first verse aloud. Then have students sing the verse with you.

If time allows, mention that the tune of this song has often been reused and sung with other lyrics. As an example, show the video *The Ants Go Marching*.

CHAPTER 5

Lee and Grant

Primary Focus Objectives

- ✓ Recognize the roles of Robert E. Lee and Ulysses S. Grant in the Civil War as the commanders of the Confederate and Union armies, respectively. (RI.2.1, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *military academy*, *commander*, and *capital*. (L.2.4, L.2.5)

Materials Needed

Activity Page



AP 1.3

- individual student copies of *The Civil War* Student Book
- teacher and individual copies of Map of the United States During the Civil War (AP 1.3)

What Teachers Need to Know

Although the Union had the advantage because of the size of its army, the war went badly at first for the Union armies, both on the western front along the Mississippi and in the East. The first victories for the Union came in 1862 under General Ulysses S. Grant. His subsequent victories in Tennessee gave the Union control of the Mississippi River, split the Confederacy, and effectively ended the war in the West. Union control of the Mississippi River cut off the flow of much-needed supplies and reinforcements from Texas and Arkansas to the rest of the Confederacy.

In 1864, Lincoln consolidated command of all the Union armies under Grant. Grant moved to the eastern front and soon began to wear Lee down. By 1865, Grant had defeated the Confederate army of Northern Virginia under Robert E. Lee. Lee surrendered to Grant at Appomattox Court House on April 9, 1865. Grant went on to become the eighteenth president of the United States in 1869.

Grant and Lee are frequently compared and contrasted. Grant was born on a small Ohio farm, whereas Robert E. Lee was born on a large plantation in northern Virginia. Grant was a mediocre student at the U.S. Military Academy at West Point and had an undistinguished military career as well as several other failed careers before the Civil War. Lee also graduated from West Point but had a highly successful military career. He served with distinction in the Mexican-American War and was superintendent of West Point for a period in the 1850s.

When the Civil War broke out, Lee was offered command of the Union forces, but Lee refused out of loyalty to Virginia. He instead accepted a command in the Confederate army. Lee scored a number of important victories in 1862 and 1863, but, faced with dwindling resources, his army was unable to withstand the larger, better equipped Union army.

Introduce “Lee and Grant”

Referring to the images from Chapter 4, review with students the following key points made in the previous Read Aloud about the start of the Civil War:

- The term *Yankees* referred to Union soldiers; the term *Rebels* referred to Confederate soldiers.
- The Emancipation Proclamation said that slaves in the Confederate states were free.

Tell students that in this chapter, they will learn more about Robert E. Lee and Ulysses S. Grant, the most famous and important generals on each side in the Civil War.

Big Question

Who were Robert E. Lee and Ulysses S. Grant?

Core Vocabulary

military academy commander capital

Chapter 5: “Lee and Grant”



Distribute the Student Book. Tell students to turn to page 22, and tell them that this chapter is titled “Lee and Grant.” Ask them to look at the images on the page as you read aloud.

CHAPTER
5

Lee and Grant

Robert E. Lee trained to be a soldier at the U.S. Military Academy in West Point, New York. Later, he fought in the Mexican-American War and became the head of his old military school. He was a natural leader.

When the Southern states left the Union, Lee had to think long and hard about which side to join. President Lincoln had wanted Lee to be the commander of the Union army. In the end, Lee chose to fight on the side of his home state, Virginia, which had become part of the Confederacy. Lee became the commander of the Confederate army.



22

CORE VOCABULARY—Explain that a **military academy** is a school that trains people to be soldiers.

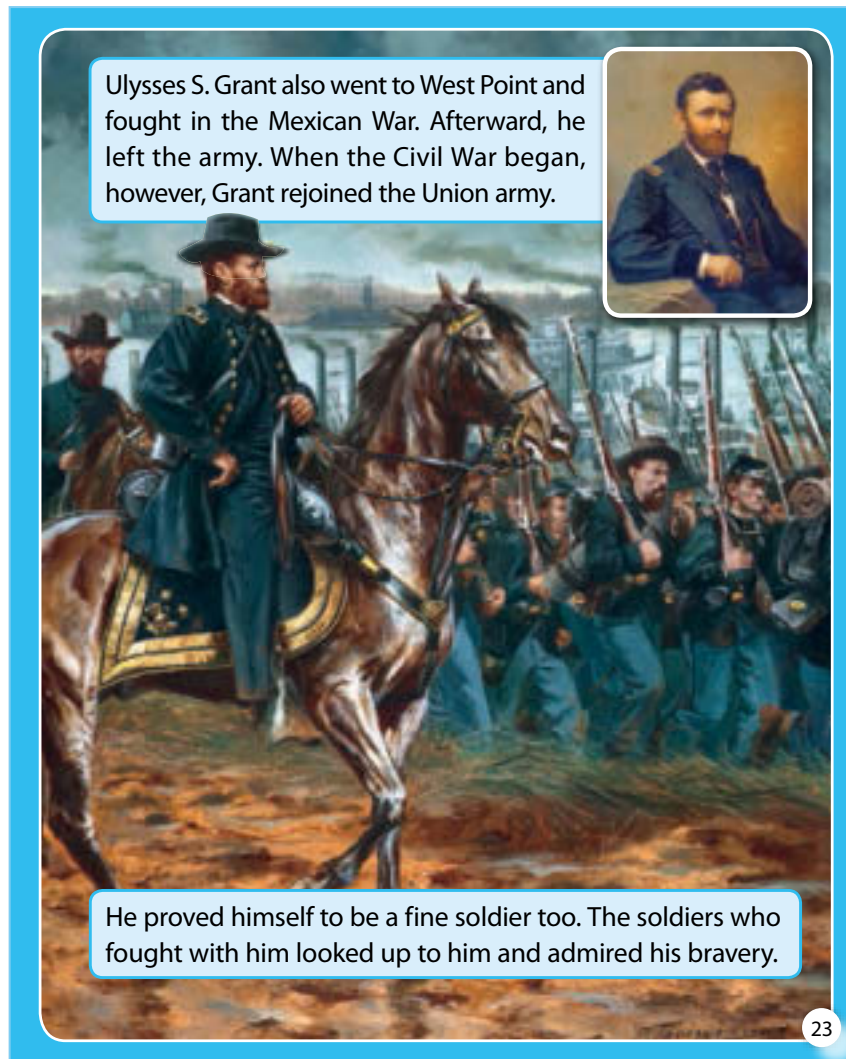
CORE VOCABULARY—Explain that a **commander** is the most important leader, or the person who is in charge.

Ask students the following question:

LITERAL—Why did Robert E. Lee choose to fight for the Confederacy?

- » Lee chose to fight for the Confederacy because he was from Virginia, and Virginia was part of the Confederacy.

Now ask students to look at the images on page 23 as you read aloud.



Ulysses S. Grant also went to West Point and fought in the Mexican War. Afterward, he left the army. When the Civil War began, however, Grant rejoined the Union army.

He proved himself to be a fine soldier too. The soldiers who fought with him looked up to him and admired his bravery.

SUPPORT—Have students use what they have learned to identify which soldiers—Union or Confederate—are pictured on the page. (Students should identify them as Union soldiers because of their blue uniforms.)

Ask students the following questions:

LITERAL—What did Ulysses S. Grant do after the Civil War began?

» He rejoined the Union army.

LITERAL—How did soldiers who knew Grant feel about him?

» Soldiers who knew Grant looked up to him and admired his bravery.

Ask students to look at the image on page 24 as you read aloud.

During 1863, two years after the Civil War began, Lee invaded the North again. The Union army stopped the Confederate invasion near Gettysburg, Pennsylvania. The Battle of Gettysburg was an important victory for the North. Lee retreated with his men during the night and was not pursued by Union soldiers. President Lincoln was not happy that Lee and his men had escaped.



Activity Page



SUPPORT—Help students find Pennsylvania on their Map of the United States During the Civil War (AP 1.3).



AP 1.3

Ask students the following questions:

LITERAL—Where did the Union army stop the Confederate invasion?

» The Union army stopped the Confederate invasion at Gettysburg, Pennsylvania.

LITERAL—Why was President Lincoln unhappy?

» President Lincoln was unhappy because Lee and his army escaped.

Now ask students to look at the image on page 25 as you read aloud.

In the spring of 1864, President Lincoln appointed Ulysses S. Grant to be the new general in charge of the Union army. Grant's job was to defeat Lee, capture the Confederate capital in Richmond, Virginia, and win the war.



CORE VOCABULARY—Explain that a **capital** is the city where a state or country's government meets.

Activity Page



AP 1.3



SUPPORT—Help students find Richmond, Virginia, on their Map of the United States During the Civil War (AP 1.3).

Ask students the following question:

LITERAL—Who did Lincoln appoint to be the new general in charge of the Union army?

- » Lincoln appointed Ulysses S. Grant to be the new general.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Who were Robert E. Lee and Ulysses S. Grant?

- » Robert E. Lee was the most important and successful commander in the Confederate army during the Civil War. Ulysses S. Grant became the general in charge of the Union army.

CHAPTER 6

The War Ends

Primary Focus Objectives

- ✓ Describe the events leading to the end of the Civil War. (SL.2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *advancing*, *supplies*, and *surrender*. (L.2.4, L.2.5)

Materials Needed

Activity Page



AP 1.3

- individual student copies of *The Civil War* Student Book
- teacher and individual copies of Map of the United States During the Civil War (AP 1.3)

What Teachers Need to Know

Later Battles of the War

What became known as the Overland Campaign was one of five components in Grant's overall strategic plan for May 1864 that included campaigns in Alabama, Georgia, and Virginia. After his appointment to commanding general, Ulysses S. Grant designed a plan to apply pressure at many points in the Confederacy. He hoped Union armies would strike at the same time in Alabama, Georgia, and three parts of Virginia, including the Shenandoah Valley and the Confederate capital at Richmond. This multifaceted series of attacks, he hoped, would overwhelm the armies defending the Confederacy.

Sherman's March to the Sea

As Lee had taken the war to the North, Union General William Tecumseh Sherman took the war to the heart of the South. Sherman was promoted often to replace Grant as Grant took on greater responsibilities for the Union army. In 1864, Sherman and his force of one hundred thousand soldiers invaded Georgia from Tennessee and then captured and burned Atlanta. With sixty-two thousand men, he marched to the coast, where they captured Savannah and then wheeled north. They engaged the Confederate army of General Joseph E. Johnston in a running fight until Johnston surrendered near Durham Station, North Carolina.

Sherman's campaign effectively split the Confederacy. Sherman's advance through Georgia to Savannah is known as Sherman's "March to the Sea." Carrying out Grant's orders to destroy supply sources for the Confederate army, Sherman and his soldiers tore up railroads, burned houses, and destroyed crops. This was one of the first instances of the kind of war sometimes called "total war," in which an effort is made not only to destroy the enemy's armies, but to destroy the infrastructure and morale of the society at large. Sherman's attacks demoralized the civilian population and inspired much hatred among Southerners.

Fall of Richmond to Union Forces

In the first two years of the war, battles had been fought to take Richmond, the capital of the Confederacy, but the Union forces had always failed due to the timidity of McClellan and other Union generals. In May 1864, Grant advanced aggressively to take Richmond. He pushed Lee and his army ahead of him, and by August, Lee had been forced back to Petersburg, not far from Richmond. For nine months, Grant besieged Lee's army at Petersburg and other areas around Richmond. Finally, on April 2, 1865, when Grant launched an attack, Lee abandoned Petersburg. Soon after, the Union army marched into Richmond.

The Surrender at Appomattox

Even though Jefferson Davis had left Richmond with what was left of the Confederate government, once the capital had fallen it was only a matter of days until the Confederacy collapsed. Lee and his army had retreated across Virginia to the little town of Appomattox Court House, Virginia, where they were trapped by Union forces. On April 9, Lee said to his fellow officers, "There is nothing left for me but to go and see General Grant, and I had rather die a thousand deaths." Lee raised the white flag, Grant and Lee agreed to surrender terms, and the Civil War was effectively over.

The surrender terms, which were quite generous, stated that 1) officers and enlisted men could go free; 2) rifles had to be surrendered, but officers could keep their sidearms (pistols and swords); 3) any soldier who had a horse could keep it, as it would be needed for plowing; and 4) Lee's starving men would be given Union rations.

THE CORE LESSON

Introduce "The War Ends"

Referring to the images from Chapter 5, review with students the following key point made in the previous Read Aloud about Generals Lee and Grant:

- Robert E. Lee was the commander of the Confederate army for the Southern states, and Ulysses S. Grant was the commander of the Union army for the Northern states.

Remind students that when President Lincoln chose Grant to be the leader of the Union army, he told him that his job was to defeat Lee, capture the Confederate capital, and win the war. Tell students that in this Read Aloud, they will learn more about how the Civil War ended.

Big Question

Which side won the Civil War: the United States or the Confederacy?

Core Vocabulary

advancing supplies surrender

Chapter 6: “The War Ends”

Distribute the Student Book. Tell students to turn to page 26, and tell them that this chapter is titled “The War Ends.” Ask students to look at the images and listen carefully as you read aloud to find out which side won the Civil War—the United States or the Confederacy.

CHAPTER
6

The War Ends

The Confederate army had been weakened at the Battle of Gettysburg. It was time for Grant to lead the Union army and go after Lee.

Many terrible battles, such as the Battle of the Wilderness, were fought in Virginia. In most of these battles, Grant lost more men than Lee, but he never stopped advancing and attacking, and he gradually closed in on Richmond—the capital of the Confederacy.



26

CORE VOCABULARY—Explain that **advancing** means moving forward. So, Grant continued to have his soldiers move forward and attack.

SUPPORT—Explain that the phrase “Grant lost more men than Lee” means that more of Grant’s soldiers died or were badly hurt than Lee’s soldiers.

Activity Page



AP 1.3




SUPPORT—Help students find Virginia on their Map of the United States During the Civil War (AP 1.3). Then ask students to point to Richmond, the Confederate capital.

Ask students the following question:


LITERAL—What happened after Grant became leader of the Union army?

- » Grant led the Union army into many terrible battles, in which many Union soldiers died. But he kept going until he and the Union army closed in on Richmond.


Now ask students to look at the images on page 27 as you read aloud.



At the same time, one of Grant's generals was leading his men across the South. The general's name was William Tecumseh Sherman. He and his men marched through Georgia, tearing up railroad tracks, which stopped the movement of Confederate soldiers and supplies.



Sherman and his men burned the city of Atlanta and then set off for Savannah. By this time, the Confederate soldiers were running out of supplies.



27

CORE VOCABULARY—Explain that **supplies** are the materials or things that people need to survive, such as food and blankets.

Activity Page



SUPPORT—Help students find Georgia on their Map of the United States During the Civil War (AP 1.3).



AP 1.3

Ask students to look at the images on page 28 as you read aloud.

While Sherman marched to the sea, Grant was chasing Lee's army. In April 1865, Grant's soldiers captured Richmond. About one week later, Grant stopped Lee and his men in Virginia, near the town of Appomattox Court House. Lee saw that it was hopeless.



On April 9, 1865, Robert E. Lee went to Appomattox Court House to surrender to Ulysses S. Grant. Lee put on a special uniform. Around his waist he wore a silk sash. A sword hung from his belt. The Confederate general was ready to meet with Grant.



28

CORE VOCABULARY—Explain that to **surrender** is to agree to stop fighting because you know you will not win.

Ask students the following questions:

LITERAL—Why did General Lee feel hopeless?

- » Lee felt hopeless because Grant's soldiers had captured Richmond and stopped Lee's army.

LITERAL—Where did General Lee surrender?

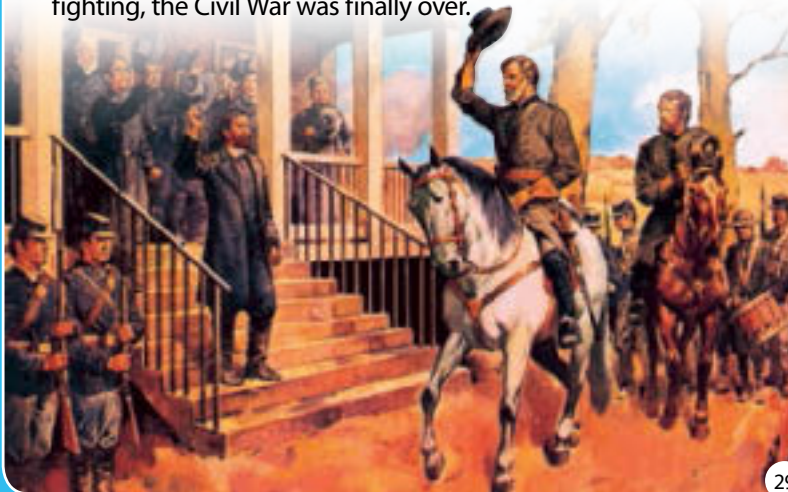
- » General Lee surrendered at Appomattox Court House in Virginia.

Now ask students to look at the images on page 29 as you read aloud.

Ulysses S. Grant did not want to punish the Confederate soldiers. He was kind to Robert E. Lee and his men. Robert E. Lee accepted the terms of surrender, which called for the Confederates to stop fighting and to hand over their weapons.



Each Confederate soldier signed a paper that said he would not take up arms against the United States again. This signed paper allowed the soldiers to make their way home. After four years of fighting, the Civil War was finally over.



29

SUPPORT—Have students study the two images on the page. Then ask students to point out the Union figures in each image (in the blue uniforms) and the Confederate figures (in the gray uniforms).

SUPPORT—Point out the phrase “he would not take up arms against the United States again.” Explain that the phrase means that the soldiers were promising that they would not fight against the United States ever again.

Ask students the following questions:

LITERAL—How did Grant act toward Lee and his soldiers?

» Grant was kind to Lee and his soldiers.

LITERAL—What did Confederate soldiers have to do in order to go home?

» To go home, Confederate soldiers had to sign a paper that said they would not take up arms against the United States again.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Which side won the Civil War: the United States or the Confederacy?

» The United States won the Civil War.

Additional Activity

Important People and Places in the Civil War

Materials Needed: slips of paper, a marker, a bowl or box, tape



Background for Teachers: Before class, use a marker to write the following on pieces of paper: *for slavery, against slavery, tobacco, cotton, plantations, Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, Fort Sumter, Manassas, Gettysburg, Appomattox Court House, surrender, Emancipation Proclamation*. Fold each piece of paper, and put them all in a bowl or box.

Draw a Venn diagram on the board or chart paper, with the labels “Union” on the left, “Confederacy” on the right, and “Both” in the middle. Ask for volunteers to come up one at a time and choose a piece of paper from the bowl or box. Read the paper aloud, and ask the class to decide where in the diagram the paper goes. For example, *for slavery* would be on the “Confederacy” side. Tape the paper on the board or chart paper in the appropriate space. Continue until all pieces of paper have been looked at.

(Union: against slavery, Abraham Lincoln, Ulysses S. Grant, Emancipation Proclamation

Confederacy: for slavery, tobacco, cotton, plantations, Robert E. Lee, surrender

Both: Fort Sumter, Manassas, Gettysburg, Appomattox Court House

Note: The idea of the locations fitting in the “Both” category is that both sides fought and were at these battles and locations.)

CHAPTER 7

Clara Barton

Primary Focus Objectives

- ✓ Understand why Clara Barton was called “the angel of the battlefield.” (RI.2.1, SL.2.3)
- ✓ Recognize Clara Barton as the founder of the American Red Cross. (RI.2.1, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *harvest* and *spied*. (L.2.4, L.2.5)

Materials Needed

Activity Page



AP 1.3

- individual student copies of *The Civil War* Student Book
- teacher and individual copies of Map of the United States During the Civil War (AP 1.3)

What Teachers Need to Know

At the beginning of the Civil War, Clara Barton was working in Washington, D.C., for the federal government. At the First Battle of Bull Run in 1861, she organized efforts to get medicine and supplies to the wounded. Ordinarily, female nurses were not allowed on battlefields. Concerned that wounded soldiers were not getting the treatment that they needed quickly enough, which resulted in an abundance of unnecessary deaths, Barton asked that female nurses be allowed to attend to the wounded on the battlefield. Ultimately, her request was granted, and she worked with the Union army in Virginia.

She was present at the horrific Battle of Antietam in Maryland, the deadliest one-day battle of the Civil War. Barton tended to the wounded as bullets flew around her. A male surgeon present at the battle compared Clara Barton favorably to then Union Commander-in-Chief George McClellan: “In my feeble estimation, General McClellan, with all his laurels, sinks into insignificance beside the true heroine of the age, the angel of the battlefield.” Barton was appointed supervisor of nurses in one of the Union armies from June 1864 to January 1865. She was widely admired for her service in gathering and distributing medical supplies and nursing the wounded.

After the war, Barton traveled to Europe to rest and became involved with the International Red Cross, which had been founded to help victims of the Franco-Prussian War. Barton brought the idea back to the United States and lobbied Congress to establish a branch in the United States. In 1881, the American Red Cross was founded, and Barton was named its first president, a post she held until 1904. She was very influential in the International Red Cross, and it was through her efforts that the Red Cross broadened its scope to include relief work during natural disasters and national emergencies.

Introduce “Clara Barton”

Referring to the images from Chapter 6, review with students the following key points made in the previous Read Aloud about the end of the Civil War:

- Grant, his generals, and the Union army continued to advance and attack Lee and the Confederate army.
- The Confederate army was running out of supplies.
- Lee, realizing that the Confederate army could not win the war, surrendered to Grant.

Remind students that earlier in this unit, they learned about two women, Harriet Tubman and Harriet Beecher Stowe. **Ask students if they remember what each woman did to fight against slavery.** (*Harriet Tubman helped lead slaves to freedom in the North using the Underground Railroad. Harriet Beecher Stowe wrote the book Uncle Tom’s Cabin, which made people think about the suffering of slaves living in the South.*)

Tell students that in today’s Read Aloud, they will hear about a woman by the name of Clara Barton, who also played an important role during the Civil War.

Big Question

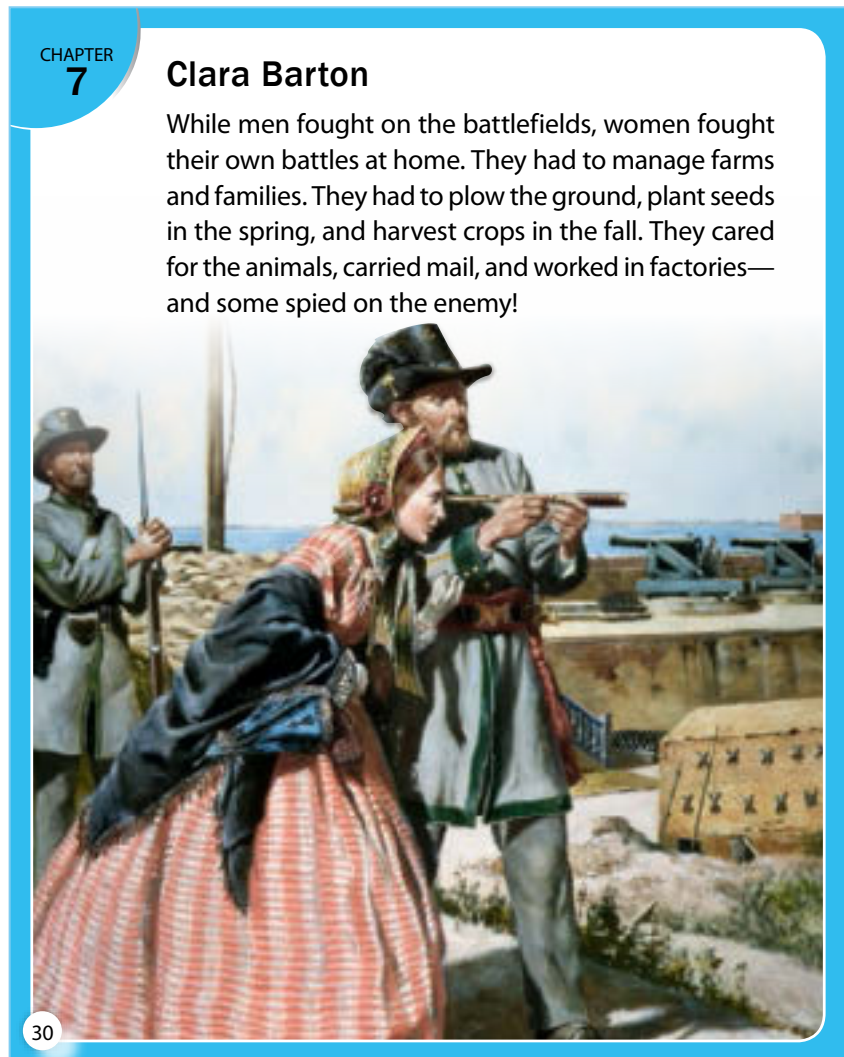
Who was Clara Barton?

Core Vocabulary

harvest spied

Chapter 7: “Clara Barton”

Distribute the Student Book. Ask students to turn to page 30, and tell them that this chapter is titled “Clara Barton.” Ask them to look at the image on the page as you read aloud, listening carefully to find out who Clara Barton was.



CORE VOCABULARY—Explain that to **harvest** is to gather or collect crops at the end of the growing season when they are ready to be eaten.

CORE VOCABULARY—Explain that **spied** means collected information about an enemy, often while in enemy territory.

Ask students the following question:

LITERAL—What did most women do at home during the Civil War?

- » They worked at home while the men were fighting. They took care of their farms and families. They plowed the soil, planted seeds, and harvested crops. They cared for the animals, carried mail, and worked in factories, and some spied on the enemy.

Now ask students to look at the images on page 31 as you read aloud.

Before the Civil War, almost all nurses were men. During the war, although men continued in this role, many women became nurses too. Thousands of women, especially in the North, worked long hours bandaging and treating the injured men.



31

SUPPORT—Ask students to describe what the women in the images are doing. (*Students should be able to see, in the inset picture, women knitting and sewing, washing clothes, and aiding sick and injured soldiers. In the main picture, women are helping in a hospital.*)

Ask students the following question:

LITERAL—What did nurses do during the Civil War?

- » Nurses worked long hours bandaging and treating the wounds of men who were hurt in the fighting.

Ask students to look at the image on page 32 as you read aloud.

One of the most famous nurses was Clara Barton. Clara Barton was born in Massachusetts. One day, Clara heard that some Union soldiers did not have any supplies. Clara used her own money to buy them food and bandages. Later, Clara loaded up a big wagon with supplies and drove to a battlefield.



Activity Page



AP 1.3



SUPPORT—Help students find Massachusetts on their Map of the United States During the Civil War (AP 1.3). Ask: Was Massachusetts in the North or in the South? (*the North*)

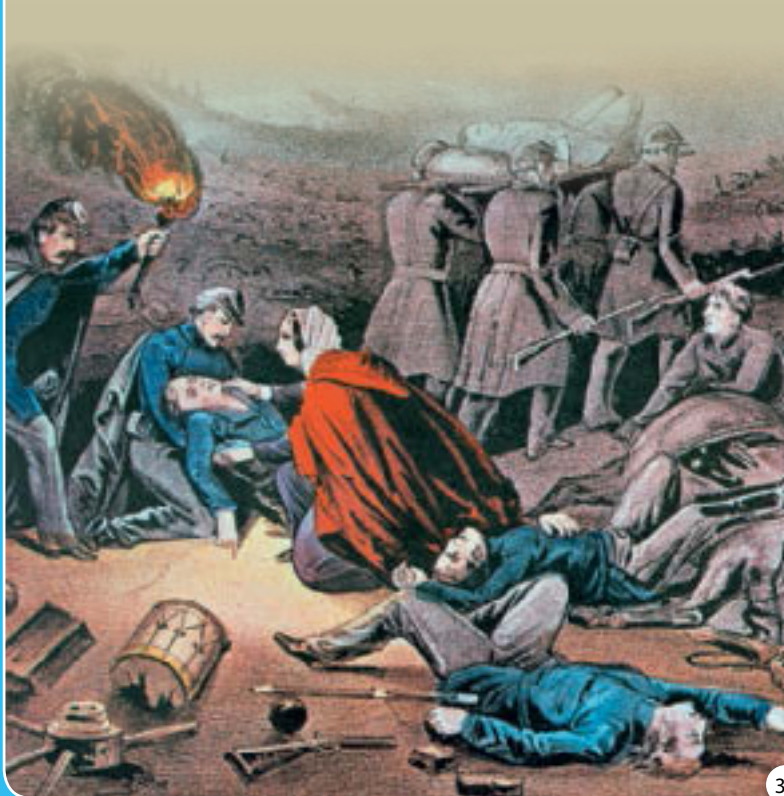
Ask students the following question:

LITERAL—How did Clara Barton help Union soldiers?

- » Clara Barton helped Union soldiers by buying food and bandages with her own money. Later, she drove a big wagon with supplies to the battlefield.

Now ask students to look at the image on page 33 as you read aloud.

For the rest of the Civil War, Clara followed the Union troops around, taking care of injured soldiers at many different battles. She did this even though it meant risking her own life. At the Battle of Antietam, a bullet tore through her sleeve and killed the soldier she was trying to help.



SUPPORT—Have students study the image on the page. Identify the woman in red as Clara Barton.

Ask students the following question:

LITERAL—What did Clara Barton do during the Civil War?

- » During the Civil War, Clara Barton followed Union troops and took care of injured soldiers at different battles.

Ask students to look at the image on page 34 as you read aloud.

Just after the Battle of Antietam, a doctor named James Dunn wrote about Clara's work with injured soldiers.

We had used every bandage, torn up every sheet in the house and everything we could find, when who should drive up but our old friend Miss Barton, with a team loaded down with dressings of every kind and everything we could ask for. She . . . worked all night making soup, and when I left four days after the battle, she was still there taking care of the wounded and the dying.

Dunn called Clara Barton "the angel of the battlefield." Clara later started the American Red Cross.



SUPPORT—Explain that *dressings* is another word for bandages. They are pieces of cloth that are placed over wounds to keep the wounds clean. **Point out the dressing, or bandage, on the soldier's head in the image on page 34.**

SUPPORT—Ask students what they think of or what picture comes to mind when they hear the word *angel*. (*Students may describe a person/woman with wings.*)

SUPPORT—Emphasize that after the war, Barton founded an organization called the Red Cross. The Red Cross still exists today, and it helps people who experience natural disasters and other traumatic events. Students might remember seeing advertisements for the Red Cross on television.

Ask students the following question:

INFERENTIAL—What do you think Dr. Dunn meant when he called Clara Barton "the angel of the battlefield"?

- » Possible response: Clara Barton was an angel because she risked her life to help soldiers on the battlefield.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Who was Clara Barton?

- » Clara Barton was a woman who decided to help the Union by gathering supplies for the soldiers and by taking care of injured and dying soldiers on the battlefields. She also started the American Red Cross.

Additional Activities

More About Clara Barton

Materials Needed: internet access, capability to display internet in the classroom, poster board or chart paper, a marker



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students they are going to watch a video to learn more about Clara Barton. Explain that the video also tells about Clara's life after the Civil War. Tell students to pay close attention to what Clara did before the Civil War, during the Civil War, and after the Civil War. Show the video *History of Clara Barton* (08:22).

After the video, ask students to think about how helpful Clara Barton was during her lifetime. Invite students to consider how they can follow Clara Barton's example and help others. Remind students that there are big ways and small ways to help people. Have students share ideas of ways they could be helpful.

At the top of a piece of poster board or chart paper, write "Be Like Clara Barton." Record students' ideas, and then post the list where students can see it as a reminder.



Civil War Photography

Materials Needed: sufficient copies of *The Civil War Student Book*

Ask students if they like taking pictures with a camera or with a cell phone. Ask them what they like to take pictures of.

Explain that at the time of the Civil War, cameras and photography were a new technology. People could see, for the first time, what people, places, and events actually looked like. (But only in black and white. Color photography was not invented yet.) They no longer had to rely on drawings and paintings, which were often not true to life.

There was a famous photographer during the Civil War named Matthew Brady. He was famous for taking portraits, or pictures of people. He also hired other traveling photographers to take pictures for him. Together, these photographers took lots of pictures of every aspect of the war, from soldiers in

camps preparing for battles, to officers making decisions, to men dying on the battlefield, and even ships and railroads that were important to the war. He and his team took more than seven thousand pictures. These photographs documented the war.

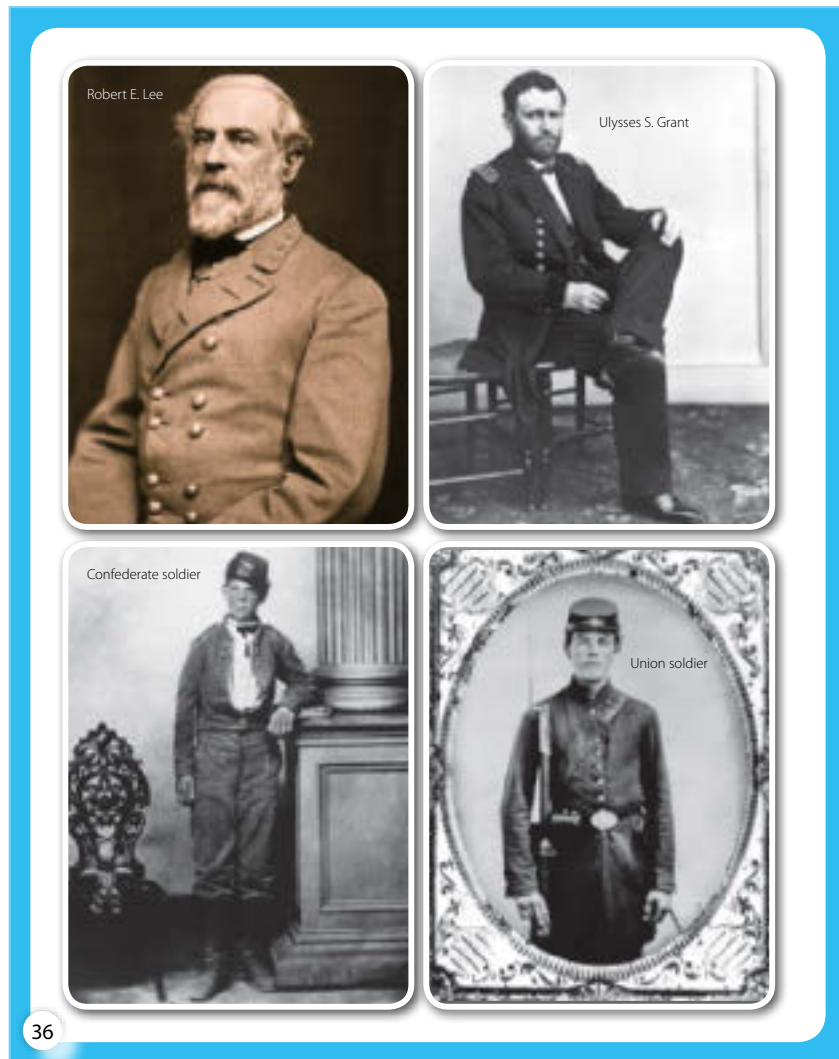
Call attention to the images on page 35.



Explain that many photographers during that time took these portrait pictures, which were staged in a studio. Usually, only important or wealthy people had their portraits taken. Now, many families take staged portraits. Ask students to raise their hands if they have been a part of a family portrait.

Help students identify the people in these portraits, recalling one detail about each person from the unit Read Alouds.

Ask students to turn to page 36 and look at the images.



Help students identify the men in the top images and what roles they played in the Civil War.

Then direct students to the bottom images on the page. Point out that these are, again, staged portraits. Have students think about why a photographer would want to photograph a soldier in uniform in a studio. Ask: Why would a soldier want his picture taken? (*possible responses: to send to his family, to remember the experience*)

Now ask students to turn to page 37 and look at the images.



Union army band



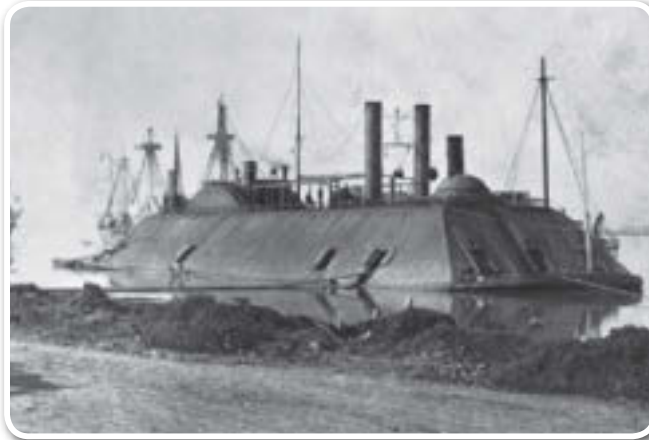
Confederate army camp

37

Ask students to look at all the details in the pictures. Then talk about how black and white pictures are similar and different from color pictures. Ask students which they prefer. Does one need color to see details in a picture?

Point out that the image at the top of the page shows a Union army band. A band like this would have played songs such as "When Johnny Comes Marching Home."

Ask students to turn to page 38 and look at the images.



USS Essex (ironclad)

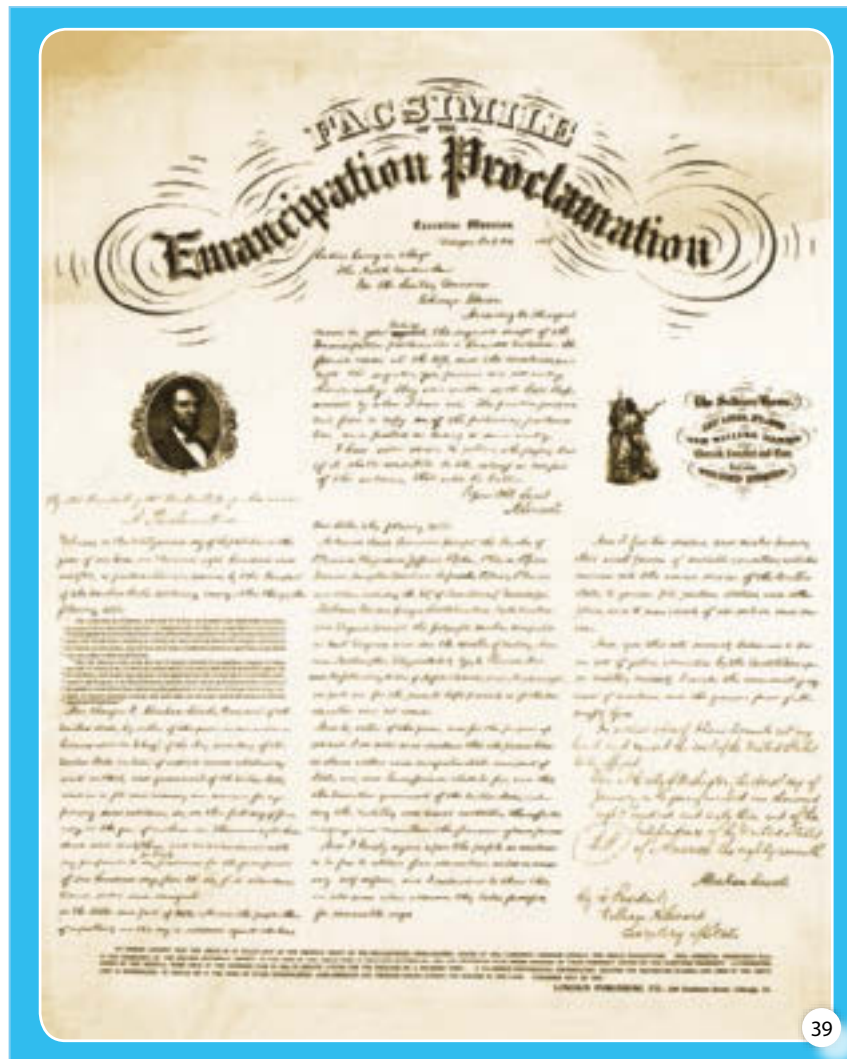


Railroad engine used during Civil War

38

Explain that the top image shows a ship called an ironclad, which is a ship with metal on the outside to protect it against attack. This ironclad belonged to the Union.

Finally, have students turn to page 39 and study the image.



Explain that this image is not a photograph. It's a copy of the Emancipation Proclamation. Ask: Why was the Emancipation Proclamation important? (*It said the slaves in the Confederacy were free.*)

End the activity by asking students if they would have wanted to be a photographer during the Civil War.

Teacher Resources

Culminating Activity: *The Civil War*

- Review: *The Civil War* 83
- Make a Mural About *The Civil War* 83
- My Book About *The Civil War* 83

Unit Assessment: *The Civil War*

- Unit Assessment Questions: *The Civil War* 107
- Unit Assessment Student Answer Sheet: *The Civil War* 109

Performance Task: *The Civil War*

- Performance Task Activity: *The Civil War* 113
- Performance Task Scoring Rubric 114

My Passport

- Directions for Making My Passport 116
- Introducing My Passport to Students 117
- My Passport Activity for *The Civil War* 118

Activity Pages

- Letter to Family (AP 1.1) 119
- World Map (AP 1.2) 120
- Map of the United States During the Civil War (AP 1.3) 121
- Civil War Stick Puppets (AP CA.1) 122
- Civil War Matchup (AP CA.2) 125

Answer Key: *The Civil War*—Unit Assessment and Activity Pages 126

Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at <https://www.coreknowledge.org/community/>. You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!

Culminating Activity: *The Civil War*

Review: *The Civil War*

Activity Pages



Materials Needed: sufficient copies of Civil War Stick Puppets (AP CA.1); sufficient copies of Civil War Matchup (AP CA.2); scissors; tape; popsicle sticks or straws; colored pencils, crayons, or markers

AP CA.1

Have students work in small groups to color and assemble the Civil War Stick Puppets.

AP CA.2

Help students tape their cutouts to popsicle sticks or straws. Monitor as groups use their puppets to tell the story of the Civil War.

Then distribute Civil War Matchup (AP CA.2). Read each sentence aloud. Have students hold up the stick puppet of the person described in the statement. Then guide students to write that person's name on the correct line.

Make a Mural About *The Civil War*

Materials Needed: *The Civil War* coloring pages; crayons or colored markers; butcher-block paper; tape, glue, or stapler



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the links to the coloring pages may be found:

www.coreknowledge.org/ckhg-online-resources

Organize the class into pairs or small groups. Distribute the coloring pages evenly across the groups. Have each group color its assigned page(s).

Hang a piece of butcher-block paper on the wall. Work with students to affix their colored pages to the butcher paper to create a collage.

Once the collage is completed, invite each group of students to tell the rest of the class about the images they colored. What do the images represent?

You may wish to schedule the presentations for a separate day and invite parents or other grade-level students.

My Book About *The Civil War*

Materials Needed: sufficient copies of My Book About *The Civil War* (see pages 86–106), crayons for each student, stapler

Note to Teacher: To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of My Book About *The Civil War* and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about the Civil War that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- Abraham Lincoln
- Union soldier
- Confederate soldier
- “No Slavery” poster
- Harriet Tubman
- a battlefield
- Clara Barton

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into seven groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as about any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt and elaborate on what students say about each chapter to make sure the following points are made:

Chapter 1

- Slavery started in the United States long ago when enslaved people were brought to America from Africa to work as slaves without pay.
- The North enslaved some of these people, but most of them were enslaved in the South where they worked on cotton, sugar, and tobacco plantations.
- As new states joined the United States, most people in the North wanted them to be free states. Southern states worried people would try to end slavery.
- There were people in the North that started to talk and write about the evils of slavery—they were called abolitionists.

Chapter 2

- Harriet Beecher Stowe spoke out against slavery by writing a book called *Uncle Tom’s Cabin*; this book shaped how many people in the North felt about slavery.
- Harriet Tubman, a slave in the South, escaped to the North and then returned to help rescue others.
- Harriet was part of a group called the Underground Railroad that helped to secretly transport slaves to freedom.
- Conductors in the Underground Railroad took slaves to stations and used the stars to guide them at night.

Chapter 3

- The South wanted to continue slavery.
- Abraham Lincoln spoke out against slavery during the election for president.

- When Abraham Lincoln won the presidential election, seven Southern states left the Union.
- These states formed the Confederate States of America, also known as the Confederacy.
- Confederate soldiers attacked Fort Sumter, and President Lincoln decided the only way to save the Union was to go to war.

Chapter 4

- Confederate soldiers wore gray uniforms and were called “Rebels.” Union soldiers wore blue uniforms and were called “Yankees.”
- Many thought the war would end quickly, but after the first battle at Manassas, they realized the war would not be easily won.
- The Union had more soldiers, factories, trains, ships, and guns, but the Confederacy won many of the early battles.
- After the Battle of Antietam, President Lincoln signed the Emancipation Proclamation, a document that said all slaves in Confederate-held territory were free.
- Slavery did not end in the South, and the war continued.

Chapter 5

- Robert E. Lee, a West Point graduate and soldier, took the side of the Confederacy and was chosen to command the Confederate army.
- Ulysses S. Grant rejoined the Union army after the war started, and President Lincoln appointed him general in charge of the Union army.
- The Battle of Gettysburg was an important victory for the Union.

Chapter 6

- Lincoln’s goal was to capture Richmond, the capital of the Confederacy, and Grant led the Union army into battles as they advanced toward the city.
- William Sherman, another Union general, marched his men through Georgia, tearing up railroad tracks and burning the city of Atlanta.
- Grant’s soldiers captured Richmond and then advanced on a retreating Lee.
- Lee surrendered to Grant at Appomattox Court House, and the leaders agreed to let Confederate soldiers go home with their horses.

Chapter 7

- Many women helped during the war by taking care of their homes, children, and farms and doing other jobs while men were in battle.
- Before the Civil War, all nurses were men. Many women became nurses during the war, including Clara Barton.
- Clara Barton helped during the war by gathering supplies, buying food, helping on battlefields, and taking care of injured and dying soldiers.
- Clara Barton was called “the angel of the battlefield.”

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.

My Book

About

The Civil War

by _____

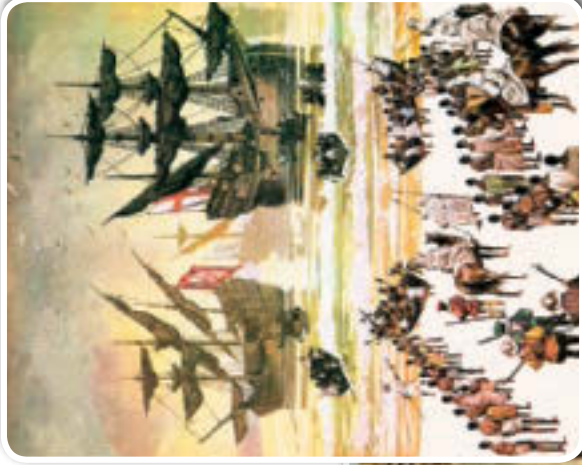
Slavery in the United States

What is slavery? Slavery is the practice of owning people and forcing them to work, often without pay. Slavery existed in ancient Greece and Rome. And sadly, there was once slavery in the United States.



2

In the 1600s, Africans were enslaved and forced to come to America to work. Most enslaved Africans worked on large farms in the South called plantations.



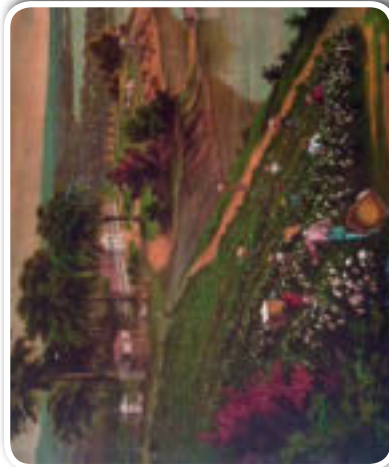
The slaves' children and grandchildren were enslaved too. And so it went across the years. One slave generation after the next, born into enslavement, with little hope of freedom.

3

Some enslaved people lived in the North, but fewer were needed there to work. However in the South, the demand for slaves grew with the demand for tobacco, sugar, and cotton. Slaves were needed to plant and harvest these crops. Tobacco, sugar, and cotton not only made some powerful Southern plantation owners very rich, it made America rich too!



Some Southern plantation owners lived in very grand homes. They had lots of slaves. In the Northern states, over time, slavery was no longer allowed.



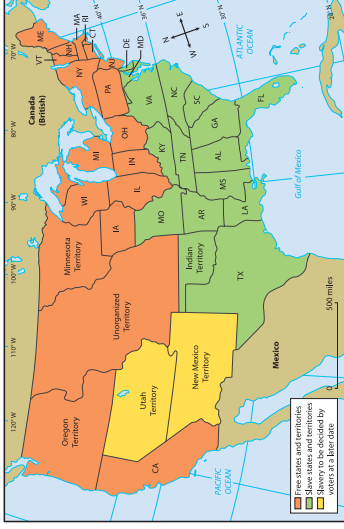
4

In the 1840s and 1850s, new territories in the West and Midwest were ready to become U.S. states and join the Union. Many

people in the North wanted these new states to be free states—places where slavery was not allowed.

But in the South, the plantation owners worried

that if there were more free states than slave states, people would try to end slavery. Then how would plantation owners grow tobacco, sugar, and cotton?



5

In both the North and the South, some people began to speak out against slavery. Church ministers and some writers drew attention to the evils of slavery.



In the North, posters were put up in public places. Small in number at first, those who were against slavery were called abolitionists because they wanted to abolish, or get rid of it.

Sarah and Angelina Grimké were raised in the South.

Their family owned many slaves. When they grew up, they moved to the North and began to work to end slavery.



Sarah Grimké



Angelina Grimké

CHAPTER 2

Harriet Beecher Stowe and Harriet Tubman

Harriet Beecher Stowe was one of the people who spoke out against slavery. She wrote a book called *Uncle Tom's Cabin*. The book is about the lives of slaves in the South at this time. The main character is Tom, a kind, old slave. Another character is a mean slave owner named Simon Legree.



Harriet Beecher Stowe



In the story, some of the slaves try to run away and are chased down by slave catchers. *Uncle Tom's Cabin* was a hit. It was turned into a play. Over the years, millions of people bought the book and saw the play. *Uncle Tom's Cabin* made people think about the suffering of slaves in the South.

Harriet Tubman knew what it was like to be a slave. She had been one herself. In 1849, she escaped from the South to the North.

Many people would have been happy just to escape. But Harriet Tubman was very brave. She went back to the South to rescue her family and other slaves. She made at least nineteen trips into the South and helped free more than three hundred people.



8

Harriet Tubman was part of a group of people who worked to help slaves escape to the North or to Canada. They organized the Underground Railroad. The Underground Railroad wasn't really a railroad, and it didn't really go underground.



It was called a railroad because runaway slaves were given transportation from one place to the next. And it was called underground because this work was a secret.

9

Helpers, or guides such as Harriet Tubman, were called "conductors." The conductors had to think of all kinds of sneaky tricks to keep the slaves from getting caught. They traveled at night.



They hid their "passengers" in attics and basements during the daytime. These safe spots were known as "stations."



10

The conductors also knew how to survive in the wilderness. They knew which plants and berries were safe to eat. They studied the stars in the sky to figure out the way North.



When the sky was too cloudy to see the stars, the conductors would feel around the bottoms of trees. Moss usually grows on the north side of trees, and north was where they were going.



11

Abraham Lincoln and the Coming of War

The argument about free states and slave states continued. And the question of who should decide if slavery should be allowed—and where—was debated in the North and South. In the end, though, people in the South continued to say that they needed slaves to grow tobacco, sugar, and cotton.



12

When, in 1860, Abraham Lincoln ran for president, the Southern states really did worry. Abraham Lincoln spoke out against slavery spreading into areas that could become new states.



Abraham Lincoln had grown up in a poor family. He had to work as a young boy. With little or no time for school, he had mostly taught himself. He eventually became a lawyer and then a politician.

13

Abraham Lincoln's ideas about slavery made him unpopular with many Southerners. They believed he would end slavery in the South, even though he said he wanted only to stop slavery from happening in new states.



Some Southerners said that the South should leave the Union if he became president. When Abraham Lincoln won the election and became president, seven Southern states did just that!

14



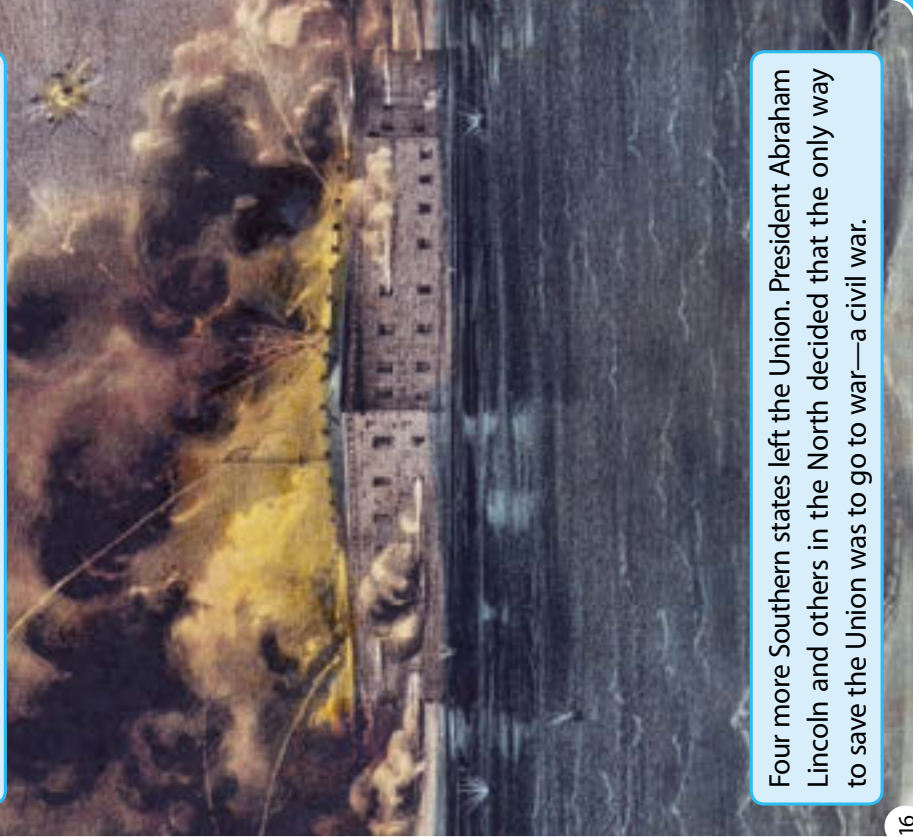
These Southern states said they were breaking away from the United States, just as the original thirteen colonies had broken away from Great Britain. They were forming a new country named the Confederate States of America, or the Confederacy for short. They even elected their own president, a man named Jefferson Davis.

15

CHAPTER 4

The War Begins

Tensions continued to grow between the North and the South. In April 1861, Confederate soldiers attacked Fort Sumter, near Charleston, South Carolina.



Four more Southern states left the Union. President Abraham Lincoln and others in the North decided that the only way to save the Union was to go to war—a civil war.

16

Both sides began to prepare for war. The Union signed up thousands of men and gave them weapons and blue uniforms. The Confederates gave their soldiers gray uniforms.



Union soldiers called the Confederate soldiers "Rebels." The Confederate soldiers called the Union soldiers "Yankees."

17



Most people thought the war would be over quickly. Some Northerners were so sure their army would beat the Southern Rebels that they brought picnic lunches to the war's first battle, near the town of Manassas in northern Virginia.

But there was no easy victory that day. For a while it was not clear who would win. Then a group of fresh Confederate troops arrived. The Rebels charged, and the Union troops retreated in a panic—and so did the picnickers.

18



The Confederates had won the first battle of the war, but winning the war itself would not be easy. The Union had more soldiers, more factories, more trains, more ships, and more guns. Even so, the Confederate army won many of the early battles of the war. In 1862, the Confederate general, Robert E. Lee, led an invasion into the North.



Incredibly, a Union soldier found a copy of Lee's battle plans. This meant that the Union army leader, George McClellan, had information that would help him stop Lee's invasion at the Battle of Antietam, in Maryland.

19

Then President Lincoln made a bold move. He revealed that the time had come to say that not only was the war being fought to save the Union, it was *now* also being fought to free the slaves in the Confederate states.



On January 1, 1863, President Lincoln signed the Emancipation Proclamation. It said that slaves in the Confederate states were now free. But everyone knew that as long as these slaves stayed under Confederate control, they would not be free.

20

African Americans and abolitionists were excited about the Emancipation Proclamation. Abraham Lincoln was proud of it too, but he knew that the slaves would not be set free if the Union did not win the war. To do that he needed a great general to go up against Robert E. Lee.



21

Lee and Grant

Robert E. Lee trained to be a soldier at the U.S. Military Academy in West Point, New York. Later, he fought in the Mexican-American War and became the head of his old military school. He was a natural leader.



When the Southern states left the Union, Lee had to think long and hard about which side to join. President Lincoln had wanted Lee to be the commander of the Union army. In the end, Lee chose to fight on the side of his home state, Virginia, which had become part of the Confederacy. Lee became the commander of the Confederate army.



Ulysses S. Grant also went to West Point and fought in the Mexican War. Afterward, he left the army. When the Civil War began, however, Grant rejoined the Union army.



He proved himself to be a fine soldier too. The soldiers who fought with him looked up to him and admired his bravery.

During 1863, two years after the Civil War began, Lee invaded the North again. The Union army stopped the Confederate invasion near Gettysburg, Pennsylvania. The Battle of Gettysburg was an important victory for the North. Lee retreated with his men during the night and was not pursued by Union soldiers. President Lincoln was not happy that Lee and his men had escaped.



24

In the spring of 1864, President Lincoln appointed Ulysses S. Grant to be the new general in charge of the Union army. Grant's job was to defeat Lee, capture the Confederate capital in Richmond, Virginia, and win the war.



25

The War Ends

The Confederate army had been weakened at the Battle of Gettysburg. It was time for Grant to lead the Union army and go after Lee.

Many terrible battles, such as the Battle of the Wilderness, were fought in Virginia. In most of these battles, Grant lost more men than Lee, but he never stopped advancing and attacking, and he gradually closed in on Richmond—the capital of the Confederacy.

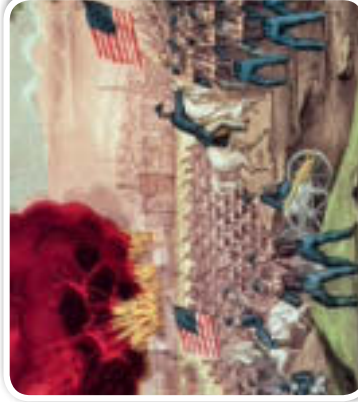


26

At the same time, one of Grant's generals was leading his men across the South. The general's name was William Tecumseh Sherman. He and his men marched through Georgia, tearing up railroad tracks, which stopped the movement of Confederate soldiers and supplies.



Sherman and his men burned the city of Atlanta and then set off for Savannah. By this time, the Confederate soldiers were running out of supplies.



27

While Sherman

marched to the sea, Grant was chasing Lee's army. In April 1865, Grant's soldiers captured Richmond. About one week later, Grant stopped Lee and his men in Virginia, near the town of Appomattox Court House. Lee saw that it was hopeless.



On April 9, 1865, Robert E. Lee went to Appomattox Court House to surrender to Ulysses S. Grant. Lee put on a special uniform. Around his waist he wore a silk sash. A sword hung from his belt. The Confederate general was ready to meet with Grant.



28

Ulysses S. Grant did

not want to punish the Confederate soldiers. He was kind to Robert E. Lee and his men. Robert E. Lee accepted the terms of surrender, which called for the Confederates to stop fighting and to hand over their weapons.



Each Confederate soldier signed a paper that said he would not take up arms against the United States again. This signed paper allowed the soldiers to make their way home. After four years of fighting, the Civil War was finally over.



29

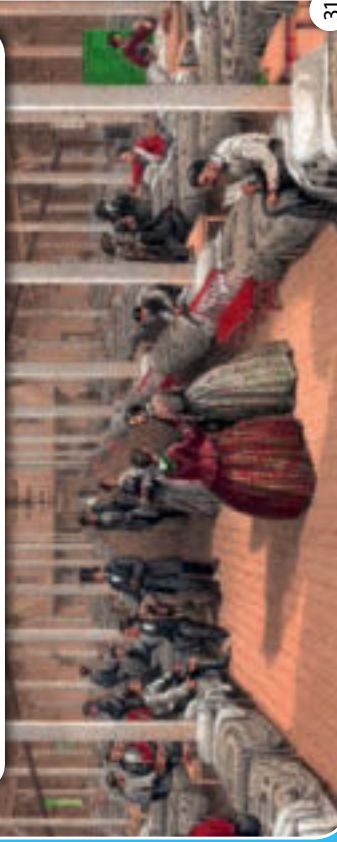
Clara Barton

While men fought on the battlefields, women fought their own battles at home. They had to manage farms and families. They had to plow the ground, plant seeds in the spring, and harvest crops in the fall. They cared for the animals, carried mail, and worked in factories—and some spied on the enemy!



30

Before the Civil War, almost all nurses were men. During the war, although men continued in this role, many women became nurses too. Thousands of women, especially in the North, worked long hours bandaging and treating the injured men.



31

One of the most famous nurses was Clara Barton. Clara Barton was born in Massachusetts. One day, Clara heard that some Union soldiers did not have any supplies. Clara used her own money to buy them food and bandages. Later, Clara loaded up a big wagon with supplies and drove to a battlefield.



32

For the rest of the Civil War, Clara followed the Union troops around, taking care of injured soldiers at many different battles. She did this even though it meant risking her own life. At the Battle of Antietam, a bullet tore through her sleeve and killed the soldier she was trying to help.



33

Just after the Battle of Antietam, a doctor named James Dunn wrote about Clara's work with injured soldiers.

We had used every bandage, torn up every sheet in the house and everything we could find, when who should drive up but our old friend Miss Barton, with a team loaded down with dressings of every kind and everything we could ask for. She . . . worked all night making soup, and when I left four days after the battle, she was still there taking care of the wounded and the dying.

Dunn called Clara Barton "the angel of the battlefield." Clara later started the American Red Cross.



34

Civil War Photographs



Harriet Beecher Stowe



Harriet Tubman



Abraham Lincoln



Jefferson Davis

35



Robert E. Lee



Ulysses S. Grant



Confederate soldier



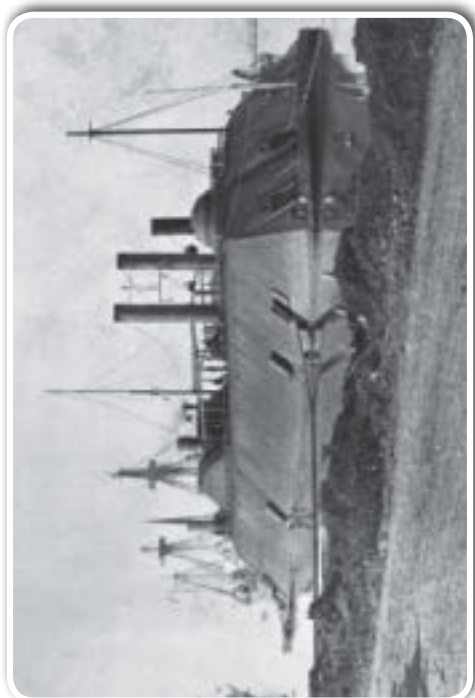
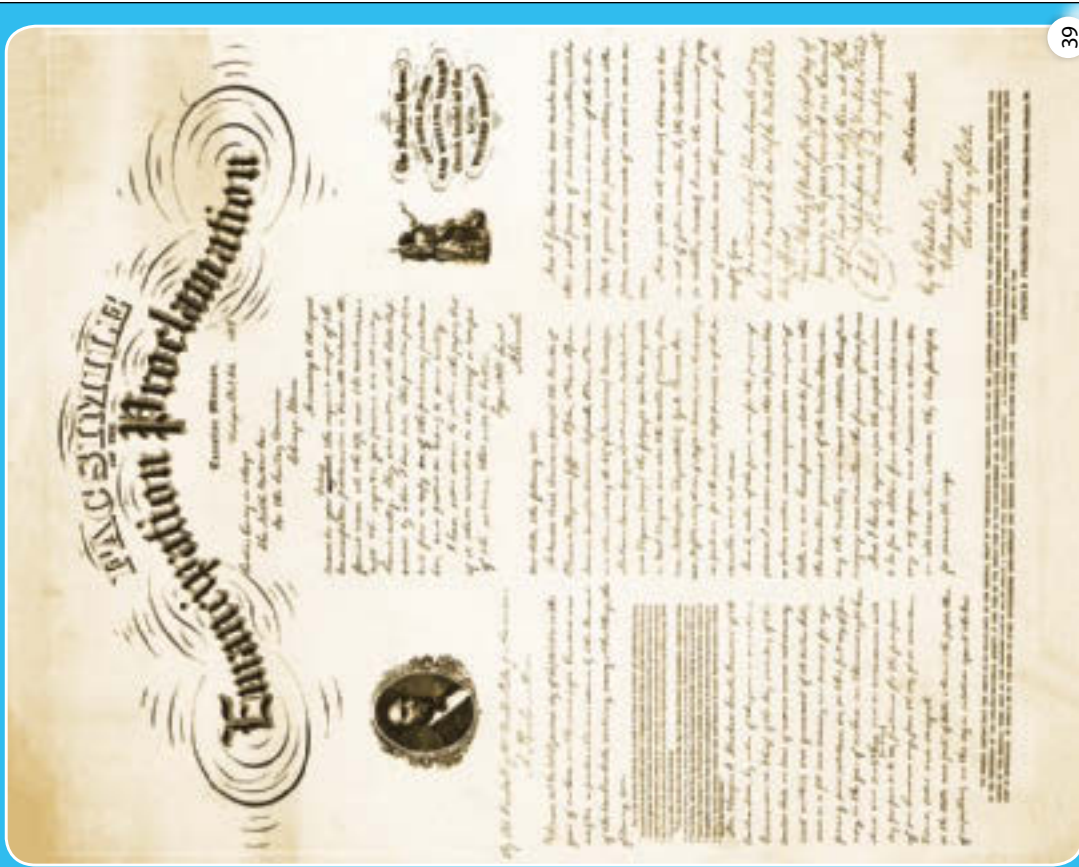
Union soldier



Union army band



Confederate army camp





Civil War Map

Unit Assessment Questions: *The Civil War*

Make sufficient copies of the Student Answer Sheet for each student; see pages 109–112 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

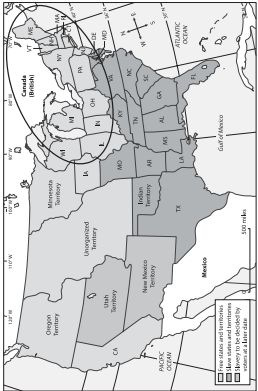
1. In the 1840s, slavery was most commonly found in the _____.
 - a) North
 - b) South
 - c) West
2. _____ helped slaves escape using the Underground Railroad.
 - a) Clara Barton
 - b) Harriet Beecher Stowe
 - c) Harriet Tubman
3. Harriet Beecher Stowe was a _____.
 - a) writer
 - b) nurse
 - c) spy
4. During the Civil War, the _____ were called the Union.
 - a) Northern states
 - b) Southern states
 - c) Western states
5. “Rebel” was another name for soldiers from the _____.
 - a) North
 - b) South
 - c) West
6. The Confederate army was commanded by _____.
 - a) Abraham Lincoln
 - b) Ulysses S. Grant
 - c) Robert E. Lee
7. The president of the United States during the Civil War was _____.
 - a) Abraham Lincoln
 - b) Jefferson Davis
 - c) Ulysses S. Grant

8. Abolitionists were people who wanted to _____.
- a) spread slavery
 - b) end slavery
 - c) go to war
9. _____ was called "the angel of the battlefield."
- a) Harriet Beecher Stowe
 - b) Clara Barton
 - c) Harriet Tubman
10. The president asked _____ to lead the Union army.
- a) Abraham Lincoln
 - b) Ulysses S. Grant
 - c) Robert E. Lee

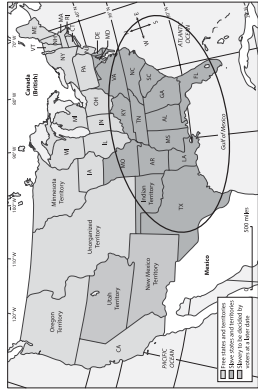
Unit Assessment Student Answer Sheet: *The Civil War*

1.

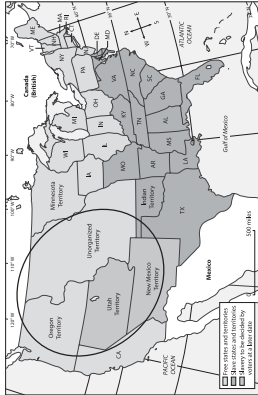
a.



b.



c.



2.

a.



b.



c.



3.

a.



b.



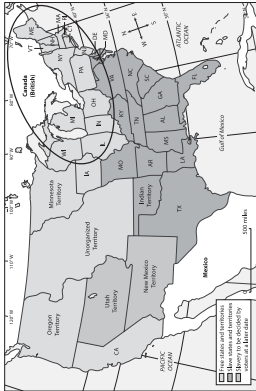
c.



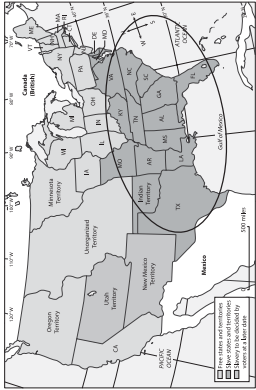
Unit Assessment Student Answer Sheet: *The Civil War*

4.

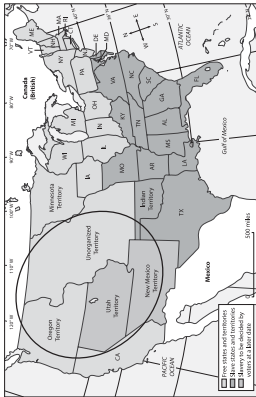
a.



b.

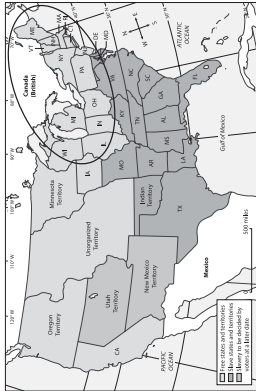


c.

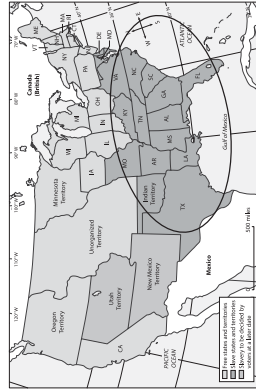


5.

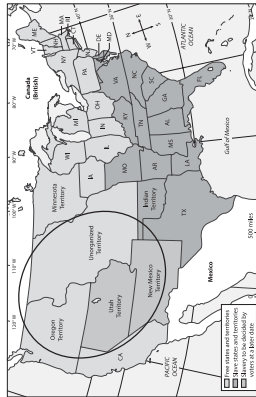
a.



b.



c.



6.

a.



b.



c.



Name _____ Date _____

Unit Assessment Student Answer Sheet: *The Civil War*

7.

a.



b.



c.



8.

a.



b.



c.



9.

a.



b.



c.



Name _____ Date _____

Unit Assessment Student Answer Sheet: *The Civil War***10.****a.****b.****c.**

Performance Task: *The Civil War*

Materials Needed: four blank 5" × 8" index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of *The Civil War Student Book*

Teacher Directions: In this unit, students learned about the Civil War. They learned that slavery started in the United States in the 1600s; that most of the enslaved people from Africa were used in the South to work on the cotton, sugar, and tobacco plantations; that many people in the North, including Abraham Lincoln, spoke out against slavery and did not want slavery to spread to new states; that eleven states in the South broke away from the United States and formed their own Confederate States of America; that the Civil War lasted longer than many expected; that Robert E. Lee commanded the Confederate army; that Ulysses S. Grant was appointed by Lincoln to lead the Union army in the latter part of the war; that Harriet Tubman was an enslaved woman who escaped to the North but returned to the South to help rescue other slaves using the Underground Railroad—a group that secretly aided escaped slaves; that many women helped during the war, including Clara Barton who became one of the first female nurses; and that the war ended when General Lee surrendered to Grant at Appomattox Court House.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back in time to visit the Civil War. They will share the sights, sounds, and smells of this historical event with their friends and family back home by creating four different postcards on 5" × 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about the Civil War. Students should identify in their postcards the most important aspects of the Civil War that they have learned about that make it an exciting place to visit and think about.

Have students draw images of the Civil War on one side of each card and dictate a brief message about the Civil War for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, "Tell me about what you drew and what it tells about life during the Civil War." It is not necessary for the teacher to write verbatim what the student says, but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

Above Average	<p>Response is accurate and detailed. Student demonstrates strong understanding of the Civil War, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none">• Some people in the South used enslaved people to work on plantations and believed that it was acceptable, while there were those in the North who felt that slavery was wrong and wanted to stop it.• Harriet Beecher Stowe was a writer, and she wrote a story about a slave and a mean slave owner.• Harriet Tubman was an enslaved woman who escaped to the North and then returned to the South to help rescue slaves using the Underground Railroad.• The North and the South argued over slavery, and when Abraham Lincoln became president, the South worried that he would end slavery. Seven states in the South broke away and started their own Confederate States of America. They were later joined by four more states.• The Confederate army attacked Fort Sumter, and President Lincoln decided to go to war against the Confederacy.• The Union soldiers, or “Yankees,” fought against the Confederate soldiers, or “Rebels,” in many battles, including Manassas, Antietam, and Gettysburg.• President Lincoln decided that the only way to save the Union was to capture the Confederate capital.• President Lincoln made the Emancipation Proclamation, which said that all slaves in the Confederate-held states were free.• Robert E. Lee was the general of the Confederate army, and Lincoln appointed Ulysses S. Grant to lead the Union army.• Many women helped during the war, including Clara Barton, who gathered supplies and helped doctors take care of injured and dying soldiers on the battlefield.• Grant and his soldiers captured Richmond, and Lee surrendered at Appomattox Court House.
----------------------	--

Average	Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of the Civil War, noting three of the details listed above.
Adequate	Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of the Civil War, noting two of the details listed above.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.

Directions for Making My Passport

If this is the first Grade 2 CKHG unit you have completed with your students, please download and print the Grade 2 My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.



Introducing My Passport to Students

Materials Needed: sufficient folded copies of Grade 2 My Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

Use this link to download the CKHG Online Resources for this unit, where the specific link to the My Passport may be found:

www.coreknowledge.org/ckhg-online-resources

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places and times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and remaining information.

SUPPORT—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will “visit” as they use the Grade 2 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to glue small pictures in their passport as a reminder or souvenir of the places they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for *The Civil War*.

My Passport Activity for *The Civil War*

Materials Needed: personalized copies of Grade 2 My Passport for each student, sufficient copies of *The Civil War* Passport Images, pencils, and glue sticks for each student

Note to Teacher: Please download and print *The Civil War* Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to *The Civil War* Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about the Civil War. Ask students to turn to page 10 of their passport.

Show students the individual *The Civil War* Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the *The Civil War* page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on *The Civil War* page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their time travel to the Civil War.

If time permits, encourage partners to look back at the images on the passport pages for previous units to discuss similarities and differences between those places and the Civil War.

Activity Page 1.1

Use with Chapter 1

Letter to Family

During the next few weeks, as a part of our study of Core Knowledge History and Geography, your child will be learning about the Civil War. They will learn that slavery has a long history in the United States, with the first African slaves being brought to the colonies in the 1600s. Over time, slavery became the cornerstone of life in the South, and as the country spread west, Northerners and Southerners debated the spread of slavery into new territories and states.

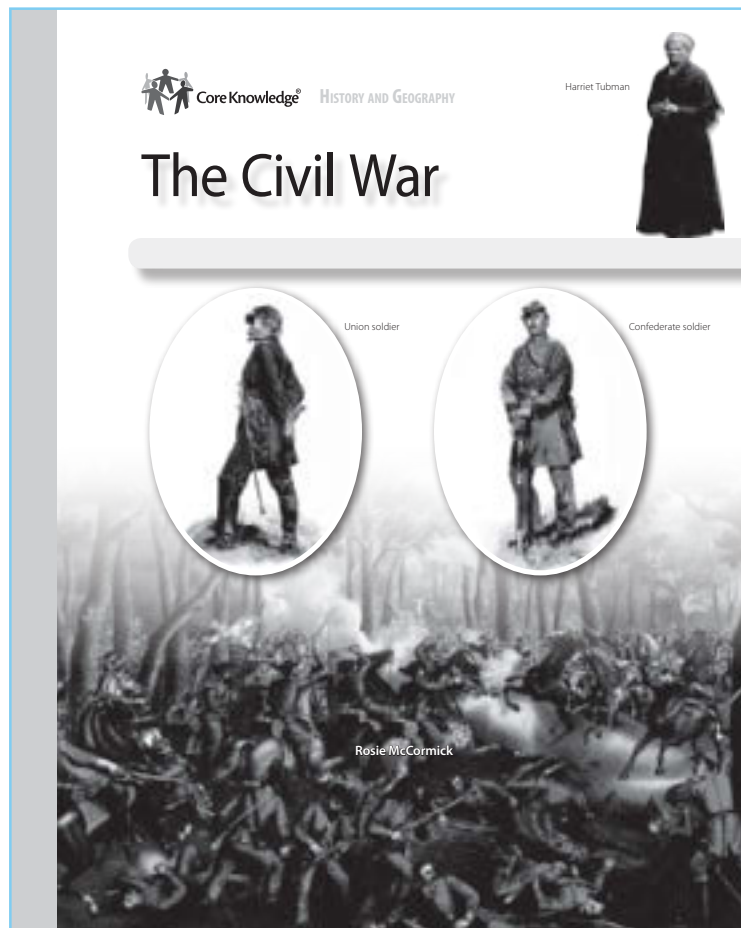
Students will learn that the election of Abraham Lincoln was a turning point in the debate. Worried that Lincoln would try to end slavery throughout the country, Southern states broke away to form the Confederate States of America in order to protect their way of life. After the Confederate attack on Fort Sumter, Lincoln saw no way to reunite the country except through war.

They will learn that the United States was called the Union and that its army wore blue uniforms. Ulysses S. Grant eventually became commander of the Union forces. The Southern states that broke away from the Union were called the Confederacy, and its army wore gray uniforms and was led by Robert E. Lee. People expected the war to end quickly, but the first battle at Manassas proved them wrong. After many battles, the war finally ended when Robert E. Lee surrendered at Appomattox Court House, Virginia.

Finally, students will learn about the roles women played during the war, from managing families and farms to working as spies and nurses. They will learn about Clara Barton, a nurse who became known as "the angel of the battlefield."

Slavery and the Civil War can be sensitive issues to discuss. The beliefs and events of this time in American history are presented here as historical and cultural information in an age-appropriate way.

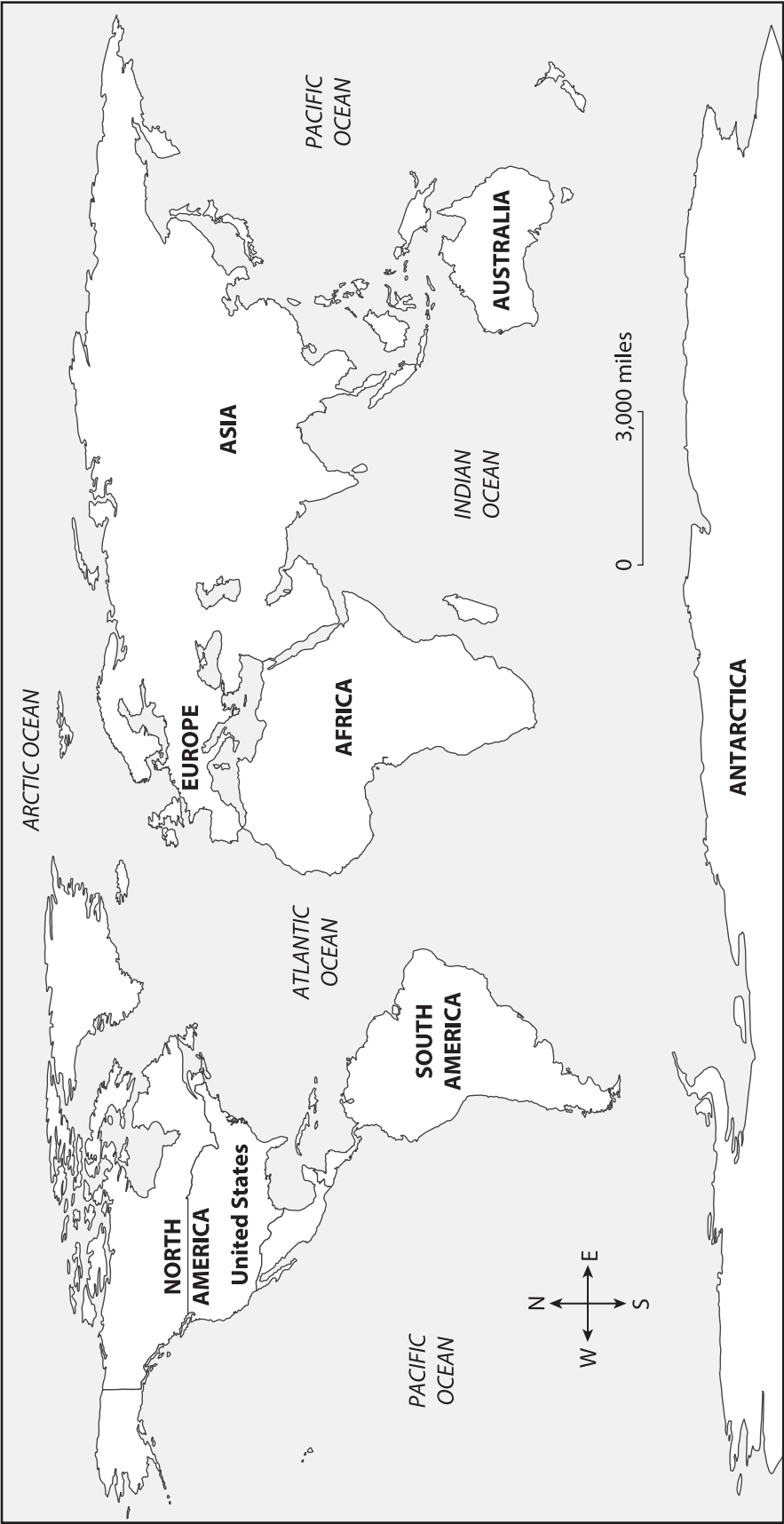
Please let us know if you have any questions.



Name _____

Date _____

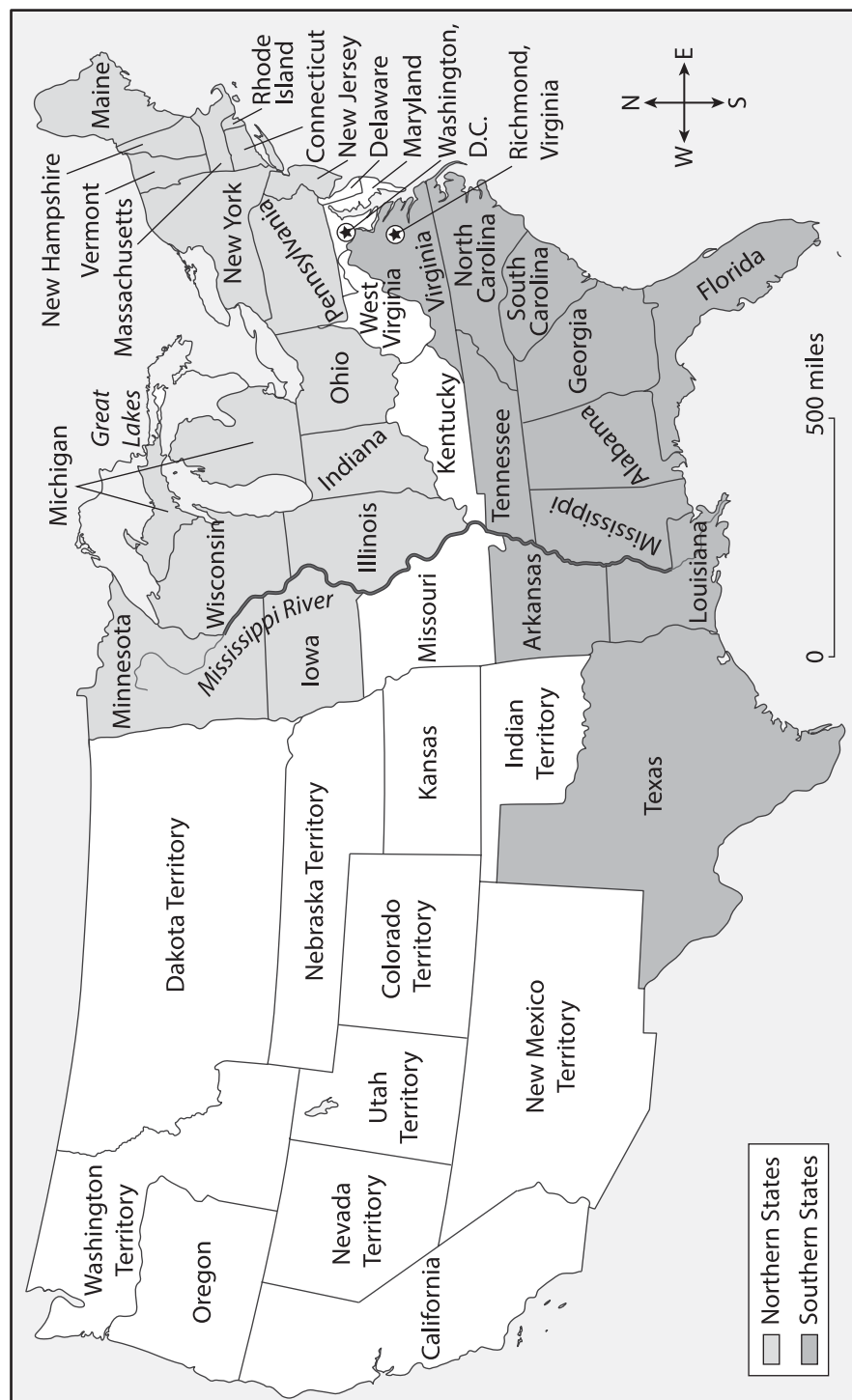
World Map



Name _____

Date _____

Map of the United States During the Civil War



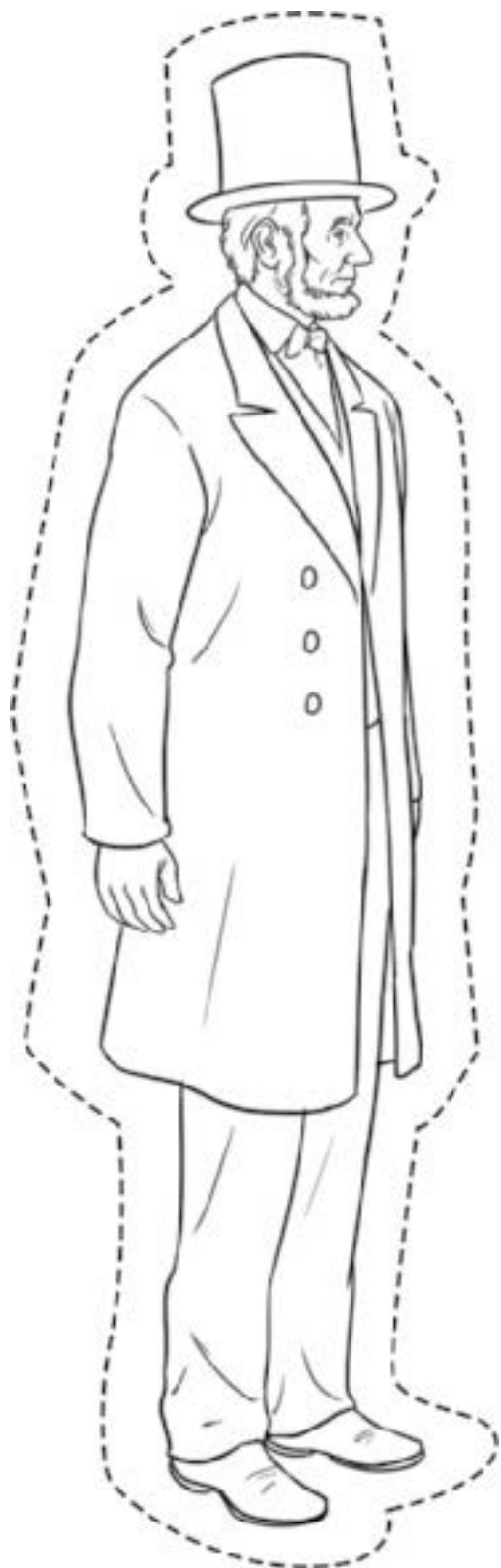
Name _____

Date _____

Activity Page CA.1

Use with Culminating Activity

Civil War Stick Puppets



President Lincoln



General Grant

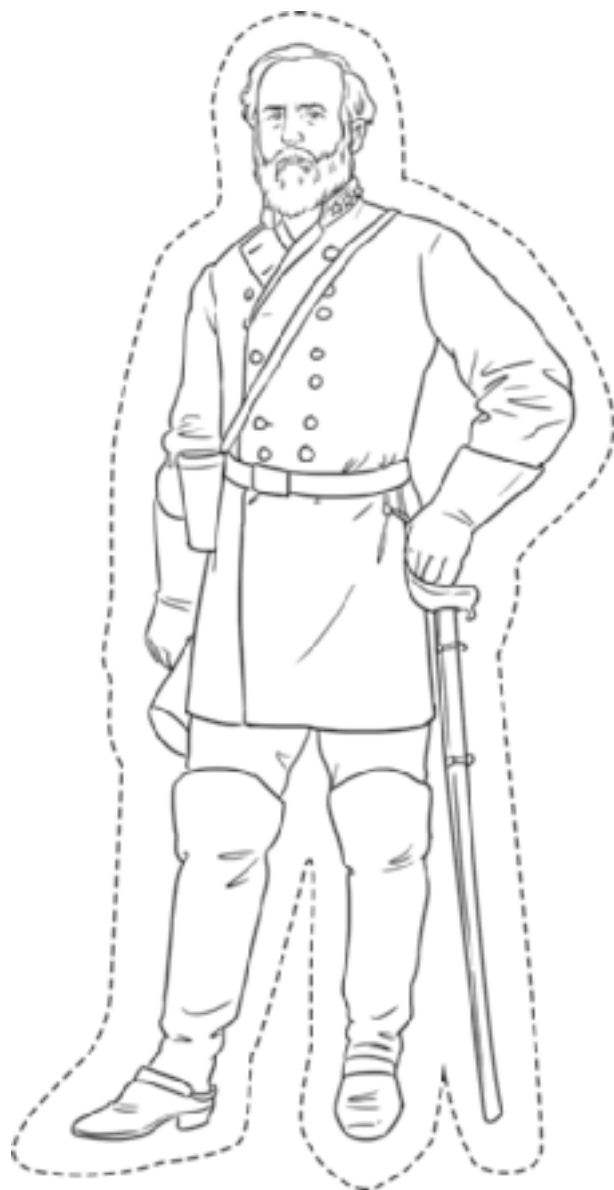
Name _____

Date _____

Activity Page CA.1

Use with Culminating Activity

Civil War Stick Puppets



General Lee

Harriet Tubman



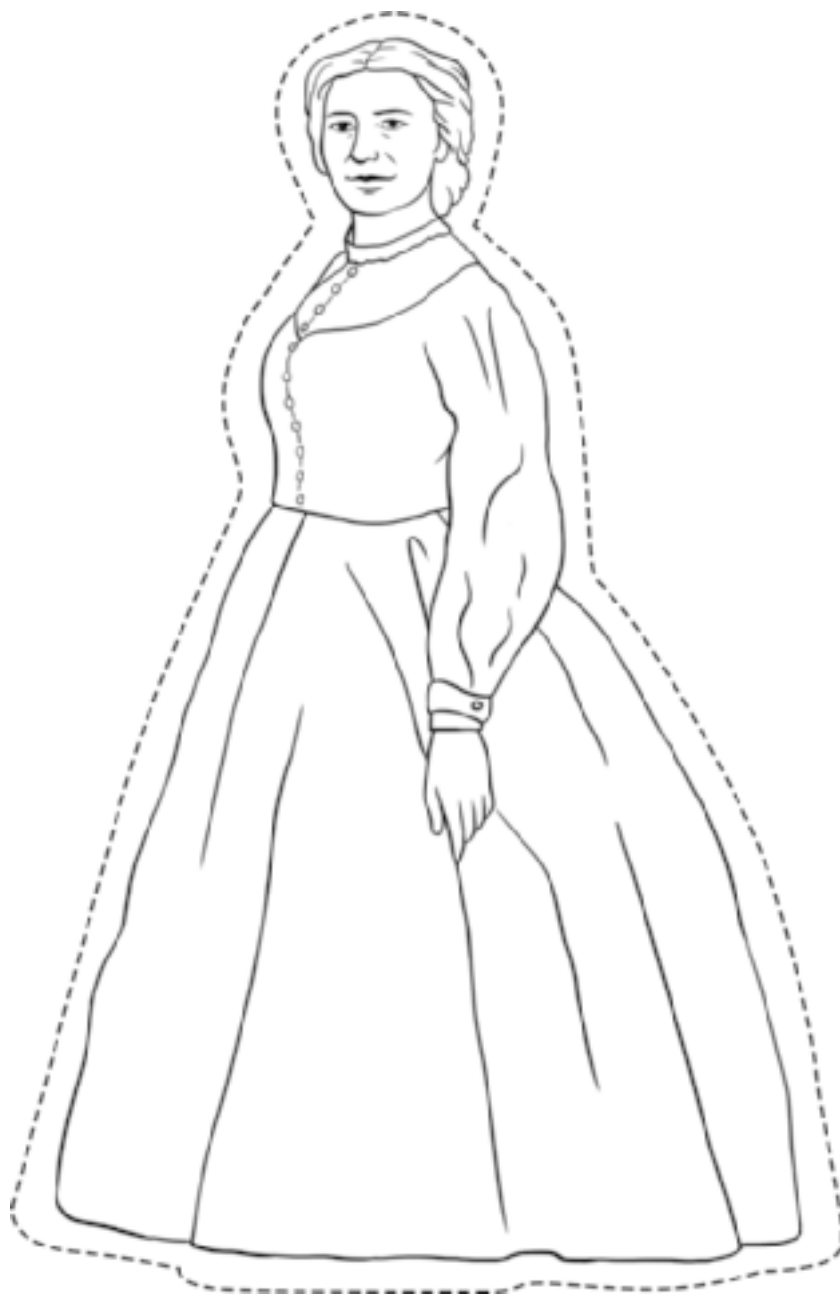
Name _____

Date _____

Activity Page CA.1

Use with Culminating Activity

Civil War Stick Puppets



Clara Barton

Name _____

Date _____

Activity Page CA.2

Use with Culminating Activity

Civil War Matchup

Robert E. Lee

Ulysses S. Grant

Harriet Tubman

Clara Barton

Abraham Lincoln

1. She became known as “the angel of the battlefield.”

2. He was a famous general in the Union army.

3. As president of the United States, he tried to keep the Union together.

4. Her work with the Underground Railroad helped slaves escape secretly to the North.

5. He was a famous general in the Confederate army.

Answer Key: *The Civil War*

Unit Assessment

(pages 107–108)

1. b 2. c 3. a 4. a 5. b 6. c 7. a 8. b 9. b 10. b

Activity Pages

Civil War Matchup (AP CA.2)

(page 125)

1. Clara Barton
2. Ulysses S. Grant
3. Abraham Lincoln
4. Harriet Tubman
5. Robert E. Lee



CKHG™
Core Knowledge **HISTORY AND GEOGRAPHY™**

Series Editor-in-Chief

E. D. Hirsch Jr.

Editorial Directors

Linda Bevilacqua and Rosie McCormick

Subject Matter Expert

Gary W. Gallagher, PhD, University of Virginia

Illustration and Photo Credits

A Spartan whipping his slaves (gouache on paper), Jackson, Peter (1922–2003) / Private Collection / © Look and Learn / Bridgeman Images: 19, 87a

Abraham Lincoln making a speech, McBride, Angus (1931–2007) / Private Collection / © Look and Learn / Bridgeman Images: 40, 93a

African American man reading a newspaper with the headline 'Presidential Proclamation, Slavery' which refers to President Lincoln's Emancipation Proclamation of January 1863. Watercolour by Henry Louis Stephens (1824–1882). / Universal History Archive/UiG / Bridgeman Images: 53, 96b

African Americans picking cotton on a southern plantation. 1883 / Universal History Archive/UiG / Bridgeman Images: 21c, 88c

American Civil War-Union Army Band / Private Collection / Photo © Don Troiani / Bridgeman Images: 79a, 104e

Anti-Slavery Rally in Framingham, Massachusetts, July 4, 1854 (litho), American School, (19th century) / Massachusetts Historical Society, Boston, MA, USA / Bridgeman Images: 23b, 89b, 111e

Auction of slaves in Charleston, South Carolina, USA, 1780 (colour litho), Unknown Artist, (20th century) / Private Collection / Bridgeman Images: 20b, 87c

Battle of the Wilderness, pub. Kurz & Allison, 1887 (colour litho), American School, (19th century) / Private Collection / The Stapleton Collection / Bridgeman Images: Cover D, 18d, 64b, 99b, 111f, 119d

Bombardment of Fort Sumter, Charleston Harbor, 12th & 13th of April, 1861, pub. 1861 (colour litho), American School, (19th century) / Private Collection / The Stapleton Collection / Bridgeman Images: 42, 94a

Clara Barton tending wounded during the American Civil War (colour litho), American School, (19th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 74, 102b

Clara Barton, 1869 / Universal History Archive/UiG / Bridgeman Images: 73, 102a, 109d, 111h

Confederate Army, 1st Regiment Of South Carolina Rifles; 1861, 1991 (oil on canvas), Troiani, Don (b.1949) / Private Collection / Bridgeman Images: 71, 101a, 109i

Confederate Infantry Officer, 1997 (w/c & gouache on paper), Troiani, Don (b.1949) / Private Collection / Bridgeman Images: Cover C, 18c, 48a, 94b, 119c

Cultura RM / Alamy Stock Photo: 32b, 91d

Decision At Dawn, 1992 (oil on canvas), Troiani, Don (b.1949) / Private Collection / Bridgeman Images: 59, 98a

Dustin Mackay: i, iii, 29a, 29b, 30, 31a, 31b, 32a, 38, 39a, 49a, 49b, 90a, 90b, 90c, 91a, 91b, 91c, 92a, 92b, 95a, 95b, 109f, 111i

Everett Collection Historical / Alamy Stock Photo: 78b, 79b, 104b, 104f

Everett Collection Inc / Alamy Stock Photo: 41b, 93c, 111b

General Lee and his horse 'Traveller' surrenders to General Grant, McConnell, James Edwin (1903-95) / Private Collection / © Look and Learn / Bridgeman Images: 67b, 100d

General Robert E. Lee, 1865-70 (gouache on paper), Bendann (19th century) / Brown University Library, Providence, Rhode Island, USA / Bridgeman Images: 57a, 97a, 110i, 112c

General Robert E. Lee, 1987 (oil on canvas), Troiani, Don (b.1949) / Private Collection / Bridgeman Images: 57b, 97b

General Robert E. Lee, pub. 1886 (colour litho), American School, (19th century) / Private Collection / The Stapleton Collection / Bridgeman Images: 66a, 100a

General Robert E. Lee, Wright, David H / Bridgeman Images: 51a, 95c

General Ulysses S Grant standing in front of his Tent during the American Civil War, pub. 1892 (colour litho), American School, (19th century) / The Stapleton Collection / Bridgeman Images: 64a, 99a

General William Sherman (1820-91) 1866 (oil on canvas), Healy, George Peter Alexander (1813–1894) / Smithsonian Institution, Washington DC, USA / Bridgeman Images: 65a, 99c

GL Archive / Alamy Stock Photo: Cover A, 18a, 77b, 77c, 103c, 103d, 110g, 111a, 112a, 119a

Harriet Beecher Stowe - / Lebrecht Authors / Bridgeman Images: 28a, 89e, 109e, 111g

History repeats itself, 1896 / Universal History Archive/UiG / Bridgeman Images: 41a, 93b

Hospital ward during the American Civil war, 1862 / Universal History Archive/UiG / Bridgeman Images: 72b, 101c

IanDagnall Computing / Alamy Stock Photo: 80a, 105a

Jefferson Davis, USA, c.1859 (b/w photo) / Underwood Archives/UiG / Bridgeman Images: 77d, 103e

Lee's Surrender at Appomattox Court House (colour litho), Lovell, Tom (1909-97) / National Geographic Image Collection / Bridgeman Images: 67a, 100c

Maj Gen U.S. Grant - 2003 (oil on canvas), Troiani, Don (b.1949) / Private Collection / Bridgeman Images: 58a, 97c

Meeting of President Abraham Lincoln and General Ulysses S Grant (colour litho), American School, (20th century) / Private Collection / Look and Learn / Valerie Jackson Harris Collection / Bridgeman Images: 60, 98b

Niday Picture Library / Alamy Stock Photo: 52, 58b, 96a, 97d, 110h, 111c, 112b

North Wind Picture Archives / Alamy Stock Photo: 21a, 23a, 51b, 88a, 89a, 95d

Our Women and the War, published in "Harper's Weekly," September 6, 1862 (wood engraving), Homer, Winslow (1836–1910) (after) / Davis Museum and Cultural Center, Wellesley College, MA, USA / Gift of Peggy L. and Harold L. Osher (Peggy Liberman, Class of 1951) / Bridgeman Images: 72a, 101b

Pictures Now / Alamy Stock Photo: 75, 103a, 109h

Portrait of Angelina Grimke (1805-79) (engraving), American School, (19th century) / Schlesinger Library, Radcliffe Institute, Harvard University / Bridgeman Images: 23d, 89d

Portrait of General Robert E. Lee, CSA 1864 (photo) / Universal History Archive/UiG / Bridgeman Images: 78a, 104a

Poster advertising 'Uncle Tom's Cabin', 1852 (colour litho), American School, (19th century) / Collection of the New-York Historical Society, USA / Bridgeman Images: 28b, 89f, 109g

Sarah Moore Grimke (1792–1873) member of Quakers she fight for abolition of slavery / PVDE / Bridgeman Images: 23c, 89c

Science History Images / Alamy Stock Photo: 77a, 78c, 81, 103b, 104c, 105c

Sherman's March to the Sea, pub. 1868 (engraving), Darley, Felix Octavius Carr (1822-88) / Private Collection / The Stapleton Collection / Bridgeman Images: 65b, 99d

Slaves being embarked on the West Coast of Africa, McBride, Angus (1931–2007) / Private Collection / © Look and Learn / Bridgeman Images: 20a, 87b

Slaves picking cotton on a southern plantation (coloured engraving), American School, (19th century) / Private Collection / Peter Newark American Pictures / Bridgeman Images: 22b, 88e, 111d

Stocktrek Images, Inc. / Alamy Stock Photo: 80b, 105b

The Capture of Atlanta by the Union Army, 2nd September, 1864 (colour litho), Currier, N. (1813-88) and Ives, J.M. (1824-95) / Yale University Art Gallery, New Haven, CT, USA / Bridgeman Images: 65c, 99e

The Lost Cause, Lee waiting for Grant (oil on canvas), Nast, Thomas (1840–1902) / Chicago History Museum, USA / Bridgeman Images: 66b, 100b

Tobacco label featuring planter with a peg leg smoking a clay pipe (woodcut), English School, (18th century) / Virginia Historical Society, Richmond, Virginia, USA / Bridgeman Images: 21b, 88b

Union Army Surgeon in full dress uniform 1862, 1996 (w/c & gouache on paper), Troiani, Don (b.1949) / Private Collection / Bridgeman Images: Cover B, 18b, 48b, 94c, 119b

Universal Images Group North America LLC / Alamy Stock Photo: 78d, 104d

When They Were Young: Abraham Lincoln, Jackson, Peter (1922–2003) / Private Collection / © Look and Learn / Bridgeman Images: 39b, 92c

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content on such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites, and expressly disclaims liability for errors and omissions in either the links themselves, or the contents of such sites.

If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Email: coreknow@coreknowledge.org

Core Knowledge Curriculum Series™

Series Editor-in-Chief

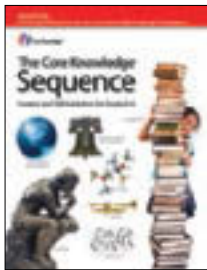
E. D. Hirsch Jr.

CKHG™

Core Knowledge **HISTORY AND GEOGRAPHY**™

The Civil War

Core Knowledge Sequence History and Geography 2



What is the *Core Knowledge Sequence*?

The *Core Knowledge Sequence* is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the *Core Knowledge Sequence* outlines topics that build chronologically or thematically grade by grade.



For which grade levels is this book intended?

In general, the content and presentation are appropriate for students in the early elementary grades. For teachers and schools following the *Core Knowledge Sequence*, this book is intended for Grade 2 and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

For a complete listing of resources in the
Core Knowledge HISTORY AND GEOGRAPHY series,
visit www.coreknowledge.org.

CKHG™

Core Knowledge HISTORY AND GEOGRAPHY

A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the *Core Knowledge Sequence* (content and skill guidelines for Grades K–8)

Core Knowledge HISTORY AND GEOGRAPHY™

units at this level include:

Ancient India
Ancient China
The Culture of Japan
Ancient Greece
Geography of the Americas
Making the Constitution
The War of 1812
Americans Move West
The Civil War
Immigration and Citizenship
Civil Rights Leaders

www.coreknowledge.org

Core Knowledge Curriculum Series™
Series Editor-in-Chief
E. D. Hirsch Jr.

ISBN: 978-1-68380-475-8