A GUIDE TO THE CIVIL WAR: CAUSES, THE WAR, AND RECONSTRUCTION

Cynthia Clampitt
Spring 2012
Introduction
INTRODUCTION:
This three lesson unit on the Civil War is prepared for a mainstream eighth grade American History social studies class of twenty-five students with three bilingual (Spanish/English) ELs who have just moved out of a bilingual self-contained classroom this year, and an EL from the Congo who arrived last year through a refugee resettlement program, who also receives daily support in a newcomer program from an ESL teacher. Also included are an LTSS student who has been in the mainstream since fifth grade, and two special education EL students newly mainstreamed from the same bilingual program as the other three. Two more special education ELs in the mainstream since fifth grade, two students who placed out of the bilingual designation last year, and an advanced ESL student from Ghana round off the EL population to almost half the class. In addition, ELs enter the school throughout the year.

The main source of reading material is the district-required textbook (American History, Globe Fearon 2003, edited by Dorf, Linda; Fay, Elaine; Loftus, Alisa et al.). Chapters covering this era in American history span almost seventy-five pages over five weeks, most likely narrowed to three or four in the classroom. The district curriculum guide provides subject standards, essential content and skills, assessment tools, and a graphic organizer for the 13th, 14th and 15th amendments, and organizers for developing a persuasive essay concerning Reconstruction. The mainstream teacher also uses online resources on occasion. Both the ESL and the mainstream teacher refer to state standards as well for guidance.

Although the mainstream teacher has requested that the unit prepared in collaboration with the ESL teacher focus solely on the actual war, the ESL teacher has found it of greater value to struggling ELs in the class to create lessons that identify essential content knowledge across a broader base. To participate actively in the classroom, ELs must build background knowledge while addressing the language they need to express that knowledge and their opinions. Our ELs have limited knowledge of U.S. history, and before they can deal with it in depth, they need a concise, cogent overview of the main facts and ideas that they can access. For EL adaptations to be effective, students must experience this essential knowledge through a variety of interactive exercises that develop academic skills as well as language competencies across the modalities. This unit will therefore cover in three separate but related lessons, three aspects of the Civil War; its causes, the war itself, and its effects. I want my students to understand how different perspectives on slavery divided the country, to know the main battles and turning points of the war, and to be able to discuss the processes of reunion and reconstruction. Activities will build from but not be limited to note-taking scaffolds, iconic visuals as manipulatives for timelines and vocabulary, progressive (time line) color-coded maps, and role plays for developing different perspectives, with activities tiered to support different stages of language acquisition.

Language activated by the lessons will support vocabulary and syntactic development for beginning as well as advanced students when pushed to the level of a paragraph and beyond to express ideas and opinions. A specific linguistic focus for history is the ability to recognize when and how to use the present and past tenses appropriately. Advance organizers will help students recognize patterns in moving between the two for verbs specific to the topic, and scaffolds, in developing a perspective for when each tense is appropriate in talking and writing about history.
Lesson 1
<table>
<thead>
<tr>
<th>TASK: I will be able to:</th>
<th>Pre-Production</th>
<th>Early Production</th>
<th>Speech Emergent</th>
<th>Intermediate Fluency</th>
<th>Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Listen for and recognize key terms for slavery, slave owner and abolitionist and associate them with an iconic image or photograph</td>
<td>Listen for and recognize key terms for slavery, slave owner and abolitionist and associate them with an iconic image or photograph during a matching activity.</td>
<td>Listen for and indicate recognition of names of primary and secondary source individuals and associated key vocabulary (some in dialect) in a matching activity and in discussion.</td>
<td>Listen for and indicate recognition of names of primary and secondary source individuals and associated key vocabulary by using them in a leveled, scaffolded discussion.</td>
<td>Listen for key names and terms in a scaffolded discussion based on notes, and process information in support of or against in an argument.</td>
</tr>
<tr>
<td>Speaking</td>
<td>Repeat and say selected key words and associate them with an iconic image or photograph.</td>
<td>Organize information on key terms using a word bank to form simple scaffolded statements to make a modified discussion.</td>
<td>Organize information on key terms using a word bank to form simple scaffolded statements to contribute to a modified discussion.</td>
<td>Organize information on key terms to form statements to contribute to a discussion expressing opinions.</td>
<td>Organize information on key terms to form statements to contribute to a discussion expressing opinions.</td>
</tr>
<tr>
<td>Reading</td>
<td>Identify key words in simple, topic related sentences (highlighting, creating flashcards with labels or simple captions)</td>
<td>Read a modified leveled text and identify key terms.</td>
<td>Read a modified, leveled text and relate key terms to a specific point of view.</td>
<td>Read a modified, leveled text and identify key terms relating to a specific point of view.</td>
<td>Read a copy of an original document with some scaffolded support, and identify key terms relating to a specific point of view.</td>
</tr>
<tr>
<td>Writing</td>
<td>Use key words appropriately in simple, topic related sentences using a limited word bank.</td>
<td>Use key terms appropriately in topic-related sequential sentences using a broader word bank.</td>
<td>Use key terms on topic related sequential sentences to form a paragraph.</td>
<td>Use key terms to create topic related sequential sentences to form a paragraph supporting a specific point of view.</td>
<td>Use key terms to write a paragraph or short essay supporting a specific point of view.</td>
</tr>
<tr>
<td>FUNCTION</td>
<td>SITUATION/TOPIC</td>
<td>EXPRESSIONS</td>
<td>VOCABULARY</td>
<td>GRAMMAR</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>IDENTIFY</td>
<td>Reading information about actual people who lived in the time of slavery in the United States and matching it to a chart</td>
<td>He/She was born in_____ (time) in______ (place)</td>
<td>Slave</td>
<td>Simple past tense of the verb “to be”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>He/She was a_______ (role in or position on slavery)</td>
<td>Slave owner</td>
<td>Use of the simple present tense in the third person singular</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This picture symbolizes or represents...</td>
<td>Abolitionist</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This picture/map represents...</td>
<td>Plantation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Where does this go?</td>
<td>Dates by years in English (18-50, not 1,850)</td>
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<tr>
<td></td>
<td>Looking at iconic images related to slavery and reading and discussing their captions to place them on a time line drawn on the blackboard</td>
<td>&quot;I remember...&quot;</td>
<td>Sell, buy, Negro, black, African American, &quot;nigger&quot; &quot;maw&quot; &quot;paw&quot; &quot;gals&quot; &quot;chillum&quot; white folks</td>
<td>Differences in dialects -double negative -simplification of number agreement in present/past of verb to be -regularization of past tense</td>
<td></td>
</tr>
<tr>
<td>LISTEN</td>
<td>Listening to match phrases in academic English to the phrases in dialect on original sources</td>
<td>&quot;I belonged to.....&quot;</td>
<td>Evidence, experiences, events, believe, right/wrong &quot;In 1850 she was a slave...&quot;</td>
<td>Choice between present and past tenses in telling a person's story from the past.</td>
<td></td>
</tr>
<tr>
<td>TAKE NOTES TO SUMMARIZE</td>
<td>Identify key information in a primary secondary source on slavery using a scaffold or flash cards for notetaking/summarizing</td>
<td>&quot;They’d sell us like they sell horses an’ cows an’ hogs an’ all like that...&quot;</td>
<td>Agree/disagree Evidence Solution/resolution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISCUSS</td>
<td>Discussing assigned person’s story by relating key experiences and opinions from notes</td>
<td>(name of person) was a_______. Important experiences (s)he had were_____. (S)he did/did not believe slavery was right. Evidence of this is</td>
<td>Evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISCUSSION EXTENSION</td>
<td>Discuss within groups and as a class how different perspectives on slavery could be resolved</td>
<td>I think..... I believe... Can we agree that...</td>
<td>Stand, stance, opinion, belief, right, wrong, grey area</td>
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<td></td>
<td></td>
<td></td>
<td>Formal oral language and body language</td>
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<td></td>
<td>Formal turn-taking</td>
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</table>
THE CIVIL WAR – LESSON 1: CAUSES OF THE WAR
VOICES FROM THE PAST: DIFFERENT PERSPECTIVES ON SLAVERY

RATIONALE: To understand the causes of the Civil War, we need to focus on the pivotal "institution" of slavery. To understand slavery, we need to listen to the different voices of that era for different perspectives on slavery. For students who are still developing their voice in English, first person accounts and secondary summaries modified for a range of proficiency levels provide compelling access to a complex historical situation, one on which they can form and express their own opinions.

GOAL: For students to be able to read, analyze and respond in discussion and in writing about slavery as a cause of the Civil War using primary and secondary sources

<table>
<thead>
<tr>
<th>CONTENT OBJECTIVE:</th>
<th>LANGUAGE OBJECTIVES</th>
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<tbody>
<tr>
<td>Using primary and some secondary sources, students will be able to identify and support in a jigsaw activity one or more of the following perspectives: slave owner, pro-slavery supporter, slave, and abolitionist.</td>
<td>Students will be able to read, discuss and write about different perspectives on slavery using differentiated note-taking and discussion scaffolds using primary and some secondary sources modified for a range of proficiency levels.</td>
</tr>
</tbody>
</table>

SOURCES FOR JOURNALS AND SLAVE NARRATIVES:
Background information: Student text – American History Globe Fearon Parsipanny, NJ 2 003 pp. 380 - 403

MATERIALS:
For Time Line:
- Iconic pictures representing key events leading to Civil War (ESL teacher)
- Blackboard, chalk
- Magnets or tape to attach pictures to time line
- Index cards and sharpies for writing birthdays

For Voices from the Past:
- Chart on primary sources/secondary sources, expanded to poster form for students to find groups
- Paper or card stock with information on each person students will read about and discuss, cut into one-line strips (T. will write student names(s) on back, an activity for T. to help students form working groups)
- Overhead projector with transparencies of templates and charts (optional)
- Highlighters
- A template for note-taking, and another for discussion and writing
- Modified versions of slave narratives, with directions
- Selected narratives/biographies from Civil War era from the chart (with vocabulary and notes in margins)
A NOTE ON THE TIME REQUIRED FOR THIS LESSON:
This lesson was originally planned for a single sixty minute class period as a supplemental review of material and concepts already covered in the text. The scope of the topic and the skills involved in developing a perspective using primary and secondary sources obviously require substantially more time. Given a mainstream eighth grade class with ELS with a range of proficiencies, this lesson will require at least three sixty minute class periods.

WARM-UP:
- T. explains objectives
- T. w/ student assistance models key vocabulary: slave, slave owner, pro-slavery supporter, abolitionist, former slave, free man, evidence, point of view, simple past/present tense (a few quick examples on the board)

ACTIVITY 1: DEVELOPING A SENSE OF TIME
SKILL: Saying dates correctly, and using prepositions of position
Students will place iconic pictures of important events leading up to the Civil War on a horizontal line drawn in chalk across the board and marked off by decades and five-year intervals
- Teachers and several students to write their date of birth on sticky notes (in numbers, with date written out beneath) to provide a present day point of reference on the timeline
- Groups given iconic images representing stages in the development of slavery
- If needed teacher will model
  - location vocabulary in time and place (this event comes ....before, after, put this picture next to, above, over, over there, here...)
  - how to state years in English... 18-50, not 1,850
- Students/teachers collaborate in pairs or small groups on matching images and dates on timeline (lines drawn vertically on either side of timeline to accommodate all)
- Whole group review as pairs/groups of students identify their iconic event and its date in chronological order; teacher/students dates discussed as giving perspective on how recent/long ago these events happened

ACTIVITY 2: IDENTIFYING VOICES FROM THE PAST
SKILL: Collaborating to make connections
Students will match information they receive to an actual person (a former slave, a slave owner, an abolitionist) on a posted chart to find their working groups
- Students line up; teachers distribute a single strip of paper to individual students, each strip with the following information of a real individual related to slavery
  - Date of birth
  - State
  - Name
  - Position in relation to slavery (slave, slave owner, abolitionist...)
- Students group together by the person they represent through the information on their paper strips against the posted chart – These will be their working groups
ACTIVITY 3: LISTENING TO VOICES FROM THE PAST

SKILL: Listening and reading for key information, including information in dialect
- Students listen to excerpts both recorded (see on-line link for Fountain Hughes) and read aloud in dialect by teacher to try to paraphrase them in everyday English
- Student groups receive:
  - Two copies each of transcriptions of interviews of former slaves (in dialect) OR biographies of slave owners or abolitionists
  - Directions for the note-taking template and the template itself (two pages)
  - Scaffold for discussing and writing about their person’s point of view.
- Students will work collaboratively in pairs and as a group to read, discuss and complete in writing the note-taking exercise and the point-of-view summary.
  - Lower proficiency level students can make flashcards of key words designated by the group
  - High proficiency students who can finish earlier can try the verb tense exercise (part two of the point-of-view scaffold) and model it for the other students

ACTIVITY 3: DEVELOPING YOUR OWN VOICE

SKILL: Preparing an oral presentation
Groups will use their completed point of view scaffolds to present orally key information they learned about their assigned person and that person’s experience and point of view on slavery.
- Each group has 2 minutes to present
- Respect for each group’s efforts emphasized
- Brief question and answer for each group

EXTENSION: The class can have a discussion moderated by the teacher on how a country might resolve these different points of view.

CLOSURE:
- REVIEW CONTENT AND LANGUAGE OBJECTIVES – Brief discussion on if and how we met our objectives. This whole class, teacher facilitated discussion can serve as an assessment of students’ grasp of the content, language and skills of the lesson.
LESSON ONE NARRATIVE

Slavery as the root cause of the Civil War can be viewed as an economic as well as a humanitarian concern, as our social studies teacher has remarked. In considering the mainstream class for which this lesson was prepared, the ESL teacher has chosen the humanitarian emphasis. In addition to students of African American descent, many of whose families migrated over time from Greenville, South Carolina, there are a number of bilingual students now in the mainstream who have studied the Declaration of Independence and the Bill of Rights under the Constitution in this class, and who are interested in the implications of their rights in those documents. Several students come from our New Arrivals program, and though their stories remain private, we know that some came as refugees from war-torn areas. Echevarria and Graves maintain that affective aspects built into lessons can make them more effective vehicles for language development. Given the different current proficiencies in English language skills and the social backgrounds of students in this class, and the fact that the Civil War is a required topic, one approach is to use the focal point of slavery as a means of creating a comfortable distance in time from extreme suffering to develop a vocabulary, a perspective and a voice on how people's situations can influence their point of view on a divisive subject like slavery, and to propose ways those perspectives can be changed.

Continuing with the affective aspect of the lesson, students at different levels of language acquisition need to be actively involved in the subject and with each others in activities that respect what they already know from their own backgrounds and from the class, but at the same time respect that they need to continually push to higher levels. The "99" text outlines a variety of specific activities that provided a general idea of what would accommodate different levels of proficiency in English while keeping all engaged, participating and contributing. The time line review with labeled iconic pictures of key events leading to the Civil War and modeling of language as basic as oral reading of dates illustrates this. The related discussion allows students to bring the review to a higher linguistic level while keeping students of lower proficiency listening and looking for key vocabulary and phrases. As McSwann reminds us, developing academic language is not just about the writing. We must also consider students' backgrounds and their potential as positives rather than possible deficits in the case of minorities. Harper and DeJong concur that many factors can influence a child's rate of language acquisition, and the type and versatility of lesson activities can hinder or support that acquisition.

Harper and DeJong have specific recommendations for teachers, among them that they make sure a task is appropriate for the child's level of proficiency. Echevarria and Graves would also add practice and supportive correction to encourage student success, in turn creating a positive affective looping into increasing participation and risk-taking to push to a higher level. While we cannot provide native language support in this class except in the case of bilingual students who occasionally clarify for each other in class,
we can create differentiated groupings where personalities and varied proficiency levels create a supportive yet energized environment. The activity where students “find” their person in history by matching a slip of information to a chart and thereby also “find” their working group for the rest of the class is based on careful planning and consultation of both teachers to match students for optimal groupings where students will respect each others’ contributions and support each other in learning. That learning can take many forms and should ultimately involve all modalities, but the article by Orellana et al points out the value of paraphrasing, a skill most ELs develop from within their families in interacting with the larger community. Although this lesson uses a note-taking template and a scaffold for writing a summary point of view, we expect students will use paraphrasing in discussing their readings with each others, particularly in the passages with dialect or with highly academic language.

Finally, the SIOP model provides the ultimate templates for the teacher in lesson format and a checklist for planning, delivery and assessments. Teachers can lose themselves in planning a lesson and in the actual delivery. The SIOP model gives us tools to keep the content and language objectives up front and center, to be mindful of what the student brings to the classroom and what that student still needs to learn, to make concepts accessible through activities (hands on, manipulatives, visuals, organizers) while not losing sight of higher order thinking skills. It reminds us to keep activities meaningful. It reminds us that there are specific strategies to help us tap into students’ linguistic abilities at any level. The model helps us keep it all manageable and interesting, and we hope for all the ELs in the class, challenging and engaging. I hope that this particular lesson under scrutiny will stand up to the SIOP model with a few adjustments from my peers.
KEY POINTS FOR
CAUSES OF THE CIVIL WAR
TIMELINE

ICONIC IMAGES

Slavery Comes to the English Colonies 1619 – 1700’s
The Triangular Trade Route 1700’s
Transport of Slaves in British Ship 1781 – 1789
Anti-Slavery Propaganda 1800’s
Cotton Becomes Important in the Economy of the South
The Missouri Compromise and the Compromise of 1850
The Fugitive Slave Law 1850
*Uncle Toms’ Cabin* published 1852
The Dred Scott Case 1847 – 1857
John Brown’s Raid at Harper’s Ferry 1859
The Election of 1860 Abraham Lincoln Elected
"Stowage of the British Slave Ship 'Brookes' under the Regulated Slave Trade, Act of 1788"; shows each deck and cross-sections of decks and "tight packing" of captives. One of the most famous images of the transatlantic slave trade. After the 1788 Regulation Act, the Brookes (also spelled Brooks) was allowed to carry 454 slaves, the approximate number shown in this illustration. However, in four earlier voyages (1781-86), she carried from 609 to 740 slaves so crowding was much worse than shown here; for example, in her 1782 voyage with 609 enslaved Africans, there were 351 men, 127 women, 90 boys, and 41 girls crammed into its decks (thanks to David Eltis for this information).
ANTI-SLAVERY PROPAGANDA
1800's

THE MISSOURI COMPROMISE of 1820 AND THE COMPROMISE OF 1850

http://mrkash.com/activities/images/MissouriCompromisemap.jpg
THE FUGITIVE SLAVE LAW 1850

CAUTION!!
COLORED PEOPLE
OF BOSTON, ONE & ALL,
You are hereby respectfully CAUTIONED and
advised, to avoid conversing with the
Watchmen and Police Officers
of Boston,
For since the recent ORDER OF THE MAYOR &
ALDermen, they are empowered to arrest
KIDNAPPERS
and
Slave Catchers,
And they have already been actually employed in
KIDNAPPING, CATCHING, AND KEEPING
SLAVES. Therefore, if you violate your LIBERTY,
and continue to attempt to escape in any manner,
that in every possible manner, it is so many MILESTON
on the road, of the most nauseous of your own.
Keep a Sharp Look Out for
KIDNAPPERS, and have
TOP EYE open.
APRIL 24, 1851

$100 Reward!
Runaway from the subscriber,
Living in Independence, Mo., on Tuesday
the 16th inst., one negro man named
NELSON,
about 31 years of age, five feet 10 inches
high, regular color, mustache and white
hairs, had on when he left a suit of white
silk cloth, a brown wool hat.
I will pay $100 reward if taken in the county, $50 if ta
ken in the State, and our hundred dollars if taken out of
the State, and secured so that I can get him.
HENRY J. BROWN,
Independence, Mo., December 23, 1861.

http://upload.wikimedia.org/wikipedia/commons/thumb/1/1b/Slave_kidnap_post_1851_boston.jpg/250px-Slave_kidnap_post_1851_boston.jpg
http://3.bp.blogspot.com/_EoGW7z-9vLo/TQJxv0EarBI/AAAAAAAAAzc/Otx6zGgJwJA/s1600/Nelson_Runaway-Ad2.jpg
COTTON BECOMES IMPORTANT IN THE ECONOMY OF THE SOUTH
1840's – 1860's

http://www.bluesprint.org/images/Slavespickingcotton.jpg


http://www.google.com/imgres?q=slaves+picking+cotton&hl=en&client=firefox-a&biw=1280&bih=661&prmd=imvns&tbm=isch&source=imvns&sa=X&rls=org.mozilla:en-US:official&ved=0ahUKEws36t5V89yrAhXmtqQIHYq0A0gQ_AUICigB
Growth of Slavery and Cotton in America

- Number of Slaves in the US
- National Cotton Production in Bales

http://upload.wikimedia.org/wikipedia/commons/7/7f/Growth_of_Slavery_and_Cotton_in_America.jpg
UNCLE TOM'S CABIN
Published 1852

135,000 SETS, 270,000 VOLUMES SOLD.

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" " IN 2 VOLS, CLOTH, 6 PLATES, PRICE $1.50.
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http://1.bp.blogspot.com/_TmUPFrRGwMw/TUuxYwPeFRI/AAAAAAAAABNc/snaCmZXKtc8/s1600/uncle_toms_cabin.jpg

How great is it
that Harriet Beecher Stowe's
house is in
our state! 17
THE DRED SCOTT CASE
1847 - 1857

http://americancivilwar.com/colored/dred_scott.jpg
JOHN BROWN’S RAID AT HARPER’S FERRY – 1859

http://obit-mag.com/media/image/brown_harpers-ferry1.jpg
<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION IN LIFE</th>
<th>DATE OF BIRTH</th>
<th>PLACE(S) LIVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fountain Hughes</td>
<td>Former slave</td>
<td>1848</td>
<td>Charlottesville, VA</td>
</tr>
<tr>
<td>Mary Reynolds</td>
<td>Former slave</td>
<td>1836?</td>
<td>Black River, Louisiana, Tennessee, Dallas, Texas</td>
</tr>
<tr>
<td>Fanny Kemble</td>
<td>English actress, wife of Pierce Butler</td>
<td>1806</td>
<td>London, England, Georgia, Philadelphia, PA</td>
</tr>
<tr>
<td>Pierce Butler</td>
<td>Plantation owner</td>
<td>1806</td>
<td>Philadelphia, PA, Georgia</td>
</tr>
<tr>
<td>Dred Scott</td>
<td>Slave/Free man</td>
<td>1800</td>
<td>Virginia, Alabama, Missouri, Illinois</td>
</tr>
<tr>
<td>Frederick Douglass</td>
<td>Former slave, writer, lecturer</td>
<td>1818</td>
<td>Maryland, Massachusetts</td>
</tr>
</tbody>
</table>
FOR GROUP 1:

NAME: Fountain Hughes

POSITION IN LIFE: Former slave

DATE OF BIRTH: 1848

PLACE(S) LIVED: Charlottesville, VA

FOR GROUP 2:

NAME: Mary Reynolds

POSITION IN LIFE: Former slave

DATE OF BIRTH: 1836?

PLACE(S) LIVED: Black River, Louisiana, Tennessee, Dallas, Texas
FOR GROUP 3:

NAME: Fanny Kemble

POSITION IN LIFE: English actress, wife of Pierce Butler

DATE OF BIRTH: 1806

PLACE(S) LIVED: London, England, Georgia, Philadelphia, PA

FOR GROUP 4:

NAME: Pierce Butler

POSITION IN LIFE: Plantation owner

DATE OF BIRTH: 1806

PLACE(S) LIVED: Philadelphia, PA, Georgia
FOR GROUP 5:

NAME: Dred Scott

POSITION IN LIFE: Slave/Free man

DATE OF BIRTH: 1800

PLACE(S) LIVED: Virginia, Alabama, Missouri, Illinois

FOR GROUP 6:

NAME: Frederick Douglass

POSITION IN LIFE: Former slave, writer, lecturer

DATE OF BIRTH: 1818

PLACE(S) LIVED: Maryland, Massachusetts
NOTE-TAKING TEMPLATE

DETERMINE YOUR PERSON'S POINT OF VIEW ON SLAVERY

DATE: ____________
GROUP # __
PARTICIPANTS: ___________________ ___________________

ABOUT THE DOCUMENTS:
There are copies of two types of documents.

- PRIMARY SOURCE DOCUMENTS – examples for this lesson are first person narratives (talking about events or happenings) based on interviews.

- SECONDARY SOURCE DOCUMENTS – examples for this lesson are articles written about a person by a second person.

Some of these documents are in dialect that is a little different from the English you are used to. If you read the highlighted or underlined passages aloud, you will probably be able to understand them better. Your teacher will read some passages in dialect and explain them for practice. Ask your teacher if you need help understanding something.

DIRECTIONS:
You will read the highlighted or underlined sections of the document for your person for specific information. Vocabulary words are defined in the right hand margins (blank edges) of the text to help you understand what you are reading. You are gathering (collecting) evidence of your assigned person's point of view (opinion) on slavery.

- USE THE NOTE-TAKING GUIDE ON THE NEXT PAGE

- USE YOUR EVIDENCE (NOTES) TO DISCUSS AND WRITE ABOUT YOUR PERSON'S POINT OF VIEW ON SLAVERY

- SHARE YOUR PERSON'S POINT OF VIEW WITH THE CLASS
COLLECTING EVIDENCE ON A POINT OF VIEW

IDENTIFY YOUR PERSON BY:

NAME: _______________________

DATE OF BIRTH: _______________________

PLACE(S) LIVED: _______________________

FIND THE FOLLOWING INFORMATION in the document provided for your person. (Not all documents will have all of this information.)

INFORMATION ABOUT HIS/HER LIFE:

Position (job) in life: ____________________________________

Parents: ____________________________________________

Other family: ________________________________________

Housing: ____________________________________________

Food: ______________________________________________

Furniture: __________________________________________

Clothes: ____________________________________________

Level of education: __________________________________

Other important information: __________________________

List specific experiences (events or happenings) this person had related to slavery:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
DETERMINING (DECIDING) YOUR PERSON’S POINT OF VIEW ON SLAVERY

PART 1: DISCUSS AND WRITE
Based on the evidence from your notes, what was your person’s point of view on slavery?

- Need help getting started?
Try:

_________________________________________ was a ____________________________
(name of person) (position or job in life)

_________________________________________ had/did not have ____________________________
(name of person) (list of information)

Important experiences (s)he had were ________________________________________________

________________________________________

As a result of this evidence, we can conclude that _______________________________________

was / was not ___ in support of slavery.
(select one!)

PART 2: TRY THIS TOO!

PRESENT AND PAST TENSE IN TALKING ABOUT HISTORY
Usually we use the past tense (He was a slave ...) when talking or writing about history because what we are talking or writing about happened in the past.

You can also use the present tense (He is a slave...) when talking about events that happened long ago to make the past seem real and immediate. Historians do this all the time.

You can try this by going back and changing what you wrote above to the present tense. Try this in your group, and have your teacher check your work.
FOCUS ON LANGUAGE: DIALECT

WHAT IS DIALECT?
Dialects are variations (differences) in the vocabulary, grammar (sentence structure) and pronunciation of a language. Dialects usually represent the language and educational experiences of the people of a region.

English in the Southern part of the United States was influenced (changed some) by the English dialects settlers brought from their native England, and the language slaves used moving from their African languages to learning English to communicate with their white owners and with each other as they worked and lived with each other. This dialect in turn influenced the English whites spoke in the South. Very rarely (almost never), a slave would be taught to read, write and learn academic English.

READING AND TAKING NOTES ON FOUNTAIN HUGHES' STORY:

Fountain Hughes’ narrative (informal retelling of his story) is in the dialect slaves used where he was born, in Charlottesville, Virginia.

To help you understand his dialect for the note-taking exercise, first look at the attached reading passages in academic (school) English.
- Try to match these passages to Fountain Hughes’ narrative
- Find and highlight words in dialect that you think match underlined words
- Use the passages to complete your note-taking sheet

WOULD YOU LIKE TO HEAR A VOICE FROM THE PAST?
The person who interviewed Fountain Hughes in 1949 also recorded him speaking. Ask your teacher to “play” the sentences in blue or purple color on his narrative on a computer at http://xroads.virginia.edu/~hyper/wpa/hughes1.html

You’ll hear Fountain Hughes telling parts of his own story!
Fountain Hughes

"My name is Fountain Hughes. I was born in Charlottesville, Virginia. My grandfather belonged to Thomas Jefferson.

"...They didn’t wear any shoes until they were twelve or thirteen years old....And you wore a dress (probably a long shirt) like a woman until you were ten, twelve or thirteen years old.

"I belonged to Mr. B. when I was a slave. My mother belonged to Mr. B. ...Colored people (Negroes) didn’t have any beds when they were slaves. We always slept on the floor, a pallet (wooden boards on a frame low to the ground) here and a pallet there, just like a lot of wild people. We didn’t know anything.

"I couldn’t go from here to across the street or to anyone’s house without a pass from my master...They’d give me a note so no one would interfere with me (give him trouble) and to tell people who I belonged to. We were slaves. We belonged to people. They’d sell us like they sell horses, cows and hogs. They’d have an auction bench and they’d put you on it and bid on you just the same as bidding on cattle. ..That was in Charlottesville.

"Selling women, selling men. If they had any bad ones, they’d sell them to the ‘nigger’ (slave) traders. They’d ship them down South and sell them down South. But if you were a good (valuable) person, they wouldn’t well you.

"...I was never sold...I was too young to sell.

(Even after he was free...) ""...we didn’t know anything. There weren’t any schools. And when they started a little school, not many of the slaves (slave children) could go to school unless they had a mother or a father.

"(My father) was a slave for Mr. B. My grandfather belonged to Thomas Jefferson.

"If I thought, if I had any idea that I’d be a slave again, I’d take a gun and jus’ end it all right away. Because you’re nothing but a dog. You’re not a thing, but a dog.

Mr. Hughes describes living in Baltimore, Maryland. He continues by going back to when he was a boy owned by Mr. B.

"We didn’t have houses like they have now. We had what they called log cabins. And they’d have maybe one colored man there...and he’d be the preacher...
Fountain Hughes
Charlottesville, Virginia

born 1848

Interviewed by Herndon Norwood, Baltimore, Maryland, June 11, 1949.

Fountain Hughes

Norwood: Well, just tell me what your name is.

Hughes: My name is Fountain Hughes. I was born in Charlottesville, Virginia. My grandfather belonged to Thomas Jefferson. My grandfather was a hundred and fifteen years old when he died. An' now I am one hundred an' an' one year old. That's enough. [Recording stops and starts again] She use to work, but what she made I don't know. I never ask her.

Norwood: You just go ahead and talk away there. You don't mind, do you, Uncle Fountain?

Hughes: No. An' when now, your husband an' you both are young. You all try to live like young people ought to live. Don't want everything somebody else has got. Whatever you get. You can't have all. An' don't spend your money till you get it. So many people go in debt. Well, that was all so cheap when I bought it. You spent your money for you get it because you're going in debt for what you want. When you want something, wait until you get the money an' pay for it. That's the way I've done. If I wanted anything, I'd wait until I got the money an' I paid for it. I never bought nothing on time in my life. Now plenty people if they want a suit of clothes, they go to work an' they buy them on time. Well they say they was cheap. They cheap. If you got the money you can go buy them cheaper. They want something for, waiting on you for, uh, till you get ready to pay them. An' if you got the money you can go where you choose an' buy it when you go, when you want it. You see? Don't buy it cause somebody else go down an' run a debt an' run a bill or, I'm gonna run it too. Don't do that. I never done it. Now, I'm a hundred years of an'! I don't owe nobody five cents, an' I ain't got no money either. An' I'm happy, jus' as happy as somebody that's old, get million. Nothing worries me. I'm not, my head ain't even white. I, nothing in the word' worries me. I can sit here in this house at night, nobody can come an' say, "Mr. Hughes, you owe me a quarter, you owe me a dollar, you owe me five cents." No you can't. I don't owe you nothing. Why? I never made no bills in my life. An' I'm living too. An' I'm a hundred years of an'. An' if you take my advice today, you'll never make a bill. Cause what you want, give your money, pay them cash, an' then the rest of the money is yours. But if you run a bill they well, so much and so much an' you don't have to pay. It's all down it's, it's all when you come to pay, it's all, you don't have to pay no more. But they, they'll charge you more. They getting something or other or else they wouldn't trust you. But I can't jus' say what they getting. But they getting something or other else they wouldn't want your credit. Now I tell you that anybody that trusts you for two dollars or have an account with them by the month or by the week, store count or any count. They're getting something out of it. Else they don't want to commodate you that much to trust you. Now, if I want course I ain't go no clothes, but if I want some clothes, I, I got no money, I'm gonna wait till I get the money to buy them. Died I am. I'm not a-gonna say cause I can get the money to pay cash, I'll pay the taxes and all down in cash. You know, it's all done with. So many of colored people is head over heels in debt. Trust me, trust, I'll get it on time. They want a set of furniture, go down an' pay down so much an' the rest on time. You done paid that, you done paid for them. Then when you pay down so much an' they charge you fifty dollar, hundred dollars for a set an' you pay down twenty-five dollars cash, you done paid for them. That's all it was worth, twenty-five dollars, an' you pay, now you, I'm seventy-five dollars in debt now. Cause I have to pay a hundred dollars for that set, an' it's only worth about twenty-five dollar. But you buying it on time. But people an' get sense enough to know it. But when you get of like I am, you commence to think, well, I have done wrong. I should have kep' my money until I wanted this thing, an' when I want it, I take my money an' go pay cash for it. Or else I will do without it. Thats suppose you want a new dress. You say, well I'll, I'll buy it, but, uh, I don't need it. But I can get it on time. Well let's go down the store today an' get something on time. Some thing else in there, I want that. They'll sell that to you on time. You won't have to pay nothing down. But there's a payday coming. An' when that payday comes, they want you come pay them. If you don't, they can't get no more. Well, if you never do that, if you don't start it, you will never end it. I never did buy nothing on time. I must tell you on this, I'm setting right here now today, an' it's the last word I've got to tell you, I never even much as tried to buy, a shirt on time. An' plenty people go to work, down to the store an' buy one. Three an' four dollars for a shirt. Two, three uh, seven, eight dollars for a pair of pants. Course they get them on time. I don't, no, no, no, I say, I got, I buy something for five dollars. Cause I get the five dollars, I'll pay for it. I done with that.

Norwood: You talk about how old you are Uncle Fountain. Do you, how far back do you remember?

Hughes: I remember. Well I'll tell you. Ah. Things come to me in spells, you know. I remember things, uh, more when I'm laying down than I do when I'm standing or when I'm walking around. Now in my boy days, why, uh, boys lived quite different from the way they live now. But boys wasn't as mean as they are now either. Boys lived to, they had a good time. The masters di, didn't treat them bad. An' they was always satisfied. They never wore no shoes until they was twelve or thirteen years old. An' now people put on shoes on babies you know, when they're two year, when they month old. Be, I don't know how at they are. Put shoes on babies. Just as soon as you see them out in the street they got shoes on. I tol' a woman the other day, I said, "I never had no shoes till I was thirteen years old." She say, "Well but you bruse your feet all up, an' stumps your toes." I say, "Yes, many time I've stumpy my toes, an' blood run out them. That didn't make them buy me no shoes." An' I been, oh, you wore a dress like a woman till I was, I [believe] ten, twelve,
thirteen years old.

Norwood: So you wore a dress.

Hughes: Yes, I didn't wear no pants, an' of course didn't make boys' pants. Boys wore dresses. Now only women were wearing the dresses an' the boys were going with the, with the women wearing the pants now an' the boys wearing the dresses. Still, [laughs]

Norwood: Who did you work for Uncle Fountain when ...?

Hughes: Who'd I work for?

Norwood: Yeah.

Hughes: When I, you mean when I was slave?

Norwood: Yeah, when you were a slave. Who did you work for?

Hughes: Well, I belonged to, uh, B., when I was a slave. My mother belonged to B. But my, uh, but, uh, we, uh, was all slave children. An' after, soon after when we found out that we was free, why then we was, uh, bound out to different people. Names of people an' all such people as that. An' we would run away, an' wouldn't stay with them. Why then we'd just go an' stay anywhere we could. Lay out a night in underwear. We had no home, you know. We was just turned out like a lot of cattle. You know how they turn cattle out in a pasture? Well after freedom, you know, colored people didn't have nothing. Colored people didn't have no beds when they was slaves. We always slept on the floor, pallet here, and a pallet there. Just like, uh, lot of, uh, wild people, we didn', we didn't know nothing. Didn't allow you to look at no book. An' there was some free-born colored people, why they had a little education, but there was very few of them, where uh was. An' they all had uh, what you call. I might call it now, uh, jail centers, was just the same as we was in jail. Now, I couldn' go from here across the street, or I couldn' go through nobody's house and have a note, or something out of my master. An' if I had that pass, that was what we call a pass, or that pass, I could go wherever he sent me. An' I'd have to be back, you know, when, uh, whoever he sent me to, they'd give me another pass an' I'd bring that back so as to show how long I'd been gone. We couldn' go out an' stay a hour or two hours or something like that. They send you. Now, say for instance I'd go out here to S's place. I'd have to walk. An' I'd have to be back maybe in a hour. Maybe they'd give you hour. I don't know how long they'd give me. But they'd give me a note so there wouldn' nobody interfere with me, an' tell you who I belonged to. An' when I come back, why I carry it to my master an' give that to him, that'd be all right. But I couldn' walk away like the people does now. I know it was what they call, we were slaves. We belonged to people. They'd sell us like they sell horses an' cows an' hogs an' all like that. Have a auction bench, an' they'd put you on, up on the bench an' bid on you just same as you bidding on cattle you know.

Norwood: Was that in Charlotte that you were a slave?

Hughes: Hmm?

Norwood: Was that in Charlotte or Charlottesville?

Hughes: That was in Charlottesville.

Norwood: Charlottesville, Virginia.

Hughes: Selling women, selling men. All that. Then if they had any bad ones, they'd sell them to the nigger traders, what they called the nigger traders. An' they'd ship them down south, an' sell them down south. But, uh, otherwise if you was a good, good person they wouldn' sell you. But if you was bad mean an' they didn' want to beat you an' knock you around, they'd sell you what to the, what was call the nigger trader. They'd have a regular, have a sale every month, you know, at the courthouse. An' when they sell you, an' get two hundred dollar, hundred dollar, five hundred dollar.

Norwood: Were you ever sold from one person to another?

Hughes: Hmm?

Norwood: Were you ever sold?

Hughes: No, I never was sold.

Norwood: Always stayed with the same person. [Norwood and Hughes overlap]

Hughes: All, all. I was too young to sell.

Norwood: Oh I see.

Hughes: See I was old enough during the war to sell, during the Army. And uh, my father got killed in the Army, you know. So it left us small children jus' to live on whatever people choose to, uh, give us. I was, I was bound out for a dollar a month. An' my mother use 'to collect the money. Children wasn', couldn' spent money when I come along. In, in, in fact when I come along, young men, young men couldn' spend no money until they was twenty-one years old. An' then you was twenty-one, why then you could spend your money. But if you wasn't twenty-one, you couldn' spend no money. I couldn't take, I couldn' spend ten cents if somebody give it to me. Cause they'd say, "Well, he might have stole it." We all come along, you might say, we had to give an account of what you done. You couldn' just do things an' walk off an' say I didn' do it. You'd have to, uh, give an account of it. Now, uh, after we got freed, an' they turned us out like cattle, we could, we didn' have nowhere to go. An' we didn' have nobody to boss us, and, uh, we didn' know nothing. There wasn', wasn' no schools. An' when they started a little school, why, the people that was slaves, there couldn' many of them go to school, c'uz they had a father an' a mother. An' my father was dead, an' my mother was living, but she had three, four other little children, an' she had to put them all to work. For help learn the things. So we had, uh, uh, we had what you call, worse than that dogs has got it now. Dogs has got it now better than we had it when we come along. I know, I remember one night, I was out after I, I was Free, an' I didn' have nowhere to go. I didn' have nowhere to sleep. I didn' know what to do. My brother an' I was together. So we knew a man that had a, a livery stable. An' we creep in that yard, an' got into one of the backs of the automobile, an' slip' in that back all night long. So next morning, we could get out an' go where we belonged. But we was afraid to go at night.
because we didn't know where to go, and didn't know what time to go. But we had got away from there, an' we afraid to go back, so we creep in, slept in that thing all night until the next morning, an' we got back where we belong before the people got up. Soon as day commenced, come, break, we got out an' commenced to go where we belong. But we never done that but the one time. After that we always, if there, if there was a way, we'd try to get back before night come. But that was on a Sunday too, that we done that. Now, uh, when we were slaves, we couldn't do that, see. An' after we got free we didn't know nothing to do. An' my mother, she, then she hunted places, an' bound us out for a dollar a month, an' we stay there maybe a couple of years. An', an' she'd come out an' collect the money every month. An' a dollar was worth more then ten dollars is now. An' I, an' the men use to work for ten dollars a month, hundred an' twenty dollars a year. Use to hire that a way. An', uh, now you can't get a man for, fifty dollars a month. You paying a man now fifty dollars a month, he don't want to work for it.

Norwood: More like fifty dollars a week now-a-days

Hughes: That's just it exactly. He wants fifty dollars a week an' they ain' got no more now than we had then. An' we, no more money, but course they bought more stuff an' more property an' all like that. We didn't have no property. We didn't have no home. We had nowhere or nothing. We didn't have nothing only just, uh, like your cattle, we were just turned out. An' uh, get along the best you could. Nobody to look after us. Well, we been slaves all our lives. My mother was a slave, my sisters was slaves, father was a slave.

Norwood: Who was you father a slave for Uncle Fountain?

Hughes: He was a slave for B. He belong, he belong to B.

Norwood: Didn't he belong to Thomas Jefferson at one time?

Hughes: He didn't belong to Thomas Jefferson. My grandfather belong to Thomas Jefferson.

Norwood: On your grandfather did.

Hughes: Yeah. An', uh, my father belong to, uh, B. An', uh, an' B. died during the war time because, uh, he was afraid he'd have to go to war. But, then now, you, an' in them days you could hire a substitute to take your place. Well he couldn't hire a substitute to take his place so he run away from home. An' he took cold. An' when he come back, the war was over but he died. An' then, uh, if he had lived, couldn't been no good. The Yankees just come along an' just broke the mill open an' hauled all the flour out in the river an' broke the. broke the store open an' threwed all the meat out in the street an' threwed all the sugar out. An' we, we boys would pick it up an' carry it an' give it to the missus an' master, young masters, until we come to be, well I don't know how off. I don't know, to tell you the truth when I think of it today, I don't know how I'm living. None, none of the rest of them that I know of is living. I'm the oldes' one that I know that's living. But, still, I'm thankful to the Lord. Now, if, uh, if my master wanted sen' me, he never say, You couldn't get a horse an' ride. You walk, you walk, you walk. An' you be barefooted an' oaf! That make no difference. You wasn't no more than a dog to some of them in them days. You wasn't treated as good as they treat dogs now. But still I didn't like to talk about it. Because it makes makes people feel bad you know. I could say a whole lot I don't like to say. An' I won't say a whole lot more.

Norwood: Do you remember much about the Civil War?

Hughes: No, I don't remember much about it.

Norwood: You were a little young then I guess, huh.

Hughes: I, uh, I remember when the Yankees come along an' took all the good horses an' took all the, threwed all the meat an' flour an' sugar an' stuff out in the river an' let it go down the river. An' they knowed the people wouldn' have nothing to live on, but they done that. An' that's the reason why I don't like to talk about it. Them people, an', an' if you was cooking anything to eat in there for yourself, an' if they, they was hungry, they would go an' eat it all up, an' we didn't get nothing. They'd just come in an' drink up all your milk, milk. And as they pleased. Sometimes they be passing by all night long, walking, muddin', rainin'. Oh, they had a terrible time. Colored people's that free ought to be awful thankful. An' some of them is sorry they are free now. Some of them now would rather be slaves.

Norwood: Which had you rather be Uncle Fountain? [laughs]

Hughes: Me? Which I'd rather be? You know what I'd rather do? If I thought, had no idea, that I'd ever be a slave again, I'd take a gun an' just end it all right away. Because you're nothing but a dog. You're not a thing but a dog. Night never come out, you had nothing to do. Time to cut tobacco, if they want you to cut all night long cut in the field, you cut. An' if they want you to hang all night long, you hang, hang tobacco. It didn't matter bout you tired, being tired. You're afraid to say you're tired. They just, well [voice trails off]

Norwood: When, when did you come to Baltimore?

Hughes: You know when, you don't remember when Garfield died, do you? When they, when they shot Garfield? No, I don't think you was born.

Norwood: I don't think I was then.

Hughes: No, you wasn't [overlaps with Norwood] Well, I don't remember what year that was myself now, but I know you wasn't born. Well I come to Baltimore that year anyhow. I don't remember what year it was now myself. But it'd be, if I was laying in the bed I could have remembered. But uh, I don't remember now.

Norwood: But did you go to work for Mr. S. when you came to Baltimore?

Hughes: Oh no, no. I work for a man by the name of R. when I first' come to Baltimore. I use' to, I commence to haul manure for him. De old horses was here then. No ox, no ox, no, no electric cars, an' no cable cars. They was all horse cars. An' I use' to haul manure, go around to different stables, you know. Why people, everybody had horses for, for their use when I first' come here. They had coachmen, an' men to drive them around. Didn't have no automobiles, they hadn' been here so long. An', uh, an' then they put on a cable car, what they call cable car. Well they run them for a little while, or maybe a couple or three years or four years. Then somebody invented the electric car. An' that first' run on North Avenue. Well, uh, that run a while an' they kep' on inventing an' inventing till they got them all, different kinds of cars, you know. It was, uh, horse cars. Wasn' no electric cars at all. Wasn' no, wasn'
no big cars like they got now you know. I jus' can't, I jus' can't think of, uh, what year it was. But uh,
Norwood: You're not getting tired are you Uncle Fountain?
Hughes: No, no I ain't. I'm jus' same as at home. Jus' like I was setting in the house. An' uh, see what. I was thinking 'bout oh, now you know how we served the Lord when I come along, a boy?
Norwood: How was that?
Hughes: We would go to somebody's house. An' uh, well we didn' have no houses like they got now, you know. We had these what they call log cabin. An' they have one of them, maybe one of colored man would be there, maybe he'd be as old as I am. An' he'd be the preacher. Not as old as I am now, but, he'd be the preacher, an' then we all sit

Source: The original recordings are located at the American Folklife Center of the Library of Congress. This transcript has been adapted from Guy Bailey, Natalie Maynor, and Patricia Cukor-Avila, eds., The Emergence of Black English (Philadelphia: Johns Benjamins Publishing, 1991), 29-37.

Send comments and suggestions to Bruce Fort

Last revised: August 9, 1997

This is wonderful material, I'm glad you have it!
"MARY REYNOLDS"

FOCUS ON LANGUAGE: DIALECT

WHAT IS DIALECT?
Dialects are variations (differences) in the vocabulary, grammar (sentence structure) and pronunciation of a language. Dialects usually represent the language and educational experiences of the people of a region.

English in the Southern part of the United States was influenced (changed some) by the English dialects settlers brought from their native England, and the language slaves used moving from their African languages to learning English to communicate with their white owners and with each other as they worked and lived with each other. This dialect in turn influenced the English whites spoke in the South. Very rarely (almost never), a slave would be taught to read, write and learn academic English.

READING AND TAKING NOTES ON MARY REYNOLD’S STORY:

Mary Reynolds’s narrative (informal retelling of her story) is in the dialect slaves used where she was born, in Louisiana, and probably in Texas where she lived after the Civil War.

To help you understand her dialect for the note-taking exercise, first look at the attached reading passages in academic (school) English.

- Try to match these passages to Mary Reynolds’s narrative
- Find and highlight words in dialect that you think match underlined words
- Use the passages to complete your note-taking sheet
Mary Reynolds’s Narrative:

“My father’s name was Tom Vaughn. He was born a free man in the North, and lived and died a free man. He wasn’t educated, but he repaired and tuned pianos in New York and Chicago. Some white people from the South told him if he’d come with them to the South he’d find a lot of piano work, and he went with them,

“He met my mother on the Kilpatrick property; her husband was dead. He told Dr. Kilpatrick, my master, that he’d buy my mother and her three children with all the money he had, if he’d sell her. But Dr. Kilpatrick was never one to sell any but the old Negroes who were too old to work in the field and have children. So my father married my mother and worked in the fields, the same as any other Negro. They had six girls: Martha, Pamela, Josephine, Ellen, Katherine and me.

“I was born the same time as Miss Sara Kilpatrick… Ms. Sara’s mother died and they brought Ms. Sara to nurse with me. It’s something we never forgot. My mother’s name was Sallie, and Ms. Sara always looked with kindness on my mother.

“We nursed until we were older and played together, which was very unusual. None of the other Negro children played with the white children.. But Ms. Sara loved me so much.

“Slavery was the worst experience the world has ever known. There were unbelievable cruelties, but I have the scars on my old body to show to this day. As bad as my experiences were, I saw worse. I saw them put men and women in stocks with their hands screwed down through holes in the board, their feet tied together and naked in the back. Solomon the overseer beat them with a big whip and the master looked on. The Negroes in the field had better not stop in the fields when they heard them yelling. They cut the flesh almost to the bone, and some when they were taken out of the stocks never recovered.

“The conch shell blew before day light, and all hands had better be out or Solomon would break the door down to get them out. It was hard work, getting beaten and being half fed. They brought the victuals (food) and water to the fields on a slide pulled by an old mule. Plenty of times there was only a half a barrel of water, and it would be stale (old) and hot for all of us Negroes on the hottest of days. Mostly we ate pickled pork and corn bread and peas and beans and potatoes. There was never enough as we needed.

“The times I hated most were when I was picking cotton when the frost (ice) was on the bolls (pods). My hands would get sore and crack open and bleed.

“In the cabins it was nice and warm. They were built of pine boards in one long room…The beds were shelves built into the walls. We had mattresses filled with corn shucks….Sometimes the master let the Negroes have a little patch of land to grow potatoes.
Mary Reynolds's Narrative - Continued

"When we came back from praying (one night when we were not supposed to be away), I thought I heard the dogs used to hunt Negroes and someone on horseback... (My parents) took us to a fence and told us not to move, and that if anyone came near, not to breathe loudly. They went into the woods so the hounds (dogs) would chase them and not us.

"In those days I wore shirts like all the youngsters. That's all we had in hot weather... The men wore jeans and the women, gingham (cotton dresses). Shoes were the worst trouble. We wore russets (rough cloth) shoes when it got cold, and it seems very strange that we could never get them to fit.

"It seems that after I became older, I remember more and more Negroes running away. They were almost always caught. Master used to hire out his Negroes as wage hands. Once he hired me and a Negro boy, Turner, to work for a very difficult, uncultured white man by the name of Kidd. One day Turner ran off and didn't come back. Old man Kidd claimed I knew about it and tied my wrists together and stripped me. He hung me by the wrists from a tree branch, pulled my legs around a tree trunk, and tied my feet together. Then he beat me. He beat me worse than I've ever been beaten before, and I fainted dead away. When I came to I was in bed. I didn't care if I died.

"I don't know how long I was like that, but Ms. Sara came to me. Some body had gotten word to her. Mr. Kidd tried to talk his way out of it, but Ms. Sara fetched (brought) me home when I was well enough to move.
Mary Reynolds
Dallas, Texas

Mary Reynolds claims to be more than a hundred years old. She was born in slavery to the Kilpatrick family, in Black River, Louisiana. Mary now lives at the Dallas County Convalescent Home. She has been blind for five years and is very feeble.

"My paw's name was Tom Vaughn and he was from the north, born free man and lived and died free to the end of his days. He wasn't no educated man, but he was what he calls himself a piano man. He told me once he lived in New York and Chicago and he built the insides of pianos and knew how to make them play in tune. He said some white folks from the south told he if he'd come with them to the south he'd find a lot of work to do with pianos in them parts, and he come off with them.

"He saw my maw on the Kilpatrick place and her man was dead. He told Dr. Kilpatrick, my massa, he'd buy my maw and her three chillun with all the money he had, iffen he'd sell her. But Dr. Kilpatrick was never one to sell any but the old niggers who was part workin' in the fields and past their breedin' times. So my paw marries my maw and works the fields, same as any other nigger. They had six gals: Martha and Pamela and Josephine and Ellen and Katherine and me.

"I was born same time as Miss Sara Kilpatrick, Dr. Kilpatrick's first wife and my maw come to their time right together. Miss Sara's maw died and they brung Miss Sara to suck with me. It's a thing we ain't never forgot. My maw's name was Sallie and Miss Sara allus looked with kindness on my maw.

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We sucked till we was a fair size and played together, which wasn't no common thing. None of the other l'il niggers played with the white chillun. But Miss Sara loved me so good.

"I was jus' bout big nough to start playin' with a broom to go bout sweepin' up and not even half doin' it when Dr. Kilpatrick sold me. They was a old white man in Trinity and his wife died and he didn't have chick or child or slave or nothin'. Massa sold me cheap, cause he didn't want Miss Sara to play with no nigger young'un. That old man bought me a big doll and went off and left me all day, with the door open. I jus' sat on the floor and played with that doll. I used to cry. He'd come home and give me somethin' to eat and then go to bed, and I slep' on the foot of the bed with him. I was scart all the time in the dark. He never did close the door.

"Miss Sara pined and sickened. Massa done what he could, but they wasn't no peartness in her. She got sicker and sicker, and massa brung nother doctor. He say, You l'il gal is grievin' the life out her body and she sho' gwine die iffen you don't do somethin' bout it.' Miss Sara says over and over, I wants
Mary. Massa say to the doctor, That a lil' nigger young'un I done sold.' The doctor tells him he better git me back offen he wants to save the life of his child. Dr. Kilpatrick has to give a big plenty more to git me back than what he sold me for, but Miss Sara plumps up right off and grows into fine health.

"Then massa marries a rich lady from Mississippi and they has chillun for company to Miss Sara and seem like for a time she forgits me.

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"Massa Kilpatrick wasn't no piddlin' man. He was a man of plenty. He had a big house with no more style to it than a crib, but it could room plenty people. He was a medicine doctor and they was rooms in the second storey for sick folks what come to lay in. It would take two days to go all over the land he owned. He had cattle and stock and sheep and more'n a hundred slaves and more besides. He bought the bes' of niggers near every time the speculators come that way. He'd make a swap of the old ones and give money for young ones what could work.

"He raised corn and cotton and cane and taters and goobers, sides the peas and other feedin' for the niggers. I member I felt a hoe handle mighty onsteady when they put a old women to larn me and some other chillun to scrape the fields. That old woman would be in a frantic. She'd show me and then turn bout to show some other lil' nigger, and I'd have the young corn cut clean as the grass. She say, For the love of Gawd, you better larn it right, or Solomon will beat the breath out you body.' Old man Solomon was the nigger driver.

"Slavery was the worst days was ever seed in the world. They was things past tellin', but I got the scars on my old body to show to this day. I seed worse than what happened to me. I seed them put the men and women in the stock with they hands screwed down through holes in the board and they feet tied together and they naked behinds to the world. Solomon the the [sic] overseer beat them with a big whip and massa look on. The niggers better not stop in the fields when they hear them yellin'. They cut the flesh most to the bones and some they was when they taken them out of stock and put them on the beds, they never got up again.

[end p. 238]

"When a nigger died they let his folks come out the fields to see him afore he died. They buried him the same day, take a big plank and bust it with a ax in the middle nough to bend it back, and put the dead nigger in betwixt it. They'd cart them down to the graveyard on the place and not bury them deep nough that buzzards wouldn't come circlin' round. Niggers mourns now, but in them days they wasn't no time for mournin'.

"The conch shell blowed afore daylight and all hands better git out for roll call or Solomon bust the door down and get them out. It was work hard, git beatin's and half fed. They brung the victuals and water to the fields on a slide pulled by a old mule. Plenty times they was only a half barrel water and it stale and hot, for all us niggers on the hottes' days. Mostly we ate pickled pork and corn bread and peas and beans and taters. They never was as much as we needed.

"The times I hated most was pickin' cotton when the frost was on the bolls. My hands git sore and crack open and bleed. We'd have a lil' fire in the fields and iffen the ones with tender hands couldn't stand it no longer, we'd run and warm our hands a lil' bit. When I could steal a tater, I used to slip it in
the ashes and when I’d run to the fire I’d take it out and eat it on the sly.

"In the cabins it was nice and warm. They was built of pine boardin' and they was one long rom of them up the hill back of the big house. Near one side of the cabins was a fireplace. They'd bring in two, three big logs and put on the fire and they'd last near a week. The beds was made out of puncheons fitted on holes bored in the wall, and planks laid cross them poles. We had tickin' mattresses filled with corn shucks. Sometimes the men build chairs at night. We didn't know much bout havin' nothin', though.

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"Sometimes massa let niggers have a lil' patch. They'd raise taters or goobers. They liked to have them to help fill out on the victuals. Taters roasted in the ashes was the best tastin' eatin' I ever had. I could die better satisfied to have jus' one more tater roasted in hot ashes. The niggers had to work the patches at night and dig the taters and goobers at night. Then if they wanted to sell any in town they'd have to git a pass to go. They had to go at night, cause they couldn't ever spare a hand from the fields.

"Once in a while they's give us a lil' piece of Sat'day evenin' to wash out clothes in the branch. We hanged them on the ground in the woods to dry. They was a place to wash clothes from the well, but they was so many niggers all couldn't get round to it on Sundays. When they'd git through with the clothes on Sat'day evenin's the niggers which sold they goobers and taters brung fiddles and guitars and come out and play. The others clap they hands and stomp they feet and we young'uns cut a step round. I was plenty biggit and like to cut a step.

"We was scared of Solomon and his whip, though, and he didn't like frolickin'. He didn't like for us niggers to pray, either. We never heard of no church, but us have prayin' in the cabins. We'd set on the floor and pray with our heads down low and sing low, but if Solomon heared he'd come and beat on the wall with the stock of his whip. He'd say, I'll come in there and tear the hide off you backs.' But some the old niggers tell us we got to pray to Gawd that he don't think different of the blacks and the whites. I know that Solomon is burnin' in hell today, and it pleasures me to know it.

"Once my maw and paw taken me and Katherine after night to slip to nother place to a prayin' and singin'. A nigger man with white beard told us a day am comin' when niggers only be slaves of Gawd.

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We prays for the end of Triblation and the end of beatin's and for shoes that fit our feet. We prayed that us niggers could have all we wanted to eat and special for fresh meat. Some the old ones say we have to bear all, cause that all we can do. Some say they was glad to the time they's dead, cause they'd rather rot in the ground than have the beatin's. What I hated most was when they'd beat me and I didn't know what they beat me for, and I hated they strippin' me naked as the day I was born.

"When we's comin' back from that prayin', I think I heared the nigger dogs and somebody on horseback. I say, Maw, its them nigger hounds and they'll eat us up. You could hear them old hounds and sluts abayin'. Maw listens and say, Sho nough, them dogs am running' and Gawd help us!' Then she and paw talk and they take us to a fence corner and stands us up against the rails and say don't move and if anyone comes near, don't breathe loud. They went to the woods, so the hounds chase them and not git us. Me and Katherine stand there, holdin' hands, shakin' so we can hardly stand. We hears the
hounds come nearer, but we don't move. They goes after paw and maw, but they circles round to the cabins and gits in. Maw say it's the power of Gawd.

"In them days I weared shirts, like all the young'uns. They had collars and come below the knees and was split up the sides. That's all we weared in hot weather. The men weared jeans and women ginghams. Shoes was the worstes' trouble. We weared rough russets when it got cold, and it seem powerful strange they'd never git them to fit. Once when I was a young gal, they got me a new pair and all brass studs in the toes. They was too lil' for me, but I had to wear them. The trimmin's cut into my ankles and them places got mis'ble

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bad. I rubs tallow in them sore places and wrops rags around them and my sores got worser and worser. The scars are there to this day.

"I wasn't sick much, though. Some the niggers had chills and fever a lot, but they hadn't discovered so many diseases then as now. Dr. Kilpatrick give sick niggers ipecac and asafoetida and oil and turpentine and black fever pills.

"They was a cabin called the spinnin' house and two looms and two spinnin' wheels goin' all the time, and two nigger women sewing all the time. It took plenty sewin' to make all the things for a place so big. Once massa goes to Baton Rouge and brung back a yaller girl dressed in fine style. She was a seamster nigger. He builds her a house way from the quarters and she done fine sewin' for the whites. Us niggers knewed the doctor took a black woman quick as he did a white and took any on his place he wanted, and he took them often. But mostly the chillun born on the place looked like niggers. Aunt Cheyney allus say four of hers were massas, but he didn't give them no mind. But this yaller gal breeds so fast and gits a mess of white young'uns. She larnt them fine manners and combs out they hair.

"Once two of them goes down the hill to the doll house where the Kilpatrick chillun am playin'. They wants to go in the dollhouse and one the Kilpatrick boys say, That's for white chillun.' They say, "We ain't no niggers, cause we got the same daddy you has, and he comes to see us near every day and fetches us clothes and things from town.' They is fussin' and Missy Kilpatrick is listenin' out her chamber window. She heard them white niggers say, He is our daddy and we call him daddy when he comes to our house to see our mama.'

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"When massa come home that evenin' his wife hardly say nothin' to him, and he ask her what the matter and she tells him. Since you asks me, I'm studyin' in my mind bout them white young'uns of that yaller nigger wench from Baton Rouge. He say, Now, honey, I fetches that gal jus' for you, cause she a fine seamster.' She say, It look kind of funny they got the same kind of hair and eyes as my chillun and they got a nose looks like yours.' He say, Honey, you jus' payin' tention to talk of lil' chillun that ain't got no mind to what they say.' She say, Over in Mississippi I got a home and plenty with my daddy and I got that in my mind.'

"Well, she didn't never leave and massa bought her a fine new span of surrey hosses. But she don't never have no more chillun and she ain't no cordial with the massa. Margaret, that yallow gal, has more white young'uns, but they don't never go down the hill no more to the big house."
"Aunt Cheyney was jus' out of bed with a sucklin' baby one time, and she run away. Some say that was nother baby of massa's breedin'. She don't come to the house to nurse her baby, so they misses her and old Solomon gits the nigger hounds and takes her trail. They gits near her and she grabs a limb and tries to hist herself in a tree, but them dogs grab her and pull her down. The men hollers them onto her, and the dogs tore her naked and et the breasts plumb off her body. She got well and lived to be a old woman, but nother woman has to suck her baby and she ain't got no sign of breasts no more.

"They give all the niggers fresh meat on Christmas and a plug tobacco all round. The highes' cotton picker gits a suit of clothes and all the women what had twins that year gits a outfittin' of clothes for the twins and a double, warm blanket.

[end p. 16]

"Seems like after I got bigger, I member' more'n more niggers run away. They's most allus cotched. Massa used to hire out his niggers for wage hands. One time he hired me and a nigger boy, Turner, to work for some orzny white trash name of Kidd. One day Turner goes off and don't come back. Old man Kidd say I knowed bout it, and he tied my wrists together and stripped me. He hanged me by the wrists from a limb on a tree and spradled my legs around the trunk and tied my feet together. Then he beat me. He beat me worser than I ever been beat before and I faints dead away. When I come to I'm in bed. I didn't care so muchffen I died.

"I didn't know bout the passin' of time, but Miss Sara come to me. Some white folks done git word to her. Mr. Kidd tries to talk hisself out of it, but Miss Sara fotches me home when I'm well enough to move. She took me in a cart and my maw takes care of me. Massa looks me over good and says I'll git well, but I'm ruint for breedin' chillun.

"After while I taken a notion to marry and massa and missy marries us same as all the niggers. They stands inside the house with a broom held crosswise of the door and we stands outside. Missy puts a lil' wreath on my head they kept there and we steps over the broom into the house. Now, that's all they was to the marryin'. After freedom I gits married and has it put in the book by a preacher.

"One day we was workin' in the fields and hears the conch shell blow, so we all goes to the back gate of the big house. Massa am there. He say, Call the roll for every nigger big enough to walk, and I wants them to go to the river and wait there. They's gwine be a show and I wants you to see it! They was a big boat down there, done built up on the sides with boards and holes in the boards and

[end p. 16]

a bit gun barrel stickin' through every hole. We ain't never seed nothin' like that. Massa goes up the plank onto the boat and comes out on the boat porch. He say, This am a Yankee boat." He goes inside and the water wheels starts movin' and that boat goes movin' up the river and they says it goes to Natches.

"The boat wasn't more'n out of sight when a big drove of sojers comes into town. They say they's Fed'rals. More'n half the niggers goes off with them sojers, but I goes on back home cause of my old mammy.

"Next day them Yankees is swarmin' the place. Some the niggers wants to show them somethin'. I
follows to the woods. The niggers shows them sojers a big pit in the ground, bigger'n a big house. It is got wooden doors that lifts up, but the top am sodded and grass growin' on it, so you couldn't tell it. In that pit is stock, hosses and cows and mules and money and chinaware and silver and a mess of stuff them sojers takes.

"We jus' sot on the place doin' nothin' till the white folks comes home. Miss Sara come out to the cabin and say she wants to read a letter to my mammy. It come from Louis Carter, which is brother to my mammy, and he done follow the Fed'rals to Galveston. A white man done write the letter for him. It am tore in half and massa done that. The letter say Louis am workin' in Galveston and wants mammy to come with us, and he'll pay our way. Miss Sara say massa swear, Damn Louis Carter. I ain't gwine tell Sallie nothin', and he starts to tear the letter up. but she won't let him, and she reads it to mammy.

"After a time massa takes all his niggers what wants to Texas with him and mammy gits to Galveston and dies there. I goes with massa to the Tennessee Colony and then to Navasota. Miss Sara marries Mr. T. Coleman and goes to El Paso. She wrote and told me to come to her and I allus meant to go.

[end p. 16]

"My husband and me farmed round for times, and then I done housework and cookin' for many years. I come to Dallas and cooked seven year for one white family. My husband died years ago. I guess Miss Sara been dead these long years. I allus kep' my years by Miss Sara's years, count we is born so close.

"I been blind and mos' helpless for five year. I'm gittin' might enfeeblin' and I ain't walked outside the door for a long time back. I sets and members the times in the world. I members now clear as yesterday things I forgot for a long time. I members bout the days of slavery and I don't lieve they ever gwine have slaves no more on this earth. I think Gawd done took that burden offen his black chillun and I'm aimin' to praise him for it to his face in the days of Glory what ain't so far off.

Fanny Kemble and Pierce Butler
1806 - 1893

Their own private civil war would foreshadow the country's. Fanny Kemble was an abolitionist; her husband Pierce Butler was a slaveholder. With such diametrically opposed views, it's no wonder that their initially blissful marriage would end in divorce.

Frances Anne (Fanny) Kemble was born on November 27, 1809 in London, England. From one of England's most prominent family of actors, she took to the stage herself to save her family from financial ruin. Though a brilliant actress, the stage was not the true love of Fanny Kemble -- her first love was for literature and writing. Throughout her life she would be a prolific and accomplished writer of plays, journals, poetry, letters, and memoirs.

Fanny Kemble was a strong and spirited person. She had no formal training as an actress, but held audiences spellbound with the sheer force of her personality. She was described as having "masculine" characteristics: she was independent, physically strong, and highly intelligent. And she did not hide her talents, but lived them out passionately. In addition to acting and writing, Kemble spoke French fluently, read widely, and was an accomplished musician. She loved the natural world and had a passion for vigorous
exercise, especially riding.

In 1832, Fanny set out on a two-year theater tour in America, where she was received with great enthusiasm. Audiences were enraptured, and she was soon being introduced to political and cultural dignitaries.

One of her most ardent admirers was a man named Pierce Butler. Born into a wealthy and prominent Philadelphia family in 1806, Pierce was the grandson of Revolutionary War veteran Major Pierce Butler. Major Butler was a U.S. Senator from South Carolina and the author of the Constitution's fugitive slave clause. He owned two plantations in Georgia: one on St. Simon's Island, where sea-island cotton was grown, and one on Butler Island, where rice was grown. He also owned a mansion in Philadelphia and a country home near the city. In 1812, Major Butler owned 638 slaves and was one of the wealthiest men in the United States. Pierce Butler, the grandson, stood to inherit this fortune (and to become one of the largest slaveholders in the nation) when he met Fanny Kemble in 1832.

Pierce Butler became infatuated with Fanny Kemble after seeing her perform. He followed her devotedly while she toured. He was charming, solicitous. Fanny fell in love with him, and they were married in 1834 in Philadelphia. In marrying Pierce, Fanny escaped the life of the theater and her family's precarious finances and entered a life of wealth. At that time, she would later state, she did not know the source of this wealth.

The marriage was troubled nearly from the start. Fanny believed that Pierce would continue in his devotion, and Pierce believed that Fanny would curb her independent nature and allow herself to be ruled by him. Differences in opinion on slavery also created friction. Pierce thought he could persuade Fanny of the benefits of slavery; Fanny thought she could persuade Pierce to emancipate his slaves. Early in their marriage Fanny even attempted to publish an antislavery
treatise that she had written. Pierce forbid her to do so.

In March of 1836, Pierce and his brother John inherited the Georgia plantations. Fanny wanted to see the plantation firsthand, and begged Butler to take her with him. He refused to do so on his first trip, but finally relented. In December of 1838, Pierce, Fanny, their two children Sarah and Frances, and their Irish nurse Margery O'Brien set out for Butler Island. After travelling for nine days by train, stage and steamboat, they arrived at their destination. Nothing in Fanny’s life had prepared her for this place.

Kemble spent four months on Butler and St. Simon’s Islands. During that time she and Pierce clashed frequently over the issue of slavery. Fanny recorded her experiences in letters which she later compiled and published as her *Journal of a Residence on a Georgian Plantation*. It is the closest, most-detailed look at plantation slavery ever recorded by a white northern abolitionist.

By the time the Butlers returned to Philadelphia, their marriage was in turmoil. Life for Fanny went from bad to worse as Pierce harassed and ignored her and prevented her from seeing their children. Finally, Fanny gave up her attempts at reconciliation, and left for England. While there, she resumed her life in the theater by performing readings of Shakespeare. She was in the midst of a successful run when she learned that Pierce was suing her for divorce. He contended that she had “willfully, maliciously, and without due cause, deserted him on September 11, 1845.” He filed for divorce on April 7, 1848.

Fanny returned to America to defend herself against his charges. After a long and painful court proceeding, the divorce was granted in September of 1849. Fanny would be allowed to spend two months every summer with her children, and Pierce would pay her $1500 a year in alimony.
Fanny continued to support herself in the U.S. and in Europe with her highly acclaimed Shakespearian readings. Pierce, however, fell further and further into economic ruin, as he squandered away his vast fortune in gambling and stock market speculation. In 1856 his situation became so severe that the management of his finances was handed over to three trustees. To satisfy his enormous debt, they began by selling the Philadelphia mansion and liquidating other properties. But this was not enough. The trustees turned their attention to the property in Georgia, which consisted mostly of human beings.

In February 1859, the men travelled to Georgia to appraise Pierce Butler's share of the slaves. Each person was examined and his or her value assessed. This was the preparation for what would be the largest single sale of human beings in United States history. It was an event that would come to be known as "the weeping time."

Pierce's financial situation was saved at the expense of his former slaves. In the meantime, the country hovered on the brink of civil war. In 1861 the war erupted. Again the family was divided: Fanny Kemble and their daughter Sarah were pro-North; Pierce Butler and their daughter Frances were pro-South. In early 1861 Pierce and Frances went to Georgia. Upon their return to Philadelphia in August, Pierce was arrested for treason: in September he was released. He did not return to the South until after the war.

Following the war, Pierce Butler returned to Butler Island with his daughter Frances. He found numbers of former slaves living there, and arranged that they would work for him as sharecroppers. Management of the plantation was difficult, and though Frances returned to Philadelphia, Pierce remained on the island despite the dangers of disease. He contracted malaria and died in August 1867.

Following Pierce's death, Frances returned to Butler Island to continue organizing the
plantation, and Fanny Kemble moved to Philadelphia. Throughout her life, Fanny continued to perform dramatic readings, to travel, and to publish her journals. Fanny Kemble died peacefully in London on January 15, 1893.

Related Entries:
- *Francis Anne Kemble as Bianca*
- *Daguerreotype of Pierce Butler*

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Date:
Mon, 1809-11-27

Frances "Fanny" Kemble was born on this date in 1809. She was a famous British actress, author, and abolitionist.

Frances Anne Kemble was a member of the famous Kemble theatrical family, and the oldest daughter of actor Charles Kemble and his actress wife Maria Theresa De Camp, and the niece of noted tragedienne Sarah Siddons. Fanny was born in London, and educated chiefly in France.

Fanny Kemble first appeared on the stage as Juliet at Covent Garden on October 26, 1829. In 1832, she accompanied her father on a theatrical tour of the U.S. For two seasons, Kemble and the company toured the United States, playing to wildly enthusiastic audiences. Kemble published a record of her two-year theatrical tour, "Journal of a Residence in America" (1835). It was an incisive and genuinely good-humored account, but such publications by foreigners were the rage then and thin-skinned critics made her the target of journalistic wrath.

In that same year, she met one of her most ardent admirers, Pierce Butler, American heir of one of the largest slaveholders in Georgia. His grandfather was Major Pierce Butler, a Revolutionary War veteran, a U.S. senator from South Carolina, and a founding father who wrote the Constitution's fugitive slave clause. Major Butler owned 638 slaves and was one of the wealthiest men in the United States. He also owned a mansion in Philadelphia and a country home near the city. His grandson was the heir to all this wealth.

Kemble was happy to retire in 1834 to become the wife of Butler. In spite of her success, she hated what she thought of as the artificiality of acting.

When the couple married, he was not a slaveholder, but by the time their two daughters, Sarah and Frances, were born, Pierce Butler had inherited his grandfather's property. In March of 1836, Pierce and his brother John inherited two sea-island plantations, one on St. Simon's Island, where sea-island cotton was grown, and one on Butler Island, where rice was grown, Kemble wanted to see the plantation firsthand, and begged Butler to take her with him. He refused on his first trip, but In December of 1838. Pierce, Fanny, their two children Sarah and Frances, and their Irish nurse Margery O'Brien set out for Butler Island. Nothing in Kemble's life had prepared her for this place. Fanny was shocked by the conditions of slaves and their treatment. She tried to better their conditions and complained to her husband about slavery.

The marriage was troubled nearly from the start. Fanny believed that Pierce would continue in his devotion and Pierce believed that Fanny would curb her independent nature and allow him to rule over her. Their differences over slavery added to the friction.
Perhaps, after all, what he says is true: when I am gone they will fall back into the
desperate uncomplaining habit of suffering, from which my coming among them, willing
to hear and ready to help, has tempted them. He says that bringing their complaints to me,
and the sight of my credulous commiseration, only tend to make them discontented and
idle, and brings renewed chastisement upon them; and that so, instead of really
befriending them, I am only preparing more suffering for them whenever I leave the
Place, and they can no more cry to me for help. And so I see nothing for it but to go and
leave them to their fate; perhaps, too, he is afraid of the mere contagion of freedom which
breathes from the very existence of those who are free; my way of speaking to the people,
of treating them, or living with them, the appeals I make to their sense of truth, of duty, of
self-respect, the infinite compassion and the human consideration I feel for them -- and
this, of course, makes my intercourse with them dangerously suggestive of relations far
different from anything they have ever known; and, a Mr. 0-- once almost hinted to me,
my existence was an element of danger to the "institution." If I should go away the
human sympathy that I have felt for them will certainly never come near them again.

I had a long talk with that interesting and excellent man, cooper London, who made an
earnest petition that I would send him from the North a lot of Bibles and Prayer Books;
certainly the science of reading must be much more common among the Negroes than I
supposed, or London must look to a marvelously increased spread of the same hereafter.
There is, however, considerable reticence upon this point, or else the poor slaves must
consider the mere possession of the holy books as good for salvation and as effectual for
spiritual assistance to those who cannot as to those who can comprehend them. Since the
news of our departure has spread, I have had repeated eager entreaties for presents of
Bibles and Prayer Books, and to my demurrer of "But you can't read, can you?" have
generally received for answer a reluctant acknowledgment of ignorance, which, however,
did not always convince me of the fact. In my farewell conversation with London I found
it impossible to get him to tell me how he had learned to read: the penalties for teaching
them are very severe -- heavy fines, increasing in amount for the first and second offense,
and imprisonment for the third. Such a man as London is certainly aware that to teach the
slaves to read is an illegal act, and he may have been unwilling to betray whoever had
been his preceptor even to my knowledge; at any rate, I got no answers from him but:
"Wen, missis, me learn; well, missis, me try"; and finally: "Well, missis, me 'spose
Heaven help me"; to which I could only reply that I knew Heaven was helpful, but very
hardly to the tune of teaching folks their letters. I got no satisfaction.

From: Journal of a Residence on a Georgian Plantation in 1838-1839

by Frances Anne Kemble
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http://www.pbs.org/wgbh/aia/part4/4h2922t.html
When she left his plantations in the spring of 1839, debates about slavery and marital tensions continued.

Unable to live with slavery, she withdrew, first visiting England in 1841 and breaking formally with her husband in 1846. The couple was divorced in 1849, with Pierce keeping custody of the two daughters until they came of age. For a year, she returned to the British stage and in 1847, moved to Italy, where she wrote "A Year of Consolation" (1848). Kemble returned to the United States, making a career of giving public readings from Shakespeare. This innovation brought her enthusiastic applause and a more than decent income.

Fanny was reunited with each of her girls when they turned 21. Kemble recorded her experiences in letters, which she later compiled and published. Kemble and her daughter Sarah were pro-North in the Civil War; Butler and daughter Frances were pro-South. In early 1861, Butler and daughter Frances went to Georgia. Upon their return to Philadelphia in August, he was arrested for treason and released in September. In 1863, in a very successful attempt to influence British public opinion against the Confederate states, Kemble published an account of her plantation experience, "Journal of a Residence on a Georgia Plantation." It is the closest, most-detailed look at plantation slavery ever recorded by a white northern abolitionist.

Following the war, Butler returned to Butler Island with his daughter Frances. He found numbers of former slaves living there, and arranged that they would work for him as sharecroppers. Management of the plantation was difficult, and though Frances returned to Philadelphia, Pierce remained on the island despite the dangers of disease. He contracted malaria and died in August 1867.

Following Pierce's death, Kemble returned to Butler Island to continue organizing the plantation, and then she moved to Philadelphia. Throughout her life, Kemble continued to perform dramatic readings, to travel, and to publish her journals. She published several later volumes of an autobiography, a literary criticism, and a novel, "Far Away and Long Ago" (1889). Fanny Kemble died peacefully in London on January 15, 1893.

Reference: Britannica


FROM FANNY KEMBLE'S JOURNAL RECORDING THE HARDSHIPS OF SOME OF HER HUSBAND'S SLAVES:
Before closing this letter, I have a mind to transcribe to you the entries for today recorded in a sort of daybook, where I put down very succinctly the number of people who visit me, their petitions and ailments, and also such special particulars concerning them as seem to me worth recording. You will see how miserable the physical condition of many of these poor creatures is; and their physical condition, it is insisted by those who uphold this evil system, is the only part of it which is prosperous, happy, and compares well with
that of Northern laborers. Judge from the details I now send you; and never forget, while reading them, that the people on this plantation are well off, and consider themselves well off, in comparison with the slaves on some of the neighboring [communities].

Fanny has had six children; all dead but one. She came to beg to have her work in the field lightened.

Nanny has had three children; two of them are dead. She came to implore that the rule of sending them into the field three weeks after their confinement might be altered.

Leah, Caesar's wife, has had six children; three are dead.

Sophy, Lewis's wife, came to beg for some old linen. She is suffering fearfully; has had ten children; five of them are dead. The principal favor she asked was a piece of meat, which I gave her.

Sally, Scipio's wife, has had two miscarriages and three children born, one of whom is dead. She came complaining of incessant pain and weakness in her back. This woman was a mulatto daughter of a slave called Sophy, by a white man of the name of Walker, who visited the plantation.

Charlotte, Renty's wife, had had two miscarriages, and was with child again. She was almost crippled with rheumatism, and showed me a pair of poor swollen knees that made my heart ache. I have promised her a pair of flannel trousers, which I must forthwith set about making.

Sarah, Stephen's wife: this woman's case and history were alike deplorable. She had had four miscarriages, had brought seven children into the world, five of whom were dead, and was again with child. She complained of dreadful pains in the back, and an internal tumor which swells with the exertion of working in the fields; probably, I think, she is ruptured. She told me she had once been mad and had run into the woods, where she contrived to elude discovery for some time, but was at last tracked and brought back, when she was tied up by the arms, and heavy logs fastened to her feet, and was severely flogged. After this she contrived to escape again, and lived for some time skulking in the woods, and she supposes mad, for when she was taken again she was entirely naked. She subsequently recovered from this derangement, and seems now just like all the other poor creatures who come to me for help and pity. I suppose her constant childbearing and hard labor in the fields at the same time have produced the temporary insanity.

... I have had a most painful conversation with Mr. [Butler], who has declined receiving any of the people's petitions through me.
Perhaps, after all, what he says is true: when I am gone they will fall back into the desperate uncomplaining habit of suffering, from which my coming among them, willing to hear and ready to help, has tempted them. He says that bringing their complaints to me, and the sight of my credulous commiseration, only tend to make them discontented and idle, and brings renewed chastisement upon them; and that so, instead of really befriending them, I am only preparing more suffering for them whenever I leave the Place, and they can no more cry to me for help. And so I see nothing for it but to go and leave them to their fate; perhaps, too, he is afraid of the mere contagion of freedom which breathes from the very existence of those who are free; my way of speaking to the people, of treating them, or living with them, the appeals I make to their sense of truth, of duty, of self-respect, the infinite compassion and the human consideration I feel for them -- and this, of course, makes my intercourse with them dangerously suggestive of relations far different from anything they have ever known; and, a Mr. 0-- once almost hinted to me, my existence was an element of danger to the "institution." If I should go away the human sympathy that I have felt for them will certainly never come near them again.

I had a long talk with that interesting and excellent man, cooper London, who made an earnest petition that I would send him from the North a lot of Bibles and Prayer Books; certainly the science of reading must be much more common among the Negroes than I supposed, or London must look to a marvelously increased spread of the same hereafter. There is, however, considerable reticence upon this point, or else the poor slaves must consider the mere possession of the holy books as good for salvation and as effectual for spiritual assistance to those who cannot as to those who can comprehend them. Since the news of our departure has spread, I have had repeated eager entreaties for presents of Bibles and Prayer Books, and to my demurrer of "But you can't read, can you!" have generally received for answer a reluctant acknowledgment of ignorance, which, however, did not always convince me of the fact. In my farewell conversation with London I found it impossible to get him to tell me how he had learned to read: the penalties for teaching them are very severe -- heavy fines, increasing in amount for the first and second offense, and imprisonment for the third. Such a man as London is certainly aware that to teach the slaves to read is an illegal act, and he may have been unwilling to betray whoever had been his preceptor even to my knowledge; at any rate, I got no answers from him but: "Wen, missis, me learn; well, missis, me try"; and finally: "Well, missis, me 'spose Heaven help me"; to which I could only reply that I knew Heaven was helpful, but very hardly to the tune of teaching folks their letters. I got no satisfaction.

From: *Journal of a Residence on a Georgian Plantation in 1838-1839*

by Frances Anne Kemble
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http://www.pbs.org/wgbh/aia/part4/4h2922t.html
Dred Scott first went to trial to sue for his freedom in 1847. Ten years later, after a decade of appeals and court reversals, his case was finally brought before the United States Supreme Court. In what is perhaps the most infamous case in its history, the court decided that all people of African ancestry -- slaves as well as those who were free -- could never become citizens of the United States and therefore could not sue in federal court. The court also ruled that the federal government did not have the power to prohibit slavery in its territories. Scott, needless to say, remained a slave.

Born around 1800, Scott migrated westward with his master, Peter Blow. They travelled from Scott's home state of Virginia to Alabama and then, in 1830, to St. Louis, Missouri. Two years later Peter Blow died; Scott was subsequently bought by army surgeon Dr. John Emerson, who later took Scott to the free state of Illinois. In the spring of 1836, after a stay of two and a half years, Emerson moved to a fort in the Wisconsin Territory, taking Scott along. While there, Scott met and married Harriet Robinson, a slave owned by a local justice of the peace. Ownership of Harriet was transferred to Emerson.

Scott's extended stay in Illinois, a free state, gave him the legal standing to make a claim for freedom, as did his extended stay in Wisconsin, where slavery was also prohibited. But Scott never made the claim while living in the free lands -- perhaps because he was unaware of his rights at the time, or perhaps because he was content with his master. After two years, the army transferred Emerson to the south: first to St Louis, then to Louisiana. A little over a year later, a recently-married Emerson summoned his slave couple. Instead of staying in the free territory of Wisconsin, or going to the free state of Illinois, the two travelled over a thousand miles, apparently unaccompanied, down the Mississippi River to meet their master. Only after Emerson's death in 1843, after Emerson's widow hired Scott out to an army captain, did Scott seek freedom for himself and his wife. First he offered to buy his freedom from Mrs. Emerson -- then living in St. Louis -- for $300. The offer was refused. Scott then sought freedom through the courts.

Scott went to trial in June of 1847, but lost on a technicality -- he couldn't prove that he and Harriet were owned by Emerson's widow. The following year the Missouri Supreme Court decided that case should be retried. In an 1850 retrial, the the St Louis circuit court
ruled that Scott and his family were free. Two years later the Missouri Supreme Court stepped in again, reversing the decision of the lower court. Scott and his lawyers then brought his case to a federal court, the United States Circuit Court in Missouri. In 1854, the Circuit Court upheld the decision of the Missouri Supreme Court. There was now only one other place to go. Scott appealed his case to the United States Supreme Court.

The nine justices of the Supreme Court of 1856 certainly had biases regarding slavery. Seven had been appointed by pro-slavery presidents from the South, and of these, five were from slave-holding families. Still, if the case had gone directly from the state supreme court to the federal supreme court, the federal court probably would have upheld the state's ruling, citing a previously established decision that gave states the authority to determine the status of its inhabitants. But, in his attempt to bring his case to the federal courts, Scott had claimed that he and the case's defendant (Mrs. Emerson's brother, John Sanford, who lived in New York) were citizens from different states. The main issues for the Supreme Court, therefore, were whether it had jurisdiction to try the case and whether Scott was indeed a citizen.

The decision of the court was read in March of 1857. Chief Justice Roger B. Taney -- a staunch supporter of slavery -- wrote the "majority opinion" for the court. It stated that because Scott was black, he was not a citizen and therefore had no right to sue. The decision also declared the Missouri Compromise of 1820, legislation which restricted slavery in certain territories, unconstitutional.

While the decision was well-received by slaveholders in the South, many northerners were outraged. The decision greatly influenced the nomination of Abraham Lincoln to the Republican Party and his subsequent election, which in turn led to the South's secession from the Union.

Peter Blow's sons, childhood friends of Scott, had helped pay Scott's legal fees through the years. After the Supreme Court's decision, the former master's sons purchased Scott and his wife and set them free.

Dred Scott died nine months later.

People & Events
Frederick Douglass
1818 - 1895

Frederick Douglass stood at the podium, trembling with nervousness. Before him sat abolitionists who had travelled to the Massachusetts island of Nantucket. Only 23 years old at the time, Douglass overcame his nervousness and gave a stirring, eloquent speech about his life as a slave. Douglass would continue to give speeches for the rest of his life and would become a leading spokesperson for the abolition of slavery and for racial equality.

The son of a slave woman and an unknown white man, "Frederick Augustus Washington Bailey" was born in February of 1818 on Maryland's eastern shore. He spent his early years with his grandparents and with an aunt, seeing his mother only four or five times before her death when he was seven. (All Douglass knew of his father was that he was white.) During this time he was exposed to the degradations of slavery, witnessing firsthand brutal whippings and spending much time cold and hungry. When he was eight he was sent to Baltimore to live with a ship carpenter named Hugh Auld. There he learned to read and first heard the words abolition and abolitionists. "Going to live at Baltimore," Douglass would later say, "laid the foundation, and opened the gateway, to all my subsequent prosperity."
Douglass spent seven relatively comfortable years in Baltimore before being sent back to the country, where he was hired out to a farm run by a notoriously brutal "slavebreaker" named Edward Covey. And the treatment he received was indeed brutal. Whipped daily and barely fed, Douglass was "broken in body, soul, and spirit."

On January 1, 1836, Douglass made a resolution that he would be free by the end of the year. He planned an escape. But early in April he was jailed after his plan was discovered. Two years later, while living in Baltimore and working at a shipyard, Douglass would finally realize his dream: he fled the city on September 3, 1838. Travelling by train, then steamboat, then train, he arrived in New York City the following day. Several weeks later he had settled in New Bedford, Massachusetts, living with his newlywed bride (whom he met in Baltimore and married in New York) under his new name, Frederick Douglass.

Always striving to educate himself, Douglass continued his reading. He joined various organizations in New Bedford, including a black church. He attended Abolitionists' meetings. He subscribed to William Lloyd Garrison's weekly journal, the Liberator. In 1841, he saw Garrison speak at the Bristol Anti-Slavery Society's annual meeting. Douglass was inspired by the speaker, later stating, "no face and form ever impressed me with such sentiments [the hatred of slavery] as did those of William Lloyd Garrison."

Garrison, too, was impressed with Douglass, mentioning him in the Liberator. Several days later Douglass gave his speech at the Massachusetts Anti-Slavery Society's annual convention in Nantucket-- the speech described at the top of this page. Of the speech, one correspondent reported, "Flinty hearts were pierced, and cold ones melted by his eloquence."

Before leaving the island, Douglass was asked to become a lecturer for the Society for three years. It was the launch of a career that would continue throughout Douglass' long life.
Despite apprehensions that the information might endanger his freedom, Douglass published his autobiography, *Narrative of the Life of Frederick Douglass, an American Slave, Written By Himself*. The year was 1845. Three years later, after a speaking tour of England, Ireland, and Scotland, Douglass published the first issue of the *North Star*, a four-page weekly, out of Rochester, New York.

Ever since he first met Garrison in 1841, the white abolitionist leader had been Douglass' mentor. But the views of Garrison and Douglass ultimately diverged. Garrison represented the radical end of the abolitionist spectrum. He denounced churches, political parties, even voting. He believed in the dissolution (break up) of the Union. He also believed that the U.S. Constitution was a pro-slavery document. After his tour of Europe and the establishment of his paper, Douglass' views began to change; he was becoming more of an independent thinker, more pragmatic. In 1851 Douglass announced at a meeting in Syracuse, New York, that he did not assume the Constitution was a pro-slavery document, and that it could even "be wielded in behalf of emancipation," especially where the federal government had exclusive jurisdiction.

Douglass also did not advocate the dissolution of the Union, since it would isolate slaves in the South. This led to a bitter dispute between Garrison and Douglass that, despite the efforts of others such as Harriet Beecher Stowe to reconcile the two, would last into the Civil War.

Frederick Douglass would continue his active involvement to better the lives of African Americans. He conferred with Abraham Lincoln during the Civil War and recruited northern blacks for the Union Army. After the War he fought for the rights of women and African Americans alike.
Related Entries:
- "The Meaning of July Fourth for the Negro"
- Letter to Garrison from Harriet Beecher Stowe
- Portrait of Frederick Douglass
- William Lloyd Garrison
- "Executive Committee of Pennsylvania Anti-Slavery Society"
<table>
<thead>
<tr>
<th>TASK</th>
<th>Pre-Production</th>
<th>Early Production</th>
<th>Speech Emergent</th>
<th>Intermediate Fluency</th>
<th>Fluent</th>
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<tbody>
<tr>
<td>Listening</td>
<td>Listen to follow commands (TPR)</td>
<td>Follow simple commands; listen to process brief written reports for oral delivery</td>
<td>Listen to follow commands; listen to process longer written reports for oral delivery</td>
<td>Listen within in a discussion on events to participate orally using a word bank</td>
<td>Listen within in a discussion on events to participate orally using a word bank</td>
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<tr>
<td>Speaking</td>
<td>Matching vocabulary words to pictures and orally identifying them with prompting</td>
<td>Identifying orally key locations on a map using a compass rose and on a timeline using dates correctly</td>
<td>Describing orally key events on a map and a timeline using a word bank</td>
<td>Describe orally key events using a word bank</td>
<td>Describe orally which events to focus on and why by identifying patterns of the war evident from the timeline and map – particularly turning points of the war</td>
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<tr>
<td>Reading</td>
<td>Pointing to key words when prompted orally</td>
<td>Reading from a one to two sentence report to report on events</td>
<td>Reading from a longer report using place names (difficult for new English speakers)</td>
<td>Read to assist in editing “newspaper” summaries of the war</td>
<td>Reading to edit “newspaper” summaries of the war</td>
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<tr>
<td>Writing</td>
<td>Writing captions for timeline with prompting as needed</td>
<td>Help write a brief report using dates and key words</td>
<td>Help write a report using dates, key words and place names.</td>
<td>Write a title and explanatory summary of (a) significant event(s) of the war using a scaffold (“newspaper” summary)</td>
<td>Write an explanatory summary of the significant events of the war using key words and phrases, and based on discussion of patterns in the war</td>
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<tr>
<td>FUNCTION</td>
<td>SITUATION/TOPIC</td>
<td>EXPRESSIONS</td>
<td>VOCABULARY</td>
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| Identify an event in time and place | Using a timeline | This happened on ____ (date) | Identifying years 18 – 62, not 1, 862; identifying dates through months and ordinals | Commands  
- “Put these soldiers there.”  
- “Advance to…”  
- “Retreat!”  
- “…Take this report to…” |
| Judge the significance of a single event among many | Using a map | Place/ put/move this army here... | Directions (North, South, East West) geographic features | Ordinals and Sequence words |
| Discussion | Summarizing | I feel that this event is significant. It was (a) turning point in the war. Evidence to support this is... | Nouns and phrases: “war room,” strategy, trend, turning point, Anaconda, blockade, ports, river, supplies, pivotal, alter, change, army, win, victory, defeat, lose, forces |
| | Taking turns in a discussion | I feel that _________ | Vocabulary that can be used both as nouns and as verbs: fight, win, force, retreat, fire |
| | Expressing an opinion | I think that _________ | Present tense vs. past tense |
| | | I agree/disagree with you. | Irregular past tense |
| | | Why do you think that? | Question formation with “do” |
THE CIVIL WAR: DEFINING EVENTS OF THE WAR

Introduction:

From the initial lesson defining the experience of slavery through the recollections of those who lived through it, we now move to the major events of the war itself. While most textbooks confine descriptions and explanations of the war to the pages in a textbook illustrated by a few drawings, photos, maps and timelines, this lesson seeks to pull those events and tools into a real-life activity that continues with the theme from the earlier lesson of giving voice to those who lived through the war, and those who must now understand it.

War reenactments, though a popular means of understanding the historic, every day context of the war, are too complicated, and in dealing with the larger scope of the war, too limiting to consider for a single class. But creating a simulation of “war rooms” for the opposing sides could help students see how strategies for the war evolved, and give them an opportunity to literally “move” through the events of the war with war room staples of interactive maps, timelines and reports of battle outcomes, delivered from generals in the “field” to their respective presidents and a waiting public.

Language used will involve the language of dealing within space and time with maps and timelines (the Compass Rose directions, dates, prepositions of direction and place), of planning (“if we...then...”), of reported speech (“Tell the president that the battle of ______ is won/lost.” – “Mr. President, General Lee would like to inform you that...”), and of reporting by writing brief newspaper articles (title for summarization and to engage the reader’s attention, and paragraph format in grouping ideas). From the generals’ war room planning with assistants on both sides, to the “runners” who report developments to their heads of governments, to the students preparing and updating the maps and timelines, to those writing newspaper briefs, this activity should provide opportunities for all students at all levels of English language competency to be actively engaged in talking and in some cases writing about the war as it unfolds, and looking for trends and turning points in the progression of events.

Visuals through maps, timelines and iconic photographs will support understanding, and sentence starters and organizers, language development of vocabulary and selected syntactic forms.

For those among our ELs who may have experienced a war, this activity distances them in time and place from what those events, and give them the language to express in part what they experienced in English, should they feel the need to do so.
THE CIVIL WAR: LESSON 2
DEFINING EVENTS

GOAL: For students to experience the major events of the war, report on its progress, and analyze those events for turning points while developing language to describe war in general.

NOTE: This set of activities will require that all materials are prepared in advance, and that teachers will have already assigned roles to ELs according to proficiency levels. Teachers should also model a run-through with students at least once before the actual lesson so that students will understand their roles and how they fit into the bigger picture. The lesson is intended as a review of material already covered in the text. It may nonetheless require two to three class periods.

<table>
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<tr>
<th>CONTENT OBJECTIVES</th>
<th>LANGUAGE OBJECTIVES</th>
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<tr>
<td>Students will be able to identify the major battles and events of the war and their significance through a “war room” re-enactment using maps, a timeline and written and oral reports</td>
<td>Students will be able to explain orally and in writing through reported briefs and labeling of maps and timelines</td>
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<td>• the date and location of major events of the war</td>
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<td>• trends and turning points of the war</td>
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<tr>
<td></td>
<td>• war strategies by using key vocabulary and phrases</td>
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MATERIALS: (Prepared in advance)

- Two maps of the United States, blown up to poster size (see outline map of the United States – provided) and colored according to attached map of the Union and the Confederacy, 1861 from student Globe Fearon text p. 407 (see appendix)
- Poster maker – available at the school
- Blackboard/chalk – for double timeline; bottom in red (the Confederate side), top in blue (the Union side), marked off from 1861 – 1865 by months
- Red and blue plastic figures from the game of “Risk,” used to mark numbers of troops used (one per 5,000 soldiers) OR use dried pinto and navy beans
- Red and black construction paper cut into short arrow strips, to chart the course for each side on the “war room” maps OR use crayons or markers
- Scaffolds for
  o Messages or reports from the battlefields from the generals to their presidents
  o Newspaper briefs
- The Major Events of the Civil War chart – in poster form and posted in room for reference
- Important Strategies, Trends and Turning Points of the Civil War, also in poster form and posted in room, with the “trends” and “turning points” sections covered until the end of the culminating discussion
- American History, Globe Fearon (Pearson Learning Group, NJ) 2003, (student text) maps pp. 409, 421 and 425 to track progress of armies during war (see appendix)
- Matthew Brady photographs of major events of the war, and drawings of key points of the Civil War – for posting on timeline
WARM-UP: MODELING OF OBJECTIVES AND SET UP OF WAR ROOMS
(Set up can be done the day before; review objectives again the day of the lesson)
Teachers will discuss the content and language objectives with students, and model them while directing students to set up the Confederate and Union “war rooms.”

PHYSICAL SET UP:
- Two sets of tables grouped together in the back of the room to form a larger surface for spreading out the maps for consultation. These will constitute the “war room” areas.
  - Red and black construction paper directional arrows, available at both tables
  - Red and black “Risk” plastic figures to mark troop size, at both tables
  - Scaffolds for writing messages (reports) from the generals and
- Two sets of tables grouped together in the front of the room by the timelines; these will form the Confederate and Union presidents’ offices respectively
- Two additional sets of desks grouped together to form “newsrooms”
- Double timeline marked by months between 1861-1864 (through May) should already be on board
- Strategies and Trends chart, posted where visible to all, with trends and turning points sections covered for confirmation or adjustment of later discussion
- Major events of the Civil War poster, also posted

ASSIGNMENT OF ROLES: (appropriate to English proficiency levels)
- President Abraham Lincoln and advisor (two students – low and higher English proficiency paired)
- President Jefferson Davis (two students – see above)
- Timeline management: one to two beginning students paired with one to two higher proficiency level students to work with setting and stating dates and matching them to major events
- Generals for each side two to four students for each table at intermediate to high proficiency levels (they will also lead discussion of the trends and turning points of the war)
- “Telegraph operators/ messengers” – two per side, low to intermediate levels
- Newspaper reporters – two to four per “newsroom”
- Teachers as facilitators

MODELING OF VOCABULARY: (Board prepared in advance)
- Key vocabulary can be “chunked” and modeled both before the war room is set up, and during, as each group is assigned a role.
- Vocabulary can go on the board above the timelines organized by nouns, verbs and phrases within roles. Teachers/students can draw illustration sketches for each, as needed. See also photographs and drawings provided
- The generals and newspaper editors will have the heaviest vocabulary load, but other students will have exposure and use of the vocabulary through their roles.
ACTIVITY 1: PROGRESSION OF EVENTS OF THE WAR
SKILLS: Listening and writing to report information
A. The Generals
Action begins at the war room tables as the generals first discuss their war strategies by referring to the chart on strategies, trend and turning points

They will then identify, discuss and set up their maps for each event in chronological sequence: by referring to the chart on major events. They will then:
- Mark each battle location by name on the large maps, using as guides maps marking battles in the Globe Fearon text
- Indicate troop movement decisions for both sides using colored construction paper arrows
- Discuss the outcome of each battle, then direct (or assist) a messenger to write a report to send to the president

B. The messengers
The runners will then give their message orally, reading from their messages, to the respective presidents and their advisers

C. The Presidents and Assistants
Next, the Presidents and their assistants will orally deliver this information to the students on the timeline and guide them with marking the battles and turning points

They will then deliver the news orally and in writing (via the same message) to the newsrooms.

D. The Newspaper Reporters
They will write a short summary of events based on the report, and create a title for their report. These will be posted in chronological order around the room

ACTIVITY 2: ANALYSIS OF STRATEGIES
SKILLS: Turn-taking in a discussion and analysis of materials to reach a conclusion
When students have progressed through all the major events and through the various stations, they will determine through a scaffolded discussion led by the generals and facilitated by the teachers any trends they can recall from an earlier reading of the text, from the chart on the major events of the war and from the completed maps. They might notice almost all of the battles occurred in the South, for example. Their conclusions can be confirmed or adjusted by removing the covering from the “trends” section of the “Strategies, Trends and Turning Points” chart.

Each group of students will take turns looking at the chart of major events and the maps, and use a scaffold to discuss what they think are major turning points of the war and why.

CLOSURE: A revisit of the content and language objectives; did we achieve them?
LESSON TWO NARRATIVE

This second lesson in the Grade 8 Civil War series focuses on the events of the war itself. Maintaining the same emotionally safe distance in time and in the nature of the activity as in the first lesson for refugee ELs who may have been traumatized by war, this lesson engages students in the physical as well as mental aspects of planning and reporting on war by engaging them in a war room simulation, complete with maps, timelines, charts, generals, presidents, messengers and newspaper reporters. All students at all proficiencies will contribute significantly to this activity, while developing the vocabulary and syntax of wartime strategies, battles and reporting through the balancing of the different language modalities of listening, speaking, reading and writing. This safe arena for language development within a potentially charged subject harkens to the emphasis Echevarria and Graves place on the importance of the affective in getting ELs to try out language in a challenging and stimulating environment, to push their linguistic and cognitive boundaries and grow.

To make a lesson like this immediately relevant, students need visuals to shortcut meaning to participate more quickly, manipulatives and other movement-based activities to set multiple pathways for establishing language memory, and scaffolds with which to frame expressions and showcase hard-earned vocabulary knowledge. The “99” activities provide a rich smorgasbord of ideas to stimulate development of materials and activities, all of which remind us that such activities and the vehicle of language that animates them for students, require that that language be comprehensible. Some examples are the “Progressive Maps” strategy for the war room, and “Every Student Gets a Chance” in the repetition of phrases by different students in the reporting information in the lines of command. This lesson also builds on the general background knowledge students have acquired to this point through a series of text-based readings, note-taking exercises and whole class discussions on the Civil War.

The ‘99’ remind us of the importance of interaction to encourage language use, and the importance of practice to set it. The interface of the different roles in this activity provides linguistically controlled interaction (and the set-up previous to the lesson, a freer atmosphere of collaboration in terms of communication), and the repetition of setting up for and reporting on battle after battle in this war room simulation with the use of scaffolds for those who need it should provide the practice and the confidence to set targeted vocabulary and expressions both orally and in writing. The demands of the different roles in speaking or reacting to commands and the varying complexity of the different scaffolds (and lack thereof for some of the advanced students) helps differentiate the lesson for all our ELs, as Echevarria and Graves remind us to do. And continuing with Echevarria and Graves’ recommendations, this lesson focuses on oral development as a gateway to all the other modalities of listening, reading and writing, and provides meaningful oral discourse on all levels for all students to participate and contribute.
Last but not least, discussions with classroom peers in TSL 518 can reset mistaken trajectories of thought before they translate into a concrete but ineffectual lesson activity. I once co-taught a highly successful lesson on the parts of the microscope for a science class with a number of ELs. Students could proudly identify and describe the function of all the parts of a microscope. But to our chagrin, the science teacher and I realized at the end that the students did not remember that the instrument they were describing was called a microscope. In this lesson, I neglected initially to include the phrase “war room” as key vocabulary for my students. My TSL 518 colleague pointed this out to me. I am indebted to him and others in the class for a reminder of what gentle correction and positive feedback should be.
IMPORTANT PEOPLE OF THE CIVIL WAR:

THE UNION

President Abraham Lincoln, USA

General Ulysses S. Grant, USA

General William T. Sherman, USA

THE CONFEDERACY

President Jefferson Davis, CSA

General Robert E. Lee, CSA

IMPORTANT VOCABULARY OF THE WAR:

Army  Battlegrounds  Naval Warfare  Troops

http://www.archives.gov/research/arctopics/civil-war/brady.html 04-08-12
Battle of Vicksburg
http://www.rootsweb.ancestry.com/~msghstwn/warren.htm 4-8-12

SHERMAN'S MARCH THROUGH GEORGIA
http://t0.gstatic.com/images?q=tbn:ANd9GcQOnuQOhl0XT4nPC4PA1jDJeI3aKcKhpfbbhv50oFMBUBj9cuhXdN 4-8-12
THE CIVIL WAR – LESSON 2 - SCAFFOLDS

SCAFFOLDS FOR WRITING MESSAGES:

THE GENERALs will TELL the messengers:

Please inform President _____________ that we have _____________
(won/lost) the Battle of ________________ on this date;
_______________.

MESSENGERS will then WRITE:

President ________________:
General ________________ has instructed me to tell you that we have
_______________ (won/lost) the Battle of ________________ on
________________________ (date).

GENERALs WILL ORALLY DIRECT THE MESSENGERS TO FILL OUT THE
MESSAGES and then have the messengers read them back to them for
confirmation.

MESSENGERS will then READ ALOUD their messages to the president and his assistant.

THE PRESIDENT and/OR HIS ASSISTANT will direct the timeline students to
mark the timelines appropriately for the winning side:

Please mark the Battle of ________________ as a victory for the
________________________ (Confederate/Union) side on this
date: _________________________.

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SCAFFOLDS FOR DISCUSSIONS:

FOR THE GENERALS' DISCUSSION OF WAR TIME STRATEGIES:

I believe that the best strategy for the ________________ (North/South) is to __________________________________________. Does anyone else have any other suggestions?

FOR THE GENERAL'S COMMENTS ON THE OUTCOME OF A BATTLE:

Gentlemen, I believe that we have ______________ (lost, won) the Battle of __________________________. What is our next plan? Where will we fight next?

FOR THE DISCUSSION LED BY THE GENERALS ON TRENDS IN THE WAR:

Has anyone noticed any new trends or directions in this war? For example, is there a new use of technology? ______________
________________________________________________________
________________________________________________________
________________________ (responses from the rest of the class).

In what part of the country were most of the battles fought? __________________
________________________________________________________
________________________________________________________
________________________ (responses). Which strategies were most effective in winning the war?

OPEN DISCUSSION BY GROUPS OF THE TURNING POINTS OF THE WAR:

We feel that one of the turning points of the war was __________________________ (event). The evidence for this is
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
SUGGESTED SCAFFOLD FOR DISCUSSING AND WRITING NEWSPAPER REPORTS:

USE OF PRESENT TENSE TO INDICATE IMMEDIACY TO THE READER

TITLE (to grab readers' attention:

________________________________________________________________________

Today, ___________________________ (date) sources from the battle front report a major victory/defeat for the Confederate/Union army at _______________________________ (location).

Additional information indicates that _______________________________

________________________________________________________________________

USE OF PAST TENSE TO DESCRIBE THE SAME EVENT

TITLE (to grab readers' attention:

________________________________________________________________________

We have just received word that on ___________________________ (date), Confederate/Union forces experienced a major victory/defeat at _______________________________ (location).

Additional information indicated that _______________________________

________________________________________________________________________
# MAJOR EVENTS OF THE CIVIL WAR

<table>
<thead>
<tr>
<th>BATTLE</th>
<th>DATE</th>
<th>BATTLE SITE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort Sumpter</td>
<td>July 12-14, 1862</td>
<td>South Carolina</td>
<td>The first shots fired; the Civil War begins</td>
</tr>
<tr>
<td>First Bull Run</td>
<td>July 21, 1861</td>
<td>Virginia</td>
<td>The first battle of the Civil War; the Confederates are strong, better organizes</td>
</tr>
<tr>
<td>Hampton Roads</td>
<td>March 8, 1862</td>
<td>Virginia</td>
<td>First significant naval battle</td>
</tr>
<tr>
<td>Battle of Shiloh</td>
<td>April 6-7, 1862</td>
<td>Tennessee</td>
<td>Union success, but 23,000 soldiers killed</td>
</tr>
<tr>
<td>Second Bull Run</td>
<td>August 27-30, 1862</td>
<td>Virginia</td>
<td>Confederate Army forces Union army under General Grant retreats to Washington</td>
</tr>
<tr>
<td>Antietam</td>
<td>September 17, 1862</td>
<td>Maryland</td>
<td>Deadliest day of the Civil War with 23,000 soldiers killed. Lincoln calls it a victory for the Union without clear justification</td>
</tr>
<tr>
<td>The Emancipation</td>
<td>January 1, 1863</td>
<td>An order signed by President Lincoln</td>
<td>This order officially if not in fact freed slaves in the South; it gave the North a focus for fighting and Southern blacks fled to join and strengthen the Union army</td>
</tr>
<tr>
<td>Proclamation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vicksburg</td>
<td>May 19-July 4, 1863</td>
<td>Mississippi</td>
<td>The Union army controls the Mississippi as a supply route with this victory</td>
</tr>
<tr>
<td>Gettysburg</td>
<td>July 1-3, 1863</td>
<td>Pennsylvania</td>
<td>The bloodiest battle of the war; a Union victory</td>
</tr>
<tr>
<td>Chickamauga</td>
<td>September 19-20, 1863</td>
<td>Georgia</td>
<td>Confederates win this battle; the Union army retreats to Chattanooga</td>
</tr>
<tr>
<td>Chattanooga</td>
<td>November 23-25, 1863</td>
<td>Tennessee</td>
<td>In sending additional troops, the Union gains control of the core of the railroad system in the Deep South</td>
</tr>
<tr>
<td>Sherman’s march</td>
<td>May-November, 1864</td>
<td>Georgia</td>
<td>The newly appointed supreme commander of the Union army charged General Sherman to Georgia. Sherman’s famous burning of Savannah (the capital city) and his ravaging march to the sea left the South with little or no supplies and seriously damaged their morale.</td>
</tr>
<tr>
<td>through Georgia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surrender at Appomattox</td>
<td>April 9, 1865</td>
<td>Virginia</td>
<td>General Grant shows restraint and during Southern General Robert E. Lee’s surrender, stating that “The Rebels are our countrymen again.”</td>
</tr>
</tbody>
</table>

# IMPORTANT STRATEGIES, TRENDS AND TURNING POINTS OF THE CIVIL WAR

## UNION STRATEGY:
- **President:** Abraham Lincoln
- **Under General Ulysses S. Grant**
- Other leadership: General William Tecumseh Sherman, General Scott, General McClellan

**The Anaconda Plan**: to invade the South, blockade its ports from exporting cotton to raise money, and take control of the Mississippi River to cut the South in half and choke off supplies

**Advantage:** It could be very effective in stopping the South

**Drawback:** It would take a lot of time

**Total War:** Used by General Grant and General Sherman, a “scorch and burn” policy to destroy all buildings, supplies to weaken the South

## CONFEDERATE STRATEGY:
- **President:** Jefferson Davis
- **Under General Robert E. Lee**
- Other leadership: “Stonewall” Jackson (1861-1863)

**A Defensive Plan**: The South would fight only if attacked or invaded.

The South would wait to wear out the Northern forces. General Lee did attack the North at Antietam, Maryland, hoping to shorten the war, lost in a bloody war

**Advantage:** Southern soldiers and their leaders knew the land and were fighting. Southern soldiers believed in what they were fighting for. They also had stronger military leaders

**Disadvantage:** The North had more men to fight, materials and factories for supplies and a better transportation system. Northerners also believed in what they were fighting for, including the African Americans who also fought with them. They wanted an end to slavery and all the states back in the Union.

## USE OF TECHNOLOGY

**Weapons:** The more accurate Springfield Rifle and Minie ball (bullet), and a repeating rifle. These increased the number of casualties

**Navy:** ironclad (metal covered) ships

**Army:** Use of long trenches dug for both offense and defense

**Communication:** Greater use of the telegraph rather than runners

**Transportation:** greater use of railroads

## TRENDS

**Location:** Most of the battles were fought in the South, weakening it

**Winning strategy:** The Anaconda Plan succeeded in choking the South from food and supplies, the total war strategy weakened the South even more

**Material Advantages:** The North had more men to fight, and more supplies

## TURNING POINTS

**Union control** of key transportation: the Mississippi River and the railroad system at Chattanooga, Tennessee

**Union Victory at Gettysburg** and Sherman’s March through Georgia—these victories were a psychological advantage as well

Adapted from *American History*, published by Globe Fearon (Pearson Learning Group, NJ) 2003, pp. 407 - 408
**NOTE:** THESE COLOR-CODED PROFICIENCY LEVELS ARE TIED TO COLOR-CODED ROLES IN THE LESSON

<table>
<thead>
<tr>
<th>TASK</th>
<th>PRE-PRODUCTION</th>
<th>EARLY PRODUCTION</th>
<th>SPEECH EMERGENT</th>
<th>INTERMEDIATE FLUENCY</th>
<th>FLUENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING</td>
<td>Listening for instructions to place props (prepositions)</td>
<td>Listening for cues in script</td>
<td>Listening for and reacting to lines in script through appropriate body language and reading of lines</td>
<td>Listening for and reacting to more complex lines in script through appropriate body language and reading of lines</td>
<td>See Inter Fluency, plus Listening for factual information in the course of a role play to complete chart</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>Crowd noises to approximate a mob, one-word responses in role play</td>
<td>Speaking assigned (brief) lines in character, as modeled by teacher or more advanced peer</td>
<td>Speaking (longer) assigned lines as modeled by teacher or more advanced peer</td>
<td>Speaking more complex lines in character Active oral participation in discussion of chart completion</td>
<td>Saying lines in character with appropriate accent, as modeled by teacher Discussion of key points for chart</td>
</tr>
<tr>
<td>READING</td>
<td>Reading labels of props, highlighted areas of text to indicate when and how to participate (modeled)</td>
<td>Reading for cues in script within context of the whole script</td>
<td>Reading entire script silently while marking assigned lines; reading for phrasing and meaning</td>
<td>Reading entire script silently while marking assigned lines; reading for phrasing and meaning</td>
<td>See Inter Fluency plus Reading script for factual information on perspectives for chart</td>
</tr>
<tr>
<td>WRITING</td>
<td>Labeling of props, write selected information to complete chart</td>
<td>Collaborating with a more advanced peer on completing chart</td>
<td>Collaborating with a more advanced peer on completing chart</td>
<td>Collaborating with all peers on completing chart Appropriate use of past tense</td>
<td>Lead small group in completing chart</td>
</tr>
<tr>
<td>BODY LANGUAGE</td>
<td>Mimic teacher or peer in physical actions, demeanor of role, accompanied by appropriate commands</td>
<td>Try out different demeanor as modeled by a more advanced peer or native speaker to play a role</td>
<td>Try different roles using acting to convey appropriate body language of character represented</td>
<td>Try different roles using acting to convey appropriate body language of character represented</td>
<td>Role play in character Gestures, personal distance and other cultural markers indicating cooperation (for completing chart)</td>
</tr>
<tr>
<td>FUNCTION</td>
<td>SITUATION/TOPIC</td>
<td>EXPRESSIONS</td>
<td>VOCABULARY</td>
<td>GRAMMAR</td>
<td></td>
</tr>
<tr>
<td>----------</td>
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<td></td>
</tr>
<tr>
<td>Taking on the identity of an historic individual</td>
<td>Role playing</td>
<td>Dialect and expressions appropriate to the individual's background</td>
<td>Vocabulary specific to the dialect and historic individual's background</td>
<td>Grammar specific to dialect and historic individual's background (see Fountain Hughes role in script with double negatives)</td>
<td></td>
</tr>
<tr>
<td>Listening for word cues</td>
<td>Following a script</td>
<td>Cue words marked on script</td>
<td>Vocabulary specific to Reconstruction (see separate sheet)</td>
<td>Present tense to express immediacy of speaker and historical event within the play</td>
<td></td>
</tr>
<tr>
<td>Playing a specific role</td>
<td>Specific roles</td>
<td>Examples:</td>
<td>Examples:</td>
<td>Editing: conveyed through exclamation and sometimes question marks</td>
<td></td>
</tr>
<tr>
<td>- taking an oath</td>
<td>- speaking in dialect</td>
<td>- &quot;I do solemnly swear...&quot;</td>
<td>- President</td>
<td>Use of &quot;do&quot; for emphasis &quot;We do...&quot;</td>
<td></td>
</tr>
<tr>
<td>Speaking/body language to convey emotion</td>
<td>Expressing emotion</td>
<td>Tone of voice, expressions of emphasis (&quot;It STILL isn't enough!&quot;) , of reassurance (&quot;Don't worry!&quot;) , physical actions like fist pounding (may be culturally marked)</td>
<td>Written: conveyed through exclamation and sometimes question marks</td>
<td>Rhetorical question &quot;Well, can you believe we're here from Mississippi?&quot;</td>
<td></td>
</tr>
<tr>
<td>Completing a scaffolded chart on different points of view during Reconstruction</td>
<td>Looking for supporting information in a script to complete a chart</td>
<td>&quot;We don't agree...&quot;</td>
<td>Commands: (You understood) &quot;Impeach him!&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE CIVIL WAR:
RECONSTRUCTION

Introduction:
Most refugees I've worked with over the years say that although war is terrible, sometimes what comes after is even worse. Former refugees in our class may experience and perhaps comment on that observation from the safe vantage point of a play on Reconstruction in the South in this third and final lesson on the Civil War.

Inspired by the "99" suggested role play activity, what was originally a series of role plays expanded into a unified play covering the major events and policies of the era. The different roles allow for differentiation according to English proficiency levels, as indicated in the color coded proficiency chart and list of roles for the script.

EHs can invest in an extended role play, reader's theater, or whatever title seems appropriate on many levels. They can develop basic language in preparing props with a group or in setting up the room. They can practice listening to and saying phrases and sentences of increasing complexity. They can train themselves to listen for one word cues or phrases that in turn can serve as anchors for the language they need to respond to (as in a cue) or to speak. They can internalize vocabulary meaning and grammatical forms by practicing and acting out a role as well as listening and reacting to other roles in the play. They can understand why social studies projects and assessments in the district insist on students using first person in narrating events from a specific point of view. They can also practice culturally appropriate body language with the safe confines of practicing for a play, even with emotionally charged scenes.

A play complete with props, visuals, gestures, and reading support for aural input and oral output provides multiple pathways to linguistic memory. It can also serve to reinforce material already discussed in readings of the text, note taking exercises, videos and other mainstream classroom activities.

Finally, a scaffold component for discussion and writing will have students reevaluate what they have read and experienced in the play to develop the different perspectives of the groups of people involved in the Reconstruction era.
THE CIVIL WAR: LESSON 3
RECONSTRUCTION

NOTE: Mainstream classes with ELs falling in a range of proficiencies can benefit from this extended role play, along with all the related activities of room and prop preparations and a writing exercise. However, this lesson will require at least one “walk-through” of the text, “chunked” by scenes with teacher modeling and comprehension checks. Assigning roles according to proficiency levels, as indicated through color coding on the proficiency indicators and role assignment list, will help match students to their comfort levels in participating. Allow at least three 45 minute class periods.

GOAL: For students to experience the vocabulary of the Reconstruction era as well as culminating events and the perspectives of different stake holders by collaborating on a play, and use it to organize information on different points of view. They will also internalize phrasing, body language and syntactic forms in the process of acting.

<table>
<thead>
<tr>
<th>CONTENT OBJECTIVES</th>
<th>LANGUAGE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will continue with different points of view on the Reconstruction after the Civil War by performing a play and completing a chart on different perspectives on events of the era of Reconstruction after the Civil War.</td>
<td>Students will continue to develop their “historic voices” by</td>
</tr>
<tr>
<td></td>
<td>• using appropriate phrasing, body language and specific syntactic forms (past/present) to play a character representing a specific perspective on Reconstruction</td>
</tr>
<tr>
<td></td>
<td>• pulling supporting information (through reading and listening) from the role play for discussion</td>
</tr>
<tr>
<td></td>
<td>• discussing, organizing and writing appropriate information collaboratively to complete a chart on perspectives on Reconstruction</td>
</tr>
</tbody>
</table>

MATERIALS:
Texts (for reference in writing play)

Pictures from the Reconstruction era to clarify different settings and roles

Script (written by ESL teacher) for play

Chart on different perspectives on Reconstruction
ADVANCE PREPARATION OF PROPS AND SETS (Preparation can be done in class the day before)

- Name tags for roles:
  - President Lincoln
  - Mary Todd Lincoln
  - President Andrew Johnson
  - President Ulysses S. Grant
  - President Rutherford B. Hayes
  - 3 Radical Republicans ("radical" and "republican" vocabulary introduced with assignment of roles)
  - 3 Congressmen
    - Fountain Hughes, former slave (real person from Lesson 1 slave narratives)
    - 3-4 Teacher and former slaves as students
    - Sharecroppers (2 – 6 people, ideally whole multi-generational families represented)
  - 2 Scalawags
  - 2 Carpetbaggers
    - 3 – 4 Black Southern politicians
    - 2 – 3 people to represent Northern troops (to March out of the South at the end of Reconstruction in 1977)

- Top hat (for Lincoln) – made out of construction paper
- Bandanas (for sharecroppers and former slaves)
- Sideburn whiskers (for politicians) – made out of construction paper and made to go around the chin and hook over the ears
- Paper "carpet bags" cut and colored out of paper bags
- Posters of:
  - The Black Codes
  - The 14th Amendment
  - The 15th Amendment

- Signs for
  - Congress
  - House of representatives
  - a "Freedman's Bureau
  - a school
  - The North and The South
  - Washington, DC

PHYSICAL SET UP:
- Designation of "North" and "South" areas of classroom, with pictures posted in each area to show general prosperity or destruction of each
- Cleared areas with chairs and desks grouped together to represent a theater, Congress and House of Representatives
- Cleared areas to represent a school and sharecropper's farm in the South

ASSIGNMENT OF ROLES: (appropriate to English proficiency levels) COLOR CODED – See proficiency chart to correlate with list of roles above
WARM-UP:
MODELING OF OBJECTIVES (Student friendly version)

CONTENT: We will be able to discuss the important events, ideas and points of view of different groups of people after the Civil War by acting in a play and completing a graphic organizer.

LANGUAGE: We will be able to:
- Practice saying our parts with the proper tone, phrasing and body language (T. briefly models a couple of different excerpts to demonstrate)
- Listen for our cues for speaking
- Read the script for information to fill out a graphic organizer on points of view
- Work in groups to discuss and write information in our graphic organizers

MODELING OF VOCABULARY: Vocabulary at front of room in poster form for modeling before class; additional vocabulary modeled in preliminary read-through of the script. Modeling in this case means eliciting meaning from students first, then following with visuals, acting out a term, or rephrasing in simpler terms.

ACTIVITY 1: ROLE PLAY ENACTMENT
SKILL: Appropriate tone, phrasing and body language to convey meaning; listening for cues
The teacher may decide to do a preliminary reading with students to model tone and body language as needed and to block movement within designated areas of the room.

ACTIVITY 2: DISCUSSION AND COMPLETION OF CHART
SKILL: Working collaboratively in groups
This activity is for students at a more advanced proficiency level. To save time and to push the discussion to a whole class review, it can be done jigsaw fashion, with different groups assigned to work on different parts. The teacher will need to model and facilitate. Students at the lowest proficiency levels can take down signs and readjust the room around those working on the chart.

CLOSURE: A revisit of the content and language objectives; did we achieve them?
LESSON THREE NARRATIVE

This third lesson in the Grade 8 Civil War series focuses on the post Civil War decade of Reconstruction in the South. The format owes much to the “99” reminder of the usefulness of role-plays in giving students the experience of real life situation and the language to go with them within the safety of the classroom. The idea of creating a script that in a sense “paraphrases” an historical era ties in with Orellana’s article “In Other Words.” Summarizing complex events by literally putting words in historical people’s mouths allowed me to write different roles for different levels of language proficiency in which they could all contribute through their words and actions, and bring life to the past. Students can again paraphrase in looking for information in the script to discuss and fill in the scaffold for the summative different points of view.

The making of props to define roles, the physical reorganization of the room to create different settings, the visuals posted from previous lessons to set the action in place and time all build on background knowledge transferred from the students’ language arts experience. They also give students tangible investments of their own time and energy, further motivating their participation in the reading and enactment of the play. Getting through a script also fosters collaboration on a supportive level; students should be encouraged to help each other out with missed cues, modeling of phrasing, body language and tone in a comprehensive class as well as individual feedback loop. All students should remain actively involved at all times; if they are not acting they are listening, watching and waiting for their cues or someone else’s.

This concentration on listening, reading and speaking throughout the play gives students a rich, sustained linguistic immersion in vocabulary and syntax appropriate to a specific point in history, and with the scaffold, a means to discuss and write about different perspectives about what happened during that time in history. This controlled ability to identify and discuss different points of view should have greater meaning for the students than before the play; with the play, they literally “play” a role in history. Having done so may in turn give them the language and the confidence to express their personal perspective on an event or situation in their own lives.
RECONSTRUCTION: Rights, Radicalism and Rebuilding

A SHORT PLAY

Designed for a grade 8 mainstream social studies class with English Language Learners

By

Cynthia Clampitt
ESL Instructor
ROLES:
  - President Lincoln
  - Mary Todd Lincoln
  - President Andrew Johnson
  - President Ulysses S. Grant
  - President Rutherford B. Hayes
  - 3 Radical Republicans ("radical" and "republican" vocabulary introduced with assignment of roles)
  - 3 Congressmen
  - Fountain Hughes, former slave (real person from Lesson 1 slave narratives)
  - 3-4 Teacher and former slaves as students
  - Sharecroppers (2 – 6 people, ideally whole multi-generational families represented)
  - 2 Scalawags
  - 2 Carpetbaggers
  - 3 – 4 Black Southern politicians
  - 2 – 3 people to represent Northern troops (to march out of the South at the end of Reconstruction in 1977)

NOTE: These roles are color-coded by EL proficiency levels in the "Preparation" part of the lesson to help with assignments.

PROPS:
- Top hat (for Lincoln) – made out of construction paper (see instruction sheet)
- Bandanas (for sharecroppers and former slaves)
- "Muttonchop" whiskers (for politicians) – made out of brown or black construction paper cut to go around the chin and hook over the ears – see template
- Paper "carpet bags" cut and colored out of paper bags
- Posters of:
  - The Black Codes
  - The 14th Amendment
  - The 15th Amendment
- Signs for
  - Congress
  - House of representatives
  - a "Freedman"s Bureau
  - a school
  - The North and The South

PHYSICAL SET UP:
- Designation of "North" and "South" areas of classroom, with pictures posted in each area to show general prosperity or destruction of each
- Cleared areas with chairs and desks grouped together to represent a theater, Congress and House of Representatives
- Cleared areas to represent a school and sharecropper's farm in the South
RECONSTRUCTION AFTER THE CIVIL WAR
SCRIPT

SCENE 1:
In the North in posted Washington, D.C. area: President Lincoln (with top hat) with wife Mary Todd Lincoln, strolling (walking slowly) together

President Lincoln:
I can hardly believe the war is over! There is still so much to do! (Taps his head.) I've been working on a plan to help the South rejoin the union.

Mrs. Lincoln: What plan is that?

President Lincoln: I call it the Ten Percent Plan. I want to grant amnesty, or forgiveness, to former confederates, if they can (counts on fingers) one, promise to be loyal to the Union; two, promise to follow the U.S. Constitution and any laws it passes, and three, accept the end of slavery.

Mrs. Lincoln: Those are three points. How do you get “ten percent?”

President Lincoln: (laughing) That's easy! If ten percent of the voters in a Southern state agree to accept and support the U.S. constitution, they can then vote for their own government at the state level. That state government would of course then have to approve the Thirteenth Amendment to the Constitution abolishing slavery.

Mrs. Lincoln: Do you think any of the Southern states will do this?

President Lincoln: Yes, I do, especially if we don’t force them to give equal rights to Blacks at this time. But if a state can meet the Ten Percent Plan, it can rejoin the Union.

Mrs. Lincoln: I think it might work. But enough talk of business. We're going to the theater tonight to see a new play, a comedy. We need something to help us laugh again.

They stroll to two seats in the same area, sit and start pointing and laughing as though they are watching a show. The teacher claps hands to simulate a gun shot. President Lincoln slumps forward. Mrs. Lincoln tries to grab him and cries out “The president’s been shot!”

SCENE 2:
A short distance away, still in the Washington, D.C. area, Andrew Jackson holds up his right hand, with his left on a book marked “bible” someone else holds for him.

Andrew Johnson: “I do solemnly swear that I will faithfully execute the Office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States.”
Turning to everyone in the room and speaking loudly: “I believe in President Lincoln’s plans for the South. I want Southern states to join the Union again. I want us to be a united country.

In area marked “Congress” in the Washington, D.C. posted area of the room, a group of individuals identified by name tags (and with mutton chop whiskers) as “Radical Republicans” start shouting at him:

Radical Republican 1: We didn’t agree with Lincoln’s plan, and we don’t agree with you, you former slave-owning Southern Democrat!

Radical Republican 2: That’s right! Your plan is too easy on the South. Southerners should be punished for leaving the Union. They deserve what they got in the war.

Radical Republican 3: Southern states should have to work harder to join the Union. And your plan takes away rights for former slaves and all blacks. Make the Southern states respect the rights of blacks. It’s what we fought for!

President Johnson: Now wait, gentlemen. We do have the Freedmen’s Bureau, started in 1865 just before the war ended.

He points in the direction of the area of the room designated as the South, to the Freedmen’s Bureau sign – someone under the sign mimes passing out food, clothing and other supplies to “slaves” identified by the bandanas they are wearing around their foreheads.

President Johnson: (Hitting one fist against an open palm to show emphasis) The Freedmen’s Bureau is a federal or central government program. The U.S. government helps all poor people in the South to recover, whites and blacks, but especially blacks.

Radical Republican 1: It isn’t enough!

President Johnson: (Shouting back) The Bureau has started schools to educate former slaves!

He points to a “teacher” standing in the Southern area of the room, leading a group of “students’ in reciting the ABC’s and writing letters on the board as each is said.

Radical Republican 2: It STILL isn’t enough!

President Johnson: The Bureau also helps former slaves find jobs.

Radical Republican 3: You call that equality? What about the Black Codes?
Radical Republican 1: (Speaking passionately) Yes, what about your plan to be so forgiving to Confederate leaders that they can hold office again? They have voted in the Black Codes in southern state after southern state. Look for every state law that had the word "slave" and substitute the word "black." Blacks have lost their right to education, to participation in the justice system, to own farms. They've lost their right to good jobs and fair pay. (Shouting at this point) They are slaves again in all but name!

Radical Republican 2: We could argue here all day. We need to discuss this in Congress.

SCENE 3:
The Radical Republicans and President Johnson walk separately to the area in Washington, D.C. posted "Congress." Three "congressmen" are sitting waiting for them. The Radical Republicans join this group. President Johnson stands before them.

Congressman 1: President Johnson, we have our own plan for Reconstruction in the South. We feel you have been too lenient, too easy on white Confederate leaders, giving them too much power.

President Johnson: I know what’s best for the South!

Congressman 1: Why, the Black Codes these Southern Confederate leaders have passed state by state in the South is really slavery all over again. We therefore propose the Civil Rights Act in this year of 1866. This act clearly states that blacks should have equal rights with whites.

President Johnson: (Pounding a desk for emphasis) It won’t work, I’m telling you! It’s too much! I will not sign this act. I will veto it!

The six congressmen (including the three Radical Republicans) mime voting with raised hands. The three Radical Republicans and Congressman 1 raise their hands. The remaining two congressmen shake their heads in disappointment.

Congressman 1: Mr. President, we have a two thirds majority in favor of this bill. We pass this bill over your veto. The Civil Rights Act is now law! And furthermore, we propose the 14th Amendment, a change to the Constitution that will prohibit Southern leaders from the Civil War from holding office. Even more important, former slaves will automatically be citizens of these United States.

The three Radical Republicans and congressman 1 cheer. One of the other congressmen holds up a hand to stop the cheering.

Congressman 2: This all sounds good, but what is really happening in the South? If the 14th Amendment is passed, and I think it will be, we will be sending federal troops, more soldiers down South to enforce it and keep the peace.

Soldiers march by Congress into the Southern area of the room, fan out, and stand at ease.
SCENE 4:
Attention shifts (moves) to the Southern half of the room, to a former “slave,”
Fountain Hughes, a real person whom we met through his recollections on slavery
during the Civil War. (The following is an excerpt from the recording of Fountain
Hughes’ interview in 1949 when he was 101 years old and looking back on the Civil War
and Reconstruction. The parts in quotation marks are his actual words, around the ones
we can imagine President Johnson might have said to him.)

Fountain Hughes: I was thirteen when the war started, working as a slave on Mr. B’s
plantation. That was real bad. But what happened after the war wasn’t much better.
“My father got killed in the army... Now, uh, after we got freed, an’ they turned us out
like cattle... we didn’t have nowhere to go. An’ we didn’t have nobody to boss us, and,
uh, we didn’t know nothing. There wasn’t, wasn’t no schools. “

President Johnson: (calling out from the North) But what about the Freedmen’s
Bureau? There are schools!

Fountain Hughes: (ignoring President Johnson) “An’ when they started a little school,
why the people that were slaves, there couldn’t be many of them go to school, cep’ they
had a mother an’ a father. An’ my father was dead, an’ my mother was living, but she had
three, four other children, an’ she had to put them out to work... So we had what you
call, worse than dogs... I remember one night after I, I was free, an’ I din’ have nowhere
to go. I didn’t have nowhere to sleep. I didn’t know what to do... I remember when the
Yankees come along and took all the good horses, an’ took all the, threwed all the meat
an’ flour an’ sugar an’ stuff out in the river and let it go down the river. An’ they knew
that people wouldn’t have nothing to live on, but they done that.”

Four people wearing name tags of “sharecroppers” begin to measure out a square of
“land” in the southern end and begin to pretend to “farm” it by pretend planting,
hoeing and weeding.

Sharecropper mother: (to father) I don’ know how we’ll ever get out of debt. We can’t
grow enough on this little patch of land to keep the landowner happy.

Sharecropper father: I know he gives us the land to work and animals and seed, but we
can’t keep enough to get ahead, to get a place of our own, and to send our children to
school. I jus’ don’ know what to do ’cept work the land.

Two people from the North push past the President and rush to the South. They are
carrying paper bags cut and colored to look like bags made out of brightly colored
patterned carpets.) Their name tags identify them as “Carpetbaggers.”

Carpetbagger 1: (Rubbing his hands together greedily and sniffing the air as he rushes
in) I smell opportunity! I smell money!
**Carpetbagger 2:** Did you say opportunity? (He shakes his carpetbag.) Why, we can move right into public office here and show these Southerners a thing or two! Sure, I know some of us want to build schools and roads and help blacks with their rights, but I'm not forgetting my right to a little power and some money out of all this!

**Carpetbagger 1:** Let's get to work!

The carpetbaggers run to different parts of the South. In behind them rush two individuals identified by their name tags as “Scalawags.”

**Scalawag 1:** Hello good folk of the South. We're here to right a wrong, to put blacks into positions of power where they belong.

**Former slave 1:** But I don't know nothing about political office. Why, I can barely read an' write.

**Scalawag 2:** Don't worry! We'll tell you exactly what to do! (With a back hand to his mouth as an aside to everyone else) I know my Scalawag friend means what he says and is here to help blacks have some control over their future, but me? I'm in it for the money!

**Former slave 1:** (to both Scalawags, shrugging his shoulders) I guess that's alright. I'm willing to try to do something with my life.

Group of several “black” men take off their bandanas and put on their “mutton chop” whiskers, the fashion of the day, and walk up North together, and sit at the House of Representatives sign right next to Congress. One has the name tag Hiram Revels, another, Blanche K. Bruce.

**Hiram Walker to Blanche Bruce:** Well, can you believe that we're here from Mississippi? With Confederate white leaders stopped from taking office, we have a chance. While I know some would like to take their revenge on Southern whites, I think we should be fair.

**SCENE 5:**

**Back to Congress:**

**Radical Republican 1 to other Radical Republicans and congressmen:** We need President Johnson out of office! He's blocking our reforms! Impeach him! Impeach him!

Others in Congress join him in yelling “Impeach Johnson!” “Bring him to trial!” and “Vote! We need a two thirds vote!”
President Johnson: (Breathing a sigh of relief, and mopping his forehead with a tissue) I’ve won by one vote. I can finish my term of office. I wonder who will come after me and what will happen then?

SCENE 6:
In Washington, D.C. Ulysses S. Grant stands up, holding his hand over his heart.

President Grant: I was a good general during the Civil War. I am proud, in this year, 1868, to be your new president. And I owe my victory in part to the vote of at least 500,000 freed slaves. I will do my best for all of you.

Carpetbagger 1 to Scalawag 1: He can try, but there are a lot of us still in power, and a lot of us want to keep making money.

Congressman 1 to members of Congress: The 14th Amendment is not enough to guarantee rights to all. The 15th Amendment to the Constitution will guarantee the right to vote to all male citizens regardless of “race, color or previous conditions of servitude.”

Congress members: (All together) Done!

SCENE 7:
President Rutherford B. Hayes: (standing, and speaking to the entire room) By 1870, seven years ago, all of the Southern states had rejoined the union. In 1872, most Confederate leaders gained the right to vote again. It’s 1877 now. I won a very close election by promising the Southern Democrats that I would take federal troops out of the South (several soldiers march up from the southern part of the room and salute Hayes as they walk by), and that I’ll put a Southerner in my cabinet to help me govern. (The carpetbaggers and Scalawags come rushing up North behind the troops and scatter to the far corners of the North.) The South has recovered enough to say goodbye to reconstruction. The era, the time of Reconstruction is over!

Sharecroppers and former slaves together: But what about us? Can you really guarantee that we’ll keep our right for a good education and to vote? Wait! Don’t forget about us!

President Rutherford B. Hayes, members of Congress all look away.

THE END
THE CIVIL WAR – LESSON 3
AFTER THE WAR - RECONSTRUCTION

KEY VOCABULARY:

amnesty – (noun: an idea or concept)
  • An official government pardon (forgiveness), usually for a political crime

black codes – (noun: an idea or concept)
  • Laws that restricted the freedom of newly freed African Americans, passed in the beginning of the Reconstruction era (time)

Carpetbagger – (noun: a person)
  • a northerner (someone from the northern states who went down south to
    o take political power and
    o to profit (make money) from the South's problems

impeach – (to impeach, a verb: an action)
  • to accuse a public official of a crime in a trial (legal process or action) (impeachment – a noun, is the process)

lynching – (noun from the verb “to lynch”)
  • the killing at the hands of an angry mob (out-of-control crowd of people), usually by hanging

poll – (noun: a place)
  • a place organized for voting

Reconstruction – (noun: an idea meaning to construct or build again)
  • the period of time from 1865 just after the end of the Civil War to 1877 when federal (central) government troops withdraw from the South
  • the physical and political rebuilding of the South and its incorporation (bringing back) into the Union

Scalawag – (noun: a person)
  • Southerners (people from the South) who helped northern Republicans and southern blacks into public (political) office

segregated – (adjective, to describe a situation)
  • separated by race (in the Civil War, this meant black people physically separated from white people in housing, schools and other areas of life)

sharecropping – (noun: an idea or concept)
  • a system of farming that developed in the South where an individual farmed someone else's land and paid for using the land by giving the owner part of the crop (food grown)
Directions:
- Fold paper in half along "cut" line
- Cut where indicated
- To wear: hook loop ends over ears

cut along this outline

cut from here — — — — — — — — — — just to here — —
INSTRUCTIONS FOR MAKING A TOP HAT

TO THE TEACHER: You may want to do this yourself to save time and because it is difficult to get a good result. You may also want to start with card stock for strength and cover the final piece with black construction paper OR use stiff construction paper.

TO THE STUDENTS: YOU WILL NEED THREE PEOPLE: THE PERSON WHO WILL PLAY LINCOLN FOR FITTING THE HAT, AND TWO PEOPLE TO DO THE FITTING, CUTTING AND TAPECING

1. Take two to three pieces of card stock or stiff black construction papers and tape them together end-to-end to get one long strip.
2. Fit this strip around the head of the student who will play Lincoln. Mark where the ends should overlap for taping, and how much should be cut off the top so that it is not too tall.
3. Straighten the marked strip and make the cut to bring it to the desired height.
4. Refit this strip to "Lincoln's head again and tape it so it is a straight cylinder.
5. Now tape four pieces of card stock or stiff construction paper, and tape them two by two end-to-end on a flat surface.
6. Put the "hat" cylinder on this large piece, and with one person holding the cylinder to keep the bottom round, trace round the bottom edge where the hat meets the paper.
7. Trace a larger circle to form the outside hat edge or brim.
8. Cut out the inside of the circle you just drew, and the outside of the brim.
9. Now use short strips of tape to tape the "hat" to its brim.
10. Have the student playing Lincoln try it on. Make adjustments.
11. Cover with black construction paper if you need to.
THE BLACK CODES

THE BLACK CODES PASSED BY THE FORMER CONFEDERATE STATES MEANT THAT AFRICAN AMERICANS WERE NOT ALLOWED TO:

1. have certain jobs
2. vote
3. serve on juries
4. own or rent farms

THESE CODES ALSO MEANT THAT

1. The state could arrest and fine (demand money) from any African American who was not working.
2. The state could also rent out African Americans who could not pay their fines to work for others

Adapted from: American History Globe Fearn Parsippany, NJ. 2003, p. 436
THE FOURTEENTH AMENDMENT TO THE CONSTITUTION OF THE UNITED STATES

- AFRICAN AMERICANS ARE RECOGNIZED AS CITIZENS
- PROTECTS THE RIGHTS OF ALL CITIZENS

THE FIFTEENTH AMENDMENT TO THE CONSTITUTION OF THE UNITED STATES

- PROTECTS THE VOTING RIGHTS OF AFRICAN AMERICAN MEN
THE CONFEDERATE FLAG OF THE SOUTH FROM THE CIVIL WAR ERA
SIGNS FOR AREAS IN ROOM

WASHINGTON, DC

CONGRESS

THE HOUSE OF REPRESENTATIVES

FREEMEN’S BUREAU

FREEDMAN’S BUREAU SCHOOL

THE NORTH

THE SOUTH
THE SOUTH IMMEDIATELY AFTER THE CIVIL WAR

RICHMOND, VIRGINIA CIVIL WAR DAMAGE
http://upload.wikimedia.org/wikipedia/commons/thumb/e/e/Richmond_Virginia_damage.jpg/800px-Richmond_Virginia_damage.jpg
THE NORTH 1870

NEW YORK CITY COMMERCIAL AREA

http://0.gstatic.com/images?q=tbn:ANd9GcSEP%6C1Lh0naUYF9ndOjre9HWqciaPs4H1OFdTrc29mBa2eDNva1-FQ
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# POINT OF VIEW CHART ON RECONSTRUCTION: SECTION 1

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Checklists
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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# THE CIVIL WAR UNIT

## GRAMMAR CHECKLIST

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THE CIVIL WAR UNIT

FUNCTIONS CHECKLIST

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<tbody>
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<td>Identify key information</td>
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<td>Lessons 1, 2, 3</td>
</tr>
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<td>Lesson 2</td>
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<td>Lessons 1, 2</td>
</tr>
<tr>
<td>Listen to/read dialect and paraphrase for meaning</td>
<td>Lessons 1, 2, 3</td>
</tr>
<tr>
<td>Take notes to summarize</td>
<td>Lessons 1, 2, 3</td>
</tr>
<tr>
<td>Discuss from a specific point of view</td>
<td>Lessons 1, 2, 3</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Lessons 2, 3</td>
</tr>
<tr>
<td>Play a role using appropriate tone and body language</td>
<td>Lesson 3</td>
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</table>
FINAL REFLECTIVE NARRATIVE
May 7, 2012

After ten years of teaching in the field, I felt I needed to update my background knowledge in current trends and practices. My previous TESOL education had dealt only peripherally with bilingual education. While most of my cohort went on to work in multi-lingual programs in schools across the state, I have been working primarily in a push-in, co-teaching model with Spanish speaking students in the upper grades of middle school who have been moved into the mainstream from a self contained bilingual program after thirty months. I now also teach a beginning English language class to students in the bilingual program in grades six through eight. The TAT modules for mainstream teachers held at our school, though extremely valuable in promoting more collaborative planning for ELs, did not go into the depth I currently needed as an ESL teacher.

The Content-based Instruction for English Language Learners course has challenged my thinking about my students and how they learn through articles like McSwann’s 2000 publication on an alternative explanation to Cummin’s deficit model for the current perceived low achievement of language minority students. Though intuitively I have followed the same lines of thought as McSwann’s, reading the article and having the forum of the classroom in which to examine ideas has been enormously helpful. Another article that I found of immediate value was the Orellana article In Other Words on how we can learn from children how to take advantage of their roles as interpreters for their families and their developed skill of paraphrasing to communicate. I now write my weekly progress reports in simple English for my beginning English Language learners in the bilingual program instead of having them translated by one of the bilingual teachers. I have had to spend several entire class periods modeling and explaining the English, but they now proudly take their progress reports home and explain the English of their achievements to their families. I now have almost a hundred percent return rate of parent-signed reports, sometimes with a written or oral question about a grade or remark. My previous reports in both English and Spanish frequently never made it home. I intend to extend this strategy of translating and paraphrasing for language development by assigning pairs of student to complete specific tasks in the main office, the nurse’s office and in the library using the English they are learning to negotiate meaning.

I also benefitted from systematically reviewing SIOP-based strategies in Echevarria and Graves, particularly the chapter on affective issues. My unit on the Civil War for this course revolved around ELs’ finding their personal voice in developing language through the voices of the past from the recorded experiences of slaves, slave owners, abolitionists, generals, sharecroppers, politicians and many others of the era. I became more sensitive to how ELs from a variety of backgrounds would process these experiences of war and extremes of views on human rights. This sensitivity applied as well to the language forms, phrases and vocabulary they would need to learn about the Civil War and at which levels of proficiency. Though I think about these constantly in the classroom, I had never
used them so directly in preparing my own materials in the past. Doing so formally in the required functional-notional and proficiency indicator charts proved more difficult than I thought. Though I will not draw up these charts for every lesson, having done so for my class unit for this course with feedback from the teacher and my peers showed me how I can account for the learning of all my ELs in planning and implementation, and keep the language and subject input comprehensible but challenging.

The Vogt Echevarria 99 text refreshed my tried and true but somewhat stale repertoire of activities and strategies. I had no idea how to cover the complex era of Reconstruction after the Civil War and build language beyond vocabulary and note-taking scaffolds until I turned to the 99 activity describing role plays, and realized that I could build a series of role plays into a play. Students could literally live the idea and events, become key historical figures, and learn language on many different levels, including culturally marked body language through acting. The “progressive maps” activity, also from the 99, gave me the idea of recreating the events of the Civil War itself by setting up Confederate and Union war rooms to chart the progress of the war. Echevarria and Graves will remain an occasional reference to keep me on course with SIOP, but Echevarria and Vogt will continue to enrich my strategies and activities for the benefit of my students’ learning.

Finally, I cannot overstate the value of the forum of the classroom setting with a knowledgeable teacher as facilitator. I not only read articles on theory and research, I also had on-going opportunities to explore them in greater depth through lively classroom discussions with peers from many different backgrounds. This has extended to some of my conversations with colleagues at my school concerning how ELs learn and how to provide them every opportunity to learn effectively. I had a wonderful time experimenting with the stimulating hands-on, imaginative activities and strategies in the Vogt Echevarria 99 text. I saw how my class peers applied them to their unit lessons, and received feedback on my own. We have truly been a community of learners, and our professional learning experiences will continue beyond this class and into our classrooms.
Original Lessons
A GUIDE TO THE CIVIL WAR: CAUSES, THE WAR, AND RECONSTRUCTION

INTRODUCTION:
This three lesson unit on the Civil War is prepared for a mainstream eighth grade American History social studies class of twenty-five students with three bilingual (Spanish/English) ELs who have just moved out of a bilingual self-contained classroom this year, and an EL from the Congo who arrived last year through a refugee resettlement program, who also receives daily support in a newcomer program from an ESL teacher. Also included are an LTSS student who has been in the mainstream since fifth grade, and two special education EL students newly mainstreamed from the same bilingual program as the other three. Two more special education ELs in the mainstream since fifth grade, two students who placed out of the bilingual designation last year, and an advanced ESL student from Ghana round off the EL population to almost half the class. In addition, ELs enter the school throughout the year.

The main source of reading material is the district-required textbook (American History, Globe Fearon 2003, edited by Dorf, Linda; Fay, Elaine; Loftus, Alisa et al.). Chapters covering this era in American history span almost seventy-five pages over five weeks, most likely narrowed to three or four in the classroom. The district curriculum guide provides subject standards, essential content and skills, assessment tools, and a graphic organizer for the 13th, 14th, and 15th amendments, and organizers for developing a persuasive essay concerning Reconstruction. The mainstream teacher also uses online resources on occasion. Both the ESL and the mainstream teacher refer to state standards as well for guidance.

Although the mainstream teacher has requested that the unit prepared in collaboration with the ESL teacher focus solely on the actual war, the ESL teacher has found it of greater value to struggling ELs in the class to create lessons that identify essential content knowledge across a broader base. To participate actively in the classroom, ELs must build background knowledge while addressing the language they need to express that knowledge and their opinions. For EL adaptations to be effective, students must experience this essential knowledge through a variety of interactive exercises that develop academic skills as well as language competencies across the modalities. Our ELs have limited knowledge of U.S. history, and before they can deal with it in depth, they need a concise, cogent overview of the main facts and ideas that they can access. This unit will therefore cover in three separate but related lessons, three aspects of the Civil War: its causes, the war itself, and its effects. I want my students to understand how different perspectives on slavery divided the country, to know the main battles and turning points of the war, and to be able to discuss the processes of reunion and reconstruction. Activities will build from but not be limited to note taking scaffolds with icons, progressive (time line) color-coded maps, and role plays for developing different perspectives. Language activated by the lessons will support vocabulary and syntactic development to the level of a paragraph and beyond to express ideas and opinions.
THE CIVIL WAR

LESSON 1:
CAUSES OF THE WAR

(Working copy with comments)
A GUIDE TO THE CIVIL WAR: CAUSES, THE WAR, AND RECONSTRUCTION

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Language activated by the lessons will support vocabulary and syntactic development for beginning as well as advanced students when pushed to the level of a paragraph and beyond to express ideas and opinions. A specific linguistic focus for history is the ability to recognize when and how to use the present and past tenses appropriately. Advance organizers will help students recognize patterns in moving between the two for verbs specific to the topic, and scaffolds, in developing a perspective for when each tense is appropriate in talking and writing about history.
<table>
<thead>
<tr>
<th>TASK: I will be able to:</th>
<th>Pre-Production</th>
<th>Early Production</th>
<th>Speech Emergent</th>
<th>Intermediate Fluency</th>
<th>Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Listen for and recognize key terms for slavery, slave owner and abolitionist and associate them with an iconic image or photograph.</td>
<td>Listen for and recognize key terms for slavery, slave owner and abolitionist and associate them with an iconic image or photograph during a matching activity.</td>
<td>Listen for and indicate recognition of names of primary and secondary source individuals and associated key vocabulary (some in dialect) in a matching activity and in discussion.</td>
<td>Listen for and indicate recognition of names of primary and secondary source individuals and associated key vocabulary by using them in a leveled, scaffolded discussion.</td>
<td>Listen for key names and terms in a scaffolded discussion based on notes, and process information in support of or against an argument.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Repeat and say selected key words and associate them with an iconic image or photograph.</td>
<td>Organize information on key terms using a word bank to form simple scaffolded statements to make in a modified discussion</td>
<td>Organize information on key terms using a word bank to form simple scaffolded statements to contribute to a modified discussion</td>
<td>Organize information on key terms to form statements to contribute to a discussion expressing opinions</td>
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</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Identify key words in simple, topic related sentences (highlighting, creating flashcards with labels or simple captions)</td>
<td>Read a modified leveled text and identify key terms.</td>
<td>Read a modified, leveled text and relate key terms to a specific point of view.</td>
<td>Read a modified, leveled text and identify key terms relating to a specific point of view.</td>
<td>Read a copy of an original document with some scaffolded support, and identify key terms relating to a specific point of view.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Use key words appropriately in simple, topic related sentences using a limited word bank.</td>
<td>Use key terms appropriately in topic related sequential sentences using a broader word bank.</td>
<td>Use key terms on topic related sequential sentences to form a paragraph.</td>
<td>Use key terms to create topic related sequential sentences to form a paragraph supporting a specific point of view.</td>
<td>Use key terms to write a paragraph or short essay supporting a specific point of view.</td>
</tr>
<tr>
<td>FUNCTION</td>
<td>SITUATION/TOPIC</td>
<td>EXPRESSIONS</td>
<td>VOCABULARY</td>
<td>GRAMMAR</td>
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<tr>
<td>IDENTIFY</td>
<td>Reading information about actual people who lived in the time of slavery in the United States and matching it to a chart</td>
<td>He/She was born in _____ (time) in _______ (place)</td>
<td>Slave, Slave owner, Abolitionist, Plantation</td>
<td>Simple past tense of the verb “to be”</td>
<td></td>
</tr>
<tr>
<td>IDENTIFY</td>
<td>Looking at iconic images related to slavery and reading and discussing their captions to place them on a timeline drawn on the blackboard</td>
<td>This picture symbolizes or represents…</td>
<td>Dates by years in English (18-50, not 1,850)</td>
<td>Use of the simple present tense in the third person singular</td>
<td></td>
</tr>
<tr>
<td>LISTEN</td>
<td>Listening to match phrases in academic English to the phrases in dialect on original sources</td>
<td>This picture/map represents…</td>
<td>Directiohal words: up, down, next to, beside, here, there</td>
<td>Use of the simple present tense in the third person singular</td>
<td></td>
</tr>
<tr>
<td>TAKE NOTES TO</td>
<td>Identify key information in a primary secondary source on slavery using a scaffold or flash cards for note-taking/summarizing</td>
<td>Where does this go?</td>
<td>Improve, buy, Negro, black, African American, “nigger” “maw” “paw” “gals” “chillum” white folks</td>
<td>Differences in dialects -double negative, -simplification of number agreement in present/past of verb to be -regularization of past tense</td>
<td></td>
</tr>
<tr>
<td>SUMMARIZE</td>
<td></td>
<td>“I remember…”</td>
<td>Evidence, experiences, events, believe, right/wrong “In 1850 she was a slave...”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISCUSS</td>
<td>Discussing assigned person’s story by relating key experiences and opinions from notes</td>
<td>“I belonged to….”</td>
<td>Agree/disagree Evidence, Solution/resolution</td>
<td>Choice between present and past tenses in telling a person’s story from the past.</td>
<td></td>
</tr>
<tr>
<td>DISCUSSION</td>
<td>Discuss within groups and as a class how different perspectives on slavery could be resolved</td>
<td>“They’d sell us like they sell horses an’ cows an’ hogs an’ all like that…”</td>
<td>Stand, stance, opinion, belief, right, wrong, grey area</td>
<td>Formal oral language and body language</td>
<td></td>
</tr>
<tr>
<td>EXTENSION</td>
<td></td>
<td>(name of person) was a _______ . Important experiences (s)he had were _______ . (S)he did/did not believe slavery was right. Evidence of this is</td>
<td>Formal turn-taking</td>
<td></td>
<td></td>
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OUTLINE FOR LESSON 1 - CIVIL WAR
Cynthia Clampitt
THE CIVIL WAR—LESSON 1
CAUSES OF THE WAR

RATIONALE: To understand the causes of the Civil War in a single 60 minute lesson, we need to focus on the pivotal precipitating "institution" of slavery. To understand slavery as the primary cause of the war, we can listen to the different voices of that era for different perspectives on slavery. For students who are still developing their voice in English, first person accounts and secondary summaries modified for a range of proficiency levels provide compelling access to a complex historical situation, one on which they can form and express their own opinions.

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<tr>
<th>CONTENT KNOWLEDGE GOAL</th>
<th>LANGUAGE GOAL (LANGUAGE FUNCTIONS FOR CONTENT GOAL)</th>
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<tr>
<td>Using primary and some secondary sources, students will be able to identify and support in a jigsaw activity one or more of the following perspectives: slave owner, pro-slavery supporter, slave, and abolitionist.</td>
<td>Students will be able to read, discuss and write about different perspectives on slavery using differentiated note-taking and discussion scaffolds using primary and some secondary sources modified for a range of proficiency levels.</td>
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SOURCES FOR JOURNALS AND SLAVE NARRATIVES:
American Slave Narratives: http://xroads.virginia.edu/~hyper/wpa/wpahome.html
http://xroads.virginia.edu/~hyper/wpa/index.html

MATERIALS:
- Sentence strips
- Markers
- Sharpies
- Highlighters
- Iconic pictures for timeline
- Magnets or tape
- Colored card stock
- Blackboard/chalk (for timeline)
- Overhead projector (for discussion)
- Flash cards
- Colored pencils/card stock
- Narratives from Civil War era
- Note-taking template
- Chart on past vs. present tense usage

PREPARATION:
Timeline drawn on blackboard or on a strip of paper with key dates connected with events leading up to the Civil War indicated on it
- 1512 Spanish colonists bring in slaves from West Africa to work on sugar plantations (text, p. 61, use picture p. 60)
- 1600's England, France and the Netherlands join in importing slaves
Slave narratives (interviews)
WARM-UP:
REVIEW LANGUAGE OBJECTIVES:
- REVIEW CONTENT AND LANGUAGE OBJECTIVES IN STUDENT FRIENDLY LANGUAGE:
  - CONTENT: We will be able to
    - identify important events leading up to the Civil War
    - look at the experiences of people who lived before and during the Civil War and compare their points of view on slavery
  - LANGUAGE:

DEVELOPING A SENSE OF TIME
May be done the day before the rest of the lesson, depending on background knowledge of the students)
(WHOLE GROUP/INDIVIDUAL/SMALL GROUP)
Students will place iconic pictures of important events leading up to the Civil War on a horizontal line drawn in chalk across the board and marked off by decades and five-year intervals
- Groups given iconic images representing stages in the development of slavery
- Five students volunteer to write their date of birth on sticky notes (in numbers, with date written out beneath)
- Teachers write their birth date in same way
- Students/teachers collaborate on matching images and dates on timeline (lines drawn vertically on either side of timeline to accommodate all)

ACTIVITY 1: IDENTIFYING VOICES FROM THE PAST
(WHOLE GROUP/SMALL GROUP/INDIVIDUAL/SMALL GROUP)
SKILL: Collaborating to make connections
Students will match information they receive to an actual person (a former slave, a slave owner, an abolitionist) on a chart to find their working groups
- Students line up in hallway; teachers distribute strips of paper, each with the following information of a real individual related to slavery:
  - Date of birth
  - State
  - Name
  - Position in relation to slavery (slave, slave owner, abolitionist)
- Students group together by the person they represent through the information on their paper strips – These will be their working groups
- Each group is given a color-coded folded piece of cardstock with the relationship their person had to slavery
ACTIVITY 2: LISTENING TO VOICES FROM THE PAST  
(WHOLE/SMALL GROUP)  
SKILL: Listening to key information  
Students listen to excerpts both recorded (in one case) and read aloud to match passage in a dialect to an academic English version - OR - a summary of a longer passage  
- Students receive copies of transcriptions of interviews of former slaves (in dialect) OR journal or diary entries of slave owners or abolitionists  
- Teacher(s) read selected key information in a passage re-written in academic English or as a summary (Teacher can also activate a recording of a former slave telling his story through a web link for one group)  
- Students listen in their groups and collaborate on finding and highlighting the matching passage in dialect or in the more complete document on their copies  
- Students use scaffold/sentence starters to collaborate on identifying information relevant to determining their person’s experience of slavery and their point of view  
- Students can also create sketches illustrating what happens in the narrative and adding captions

ACTIVITY 3: DEVELOPING YOUR OWN VOICE  
(SMALL GROUP/INDIVIDUAL/WHOLE GROUP)  
Groups will summarize and present orally key information they learned about their assigned person and that person’s experience and point of view on slavery. The class will then discuss how a country might resolve these different points of view.  
- Students either take turns or choose a representative to speak for their group for the scaffolded summary and captioned sketch presentations; students have 10 minutes to practice  
- Each group has 2 minutes to present  
- Whole group discussion, prompted by presentations on how they think these different points of view could be resolved

CLOSURE:  
- REVIEW CONTENT AND LANGUAGE OBJECTIVES – Brief discussion on if and how we met our objective
THE CIVIL WAR – LESSON 1

CAUSES OF THE WAR

RATIONALE: To understand the causes of the Civil War in a single 60 minute lesson, we need to focus on the pivotal precipitating “institution” of slavery. To understand slavery as the primary cause of the war, we can listen to the different voices of that era for different perspectives on slavery. For students who are still developing their voice in English, first person accounts and secondary summaries modified for a range of proficiency levels provide compelling access to a complex historical situation, one on which they can form and express their own opinions.

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SOURCES FOR JOURNALS AND SLAVE NARRATIVES:
Slave Owners:

MATERIALS:

For Time Line:
- Iconic pictures representing key events leading to Civil War (ESL teacher)
- Blackboard, chalk
- Magnets or tape to attach pictures to time line
- Index cards and sharpies for writing birthdays

For Voices from the Past:
- Card stock paper with information on each person students will read about and discuss
- Overhead projector with transparencies of templates and charts (optional)
- Same chart expanded to poster form for students to find groups
- Highlighters
- Selected Narratives/biographies from Civil War era
- Note-taking template
- Chart on past vs. present tense usage
WARM-UP:
- Review objectives

  - Review key vocabulary: slave, slave owner, pro-slavery supporter, abolitionist, former slave, free man, evidence, point of view, simple past/present tense (by a few quick examples)

ACTIVITY 1: DEVELOPING A SENSE OF TIME
NOTE: The social studies teacher has decided to incorporate this activity into the previous day's lesson as a lead into the rest of the activities. The timeline will remain on the board for the duration.

Students will place iconic pictures of important events leading up to the Civil War on a horizontal line drawn in chalk across the board and marked off by decades and five-year intervals
- Groups given iconic images representing stages in the development of slavery
- Five students volunteer to write their dates of birth on sticky notes (in numbers, with date written out beneath)
- Teachers write their birth date in same way
- If needed teacher will model
  - location vocabulary in time and place (this event comes ..., before, after, put this picture next to, above, over, over there, here...)
  - how to state years in English... 18-50, not 1,850
- Students/teachers collaborate in pairs or small groups on matching images and dates on timeline (lines drawn vertically on either side of timeline to accommodate all)
- Whole group review as pairs/groups of students identify their iconic event and its date in chronological order; teacher/students dates discussed as giving perspective on how recent/long ago these events happened

ACTIVITY 2: IDENTIFYING VOICES FROM THE PAST
SKILL: Collaborating to make connections
Students will match information they receive to an actual person (a former slave, a slave owner, an abolitionist) on a chart to find their working groups
- Students line up in hallway; teachers distribute strips of paper, each with the following information of a real individual related to slavery:
  - Date of birth
  - State
  - Name
  - Position in relation to slavery (slave, slave owner, abolitionist...)
- Students group together by the person they represent through the information on their paper strips – These will be their working groups

ACTIVITY 3: LISTENING TO VOICES FROM THE PAST
SKILL: Listening and reading for key information
• excerpts both recorded (see on-line link for Fountain Hughes) and read aloud in dialect to try to paraphrase them in everyday English
• Student groups receive:
  o Two copies each of transcriptions of interviews of former slaves (in dialect) OR biographies of slave owners or abolitionists
  o Directions for the note-taking template and the template itself (two pages)
  o scaffold for discussing and writing about their person’s point of view.
• Students will work collaboratively in pairs and as a group to read, discuss and complete in writing the note-taking exercise and the point-of-view summary.
  o Lower proficiency level students can make flashcards of key words designated by the group
  o High proficiency students who can finish earlier can try the verb tense exercise (part two of the point-of-view scaffold and model it for the other students

ACTIVITY 3: DEVELOPING YOUR OWN VOICE
Groups will use their completed point of view scaffolds to present orally key information they learned about their assigned person and that person’s experience and point of view on slavery.
• Each group has 2 minutes to present
• Respect for each group’s efforts emphasized
• Brief question and answer for each group

EXTENSION: The class can have a discussion moderated by the teacher on how a country might resolve these different points of view.

CLOSURE:
• REVIEW CONTENT AND LANGUAGE OBJECTIVES – Brief discussion on if and how we met our objective

Really should review vocabulary at the end.
LESSON ONE NARRATIVE

Cynthia Clampitt
TSL 518/418
March 26, 2012

Slavery as the root cause of the Civil War can be viewed as an economic as well as a humanitarian concern, as our social studies teacher has remarked. In considering the mainstream class for which this lesson was prepared, the ESL teacher has chosen the humanitarian emphasis. In addition to students of African American descent, many of whose families migrated over time from Greenville, South Carolina, there are a number of bilingual students now in the mainstream who have studied the Declaration of Independence and the Bill of Rights under the Constitution in this class, and who are interested in the implications of their rights in those documents. Several students come from our New Arrivals program, and though their stories remain private, we know that some came as refugees from war-torn areas. Echevarria and Graves maintain that affective aspects built into lessons can make them more effective vehicles for language development. Given the different current proficiencies in English language skills and the social backgrounds of students in this class, and the fact that the Civil War is a required topic, one approach is to use the focal point of slavery as a means of creating a comfortable distance in time from extreme suffering to develop a vocabulary, a perspective and a voice on how people’s situations can influence their point of view on a divisive subject like slavery, and to propose ways those perspectives can be changed.

Continuing with the affective aspect of the lesson, students at different levels of language acquisition need to be actively involved in the subject and with each others in activities that respect what they already know from their own backgrounds and from the class, but at the same time respect that they need to continually push to higher levels. The “99” text outlines a variety of specific activities that provided a general idea of what would accommodate different levels of proficiency in English while keeping all engaged, participating and contributing. The timeline review with labeled iconic pictures of key events leading to the Civil War and modeling of language as basic as oral reading of dates illustrates this. The related discussion allows students to bring the review to a higher linguistic level while keeping students of lower proficiency listening and looking for key vocabulary and phrases. As McSwann reminds us, developing academic language is not just about the writing. We must also consider students’ backgrounds and their potential as positives rather than possible deficits in the case of minorities. Harper and DeJong concur that many factors can influence a child’s rate of language acquisition, and the type and versatility of lesson activities can hinder or support that acquisition.

Harper and DeYong have specific recommendations for teachers, among them that they make sure a task is appropriate for the child’s level of proficiency. Echevarria and Graves would also add practice and supportive correction to encourage student success, in turn creating a positive affective looping into increasing participation and risk-taking to push to a higher level. While we cannot provide native language support in this class except in the case of bilingual students who occasionally clarify for each other in class, we can create differentiated groupings where personalities and varied proficiency levels create a supportive yet energized environment. The activity where students “find” their
person in history by matching a slip of information to a chart and thereby also “find” their working group for the rest of the class is based on careful planning and consultation of both teachers to match students for optimal groupings where students will respect each others’ contributions and support each other in learning. That learning can take many forms and should ultimately involve all modalities, but the article by Orellana et al points out the value of paraphrasing, a skill most ELs develop from within their families in interacting with the larger community. Although this lesson uses a note-taking template and a scaffold for writing a summary point of view, we expect students will use paraphrasing in discussing their readings with each others, particularly in the passages with dialect or with highly academic language.

Finally, the SIOP model provides the ultimate templates for the teacher in lesson format and a checklist for planning, delivery and assessments. Teachers can lose themselves in planning a lesson and in the actual delivery. The SIOP model gives us tools to keep the content and language objectives up front and center, to be mindful of what the student brings to the classroom and what that student still needs to learn, to make concepts accessible through activities (hands on, manipulatives, visuals, organizers) while not losing sight of higher order thinking skills. It reminds us to keep activities meaningful. It reminds us that there are specific strategies to help us tap into students’ linguistic abilities at any level. The model helps us keep it all manageable and interesting, and we hope for all the ELs in the class, challenging and engaging. I hope that this particular lesson under scrutiny will stand up to the SIOP model with a few adjustments from my peers.
THE CIVIL WAR

LESSON 2:
MAJOR EVENTS OF THE CIVIL WAR

(Working copy with comments)
<table>
<thead>
<tr>
<th>TASK</th>
<th>Pre-Production</th>
<th>Early Production</th>
<th>Speech Emergent</th>
<th>Intermediate Fluency</th>
<th>Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Listen to follow commands (TPR)</td>
<td>Follow simple commands; listen to process brief written reports for oral delivery</td>
<td>Listen to follow commands; listen to process longer written reports for oral delivery</td>
<td>Listen within in a discussion on events to participate orally using a word bank</td>
<td>Listen within in a discussion on events to participate orally using a word bank</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Matching vocabulary words to pictures and orally identifying them with prompting</td>
<td>Identifying orally key locations on a map using a compass rose and on a timeline using dates correctly</td>
<td>Describing orally key events on a map and a timeline using a word bank</td>
<td>Describe orally key events using a word bank</td>
<td>Describe orally which events to focus on and why by identifying patterns of the war evident from the timeline and map – particularly turning points of the war</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Pointing to key words when prompted orally</td>
<td>Reading from a one to two sentence report to report on events</td>
<td>Reading from a longer report using place names (difficult for new English speakers)</td>
<td>Read to assist in editing “newspaper” summaries of the war</td>
<td>Reading to edit “newspaper” summaries of the war</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Writing captions for timeline with prompting as needed</td>
<td>Help write a brief report using dates and key words</td>
<td>Help write a report using dates, key words and place names.</td>
<td>Write a title and explanatory summary of (a) significant event(s) of the war using a scaffold (“newspaper” summary)</td>
<td>Write an explanatory summary of the significant events of the war using key words and phrases, and based on discussion of patterns in the war</td>
</tr>
</tbody>
</table>

This is great, Cynthia! Since your design here is complex and multi-level/multi-modality, I'd be proactive and prepare your ELLs before this class to make sure they know what's expected of them in their different roles. Since you already have the scaffolds, you can provide them beforehand.
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION/TOPIC</th>
<th>EXPRESSIONS</th>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify an event in time</td>
<td>Using a timeline</td>
<td>This happened on ____ (date)</td>
<td>Identifying years 18 – 62, not 1, 862; identifying dates through months and ordinals</td>
<td>Commands</td>
</tr>
<tr>
<td>and place</td>
<td>Using a map</td>
<td>Place/ put/move this army here...</td>
<td>Directions (North, South, East West) geographic features</td>
<td>• &quot;Put these soldiers there.&quot;</td>
</tr>
<tr>
<td>Judge the significance of a single event among many</td>
<td>Summarizing</td>
<td>I feel that this event is significant. It was a turning point in the war. Evidence to support this is...</td>
<td>Ordinals and Sequence words</td>
<td>• &quot;Advance to...&quot;</td>
</tr>
<tr>
<td>Discussion</td>
<td>Taking turns, appropriate response</td>
<td>I feel that ________</td>
<td>Nouns and phrases: Strategy, trend, turning point, Anaconda, blockade, ports, river, supplies, pivotal, alter, change, army, win, victory, defeat, lose, forces army, navy, cavalry, retreat, battle, troops, soldiers general, trench, offense, defense, retreat, march ravage, burn, &quot;scorch and burn policy&quot;</td>
<td>Present tense vs. past tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I think that ________</td>
<td>Verbs: win, lose, retreat, march, fire, burn, think, feel agree, disagree</td>
<td>Irregular past tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I agree/disagree with you.</td>
<td>Vocabulary that can be used both as nouns and as verbs</td>
<td>Suppositional</td>
</tr>
</tbody>
</table>
THE CIVIL WAR:
MAJOR EVENTS OF THE WAR

Cynthia Clampitt
TSL 518/418

April 9, 2012

Introduction:

From the initial lesson defining the experience of slavery through the recollections of those who lived through it, we now move to the major events of the war itself. While most textbooks confine descriptions and explanations of the war to the pages in a textbook illustrated by a few drawings, photos maps and timelines, this lesson seeks to pull those events and tools into a real-life activity that continues with the theme from the earlier lesson of giving voice to those who lived through the war, and those who must now understand it.

War reenactments, though a popular means of understanding the historic, every day context of the war, are too complicated, and in dealing with the larger scope of the war, too limiting to consider for a single class. But creating a simulation of “war rooms” for the opposing sides could help students see how strategies for the war evolved, and give them an opportunity to literally “move” through the events of the war with war room staples of interactive maps, timelines and reports of battle outcomes, delivered from generals in the “field” to their respective presidents and a waiting public.

Language used will involve the language of dealing within space and time with maps and timelines (the Compass Rose directions, dates, prepositions of direction and place), of planning (“if we...then...”), of reported speech (“Tell the president that the battle of ______ is won/lost.” – “Mr. President, General Lee would like to inform you that...”), and of reporting by writing brief newspaper articles (title for summarization and to engage the reader’s attention, and paragraph format in grouping ideas). From the generals’ war room planning with assistants on both sides, to the “runners” who report developments to their heads of governments, to the students preparing and updating the maps and timelines, to those writing newspaper briefs, this activity should provide opportunities for all students at all levels of English language competency to be actively engaged in talking and in some cases writing about the war as it unfolds, and looking for trends and turning points in the progression of events.

Visuals through maps, timelines and iconic photographs will support understanding, and sentence starters and organizers, language development of vocabulary and selected syntactic forms.

For those among our ELs who may have experienced a war, this activity distances them in time and place from what those events, and give them the language to express in part what they experienced in English, should they feel the need to do so.
THE CIVIL WAR: LESSON 2
DEFINING EVENTS

GOAL: For students to experience the major events of the war, report on its progress, and analyze those events for turning points while developing language to describe war in general.

NOTE: This is a 60 minute class that builds on background knowledge students have developed reading about the Civil War in the text. Teachers will need to pay special attention to advance preparation and modeling for this activity to fit in this tight time slot.

<table>
<thead>
<tr>
<th>CONTENT OBJECTIVES</th>
<th>LANGUAGE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to identify the major battles and events of the war and their significance through a “war room” re-enactment using maps, a timeline and written and oral reports</td>
<td>Students will be able to explain orally and in writing through reported briefs and labeling of maps and timelines</td>
</tr>
<tr>
<td></td>
<td>• the date and location of major events of the war</td>
</tr>
<tr>
<td></td>
<td>• trends and turning points of the war</td>
</tr>
<tr>
<td></td>
<td>• war strategies by using key vocabulary and phrases</td>
</tr>
</tbody>
</table>

MATERIALS: (Prepared in advance)

- Two maps of the United States, blown up to poster size (see utline map of the United States – provided) and colored according to attached map of the Union and the Confederacy, 1861 from the student Globe Fearon text p. 407.
- Poster maker – available at the school
- Blackboard and chalk – for the double timeline; bottom in red (or pink - the Confederate side), top in blue (the Union side), marked off from 1861 – 1865 by months
- Red and blue plastic figures from the game of “Risk,” used to mark numbers of troops used (one per 5,000 soldiers)
- Red and black construction paper cut into short arrow strips, to chart the course of each side on the map
- Scaffolds for
  - Messages or reports from the battlefields from the generals to their presidents
  - Newspaper briefs
- The Major Events of the Civil War chart – in poster form and posted in room for reference
- Important Strategies, Trends and Turning Points of the Civil War, also in poster form and posted in room, with the “trends” and “turning points” sections covered
- Mathew Brady photographs of major events of the war, and drawings of key points of the Civil War – for posting on timeline
WARM-UP: MODELING OF OBJECTIVES AND SET UP OF WAR ROOMS
(Set up can be done the day before; review objectives again the day of the lesson)
Teachers will discuss the content and language objectives with students, and model them while directing students to set up the Confederate and Union “war rooms.”

PHYSICAL SET UP:
- Two sets of tables grouped together in the back of the room to form a larger surface for spreading out the maps for consultation. These will constitute the “war room” areas.
  - Red and black construction paper directional arrows, available at both tables
  - Red and black “Risk” plastic figures to mark troop size, at both tables
  - Scaffolds for writing messages (reports) from the generals and
- Two sets of tables grouped together in the front of the room by the timelines; these will form the Confederate and Union presidents’ offices respectively
- Two additional sets of desks grouped together to form “newsrooms”
- Double timeline marked by months between 1861-1864 (through May) should already be on board
- Strategies and Trends chart, posted where visible to all, with trends and turning points sections covered for confirmation or adjustment of later discussion
- Major events of the Civil War poster, also posted

ASSIGNMENT OF ROLES: (appropriate to English proficiency levels)
- President Abraham Lincoln and advisor (two students – low and higher English proficiency paired)
- President Jefferson Davis (two students – see above)
- Timeline management: one to two beginning students paired with one to two higher proficiency level students to work with setting and stating dates and matching them to major events
- Generals for each side two to four students for each table at intermediate to high proficiency levels (they will also lead discussion of the trends and turning points of the war)
- “Telegraph operators/messengers” – two per side, low to intermediate levels
- Newspaper reporters – two to four per “newsroom”
- Teachers as facilitators

MODELING OF VOCABULARY: (Board prepared in advance)
- Key vocabulary can be “chunked” and modeled both before the war room set up, and during, as each group is assigned a role.
- Vocabulary can go on the board above the timelines organized by nouns, verbs and phrases within roles. Teachers/students can draw illustration sketches for each, as needed. See also photographs and drawings provided
- The generals and newspaper editors will have the heaviest vocabulary load, but other students will have exposure and use of the vocabulary through their roles.

Explain in particular what a “war room” is (include in functional chart)
ACTIVITY 1: PROGRESSION OF EVENTS OF THE WAR
SKILLS: Listening and writing to report information
A. The Generals
Action begins at the war room tables as the generals first discuss their war strategies by referring to the chart on strategies, trend and turning points.

They will then identify, discuss and set up their maps for each event in chronological sequence by referring to the chart on major events. They will then:
- Mark each battle location by name on the large maps, using as guides maps marking battles in the Globe Fearon text
- Indicate troop movement decisions for both sides using colored construction paper arrows
- Discuss the outcome of each battle, then direct (or assist) a messenger to write a report to send to the president

B. The messengers
The runners will then give their message orally, reading from their messages, to the respective presidents and their advisers.

C. The Presidents and Assistants
Next, the Presidents and their assistants will orally deliver this information to the students on the timeline and guide them with marking the battles and turning points.

They will then deliver the news orally and in writing (via the same message) to the newsrooms.

D. The Newspaper Reporters
They will write a short summary of events based on the report, and create a title for their report. These will be posted in chronological order around the room.

ACTIVITY 2: ANALYSIS OF STRATEGIES
SKILLS: Turn-taking in a discussion and analysis of materials to reach a conclusion
When students have progressed through all the major events and through the various stations, they will determine through a scaffolded discussion led by the generals and facilitated by the teachers any trends they can recall from an earlier reading of the text, from the chart on the major events of the war and from the completed maps. They might notice almost all of the battles occurred in the South, for example. Their conclusions can be confirmed or adjusted by removing the covering from the "trends" section of the "Strategies, Trends and Turning Points" chart.

Each group of students will take turns looking at the chart of major events and the maps, and use a scaffold to discuss what they think are major turning points of the war and why.

CLOSURE: A revisit of the content and language objectives; did we achieve them?
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</tbody>
</table>

**CONTENT KNOWLEDGE GOAL**

Students will be able to identify the major battles of the war for each side on a color-coded timeline and on a map.

**LANGUAGE GOAL (LANGUAGE FUNCTIONS FOR CONTENT GOAL)**

Students will be able to **orally** explain the sequence **of each major battle in the war.**

**SWBAT orally express the significance of each of the major battles of the war by labeling a timeline and numbering, labeling and creating captions for battle locations on a map.**

**SWBAT write an explanatory essay to accompany the map.**

---

**Comment (AML3):** Ok, so, these are your mainstream objectives for language. When you design your PLs for these language objectives, you'll think of ways to modify, for each level of language development, how students will address the goals. So, for example, all your ELLs will write a document to accompany the map, but while you will expect your Level 5 ELLs to write an essay, you may expect from your Level 1 ELLs to write a number of statements about the war by following a straightforward model.

**Deleted:** More advanced ELs will prepare a one-page exhibition-style (as in a museum display).
LESSON TWO NARRATIVE

Cynthia Clampitt

TSL 518/418

April 9, 2012

This second lesson in the Grade 8 Civil War series focuses on the events of the war itself. Maintaining the same emotionally safe distance in time and in the nature of the activity as in the first lesson for refugee ELs who may have been traumatized by war, this lesson engages students in the physical as well as mental aspects of planning and reporting on war by engaging them in a war room simulation, complete with maps, timelines, charts, generals, presidents, messengers and newspaper reporters. All students at all proficiencies will contribute significantly to this activity, while developing the vocabulary and syntax of wartime strategies, battles and reporting through the balancing of the different language modalities of listening, speaking, reading and writing. This safe arena for language development within a potentially charged subject harkens to the emphasis Echevarria and Graves place on the importance of the affective in getting ELs to try out language in a challenging and stimulating environment, to push their linguistic and cognitive boundaries and grow.

To make a lesson like this immediately relevant, students need visuals to shortcut meaning to participate more quickly, manipulatives and other movement-based activities to set multiple pathways for establishing language memory, and scaffolds with which to frame expressions and showcase hard-earned vocabulary knowledge. The “99” activities provide a rich smorgasbord of ideas to stimulate development of materials and activities, all of which remind us that such activities and the vehicle of language that animates them for students, require that that language be comprehensible. This lesson also builds on the general background knowledge students have acquired to this point through a series of text-based readings, note-taking exercises and whole class discussions on the Civil War.

The ‘99’ remind us of the importance of interaction to encourage language use, and the importance of practice to set it. The interface of the different roles in this activity provides linguistically controlled interaction (and the set-up previous to the lesson, a freer atmosphere of collaboration in terms of communication), and the repetition of setting up for and reporting on battle after battle in this war room simulation with the use of scaffolds for those who need it should provide the practice and the confidence to set targeted vocabulary and expressions both orally and in writing. The demands of the different roles in speaking or reacting to commands and the varying complexity of the different scaffolds (and lack thereof for some of the advanced students) helps differentiate the lesson for all our ELs, as Echevarria and Graves remind us to do. And continuing with Echevarria and Graves’ recommendations, this lesson focuses on oral development as a gateway to all the other modalities of listening, reading and writing, and provides meaningful oral discourse on all levels for all students to participate and contribute.

Last but not least, discussions with classroom peers can reset mistaken trajectories of thought before they translate into a concrete but ineffectual lesson activity. To them I am indebted for a reminder of what gentle correction and corrective feedback should be.
THE CIVIL WAR

LESSON 3: RECONSTRUCTION

(Working copy with comments)
### Script Roles Can Be Color Coded for Proficiency Levels with Colored Highlighters

<table>
<thead>
<tr>
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<th>Early Production</th>
<th>Speech Emergent</th>
<th>Intermediate Fluency</th>
<th>Fluent</th>
</tr>
</thead>
</table>
| **Listening**      | Listening for instructions to place props (prepositions)  
Listening for key word to trigger participation in role play | Listening for cues in script                           | Listening for and reacting to lines in script through appropriate body language and reading of lines | Listening for and reacting to more complex lines in script through appropriate body language and reading of lines | See Inter Fluency, plus  
Listening for factual information in the course of a role play to complete chart |
| **Speaking**       | Crowd noises to approximate a mob, one-word responses in role play            | Speaking assigned (brief) lines in character, as modeled by teacher or more advanced peer | Speaking (longer) assigned lines as modeled by teacher or more advanced peer  
Oral participation in discussion of chart completion | Speaking more complex lines in character  
Active oral participation in discussion of chart completion | Saying lines in character with appropriate accent, as modeled by teacher  
Discussion of key points for chart |
| **Reading**        | Reading labels of props, highlighted areas of text to indicate when and how to participate (modeled) | Reading for cues in script within context of the whole script | Reading entire script silently while marking assigned lines; reading for phrasing and meaning  
Reading for key vocabulary for chart | Reading entire script silently while marking assigned lines; reading for phrasing and meaning  
Reading for key vocabulary for chart | See Inter Fluency plus  
Reading script for factual information on perspectives for chart |
| **Writing**        | Labeling of props, write selected information to complete chart              | Collaborating with a more advanced peer on completing chart | Collaborating with all peers on completing chart  
Appropriate-use of present vs. past tense | Collaborating with all peers on completing chart  
Appropriate-use of present vs. past tense | Lead small group in completing chart  
Writing an evaluative summary of perspectives |
| **Body Language**  | Mimic teacher or peer in physical actions, demeanor of role, accompanied by appropriate commands | Try out different demeanor as modeled by a more advanced peer or native speaker to play a role | Try different roles using acting to convey appropriate body language of character represented | Try different roles using acting to convey appropriate body language of character represented | Role play in character  
Gestures, personal distance and other cultural markers indicating cooperation (for completing chart) |
<table>
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<tr>
<th>FUNCTION</th>
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<th>GRAMMAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking on the identity of an historic individual</td>
<td>Role playing</td>
<td>Dialect and expressions appropriate to the individual's background</td>
<td>Vocabulary specific to the dialect and historic individual's background</td>
<td>Grammar specific to dialect and historic individual's background (see Fountain Hughes role in script with double negatives)</td>
</tr>
<tr>
<td>Listening for word cues</td>
<td>Following a script</td>
<td>Cue words marked on script</td>
<td>Vocabulary specific to Reconstruction (see separate sheet)</td>
<td>Present tense to express immediacy of speaker and historical event within the play</td>
</tr>
<tr>
<td>Playing a specific role</td>
<td>Specific roles - taking an oath - speaking in dialect</td>
<td>Examples: - “I do solemnly swear…” - “I din’ have nowhere to go…”</td>
<td>Examples: Carpetbaggers, Scalawags, Sharecropper, President, Fountain Hughes</td>
<td>Use of “do” for emphasis “We do… “</td>
</tr>
<tr>
<td>Speaking/body language to convey emotion</td>
<td>Expressing emotion</td>
<td>Tone of voice, expressions of emphasis (“It STILL isn’t enough!”), of reassurance (“Don’t worry!”) physical actions like fist pounding (may be culturally marked)</td>
<td>Written: conveyed through exclamation and sometimes question marks</td>
<td>Rhetorical question “Well, can you believe we’re here from Mississipi?” Commands: (You understood) “Impeach him!”</td>
</tr>
<tr>
<td>Completing a scaffolded chart on different points of view during Reconstruction</td>
<td>Looking for supporting information in a script to complete a chart</td>
<td>“We don’t agree…” “You call that…” “What about…?” “I don’t know how…”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE CIVIL WAR: RECONSTRUCTION

Cynthia Clampitt
TSL 518/418

April 23, 2012

Introduction:
Most refugees I’ve worked with over the years say that although war is terrible, sometimes what comes after is even worse. Former refugees in our class may experience and perhaps comment on that observation from the safe vantage point of a play on Reconstruction in the South in this third and final lesson on the Civil War.

Inspired by the “99” suggested role play activity, what was originally a series of role plays expanded into a unified play covering the major events and policies of the era. The different roles allow for differentiation according to English proficiency levels, as indicated in the color coded proficiency chart and list of roles for the script.

ELs can invest in an extended role play, reader’s theater, or whatever title seems appropriate on many levels. They can develop basic language in preparing props with a group or in setting up the room. They can practice listening to and saying phrases and sentences of increasing complexity. They can train themselves to listen for one word cues or phrases that in turn can serve as anchors for the language they need to respond to (as in a cue) or to speak. They can internalize vocabulary meaning and grammatical forms by practicing and acting out a role as well as listening and reacting to other roles in the play. They can understand why social studies projects and assessments in the district insist on students using first person in narrating events from a specific point of view. They can also practice culturally appropriate body language with the safe confines of practicing for a play, even with emotionally charged scenes.

A play complete with props, visuals, gestures, and reading support for aural input and oral output provides multiple pathways to linguistic memory. It can also serve to reinforce material already discussed in readings of the text, note taking exercises, videos and other mainstream classroom activities.

Finally, a scaffold component for discussion and writing will have students reevaluate what they have read and experienced in the play to develop the different perspectives of the groups of people involved in the Reconstruction era.
THE CIVIL WAR: LESSON 3
RECONSTRUCTION

GOAL: For students to experience the vocabulary of the Reconstruction era as well as culminating events and the perspectives of different stakeholders by collaborating on a play and use it to organize information on different points of view. They will also internalize phrasing, body language and syntactic forms in the process of acting.

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<tr>
<th>CONTENT OBJECTIVES</th>
<th>LANGUAGE OBJECTIVES</th>
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<tr>
<td>Students will continue with different points of view on the Reconstruction after the Civil War by performing a role play and completing a chart on different perspectives on events of the era of Reconstruction after the Civil War.</td>
<td>Students will continue to develop their &quot;historic voices&quot; by:</td>
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<td>• using appropriate phrasing, body language and specific syntactic forms (past/present) to play a character representing a specific perspective on Reconstruction</td>
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<td>• pulling supporting information (through reading and listening) from the role play for discussion</td>
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<td>• discussing, organizing and writing appropriate information collaboratively to complete a chart on perspectives on Reconstruction</td>
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MATERIALS:
Texts (for reference in writing play)

Pictures from the Reconstruction era to clarify different settings and roles

Script (written by ESL teacher) for role play

Chart on different perspectives on Reconstruction
ADVANCE PREPARATION OF PROPS AND SETS (Preparation can be done in class the day before, or assigned as homework)

- Name tags for roles:
  - President Lincoln
  - Mary Todd Lincoln
  - President Andrew Johnson
  - President Ulysses S. Grant
  - President Rutherford B. Hayes
  - 3 Radical Republicans (“radical” and “republican” vocabulary introduced with assignment of roles)
  - 3 Congressmen
  - Fountain Hughes, former slave (real person from Lesson 1 slave narratives)
  - 3-4 Teacher and former slaves as students
  - Sharecroppers (2 – 6 people, ideally whole multi-generational families represented)
  - 2 Scalawags
  - 2 Carpetbaggers
  - 3 – 4 Black Southern politicians
  - 2 – 3 people to represent Northern troops (to march out of the South at the end of Reconstruction in 1977)

- Top hat (for Lincoln) – made out of construction paper
- Bandanas (for sharecroppers and former slaves)
- Sideburn whiskers (for politicians) – made out of construction paper and made to go around the chin and hook over the ears
- Paper “carpet bags” cut and colored out of paper bags
- Posters of:
  - The Black Codes
  - The 14th Amendment
  - The 15th Amendment

- Signs for
  - Congress
  - House of representatives
  - a “Freedman’s Bureau
  - a school
  - The North and The South

PHYSICAL SET UP:
- Designation of “North” and “South” areas of classroom, with pictures posted in each area to show general prosperity or destruction of each
- Cleared areas with chairs and desks grouped together to represent a theater, Congress and House of Representatives
- Cleared areas to represent a school and sharecropper’s farm in the South

ASSIGNMENT OF ROLES: (appropriate to English proficiency levels) COLOR CODED – See proficiency chart to correlate with list of roles above
WARM-UP:
MODELING OF OBJECTIVES (Student friendly)

CONTENT: We will be able to discuss the important events, ideas and points of view of different groups of people after the Civil War by acting in a play and completing a graphic organizer.

LANGUAGE: We will be able to:
- Practice saying our parts with the proper tone, phrasing and body language (T. briefly models a couple of different parts to demonstrate)
- Listen for our cues for speaking
- Read the script for information to fill out a graphic organizer on points of view
- Work in groups to discuss and write information in our graphic organizers

MODELING OF VOCABULARY: Vocabulary at front of room in poster form for modeling before class; additional vocabulary modeled in preliminary read-through of the script. Modeling in this case means eliciting meaning from students first, then following with visuals, acting out a term, or rephrasing in simpler terms.

ACTIVITY 1: ROLE PLAY ENACTMENT
SKILL: Appropriate tone, phrasing and body language to convey meaning; listening for cues
The teacher may decide to do a preliminary reading with students to model tone and body language as needed and to block movement within designated areas of the room.

ACTIVITY 2: DISCUSSION AND COMPLETION OF CHART
SKILL: Working collaboratively in groups
This activity, to save time and to push the discussion to a whole class review, can be done jigsaw fashion, with different groups assigned to work on different parts.

If so, the chart should be printed in larger font with

ASSESSMENTS: Completed chart with participation rubric, district assessment (multiple choice and short essay) NEED TO CREATE RURIC, CHECK WITH TEACHER ON FEASIBILITY OF IN CLASS TEST AND TIE IN WITH DISTRICT TEST

CLOSURE: A revisit of the content and language objectives; did we achieve them?
LESSON THREE NARRATIVE

Cynthia Clampitt TSL 518/418 April 23, 2012

This third lesson in the Grade 8 Civil War series focuses on the post Civil War decade of Reconstruction in the South. The format owes much to the "99" reminder of the usefulness of role plays in giving students the experience of real life situation and the language to go with them within the safety of the classroom. The idea of creating a script that in a sense "paraphrases" an historical era ties in with Oreillana’s article "In Other Words." Summarizing complex events by literally putting words in historical people’s mouths allowed me to write different roles for different levels of language proficiency in which they could all contribute through their words and actions, and bring life to the past. Students can again paraphrase in looking for information in the script to discuss and fill in the scaffold for the summative different points of view.

The making of props to define roles, the physical reorganization of the room to create different settings, the visuals posted from previous lessons to set the action in place and time all build on background knowledge transferred from the students’ language arts experience. They also give students tangible investments of their own time and energy, further motivating their participation in the reading and enactment of the play. Getting through a script also fosters collaboration on a supportive level; students should be encouraged to help each other out with missed cues, modeling of phrasing, body language and tone in a comprehensive class as well as individual feedback loop. All students should remain actively involved at all times; if they are not acting they are listening, watching and waiting for their cues or someone else’s.

This concentration on listening, reading and speaking throughout the play gives students a rich, sustained linguistic immersion in vocabulary and syntax appropriate to a specific point in history, and with the scaffold, a means to discuss and write about different perspectives about what happened during that time in history. This controlled ability to identify and discuss different points of view should have greater meaning for the students than before the play; with the play, they literally played a role in history. Having done so may in turn give them the language and the confidence to express their perspective on an event or situation in their own lives.
RECONSTRUCTION AFTER THE CIVIL WAR
SCRIPT

SCENE 1:
In the North in posted Washington, D.C. area: President Lincoln (with top hat) with wife Mary Todd Lincoln, strolling (walking slowly) together

President Lincoln:
I can hardly believe the war is over! There is still so much to do! (Taps his head.) I’ve been working on a plan to help the South rejoin the union.

Mrs. Lincoln: What plan is that?

President Lincoln: I call it the Ten Percent Plan. I want to grant amnesty, or forgiveness, to former confederates, if they can (counts on fingers) one, promise to be loyal to the Union; two, promise to follow the U.S. Constitution and any laws it passes, and three, accept the end of slavery.

Mrs. Lincoln: Those are three points. How do you get “ten percent?”

President Lincoln: (laughing) That’s easy! If ten percent of the voters in a Southern state agree to accept and support the U.S. constitution, they can then vote for their own government at the state level. That state government would of course then have to approve the Thirteenth Amendment to the Constitution abolishing slavery.

Mrs. Lincoln: Do you think any of the Southern states will do this?

President Lincoln: Yes, I do, especially if we don’t force them to give equal rights to Blacks at this time. But if a state can meet the Ten Percent Plan, it can rejoin the Union.

Mrs. Lincoln: I think it might work. But enough talk of business. We’re going to the theater tonight to see a new play, a comedy. We need something to help us laugh again.

They stroll to two seats in the same area, sit and start pointing and laughing as though they are watching a show. The teacher claps hands to simulate a gun shot. President Lincoln slumps forward. Mrs. Lincoln tries to grab him and cries out “The president’s been shot!”

SCENE 2:
A short distance away, still in the Washington, D.C. area, Andrew Jackson holds up his right hand, with his left on a book marked “bible” someone else holds for him.

Andrew Johnson: “I do solemnly swear that I will faithfully execute the Office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States.”
Turning to everyone in the room and speaking loudly: “I believe in President Lincoln’s plans for the South. I want Southern states to join the Union again. I want us to be a united country.

In area marked “Congress” in the Washington, D.C. posted area of the room, a group of individuals identified by name tags (and with mutton chop whiskers) as “Radical Republicans” start shouting at him:

Radical Republican 1: We didn’t agree with Lincoln’s plan, and we don’t agree with you, you former slave-owning Southern Democrat!

Radical Republican 2: That’s right! Your plan is too easy on the South. Southerners should be punished for leaving the Union. They deserve what they got in the war.

Radical Republican 3: Southern states should have to work harder to join the Union. And your plan takes away rights for former slaves and all blacks. Make the Southern states respect the rights of blacks. It’s what we fought for!

President Johnson: Now wait, gentlemen. We do have the Freedmen’s Bureau, started in 1865 just before the war ended.

He points in the direction of the area of the room designated as the South, to the Freedmen’s Bureau sign — someone under the sign mimes passing out food, clothing and other supplies to “slaves” identified by the bandanas they are wearing around their foreheads.

President Johnson: (Hitting one fist against an open palm to show emphasis) The Freedmen’s Bureau is a federal or central government program. The U.S. government helps all poor people in the South to recover, whites and blacks, but especially blacks.

Radical Republican 1: It isn’t enough!

President Johnson: (Shouting back) The Bureau has started schools to educate former slaves!

He points to a “teacher” standing in the Southern area of the room, leading a group of “students’ in reciting the ABC’s and writing letters on the board as each is said.

Radical Republican 2: It STILL isn’t enough!

President Johnson: The Bureau also helps former slaves find jobs.

Radical Republican 3: You call that equality? What about the Black Codes?
Radical Republican 1: (Speaking passionately) Yes, what about your plan to be so forgiving to Confederate leaders that they could hold office again? They have voted in the Black Codes in southern state after southern state. Look for every state law that had the word “slave” and substitute the word “black.” Blacks have lost their right to education, to participation in the justice system, to own farms. They’ve lost their right to good jobs and fair pay. (Shouting at this point) They are slaves again in all but name!

Radical Republican 2: We could argue here all day. We need to discuss this in Congress.

SCENE 3:
The Radical Republicans and President Johnson walk separately to the area in Washington, D.C. posted “Congress.” Three “congressmen” are sitting waiting for them. The Radical Republicans join this group. President Johnson stands before them.

Congressman 1: President Johnson, we have our own plan for Reconstruction in the South. We feel you have been too lenient, too easy on white Confederate leaders, giving them too much power.

President Johnson: I know what’s best for the South!

Congressman 1: Why, the Black Codes these Southern Confederate leaders have passed state by state in the South is really slavery all over again. We therefore propose the Civil Rights Act in this year of 1866. This act clearly states that blacks should have equal rights with whites.

President Johnson: (Pounding a desk for emphasis) It won’t work, I’m telling you! It’s too much! I will not sign this act. I will veto it!

The six congressmen (including the three Radical Republicans) mime voting with raised hands. The three Radical Republicans and Congressman 1 raise their hands. The remaining two congressmen shake their heads in disappointment.

Congressman 1: Mr. President, we have a two thirds majority in favor of this bill. We pass this bill over your veto. The Civil Rights Act is now law! And furthermore, we propose the 14th Amendment, a change to the Constitution that will prohibit Southern leaders from the Civil War from holding office. Even more important, former slaves will automatically be citizens of these United States.

The three Radical Republicans and congressman 1 cheer. One of the other congressmen holds up a hand to stop the cheering.

Congressman 2: This all sounds good, but what is really happening in the South? If the 14th Amendment is passed, and I think it will be, we will be sending federal troops, more soldiers down South to enforce it and keep the peace.
Soldiers march by Congress into the Southern area of the room, fan out, and stand at ease.

SCENE 4:  
Attention shifts (moves) to the Southern half of the room, to a former “slave,” Fountain Hughes, a real person whom we met through his recollections on slavery during the Civil War. (The following is an excerpt from the recording of Fountain Hughes’ interview in 1949 when he was 101 years old and looking back on the Civil War and Reconstruction. The parts in quotation marks are his actual words, around the ones we can imagine President Johnson might have said to him.)

Fountain Hughes: I was thirteen when the war started, working as a slave on Mr. B’s plantation. That was real bad. But what happened after the war wasn’t much better. “My father got killed in the army... Now, uh, after we got freed, an’ they turned us out like cattle...we didn’t have nowhere to go. An’ we didn’t have nobody to boss us, and, uh, we didn’t know nothing. There wasn’t, wasn’ no schools.

President Johnson: (calling out from the North) But what about the Freedmen’s Bureau? There are schools!

Fountain Hughes: (ignoring President Johnson) An’ when they started a little school, why the people that were slaves, there couldn’t be many of them go to school, cep’ they had a mother an’ a father. An’ my father was dead, an’ my mother was living, but she had three, four other children, an’ she had to put them out to work... So we had what you call, worse than dogs...I remember one night after I, I was free, an’ I din’ have nowhere to go. I didn’ have nowhere to sleep. I didn’t know what to do...I remember when the Yankees come along and took all the good horses, an’ took all the, threwed all the meat an’ flour an’ sugar an’ stuff out in the river and let it go down the river. An’ they knewed that people wouldn’t have nothing to live on, but they done that.

Four people wearing name tags of “sharecroppers” begin to measure out a square of “land” in the southern end and begin to pretend to “farm” it by pretend planting, hoeing and weeding.

Sharecropper mother: (to father) I don’ know how we’ll ever get out of debt. We can’t grow enough on this little patch of land to keep the landowner happy.

Sharecropper father: I know he gives us the land to work and animals and seed, but we can’t keep enough to get ahead, to get a place of our own, and to send our children to school. I jus’ don’ know what to do ‘cept work the land.

Two people from the North push past the President and rush to the South. They are carrying paper bags cut and colored to look like bags made out of brightly colored patterned carpets.) Their name tags identify them as “Carpetbaggers.”
Carpetbagger 1: (Rubbing his hands together greedily and sniffing the air as he rushes in) I smell opportunity! I smell money!

Carpetbagger 2: Did you say opportunity? (He shakes his carpetbag.) Why, we can move right into public office here and show these Southerners a thing or two! Sure, I know some of us want to build schools and roads and help blacks with their rights, but I'm not forgetting my right to a little power and some money out of all this!

Carpetbagger 1: Let's get to work!

The carpetbaggers run to different parts of the South. In behind them rush two individuals identified by their name tags as "Scalawags."

Scalawag 1: Hello good folk of the South. We're here to right a wrong, to put blacks into positions of power where they belong.

Former slave 1: But I don't know nothing about political office. Why, I can barely read and write.

Scalawag 2: Don't worry! We'll tell you exactly what to do! (With a back had to his mouth as an aside to everyone else) I know my Scalawag friend means what he says and is here to help blacks have some control over their future, but me? I'm in it for the money!

Former slave 1: (to both Scalawags, shrugging his shoulders) I guess that's alright. I'm willing to try to do something with my life.

Group of several "black" men take off their bandanas and put on their "mutton chop" whiskers, the fashion of the day, and walk up North together, and sit at the House of Representatives sign right next to Congress. One has the name tag Hiram Revels, another, Blanche K. Bruce.

Hiram Walker to Blanche Bruce: Well, can you believe that we're here from Mississippi? With Confederate white leaders stopped from taking office, we have a chance. While I know some would like to take their revenge on Southern whites, I think we should be fair.

SCENE 5:
Back to Congress:

Radical Republican 1 to other Radical Republicans and congressmen: We need President Johnson out of office! He's blocking our reforms! Impeach him! Impeach him!
Others in Congress join him in yelling “Impeach Johnson!” “Bring him to trial!” and “Vote! We need a two thirds vote!”

**President Johnson:** (Breathing a sigh of relief, and moping his forehead with a tissue) I’ve one by won vote. I can finish my term of office. I wonder who will come after me and what will happen then?

**SCENE 6:**
**In Washington, D.C. Ulysses S. Grant stands up, holding a top hat over his heart.**

**President Grant:** I was a good general during the Civil War. I am proud, in this year, 1868, to be your new president. And I owe my victory in part to the vote of at least 500,000 freed slaves. I will do my best for all of you.

**Carpetbagger 1 to Scalawag 1:** He can try, but there are a lot of us still in power, and a lot of us want to keep making money.

**Congressman 1 to members of Congress:** The 14th Amendment is not enough to guarantee rights to all. The 15th Amendment to the Constitution will guarantee the right to vote to all male citizens regardless of “race, color or previous conditions of servitude.”

**Congress members:** (All together) Done!

**SCENE 7:**
**President Rutherford B. Hayes:** (standing, and speaking to the entire room) By 1870, seven years ago, all of the Southern states had rejoined the union. In 1872, most Confederate leaders gained the right to vote again. It’s 1877 now. I won a very close election by promising the Southern Democrats that I would take federal troops out of the South (several soldiers march up from the southern part of the room and salute Hayes as they walk by), and that I’ll put a Southerner in my cabinet to help me govern. (The carpetbaggers and Scalawags come rushing up North behind the troops and scatter to the far corners of the North.) The South has recovered enough to say goodbye to reconstruction. The era, the time of Reconstruction is over!

**Sharecroppers and former slaves together:** But what about us? Can you really guarantee that we’ll keep our right for a good education and to vote? Wait! Don’t forget about us!

**President Rutherford B. Hayes, members of Congress all look away.**

**THE END**
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<tr>
<th>EVENT OR POLICY</th>
<th>INDIVIDUAL OR GROUP</th>
<th>IMPACT OF EVENT OR POLICY</th>
<th>POSITIVE OR NEGATIVE PERSPECTIVE</th>
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<td>The Ten Percent Plan</td>
<td>Radical Republicans</td>
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<td>The Civil Rights Act of 1866</td>
<td>Radical Republicans, President Johnson, Former slaves</td>
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<td>The Freedmen's Bureau</td>
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<td>The 14th Amendment</td>
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<td>Congress, White former, Confederates, Former slaves</td>
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Reorganized to make easier for students to use to write on.
Appendix
APPENDIX

INDEX

Section 1: District standards, District significant tasks

Section 2: State Standards

Section 3: Grade 8 Social Studies textbook currently used in the classroom, used for reference for the entire unit

Section 4: Supplemental grade 6 social studies textbook, used as reference for lessons 2 and 3 of this unit
THE CIVIL WAR ERA AND RECONSTRUCTION

DISTRICT STANDARDS
FOR GRADE EIGHT SOCIAL STUDIES

DISTRICT SIGNIFICANT TASKS
VI. The Civil War Era and Reconstruction (1850-1877)

Unit Timing: Five weeks
Approximate Dates: February 26-April 5
Significant Task 1 Timing: 7-10 days

Students will study the Civil War and Reconstruction and describe the struggles that faced our nation when unresolved issues divided the people (5.7, 4.6). Students will show how the nation was forced to confront the evils of slavery and will analyze its legacy and the impact on American society that persists to this day (2.8, 5.7) Students will explain the significance of the Civil Rights Amendments (due process, equal protection, voting rights) and evaluate the persistent struggle required to apply and protect these rights for all groups in American society (1.5, 5.5)

At the end of the unit the students will be able to identify the Civil War as a momentous event in American history. Students will understand that the Constitution protects individual rights yet the struggle to implement those protections continues into the present day. Students will explain the impact that Reconstruction programs had on transforming social relations in the South and the success and failures of those programs on improving economic and political positions of African Americans after the Civil War.

Standards for Unit VI

- Describe the various ways in which African Americans resisted the conditions of enslavement including the use of religion and family to create a viable culture. (2.8, 1.11)
- Analyze the influence of ideas and how the debates over slavery influenced culture, politics and sectionalism including the impact of abolitionists and proslavery versus antislavery ideology (5.7)
- Explain how patterns of economic growth affected life in the North and South including a comparison of sectional differences in culture, politics and the economy and how sectionalism and slavery led to disunion (5.7, 4.6)
- (POWER) Analyze cause and effect relationships seen in the successes and failures of Reconstruction programs and assess how the political and economic position of African Americans changed (5.17)
- Consider multiple perspectives and explain the provisions of the 14th and 15th amendments and the political forces supporting and opposing each (2.4, 2.7, 1.7)

Essential Content-What students need to know:

1. The series of events which lead to the divide in the nation (Missouri Compromise, Compromise of 1850, Dred Scott decision, Kansas/Nebraska Act, Bleeding Kansas, John Brown, Lincoln’s election)
2. The impact of slavery on culture and the economics of the nation in comparing the North and South
3. Identify the borders of the free states and slave states.
4. The impact that civil rights legislation had on the nation. (14th and 15th Amendments)

**Essential Skills – What Students need to be able to do:**

1. Explain the role of abolitionists in the United States during the pre-war period. (Summary practice)
2. Students will evaluate cause and effect and develop a timeline of events leading to the civil war. (Time line)
3. Describe the impact slavery had on the nations culture and economics, North vs. South. (Comparison matrix)
4. The students will be able to locate and identify the states associated with the free states and the slave states. (Map Activity)
5. Examine the impact of reconstruction on the south and the north (using fluency)
6. Explain the impact of the civil rights amendments on the society (compare before and after)

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<th>Vocabulary:</th>
<th>Compromise</th>
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<td>Abolitionist</td>
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<td>Insurrection</td>
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<td>Fugitive</td>
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**Significant Task 1: Persuasive Essay – Take a stand – How does a society define and protect ‘rights’?** Prompt: Did the lives of former slaves change for the better after the Civil War and the period of Reconstruction

**Timing:**

Approximate Dates: March 26-April 5   
Significant Task 1 Timing: 7-10 days

**Essential Question: How does a society define and protect ‘rights’?**

**Assessment Tools:**

Amendment Chart 06a-AmendmentChart
Fluency Transition Worksheet 06b-FluencyandTransitionWrksht
Scoring Rubric for Fluency and Transition
06c-ScoreRubricTF
06d-WritingSandwich
06e-Writing Persuasive Essay
06g-BldgAnEssay
06h-ScoreRubricCMT
06i-PersuasiveChecklist
06j-PersuasiveRubric

Procedure

The student will take notes from the textbook or a classroom resource on the impact of the 13th, 14th and 15th Amendments. (06a-AmendmentChart) Students will discuss the impact that these amendments had on former slaves as well as reaction/resistance to the implementation of these amendments and the values that created them. Students should review the meaning of ‘rights’ and discuss the need to amend the Constitution to protect rights.

In preparation for writing the persuasive essay, instruct students in the proper usage of transition and fluency in a persuasive essay. Students will use the worksheet (06b-FluencyandTransitionWrksht), and their textbooks to read for information and to practice skills in using transition words. Students will then write a summary which allows them to practice the use of transition and fluency in their writing.

Students will peer score each other’s essays checking for transition and fluency using the scoring rubric. (06c-ScoreRubricTF)

Review the structure of a persuasive essay with the students (06d-WritingSandwich, 06e-Writing Persuasive Essay). Select a score 6 persuasive essay and review it in class with the students. Students should complete the worksheet (06f-OrganizationEssayStructure). Students will use class notes, textbooks, and other classroom resources to brainstorm and plan their essay using the building a persuasive essay resource sheet (06g-BldgAnEssay). Students will also receive a CMT 1-6 scoring rubric (06h-PersuasiveWritingRubricCMT). After finishing the final draft, students will complete a persuasive writing checklist (06i-PersuasiveChecklist).

Students will spend one class period peer scoring the essay using the persuasive writing rubric (06j-PersuasiveRubric). Teacher will share one or two high scoring essays with the class.

Resources
Civil War Locations http://cwar.nps.gov/civilwar/cwparks.htm
Ct Freedom Trail http://www.ctfreedomtrail.com/site/tour_index.html
Civil War Sources http://www.mrburnett.net/civilwar.html
African American Odyssey http://rs6.loc.gov/ammem/aaohref/exhibit/aointro.html
Reconstruction Amendments http://www.historynow.org/12_2004/historian.html
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<th>13th Amendment - What is it?</th>
<th>14th Amendment - What is it?</th>
<th>15th Amendment - What is it?</th>
</tr>
</thead>
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<thead>
<tr>
<th>Impact or Result</th>
<th>Impact or Result</th>
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</table>

Name _________________________ Date __________
Developing Fluency and Transition in a Persuasive Essay

Name: ____________________________ Class: __________________

In any essay, a fluent composition includes good transitions from sentence to sentence and from paragraph to paragraph. Transition words or phrases help you to connect your line of thought from one idea to the next.

**TRANSITION WORDS AND PHRASES**

<table>
<thead>
<tr>
<th>For example</th>
<th>Before</th>
<th>The same as</th>
</tr>
</thead>
<tbody>
<tr>
<td>For instance</td>
<td>After</td>
<td>Unlike</td>
</tr>
<tr>
<td>In one instance</td>
<td>Eventually</td>
<td>To illustrate</td>
</tr>
<tr>
<td>In addition</td>
<td>Meanwhile</td>
<td>In Fact</td>
</tr>
<tr>
<td>Also,</td>
<td>Since</td>
<td></td>
</tr>
<tr>
<td>Furthermore</td>
<td>At the same time</td>
<td></td>
</tr>
<tr>
<td>Another</td>
<td>However</td>
<td></td>
</tr>
<tr>
<td>As a result</td>
<td>Nevertheless</td>
<td></td>
</tr>
<tr>
<td>Because of</td>
<td>Although</td>
<td></td>
</tr>
<tr>
<td>Due to</td>
<td>Similarly</td>
<td></td>
</tr>
<tr>
<td>In conclusion</td>
<td>In contrast</td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Read the following paragraph and circle the transition words.

At the conclusion of the Civil War, both northerners and southerners had to adjust to a changed America. In addition, the future looked bleak to many southerners. For example, across the South cities and farms lay in ruins. All southerners, black and white, faced an unfamiliar new world. At the same time, a shattered nation had to find a way to become whole again.

Northerners faced a number of economic problems. Some 800,000 soldiers returning needed jobs. In addition, the government was pulling war orders for products they needed to fight the war and factories began to lay off workers. Nevertheless, the North’s economic disruption was only temporary and boom times quickly returned.

However, Confederate soldiers had little chance of picking up where they left off. In some areas every house, barn and bridge was destroyed. Two-thirds of the South’s railroad tracks had been turned into twisted heaps of scrap. Cities, like Columbia, Richmond and Atlanta, had been leveled. In addition, the South’s financial system was wrecked by the war. Confederate money was worthless, people who loaned money to the Confederates were never paid back and many southern banks closed and depositors lost their savings. As a result, the South was wondering what would become of them?

*What transitions words were used in the above paragraph? List the words below:*
Using Transition and Fluency

Name: ___________________________ Class: ___________________________

Directions: Using the index in the textbook, locate the following topics concerning Reconstruction and its effects. Take notes on each of the topics. Avoid writing out full sentences when taking notes and focus on the most important points of information for each heading.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>IMPORTANT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharecropping</td>
<td></td>
</tr>
<tr>
<td>Freedman’s Bureau</td>
<td></td>
</tr>
<tr>
<td>Jim Crow</td>
<td></td>
</tr>
<tr>
<td>Secret Societies</td>
<td></td>
</tr>
</tbody>
</table>

(OVER)
PART 2 Using the chart that you completed on Reconstruction, choose two facts/statements from each "Important Information" section and write a summary about the changes the country went through after Reconstruction. Include at least six different transition words from your list and circle or highlight them in your summary. Create a title for your summary and remember to eliminate any trivial details from your sentences.
Scoring Rubric
Transition and Fluency

Name: ____________________________________________
Scorer: _____________________________________________

Directions: Read the summary and score it according to the rubric below. Staple the completed checklist to the summary and return it to your classmate.

1. Does the summary have at least six different transition words?  YES  NO

2. Does the writer use the words appropriately?  YES  NO

3. Give one example how the writer used a transition word appropriately and explain why:
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________

4. Is the summary fluent? (stays on topic)?  YES  NO

5. Is the title of the summary appropriate to the content of the summary?  YES  NO

6. After completing the scoring rubric what grade did you give your classmate: _______________________

7. Explain how you arrived at the grade you are giving for the summary:
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________
The best way to remember a process or valuable piece of information is to associate it with something you are familiar with. It can be sports, food, a color, a favorite song or even another person or thing.

Look at the above illustration of a five paragraph essay. Now draw your own illustration that will help you remember the writing process. Use the space below and be prepared to share what you have done with your classmates.
WRITING A PERSUASIVE ESSAY

What is a persuasive essay and why do we write persuasive essays?
The purpose of a persuasive essay is to get the reader or readers to examine a controversial topic from your point of view and sway the reader to agree with how you think. A persuasive essay allows the writer to express his opinion and back up that opinion with facts and statistics. A persuasive piece is well thought out and keeps the reader thinking about what you have written well after he has read it.

What is in a persuasive essay?
A persuasive essay includes
- A topic sentence – what the essay is about
- Your opinion or side in the issue
- Three reasons why you feel or think that way
- Good supporting details to back up each reason
- Good use of persuasive language – transition words, verbs, adverbs, phrases
- Five paragraphs – Introduction, three body paragraphs, a conclusion
- A grabber or clincher statement to begin and end the piece
- Good use of fluency
- Awareness of audience
- Appropriate tone

How do I plan my persuasive essay?
Before writing your essay, you must examine the issue and restate the issue in your own words. Is the issue a one-sided argument (Convince your parents to increase your allowance) or two sided argument (Should New Haven have a mandatory uniform policy?).

Brainstorm ideas concerning how you feel about the topic or each side of the topic. You may want to use a graphic organizer to do this (a T-Graph, web, etc...). Create reasons that are different from each other, that look at the issues from different points of view and allow you to easily elaborate with details.

Finally, decide on your position or stance and organize your reasons from the least to most important.

How do I begin writing my persuasive essay?
Identify your audience and the issue at hand. Decide if the letter is a formal (to someone you do not know) or an informal (someone you know) letter.

Begin by writing a topic sentence for your introduction. Your introduction should be no more than 7 sentences long. You can begin your introduction by restating the issue in your own words and how you feel about the issue. You may want to acknowledge the other side, BUT do not provide any supporting evidence.

Examples:
(one-sided argument)
Dear Mom and Dad,

Now that I am getting older and doing a lot more around the house, I think you should consider raising my allowance each week.

(two-sided argument)
To the Board of Education,

I have recently read in the New Haven Register that you are considering a district-wide uniform policy. That would be a great idea!

(OVER)
Next, begin by identifying your reasons for why you feel the way you do. Make sure you have three reasons for your opinion.

**Examples:**

**(one-sided argument)**

*Dear Mom and Dad,*

*Now that I am getting older, I think you should consider raising my allowance each week. I am doing a lot more around the house. I now clean the bathroom, baby sit after school for my little brother and sister and do my own laundry. I am also doing a lot more with my friends and want to pay for those activities on my own. When I go to the movies or the mall and I would love to be able to pay my own way. Lastly, I want to be able to save more money for the future. It is important to be able to put some of my allowance in my savings account for things I really want or need. That way I can save for something and pay for it out of my own pocket. Wouldn’t it be nice if I could pay for more things on my own?*

**(two-sided argument)**

*To the Board of Education,*

*I have recently read in the New Haven Register that you are considering a district-wide uniform policy. That would be a great idea! Uniforms allow for a school to have a sense of spirit and togetherness. Uniforms that coincide with the school colors would be a great way to unify the student body. Uniforms will be much more cost effective for parents. Parents won’t have to worry about paying high ticket prices for items that their child may want for school to “fit in”. Parents would only have to purchase three uniforms for their child and will end up saving money in the end. Lastly, school uniforms would put the focus back on academics and not on who is wearing the latest fashion trends. Students will be much more conscientious in their studies rather than who is wearing what. Everyone will win out with a district uniform policy.*

**How do I elaborate my reasons in my essay?**

Each reason should be its own body paragraph. Designate at least 8-12 sentences for each body paragraph and include personal experiences and factual information when elaborating on each of your reasons. Remember to use good transition words, verbs, adverbs, and phrases when writing each body paragraph. Most importantly keep constant fluency, do not waver on each reason.

**How do I end my Essay?**

Your essay should end with a conclusion. Your conclusion should be the last paragraph in your essay and it should restate how you feel about the issue as well as the reasons you have presented in your essay. Your conclusion should also include a grabber or a clincher statement that keeps the reader thinking about your opinion and what you have written.

**Examples:**

**(one-sided argument)**

*Raising my allowance would be a good thing for both you and me. I think I definitely deserve it because of all the extra work I have been doing around the house. Being able to pay for things on my own and being able to save extra money each month would be very rewarding for me. I would love to be able to do the things I want to do and not always have to rely on you for money. After all, being self-supporting is the best lesson to becoming responsible.*

**(two-sided argument)**

*As you can see, school uniforms can make a world of difference in the lives of our students. School can finally be about learning and not about who wears what. Students can concentrate on school and not on what people are wearing or if they look good. In addition parents will also win. They won’t have to spend money on expensive clothing each year just so their child has the latest and greatest styles. Passing this policy would do a tremendous service to our students. I only hope you feel the same. Thank you for taking the time to read my letter.*
Organization and Essay Structure

Read the historical essay that you received in class and examine it for good essay structure and organization. Remember to look for the elements that make a well structured and organized essay.

Name: ____________________ Class: _______________ Date: ____________________

1. What is the essay about?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Does the essay have an introduction? **YES** **NO**

3. Write one sentence (if applicable) from the introduction that helps the reader understand what the essay is about and the writer's point of view.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. How many body paragraphs does the essay have? ________________

5. What are the main idea sentences for each body paragraph?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. List 3 supporting details for each main idea in each body paragraphs in the boxes below.

<table>
<thead>
<tr>
<th>Body Paragraph #</th>
<th>Body Paragraph #</th>
<th>Body Paragraph #</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

(OVER)
7. Does the essay have a conclusion?  YES  NO

8. What sentence in the conclusion (if applicable) signals to the reader that the writer is ending his essay?


9. What grabber or clincher statement (if applicable) does the writer use in the conclusion that holds the reader's attention and keeps the reader thinking?


10. Examine the structure of the essay and check the appropriate boxes for all that apply.

   □ Five body paragraphs
   □ A clear position about the issue
   □ Three reasons supporting the writer's position or opinion
   □ Supporting details for each reason – good elaboration
   □ A conclusion that has a grabber or clincher statement
   □ Awareness of audience
   □ Appropriate tone
   □ Good fluency – stays focused on their position and easy to read
   □ Good use of transition words – (Examples: In addition, Therefore, As a result, For example... )
BUILDING A PERSUASIVE ESSAY

This template was created to help you construct and organize your persuasive essay. Complete each section and the checklist that follows before you begin writing your essay.

**THE INTRODUCTION:** The introduction is the first paragraph in your essay. It introduces the topic, how you feel about the issues and why you feel the way you do.

What is the issue or topic you are writing about? (Restate it in your own words)

What is your stance or point of view about the issue or topic?

What are 3 reasons why you feel that way?

1.

2.

3.

**BUILDING BODY PARAGRAPHS:** The body paragraphs explain each of the three reasons stated in the introduction in more depth with details and elaboration. This allows the writer to bring in personal experiences, factual information and statistics.

<table>
<thead>
<tr>
<th>Reason #1</th>
<th>Details/Elaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Reason #2</td>
<td>Details/Elaboration</td>
</tr>
<tr>
<td>-----------</td>
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<table>
<thead>
<tr>
<th>Reason #3</th>
<th>Details/Elaboration</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

The third reason should be your most important reason.

**THE CONCLUSION:** The conclusion sums up your essay by restating the issue or topic, including the three reasons you feel the way you do and a grabber or clincher statement.

<table>
<thead>
<tr>
<th>Restate the issue in your own words</th>
<th>Restate your three reasons</th>
<th>Create a Clincher or Grabber statement</th>
</tr>
</thead>
</table>
Did the lives of former slaves change for the better after the Civil War and the period of Reconstruction?

Use this page to plan your essay
Persuasive Writing Checklist

Name: ___________________________ Class: ___________________________

Title of Essay: ___________________________

ORGANIZATION:

_____ My essay has an introduction that includes the topic of the essay, my point of view on the topic and my three reasons.

_____ My essay has three body paragraphs. Each paragraph states one each of my reasons and is followed evidence and details.

_____ My essay includes a conclusion that restates the issue and my stance, restates my three reasons and has a clincher or grabber statement.

ELABORATION:

_____ I have used good details and provided evidence for each of my reasons.

_____ Each body paragraph is a minimum of 8 sentences

_____ I show awareness of audience throughout and have good persuasive tone

FLUENCY:

_____ I have stayed focused on my stance throughout my paper

_____ I have used a variety of transition words/phrases

_____ I have checked for errors in spelling, grammar and punctuation, which makes my paper easy to read.
Persuasive Writing Rubric

Name: ___________________________ Class: ___________________________
Scorer: ___________________________ Score: ___________________________
Title of Essay: ___________________________

ORGANIZATION:

_____ The essay has an introduction that includes the topic of the essay, the author’s point of view on the topic and three reasons.

_____ The essay has three body paragraphs. Each paragraph states one reason and is followed with good evidence and details.

_____ The essay includes a conclusion that restates the issue and writer’s stance, and restates the three reasons and has a clincher or grabber statement.

ELABORATION:

_____ The author used good details and provided evidence for each of his reasons.

_____ Each body paragraph is a minimum of 8 sentences

_____ The author shows awareness of audience throughout and has good persuasive tone.

FLUENCY:

_____ The author has stayed focused on his stance throughout their paper

_____ The author used a variety of transition words/phrases

_____ The paper is easy to read with no punctuation, grammar or spelling mistakes

COMMENTS:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
CONNECTICUT STATE STANDARDS

SOCIAL STUDIES

GRADE 8
<table>
<thead>
<tr>
<th>Grade 5</th>
<th>The study of events, documents, and people addressing the founding of the United States as a nation, with connections to Connecticut and local history, emphasizing how government works today, with the use of primary source materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>World Regional Studies of up to four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. For example, studying China might include the Han Dynasty, Communist Revolution and modern China. In that Grades 6-7 will provide a student's first significant exposure to world history, districts should limit the number of topics and regions in favor of an in-depth study using a wide range of resource materials.</td>
</tr>
<tr>
<td>Grade 7</td>
<td>World Regional Studies of three or four countries or regions from different continents considering the geography, two selected periods of history, and contemporary cultures of these countries. For example, studying Latin America might include the Mayan Empire, Independence movements of the 19th Century, and modern Latin America. Just as in Grade 6, districts should limit the number of topics and regions in favor of an in-depth study using a wide range of resource materials.</td>
</tr>
</tbody>
</table>

*Note: By the end of the two-year World Regional Studies program (grades 6 and 7) students should have had exposure to various regions in Africa, Latin America and the Caribbean, Asia, Europe, and Australia and Oceania.*

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>The study of the principles of the U.S. Constitution, with emphasis on events, arguments, and movements of the 19th century and their impact today, connections to local history, and extensive use of primary source materials.</th>
</tr>
</thead>
</table>
| High School | American History — This required course should emphasize 20th/21st century events with review of earlier events where necessary to provide appropriate background and context.  
World History/International Studies—Whether using a chronological or thematic approach, this required course should include a significant amount of 20th/21st century material with review of earlier events where necessary to provide appropriate background and context.  
Civics — The half-year required course should go beyond the organization and structure of government to emphasize applications to local, state and national issues.  
Electives — Most districts offer economics, geography, psychology, and other social science courses. |
Framework Organization

The *Connecticut Social Studies Curriculum Framework* is organized around the following three interrelated standards:

**Standard 1: Content Knowledge**
Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

**Standard 2: History/Social Studies Literacy Skills**
Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

**Standard 3: Civic Engagement**
Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills and perspective.

Within each standard, strands identify important understandings. Grade-level expectations are a guide for what students should know and be able to do at the end of that grade in preparation for the next level. Many GLEs include suggestions (in parentheses) to clarify what those GLEs mean and show possible approaches to them. These examples are simply that — suggestions — and are not the only illustrative examples one might choose to use.

**Correlations**
The *Connecticut Social Studies Curriculum Framework* is carefully aligned with key state and national documents:
- Blue - 21st Century Skills Social Studies Map
- Orange - Common Core State Standards for English Language Arts & Literacy in History/Social Studies
- Pink – Connecticut Information and Technology Literacy Framework
The study of the principles of the U.S. Constitution, with emphasis on events, arguments, and movements of the 19th century and their impact today, connections to local history, and extensive use of primary source materials.

**Standard 1: Content Knowledge**
Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Grade Level Expectations</th>
<th>Correlations</th>
</tr>
</thead>
</table>
| **1.1 – Significant events and themes in United States history.** | 1. Create historical timelines and interpret the data presented in the timelines.  
2. Analyze examples of conflicts that have been resolved through compromise (e.g. compromises over slavery, social reforms).  
3. Evaluate the influences that contributed to American social reform movements.  
4. Explain how the arts, architecture, music and literature of the United States both influence and reflect its history and cultural heterogeneity.  
5. Analyze how specific individuals and their ideas and beliefs influenced U.S. history.  
6. Compare and contrast the causes and effects of the American Revolution and the Civil War.  
7. Examine the significance of Supreme Court precedents established during the Federalist era.  
8. Analyze the similarities and differences between Manifest Destiny in the 1840s and late 19th century imperialism.  
9. Evaluate the impact of America’s westward expansion on Native American nations (e.g. Trail of Tears, Dawes Act).  
10. Evaluate the impact of the compromises made at the Constitutional Convention. | Critical Thinking and Problem Solving  
Civic Literacy  
Communication  
2, 3, 4. NCSS 1 "Culture"  
4, 5, 6, 7, 8, 9, 10 NCSS 2 "Time, Continuity and Change"  
I&TL: 1, 2, 3, 4, 5, 6, 7 |
| **1.2 – Significant events in local and Connecticut history and their connections to United States history.** | 11. Analyze the connections between and among local, state and national historical events (e.g. immigration, Civil War participation, trade, manufacturing). | Critical Thinking and Problem Solving  
Civic Literacy  
Financial literacy  
11 NCSS 2 "Time, Continuity and Change"  
I&TL: 1, 2, 3, 4, 5, 6, 7 |
| **1.3 – Significant events and themes in world history/international studies.** | 12. Assess the slave trade's impact on American social institutions.  
13. Analyze foreign reactions to the institution of slavery in America (e.g. Amistad, Liberia, English abolition). | Critical Thinking and Problem Solving  
Financial Literacy  
Global awareness  
Civic Literacy |
| influence economic decisions. | productivity (e.g. cotton gin, steam power, interchangeable parts, telegraph, telephone, manned flight, computers). | Problem Solving  
ITC Literacy  
23. NCSS 7 "Production, Distribution, and Consumption"  
23. NCSS 8 "Science, Technology, and Society"  
I&T/L: 1, 2, 3, 5, 6 |
|---|---|---|
| **1.11 – How different economic systems organize resources.** | 24. Analyze the relationship between supply and demand and the prices of goods and services in a market economy. | Critical Thinking and Problem Solving  
Financial Literacy  
24. NCSS 7 "Production, Distribution and Consumption"  
I&T/L: 1, 2, 3, 5, 6 |
| **1.12 – The interdependence of local, national and global economies.** | 25. Identify and analyze specific factors that promoted growth and economic expansion in the United States.  
26. Outline how trade affected nationalism and sectionalism in U.S. history (e.g. roads, canals, railroads, "cotton culture"). | Critical Thinking and Problem Solving  
Financial Literacy  
25. NCSS 5 "Individuals, Groups and Institutions"  
26. NCSS 7 "Production, Distribution and Consumption"  
I&T/L: 1, 2, 3, 4, 5, 6, 7 |
| **1.13 – The characteristics of and interactions among culture, social systems and institutions.** | 27. Compare similarities and differences of ethnic/cultural groups in the United States (e.g. beliefs, values, traditions) and their impact on American social systems.  
28. Analyze the contributions and challenges of different cultural/ethnic groups in the United States over time.  
29. Examine how stereotypes develop and explain their impact on history and contemporary events. | Critical Thinking and Problem Solving  
Civic Literacy  
Communication  
27. NCSS 1 "Culture"  
28. NCSS 2 "Time, Continuity and Change"  
29. NCSS 5 "Individuals, Groups, and Institutions"  
I&T/L: 1, 2, 3, 4, 5, 6, 7 |

**Standard 2: History/Social Studies Literacy**  
*Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.*

| Strand | Grade Level Expectations  
Students will be able to: | Correlations |
|---|---|---|
| **2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text)** | 1. Gather information from multiple print and digital sources.  
2. Cite specific textual evidence to support analysis of primary and secondary sources.  
3. Determine the central ideas or information of a primary or secondary source and provide an accurate summary.  
4. Identify key steps in a text’s description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered). | RH-1, 2, 3, 10  
RI8-3  
WHST- 7, 8  
Communication Information Literacy  
ICT Literacy  
I&T/L: 1, 2, 3, 5, 6 |
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II Deepening Divisions Over Slavery

Terms to Know

- extremist: a person whose opinions are very different from those of most people
- civil war: a war between people of the same country

Main Ideas

A. The Fugitive Slave Law hardened northern attitudes against slavery.
B. The practice of popular sovereignty caused violence in Kansas.
C. The Dred Scott decision legalized slavery in the western territories.

Active Reading

CONTRAST POINTS OF VIEW
When you contrast points of view on an issue, you look at differences of opinion. As you read this section, contrast points of view on the Fugitive Slave Law and the Dred Scott case.

A. Changing Ideas in the North

Slavery no longer existed in the North. Therefore, many Northerners did not take a side in the slavery debate. Only a small number of people in the North were abolitionists. They continued to help enslaved people escape to freedom by using the Underground Railroad. Attitudes changed after the Compromise of 1850, when many Northerners realized that they must take one side or the other.

The Fugitive Slave Law

One part of the Compromise of 1850 was the Fugitive Slave Law. The law required Northerners to help capture escaped slaves and return them to slaveholders in the South. People who broke the law could receive a six-month jail term and a $1,000 fine.

Before the Fugitive Slave Law went into effect, an enslaved person might escape to freedom along the Underground Railroad to free states. Now, there would be no escaping to safety anywhere in the United States. Even free African Americans might be rounded up in error and sent to slaveholders. If captured, African Americans were not even allowed to tell their story to a jury.

Many Northerners were upset about the law. It forced them to be part of the slave system even though they did not support it. In response, riots broke out in several northern cities.

This advertisement offers a reward for the return of a fugitive slave.

$100 REWARD

Ran away from the subscriber, living near the Anacostia Bridge, on or about the 17th November, negro girl ELIZA. She calls herself Eliza Courcy. She is of the ordinary size, from 18 to 20 years old, of a chestnut or copper color. Eliza has some scars about her face, has been hired in Washington, and has acquaintances in Georgetown. I will give fifty dollars if taken in the District of Maryland, and one hundred dollars if taken in any free State; but in either case she must be secured in jail so that I get her again.

JOHN. P. WARING.

Dec. 28, 1857.

Harriet Tubman

Harriet Tubman helped end slavery in 1820. When she was 30 years old, she might not have known how to read or write, but she joined the Underground Railroad. She guided more than 300 enslaved African Americans to freedom. In 1860, Tubman joined the Union army to rescue her family and other slaves. Because of her heroic actions, she was promoted to first-class conductor on the United States Secret Service. Her actions were so successful that President Abraham Lincoln offered a reward of $10,000.

Why did you read this?
Uncle Tom’s Cabin

By 1852, it was impossible for Northerners to avoid the discussion of slavery. In that year, Harriet Beecher Stowe’s novel *Uncle Tom’s Cabin* was published. Stowe’s book told the story of an enslaved African American named Uncle Tom who is at the mercy of the brutal slaveholder Simon Legree. This story reached millions of people, not only in book form, but also in stage presentations. *Uncle Tom’s Cabin* helped people in many parts of the world understand that slavery was a human problem.

When *Uncle Tom’s Cabin* appeared in 1852, it was a bestseller—with more than 300,000 copies sold in its first year. Many white Southerners complained that *Uncle Tom’s Cabin* did not present a fair or accurate picture of the lives of enslaved African Americans. They argued that Stowe had seen little of slavery firsthand. They claimed that *Uncle Tom’s Cabin* was filled with insults and lies. However, the book made many Americans ask if it was right for one human being to own another human being.

Why did some Northerners oppose the Fugitive Slave Law?

They Made History

**Harriet Tubman 1820–1913**

Harriet Tubman was born into slavery in Maryland about 1820. When she was almost 30 years old, she feared that she might be sold away from her family, so she escaped to the North. There, Tubman joined the Underground Railroad’s secret network of abolitionists who helped runaway slaves. Between 1850 and 1860, Tubman made 19 dangerous journeys to rescue family members and others. She led more than 300 enslaved African Americans to freedom in the United States and Canada. In fact, Tubman was so successful that southern slave catchers offered a reward of $40,000 for her capture!

The photograph (above) shows Harriet Tubman, far left, with some of the people she helped escape. The stamp (left) of Harriet Tubman was issued in 1995.

**Critical Thinking** Why was Harriet Tubman so determined to help slaves escape to freedom?
B. Kansas Becomes a Battleground

The Fugitive Slave Law and Uncle Tom's Cabin increased Northerners' opposition to slavery. Then, after the passage of the Kansas-Nebraska Act, the growing divide between Northerners and Southerners erupted into violence.

The Kansas-Nebraska Act

Senator Stephen Douglas of Illinois wanted to encourage people to settle in the West. In 1854, he sponsored the Kansas-Nebraska Act, which created the new territories of Kansas and Nebraska. In these territories, popular sovereignty would be used to determine the issue of slavery. The settlers would vote whether to allow slavery.

Both territories were north of latitude 36°30'. According to the Missouri Compromise, slavery was banned in territories north of this line. The Kansas-Nebraska Act would cancel the Missouri Compromise. Some Northerners felt betrayed by Douglas, a senator from a northern state.

Bleeding Kansas

Nebraska lay just west of Iowa, a free state. Kansas, which was farther south, bordered slaveholding Missouri. Because it was so close to other slaveholding states, Kansas soon became a battleground over the issue of slavery. The settlers' votes would decide whether Kansas would be a slaveholding territory or a free territory. Proslavery and antislavery settlers rushed to the area. Each side was determined to have the majority.

Just before the vote in 1855, thousands of proslavery Missouri residents, called “border ruffians,” rode across the border into Kansas. These people were extremists, or people who held opinions not agreed on by the vast majority of people. A witness described the scene:

“... before the polls were opened, some 300 to 400 Missourians and others were collected in the yard... where the election would be held, armed with bowie-knives, revolvers, and clubs. They said they came to vote and whip the [Northerners]. ... Some said they came to fight.”

The border ruffians voted illegally and helped to elect a proslavery government. In response, the antislavery settlers set up their own government. Kansas now had two different governments claiming authority. It became a territory in turmoil.
In May 1856, a group of border ruffians attacked Lawrence, Kansas, a town of many antislavery settlers. The border ruffians destroyed homes, businesses, and printing presses. The ruffians expected the people of Lawrence to fight back immediately, but they did not.

Three days later, however, a group of men—led by the abolitionist John Brown—dragged five proslavery men and boys from their homes and killed them. Proslavery forces struck back with more killings.

By late 1856, many people had died in the fighting in Kansas. This violence won the territory the grim nickname Bleeding Kansas. Some Americans called the fighting a civil war, or a war between people of the same country.

** Why was there so much violence in Kansas? **

**C. Attention Turns to the Capital**

Soon after the fighting erupted in Kansas, many Americans turned their attention to Washington, D.C. There, the Supreme Court was hearing a case involving the freedom of Dred Scott.

**The Dred Scott Case**

In the 1830s, Dred Scott, an enslaved African American, was taken by his slaveholder from Missouri, a slaveholding state, to the free state of Illinois and then to the free territory of Wisconsin. In 1846, Scott and his wife, Harriet, sued for their freedom. He argued that once having lived in free areas, they were no longer slaves.

Dred and Harriet Scott sued for their freedom. The case eventually went to the Supreme Court.
In 1856, the nine justices of the U.S. Supreme Court heard the case. On March 6, 1857, Chief Justice Roger B. Taney announced the decision of the Court. The main parts of the decision were as follows:

1. Scott could not file a lawsuit because African Americans were not citizens.
2. The Constitution protects a citizen's right to own property.
   Slaves, considered property, could be taken anywhere by owners.
3. The U.S. Congress had no right to outlaw slavery in a territory.
   Therefore, the Missouri Compromise was unconstitutional.

Effects of the Dred Scott Case

The Dred Scott decision pleased many southern slaveholders. It meant that slavery was legal in all the territories. The decision gave white Southerners a right they had been demanding for years.

In the North, African Americans held meetings to criticize the ruling. White Northerners were also angered by the decision. Many of them had hoped that slavery would die out if it was not permitted in the territories. Now, slavery seemed likely to spread westward as the nation expanded.

★ What were three parts of the Supreme Court's decision in the Dred Scott case?

Define Terms to Know
Provide a definition for each of the following terms.
extremist, civil war

Critical Thinking
How do you think John Brown might have reacted to the Dred Scott decision?

Write About History
Write a paragraph about the Dred Scott decision in which you contrast two points of view.

Get Organized
CAUSE-AND-EFFECT CHAIN
Use your cause-and-effect chain to link the events of this section together. For example, what was one cause of changing attitudes toward slavery in the North? What was one effect?

Harriet Beecher Stowe, 1836, Harriet Beecher Stowe wrote Cabin. The be from book ret

“... Uncle Tom's Cabin. It is a novel. It is slavery. It is odious [dist escape and sale and separation of children from their masters."
—From

Analyze Primary Sources

1. What is the ?
2. What is the ?
3. Critical Thinking: How do you find between

UNIT 6 ★ A House Divided
Harriet Beecher Stowe and *Uncle Tom's Cabin*

Harriet Beecher Stowe (1811–1896) was the daughter of Lyman Beecher, a well-known Congregational minister and educator. In 1836, Harriet married Calvin Stowe. They had seven children.

Throughout much of her life, Stowe fought against slavery. In the 1830s and 1840s, the Stowe family helped slaves escape to freedom on the Underground Railroad. Stowe also taught formerly enslaved African American children in her family’s school.

Stowe wrote a novel about the evils of slavery called *Uncle Tom's Cabin*. The book was published in 1852. The following passages are from book reviews of *Uncle Tom's Cabin*.

"... *Uncle Tom's Cabin* is an antislavery novel. It is a caricature [exaggeration] of slavery. It selects for description the most odious [distasteful] features of slavery—the escape and pursuit of fugitive slaves, the sale and separation of domestic slaves, the separation of husbands and wives, parents and children, brothers and sisters. It portrays the slaves of the story as more moral, intelligent, courageous, elegant and beautiful than their masters and mistresses...."

—From *Southern Press Review*, 1852

"... *Uncle Tom's Cabin*... is stamped on every page with genius... It proves that... Mrs. Stowe has the high ability of looking on both sides of one question. With feelings and principles equally opposed to slavery... she is yet able to paint the slaveholder... with no touch of bigotry [prejudice]... No southerner need be ashamed of the noble, kind and generous St. Clare [a slaveholder in the novel] or the angel-child, his daughter."

—From *Boston Morning Post*, 1852

**DOCUMENT-BASED QUESTIONS**

1. What is the point of view of the writer from the *Southern Press Review*?
2. What is the point of view of the writer from the *Boston Morning Post*?
3. **Critical Thinking** Examine how each review describes the characters in the novel who support slavery. What similarities and differences did you find between these two reviews?
III Challenges to Slavery

Terms to Know
emancipate to free
insurrection a rebellion against established authority

Main Ideas
A. The Republican Party was formed to block slavery's expansion in the West.
B. The debate over slavery sometimes erupted into violence.
C. The issue of slavery affected both Democrats and Republicans as they prepared for the 1860 election.

Active Reading

PROBLEM SOLVING
Efforts were made to find solutions to the country's problems before the Civil War erupted. As you read this section, identify problems between the North and the South. Then, identify solutions that were suggested to deal with those problems.

B. The Deb

By the 1850s Emotions intensified in the South and the North.

The Sumner-I

In the Cong high. In May 1856, a speech by Charles Sumner, anti-slavery senator from Massachusetts, accused Senator Preston Brooks of striking Senator Sumner. The attack ultimately led to the Senate preventing the speech from being read.

Do You Remember?
In Chapter 14, you learned that the antislavery movement differed from the abolition movement. Abolitionists wanted an immediate end to slavery. Antislavery supporters took a more cautious approach. They wanted to work to end slavery slowly.

A. Founding a New Political Party

The issue of slavery continued to divide the two major political parties—the Democrats and the Whigs—in the early 1850s. Eventually, the Whig Party would disappear, destroyed by disagreements over slavery. A new party, the Republicans, would emerge.

Organizing the Republican Party

With the repeal of the Missouri Compromise, antislavery forces from the Democrats and the Whigs joined with Free-Soilers to form the Republican Party. Overall, the Republicans wanted to stop the expansion of slavery in new territories of the West. However, the party also included abolitionists who wanted to emancipate, or free, enslaved people throughout the country. Many Republicans wanted to give western lands to settlers free of charge. Many favored improvements such as railroads to help the economy grow.

The Republican Party was formed in 1854. In elections that year, party candidates won many seats in Congress, as well as several governorships in northern states.

The Election of 1856

The Republican Party participated in a presidential election for the first time in 1856. The party's nominee for President was John C. Fremont. The Republicans clearly opposed the expansion of slavery into any territory. The Democrats nominated James Buchanan.
Although Fremont's name did not appear on ballots in any slave states, he carried the electoral votes in 11 free states. If he had won just one more state, Republicans would have won the election.

Southern Democrats realized how important they were to their party. Many wanted to ask the national party to support slavery in the next election. Northern Democrats realized that their party could not win in the North if it supported slavery.

★ Who came together to form the Republican Party?

8. The Debate Over Slavery

By the 1850s, slavery was the main political issue in the country. Emotions intensified on both sides. A civil war between the North and the South was brewing, and there was no turning back.

The Sumner-Brooks Affair

In the Congress, feelings on both sides of the slavery issue ran high. In May 1856, violence broke out in the Senate following a speech by Charles Sumner of Massachusetts. In his speech, the anti-slavery senator harshly criticized proslavery senators, especially Andrew Butler of South Carolina. Three days later, Representative Preston Brooks, a relative of Senator Butler, entered the Senate and struck Senator Sumner on the head with a gold-topped cane. Brooks continued beating Sumner until he was unconscious and bleeding.

Almost immediately, Sumner and Brooks became heroes in their regions. Brooks resigned from the House, was immediately re-elected, and died soon after. Sumner, however, recovered slowly from the attack and eventually returned to the Senate.
The Lincoln-Douglas Debates

Stephen A. Douglas, a Democrat, wanted to run for President in 1860. First, he had to be re-elected to represent Illinois in the Senate. The Republicans chose Abraham Lincoln to run against Douglas in the Senate race. Lincoln was not as well known as Douglas.

Lincoln challenged Douglas to a series of public debates in different Illinois locations from August through October 1858. The debates gave voters a chance to compare the candidates' views on slavery in the territories.

During the debates, Lincoln spoke forcefully against permitting slavery in the territories. He said that the United States could not survive "half slave and half free." Douglas supported popular sovereignty, which was the right of territories to vote to allow or ban slavery within their borders. Neither man liked slavery, but they saw different ways of dealing with the issue.

The Republican Party opposed Douglas's position, but so did southern Democrats. Still, Douglas won the election and kept his Senate seat. On the other hand, Lincoln lost the election but gained a national reputation. Some Republicans began to think of this plain-speaking man as a possible presidential candidate.

John Brown at Harpers Ferry

After killing proslavery men in Kansas in 1856, John Brown left the territory. In 1859, he appeared in Virginia. Brown led a group of 18 to 21 followers, both African American and white, on a raid of the federal arsenal in Harpers Ferry. Weapons and ammunition were stored at the arsenal. Brown's plan was to give the weapons to enslaved African Americans to start a slave rebellion.

U.S. Marines led by Robert E. Lee surrounded Harpers Ferry. Ten of Brown's followers were killed, and Brown was captured. He and six other survivors were tried for treason and hanged. Treason is acting against your own country.

A hostage taken by Brown's group during the raid later wrote:

"During the day and night I talked much with John Brown, and found him as brave as a man could be, and sensible upon all subjects except slavery. Upon that question he was a religious fanatic, and believed it was his duty to free the slaves, even if in doing so he lost his own life."

Brown's deepest fear was that he would lose support to other southern Democrats. His campaign was confirmed when he lost the Senate race to Douglas. 

C. Choosing a Candidate

The Democratic Party was divided over the issue of slavery and would face internal challenges. Some politicians prepared for the election.

The Democratic Party

The Democratic Party was divided over the issue of slavery. Some politicians were prepared for the election. William Gannaway Brownlow supported slavery, but the party could not win the presidency with his proposal, which Yancey and others opposed.

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Brown's raid symbolized Southerners' deepest fears—that this rebellion would lead to other slave insurrections, or uprisings. Southerners believed that northern abolitionists supported slave uprisings. This suspicion was confirmed when documents found at Harpers Ferry showed that Brown had received money from several wealthy Northerners.

★ How did the Lincoln-Douglas debates help Lincoln?

C. Choosing a Presidential Candidate

The Democratic Party was divided over the issue of slavery. This division weakened the party. In the coming election, Democrats would face not only a challenge from the Republican Party, but also internal challenges within their own party. The political parties prepared for a tough battle for the presidency.

The Democrats Divide

The Democratic Party met in Charleston, South Carolina, to select a presidential candidate for the election in 1860. The southern and northern Democrats were split over the issue of slavery. William L. Yancey, a delegate from Alabama, asked the party to support slavery in the territories. Stephen Douglas knew he could not win the presidential election in the North if his party supported the expansion of slavery. He used his influence to defeat Yancey's proposal, which was known as the Alabama Platform. As a result, Yancey and other southern delegates left the convention.

After the Southerners walked out, the remaining Democrats voted to hold another convention in six weeks in Baltimore, Maryland. There, Northern Democrats nominated Douglas for President. Douglas and his supporters believed in popular sovereignty for deciding the issue of slavery in the territories.

Southern Democrats held their own conventions in Richmond, Virginia, and in Baltimore. They nominated John C. Breckinridge of Kentucky for President. Breckinridge and his followers supported the Dred Scott decision. They believed slaveholders should be allowed to take their slaves into any territory.
Republicans Nominate Lincoln

The Republican delegates met in Chicago, Illinois, to nominate their presidential candidate. They knew that the split in the Democratic Party helped their chances for victory in the 1860 election. Four Republican candidates were nominated. One of them was Abraham Lincoln of Illinois. The other three candidates were better known nationally than Lincoln. However, Lincoln’s supporters promised to give them jobs in his Cabinet if Lincoln was elected.

Senator William H. Seward was the leading candidate. He had become well known for his antislavery position and his talk about a conflict between the North and the South. Lincoln seemed more moderate in his views. Although he disliked slavery and promised to fight its spread, he had assured Southerners that he would not interfere with slavery in the South. Therefore, the Republican convention chose Lincoln because he seemed to be a safer choice than Seward.

To many white Southerners, however, Lincoln was a “black Republican” who wanted to end their way of life. Southerners threatened to secede if the Republicans won the election. To prevent secession, a third party formed. Known as the Constitutional Union Party, it nominated John Bell of Tennessee. This party of southern Whigs and others tried to ignore the issue of slavery. It hoped to prevent a Republican majority in the electoral college.

☆ Over what issue did the Democratic Party break apart in 1860?

Define Terms to Know
Provide a definition for each of the following terms.
emancipate, insurrection

Critical Thinking
Why would the division of the Democratic Party help the Republican Party?

Write About Government
Write a speech as a delegate to the first Democratic convention in 1860. Your goal is to convince the party that it is necessary to remain united in order to defeat the Republicans.

Get Organized
CAUSE-AND-EFFECT CHAIN
You can use your cause-and-effect chain to see how one event in this section led to another. For example, what was a cause and an effect of the Lincoln-Douglas debates?
Breaking Away From the Union

Terms to Know

Confederacy the Confederate States of America, formed in 1861 by southern states that had seceded from the Union.

line item veto a veto of a portion but not all of a proposed law.

provisional temporary

Main Ideas

A. Some southern states seceded from the Union when Abraham Lincoln won the presidency.

B. Southern states that seceded formed the Confederate States of America.

C. Efforts to bring the seceded states back into the Union failed.

Active Reading

SEQUENCE OF EVENTS

Many events led to the Civil War. Understanding the order in which these events occurred will help you to make sense of this period. As you read this section, pay attention to the events that led to the battle at Fort Sumter.

A. Secession Splits the Nation

Southerners' worst fears came true in the election of 1860. Abraham Lincoln was elected President. Many feared that the institution of slavery was at risk.

The Election of 1860

Abraham Lincoln received only 40 percent of the popular vote. However, he earned a majority in the electoral college, which was enough to win the election. Lincoln won every free state except New Jersey, which was split between Stephen Douglas and Lincoln. John Breckinridge swept the South. John Bell took three slaveholding states between the North and the South: Kentucky, Virginia, and Tennessee. Stephen Douglas took three electoral votes in New Jersey and all the electoral votes of Missouri.

Secession in South Carolina

When the news of Lincoln's election reached South Carolina, the legislature called for a state convention to discuss leaving the Union. Delegates met in Charleston on December 20, 1860. All the delegates voted that "the Union now subsisting [existing] between South Carolina and other States" was ended. The headline of the city's main newspaper, the Charleston Mercury, read "The Union Is Dissolved." Union usually refers to the entire United States. During the Civil War, however, the northern states were known as the Union, while the states that seceded were known as the Confederacy, or the Confederate States of America.
The Election of 1860

Map Check

1. LOCATION From which states did Douglas win his only electoral votes?
2. REGION How did election results illustrate the division of the country over the issue of slavery?

After South Carolina left the Union, many Americans still wanted to preserve it. Even in the South, some people were alarmed by secession. Some northern abolitionists thought it was best if the southern states left. However, many Northerners agreed with Lincoln that the southern states could not lawfully leave the Union and that the federal government should not allow them to do it.

Six More States Secede

Many Southerners believed in a state's right to secede. Some, however, wanted to wait and see if the Republicans would really take action in Congress to interfere with slavery.

Within two months, six more states seceded. They were Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas. The process was delayed in Texas by Governor Sam Houston, who refused to call a convention. Delegates to an unofficial convention asked for a popular vote. Texans voted to secede after the state had already been accepted by the Confederacy. Eight other states in the South permitted slavery, but no other states seceded before Lincoln's inauguration.

Which state seceded first from the Union?
B. Organizing the Confederate States of America

The seven states that had voted to leave the Union knew that they needed to join together. They would be weak unless they stood united against the Union.

The Confederate States of America

In February, the seven states that had seceded sent delegates to a convention in Montgomery, Alabama. There, they created the Confederate States of America, or the Confederacy.

The Confederate states drew up a constitution of their own. In many ways, it was similar to the founding document of the United States—the U.S. Constitution. The new government had an executive branch that included a president. There was also a legislative branch called the congress, made up of a senate and a house of representatives. A judiciary branch, or court system, was provided for but was never fully organized.

While the Confederate constitution resembled the U.S. Constitution, there were some differences. For example, the president could serve only a single, six-year term. The Confederate constitution also did not allow the Confederate congress to spend money within the states for roads or other “internal improvements.” The president also had the power of a line item veto. This veto meant that he could reject parts of a law without having to reject all of it. Oddly, the new constitution did not include the right to secede. Delegates seemed to take that for granted. A major difference in the constitution of the Confederacy was that it allowed slavery in the territories.

Organizing the Confederate Government

In a meeting, delegates elected Jefferson Davis of Mississippi as the provisional, or temporary, president of the Confederacy. They selected Alexander H. Stephens of Georgia as provisional vice president. Both men were elected later by popular vote.

Davis appointed his cabinet immediately. Secretary of War Leroy Walker began organizing an army. Secretary of the Treasury Christopher Memminger worked on a tax system to provide the new government with funds. Secretary of State Robert Toombs worked to get other countries to recognize the Confederacy.

The Confederate government operated in Montgomery, Alabama, until Virginia seceded and joined the Confederacy. Then, the Confederate capital was moved to Richmond in May 1861.

* How was the Confederate constitution like the U.S. Constitution?
C. Attempts at Reunification of the United States

James Buchanan was still President during the first wave of secession. Buchanan did not believe secession was constitutional. However, he did not think that he had the power to stop it. Buchanan decided to wait until Lincoln took office and let him deal with the problem.

Attempts to End Secession

Before Lincoln took office, both houses of Congress appointed committees to consider ways to restore the Union. The group appointed by the House of Representatives was known as the Committee of 33. The Senate group was called the Committee of 13.

The Committee of 33 tried to bargain with the Confederacy. They promised better enforcement of the Fugitive Slave Law. They also proposed a constitutional amendment to stop the government from interfering with slavery.

The Committee of 13 had a different solution. It included extending the Missouri Compromise line of 36°30' north latitude to the Pacific Ocean. Slavery would be permitted south of that line. The Senate committee's plan also promised payment for runaway slaves if the Fugitive Slave Law was not enforced properly. This plan was known as the Crittenden Compromise, named after its author, Senator John J. Crittenden.

A third attempt to find a compromise involved the Washington Peace Conference. Most of the delegates were elderly statesmen, such as former President John Tyler, who were no longer involved in politics. Their ideas were similar to those of Senator Crittenden.

The Point of No Return

Lincoln took office in 1861, believing that it was his duty to preserve the Union. He warned that the southern states did not have the legal right to leave the Union. Unlike Buchanan, Lincoln believed the President had the power to stop them from leaving. At the same time Lincoln talked tough, however, he pledged that there would not be a war unless the South started it. He ended his First Inaugural Address with these words about all the states:

"... We are not enemies, but friends. We must not be enemies. Though passion [strong feeling] may have strained it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart... all over this broad land, will yet swell the chorus of the Union... "

Yet all efforts to talk the rebels back into the Union failed. Southern officials determined that no more elections could be held within the Confederacy. Buchanan did not agree to taking over Confederate offices and he sent troops to the states he accused of disloyalty.

By April, Lincoln had ordered the forts in Florida and Georgia. Attention had turned to a fort located in South Carolina. The Confederates surrendered the fort to Major Anderson, who ordered the troops to leave on the fort. This was on the day before the surrender of Fort Sumter, the fort from which the war had begun.

Review This Section
A. How did Buchanan try to affect Southern states to stay in the Union?
B. Why did Buchanan not agree to taking over Confederate offices?
C. How did Lincoln's First Inaugural Address begin?
Yet all efforts to bring the seceded states back into the Union failed. Confederate officials demanded that federal property within their states be handed over to the Confederate government. Lincoln would not agree to that. Confederate troops began taking over federal property, such as post offices and forts. The President did not want to allow the taking of property, but if he sent troops to prevent it, he might be accused of starting a war.

By April 1861, the Union held only a few forts in Florida and one in South Carolina. Attention became focused on Fort Sumter, located in a harbor at Charleston, South Carolina. The Confederacy demanded the surrender of the fort, but the Union commander, Major Robert Anderson, refused. On April 12, 1861, Confederate forces opened fire on the fort. The shelling lasted for almost a day and a half and ended when the Union troops ran out of ammunition and Major Anderson surrendered. Many people in Charleston had watched the shelling from their rooftops. The Civil War had begun.

**How did the U.S. government work to keep the Union together?**

---

**Define Terms to Know**

Provide a definition for each of the following terms.

- **Confederacy**, line item veto, **provisional**

**Critical Thinking**

If Lincoln was willing to keep slavery in order to preserve the Union, why do you think that the South still felt it needed to secede?

**Write About History**

Write a newspaper editorial about the Confederate decision to fire on Fort Sumter. Use either a northern or a southern point of view.

---

The bombardment of Fort Sumter signaled the beginning of the Civil War.
Chapter Summary
In your notebook, complete the following outline. Then, use your outline to write a brief summary of the chapter.

The Road to War
1. The Question of Slavery in the West
   A. Slavery in an Expanding Nation
   B.
   C.

2. Deepening Divisions Over Slavery
   A.
   B.
   C.

3. Challenges to Slavery
   A.
   B.
   C.

4. Breaking Away From the Union
   A.
   B.
   C.

Use Terms to Know
Select the term that best completes each sentence.

civil war  fugitive  secede
emancipate  insurrection

1. People who thought slavery was wrong wanted to _______ all slaves.

2. The Underground Railroad was a secret route used by _______ slaves.

3. A _______ occurs when people in the same country fight against each other.

4. South Carolina was the first state to _______, or leave the Union.

5. A slave _______, such as the one John Brown planned, worried many Southerners.

Check Your Understanding
1. Explain why westward expansion caused divisions between the North and the South.

2. Summarize the main differences between the Missouri Compromise and the Compromise of 1850.

3. Explain why there was bloodshed in Kansas in the mid-1850s.

4. Discuss how Uncle Tom's Cabin changed northern opinions about slavery.

5. Explain why a number of southern delegates left the 1860 Democratic convention in Charleston.

6. Identify the reason for the formation of the Republican Party.

7. Describe the reaction of several southern states to President Lincoln’s election.

8. Explain the importance of Fort Sumter.
Critical Thinking

1. Analyze Primary Sources Do you think that the person who drew the political cartoon on page 382 supported slavery? Explain.

2. Draw Conclusions Do you think that resistance to the Fugitive Slave Law surprised people in the national government? Explain.

3. Make Inferences How might the presidential election of 1860 eventually affect slavery?

4. Analyze Primary Sources Judging by Lincoln's words quoted on page 400, what did he want the states that had seceded to do?

Put Your Skills to Work

CLASSIFY INFORMATION

You have learned that classifying, or sorting, information can help you to understand the relationships between people, events, and ideas.

Copy the chart below. In the first column, write the names of five people from Chapter 16. In the second column, list something each person did. In the third column, write one effect of each person's action.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>ACTION</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dred Scott</td>
<td>He sued for his freedom.</td>
<td>The Supreme Court judged that the Missouri Compromise was illegal and that Congress could not regulate slavery.</td>
</tr>
</tbody>
</table>

In Your Own Words

JOURNAL WRITING

Harriet Beecher Stowe's book Uncle Tom's Cabin changed many people's opinions about slavery. Write a journal entry about a book that you have read. Choose a book that made you change your mind about something. What was the issue? Why did the book have such a strong effect on you?

Net Work

INTERNET ACTIVITY

Work with a group of classmates. Use the Internet as a resource in order to create an illustrated timeline of John Brown's life. Include key events in his life, such as his involvement in Bleeding Kansas and Harpers Ferry. Write a brief description of each event. Then, illustrate your timeline with photographs, artwork, and famous quotations. Share your timeline with the class.

For help in starting this activity, visit the following Web site: www.gfamericanhistory.com.

Look Ahead

In the next chapter, learn how the Civil War divided the nation.
The Civil War split the country into two warring enemies. Sometimes, families were divided as well. Alexander and James Campbell, two brothers, found themselves on opposite sides of the war. Alexander, who lived in New York, joined the Union army. His brother James lived in South Carolina and joined the Confederate army. After learning that they fought against each other in a battle, Alexander wrote the following letter:

"I was astonished to hear from the prisoners that you [were the] color Bearer of the Regiment that assaulted the Battery at this point the other day. I was in the [fort] during the whole engagement doing my Best to Beat you but I hope you and I will never again meet face to face bitter enemies on the Battlefield."

The Civil War turned brother against brother and friend against friend. This division resulted in the deadliest conflict ever to occur on American soil.
**VIEW HISTORY** The fighting of the Civil War is shown in this painting of General Sherman's "march to the sea." To sustain themselves during the hard days of fighting, soldiers ate hardtack (left), or crackers, and dried salt pork.

★ What do these images tell you about the life of soldiers during the Civil War?

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Get Organized

**CHART**

When you read about history, you can classify information to help you find, examine, and remember it. Use a chart to classify two types of information as you read Chapter 17. Fill in headings to describe the information you are classifying. Here is an example of a chart showing Union and Confederate states.

1863

- Confederate troops surrender Vicksburg.
- The Confederate army is defeated at Gettysburg.
- Lincoln formally signs the Emancipation Proclamation.
- Lincoln gives the Gettysburg Address.

1864

- Sherman begins his "march to the sea."

1865

- Lee surrenders to Grant at Appomattox Court House, and the Civil War ends.
- Lewis Carroll's *Alice in Wonderland* is published in Britain.

French soldier Louis Pasteur develops pasteurization.
The Early Days of the War

Terms to Know

- **border states**: states located between the Union and the Confederacy that stayed in the Union during the Civil War.
- **strategy**: a plan.
- **blockade**: a barrier of ships or troops that prevents goods from entering or leaving an area.

Main Ideas

A. The North and the South prepared for war.
B. Both the North and the South had important advantages.
C. The Confederacy won most of the early battles in the East.

Active Reading

**EVALUATE**
When you evaluate something, you examine it and try to determine its value, or worth. As you read this section, evaluate the plans for victory that the Union and the Confederacy each used.

A. The Buildup to Battle

When Abraham Lincoln was elected President in 1860, many white Southerners became convinced that their rights would no longer be protected. As a result, their thoughts turned to war.

The Confederacy Expands

Six states had seceded by February 1861. Eight other states in the South, however, still hoped that Lincoln would not interfere with slavery where it already existed. Then, the Confederates attacked Fort Sumter, South Carolina, on April 12. President Lincoln asked for 75,000 volunteers to put down the rebellion in the South.

Some of the southern states saw Lincoln’s request for militia as a sign of war. So, four more undecided states—Virginia, Arkansas, Tennessee, and North Carolina—seceded from the Union. Non-slaveholding farmers in northwestern Virginia remained loyal to the Union. In 1861, they broke away from Virginia. Two years later, the new state of West Virginia was admitted to the Union.

The last four undecided states did not secede. Missouri, Maryland, Kentucky, and Delaware became known as **border states**—states on the border of the North and the South. These states stayed in the Union, but they sent soldiers to fight for both armies.

The border states were very important to both the North and the South. They had many factories and resources needed by both sides during the war. They could change the balance of power by deciding to join one side or the other. Throughout the war, President Lincoln was very careful not to do anything that might cause the border states to join the Confederacy.
Active Reading

You evaluate something by examining it and determining its value. As you read this page, try to determine the value of the Union and the Confederacy in 1861.

In 1860, many people thought the war would not last long.

Leadership and Strategy

Each side had its own strategy, or plan, to win the war. The Union army had to invade the South and defeat its army. The South would win if it could defend itself and outlast the North.

In 1861, the Union army was commanded by 75-year-old General Winfield Scott. He devised the Anaconda Plan. It was named for the large snake that wraps itself around its prey and squeezes the life out of it.

According to the plan, the navy would set up a blockade, or a line of ships that would prevent access to southern ports. This blockade would cut off all supply routes to and from the South. Land and naval forces would then seize the Mississippi River valley, cutting the South into two parts. This action would weaken the South by dividing its army and supplies. At the same time, Union soldiers would attack and capture the Confederate capital at Richmond, Virginia.

The Anaconda Plan was a sound one. However, it would take time. People in the North quickly grew impatient for victories. Many wanted to smash the Confederacy instead of slowly squeezing it to death.

The South's strategy was to fight a defensive war. Southern forces would fight only if Union forces attacked them or invaded the South. Except for a few military actions, the Confederate plan was to survive long enough for the North to lose hope and end the war.

What was the Anaconda Plan?
B. The Two Sides

The Union and the Confederacy had different goals in the Civil War. Northerners fought to restore the Union and, later in the war, to end slavery. Southerners supported the idea of states' rights. They fought to maintain their way of life, which included owning slaves. Many Southerners also volunteered to fight because the Union army had invaded the Confederacy.

Advantages of the Union

The North had many advantages over the South, including a much larger population. The North had more people to make weapons, provide food, and join the army or navy. About 22 million people lived in the North. Only 9 million lived in the South. Of these, about 3.5 million were enslaved African Americans.

The North had more industry and a better transportation network than the South had. As a result, supplies could be produced and transported more easily. Abraham Lincoln also was a great asset to the North. His leadership and dedication gave the Union troops strength to fight the war.

Advantages of the Confederacy

Even though it was weaker economically, the Confederacy had better military leadership during the early years of the war. Many southern military leaders had trained at West Point, the nation's leading military academy. One southern general, Robert E. Lee, had been offered command of the U.S. Army. He turned the job down because his home state, Virginia, had joined the Confederacy.

The South also had the advantage of fighting on its home soil. To win the war, the South did not have to conquer the North. It had to survive until the North realized it was impossible to defeat the South. Southerners fought bravely because they were defending their land, their homes, and their way of life.

The southern states also had an important crop, cotton. The South hoped that its cotton, needed in Great Britain and other European countries, would lead these countries to support the Confederacy in its battle for independence.

How was the population of the North an advantage in the war?

C. Early Battles of the War

During the first two years of the war, the South won most of the battles that were fought east of the Appalachian Mountains.
The First Battle of Bull Run

When President Lincoln called for volunteers in 1861, he expected the war to last no more than 90 days. Many Northerners agreed with him. On July 21, 1861, Lincoln ordered 37,000 soldiers under the command of General Irvin McDowell to attack a smaller force of Confederate soldiers at a creek called Bull Run, near Manassas, Virginia. Lincoln hoped they would easily win the battle and move on to capture Richmond. Many spectators from nearby Washington, D.C., followed the Union soldiers. They expected to enjoy a picnic as they watched the skirmish that would bring an end to the rebellion.

As the First Battle of Bull Run began, both sides fought well and held their ground. Then, additional Confederate troops arrived, increasing the number of Confederate soldiers to 35,000. The Confederate soldiers, commanded by General P.G.T. Beauregard, pushed toward the Union forces with a loud, frightening scream, which became known as the rebel yell. The Union soldiers panicked. They fled to Washington, D.C., along with the crowd of spectators who had come to see the fighting.

Map Check

1. Location Before which battle did Confederate troops invade the Union?
2. Movement Which battles threatened the capitals of the Union and Confederacy?
Battles in the East, 1862–1863

In the spring of 1862, the Union Army of the Potomac under General George McClellan moved to an area south of Richmond, Virginia. McClellan delayed his attack while he waited for additional troops to arrive. This delay gave the Confederate forces a chance to prepare for the expected Union advance. The new Confederate commander, Robert E. Lee, struck the Union army repeatedly in a series of attacks known as the Seven Days Battles. McClellan was forced to accept defeat.

General Lee believed that the South needed to win the war quickly. He was afraid the North would soon put its great economic advantage to use. Lee planned to invade the North. He advanced into Maryland in September 1862 after defeating the Union army a second time at Bull Run. The two armies clashed on September 17 in the Battle of Antietam. It was the bloodiest day of the war, with more than 23,000 men killed or wounded. Lee lost one third of his army. To Lincoln’s dismay, McClellan did not pursue Lee’s retreating forces into Virginia, missing a chance to crush the Confederate army.

In December, Confederates defeated the Union army at Fredericksburg, Virginia. Lee won again at the Battle of Chancellorsville in May 1863. This victory was a bitter one, however. Lee’s most valuable general, Thomas J. “Stonewall” Jackson, was shot accidentally by his own troops. He died a week later.

★ Who won the first battle of the Civil War?

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Review History

A. How did Union and Confederate plans for victory differ?

B. What advantages did the South possess?

C. What were Lincoln’s hopes at the First Battle of Bull Run?

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Define Terms to Know

Provide a definition for each of the following terms:

- border states
- strategy
- blockade

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Critical Thinking

In what ways did industry in the North help its war effort?

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Write About History

Northernners were confident before the Battle of Bull Run that they would win a quick victory over the South. Write a letter to a friend about your feelings after the battle.

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Get Organized

CHART

Create a chart to classify the information in this section. For example, classify the battles of the early years of the Civil War as Confederate victories or Union victories.

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Practice the Skill

Copy the chart and fill in the facts from Section 6. In the battle sequence, you will also have to predict what might happen next.

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Extend the Skill

Write a paragraph about what might happen next in the battle sequence based on the facts you have presented.

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410 UNIT 6  ★ A House Divided
Build Your Skills

Critical Thinking

**PREDICT CONSEQUENCES**

When you predict consequences, you make an educated guess about something that might happen. You do this by examining what you already know. For example, when you watch a movie you get to know the personalities of the characters. You can use what you know about the characters to predict the end of the movie.

When you read about history, you can predict the consequences of decisions that people made. This helps you to better understand the events you read about. You will also learn how people's decisions have led to consequences, both in the past and today.

**Here's How**

Follow these steps to predict consequences.

1. Review the information you already have.
2. Look for trends and patterns. Ask yourself the following question: Based on what I already know about this and other situations, what is the most likely consequence?
3. Check your prediction. Were you correct? If not, why?

**Here's Why**

You have just read about the strengths and weaknesses of the North and the South. Suppose you had to predict the consequences of the North's advantages over the South.

**Practice the Skill**

Copy the chart on the right on a sheet of paper. In the boxes on top, write three facts from Section I about the North's advantages in the war. Think about how these facts may affect the outcome of the war. In the bottom box, predict a consequence based on this information.

**Extend the Skill**

Write a paragraph explaining how the information you wrote in the chart led to the consequence you predicted. After you finish reading this chapter, review your prediction to see if it was correct.

**Apply the Skill**

As you read the remaining sections of this chapter, predict the consequences of the actions taken by the Union and by the Confederacy. For example, in Section III, predict the consequences of General Lee's decision to invade the North again.
II War and American Life

Terms to Know
- trench warfare: soldiers fighting from long ditches dug in the ground
- conscription: the act of requiring people to serve in the military
- ironclad warship: metal or metal-covered steam-driven warship

Main Ideas
A. The Confederacy wanted recognition from other countries, while northern leaders worked to prevent it.
B. Advances in military technology and other developments made the Civil War the first modern war.
C. African Americans played an important role in the Civil War.

Active Reading
SUMMARIZE
When you summarize, you collect and analyze details to make a general statement. As you read this section, summarize the reasons why the Civil War is called the first modern war.

A. The South Looks for Friends
To earn money for the war, the Confederacy needed to sell its products to other countries. Northern leaders worked hard to prevent the South from reaching this goal.

A Search for Allies
Confederate President Jefferson Davis had one important goal in foreign policy. It was to convince other countries, particularly in Europe, that the Confederate States of America was a separate and independent country from the United States. These countries might be willing to send troops to help the Confederacy win the war.

For a while, it seemed that Great Britain would formally recognize the Confederacy as a separate nation from the United States. Southern cotton was important to the British textile industry. However, some people in Britain strongly opposed slavery. For that reason they did not want to help the Confederacy. Then, British textile manufacturers discovered new sources of cotton in Egypt and India. Pressure to recognize the Confederacy weakened.

The United States wanted to prevent other countries like Great Britain from recognizing the Confederacy. The United States was represented in Britain by Charles Francis Adams. He was able to convince British leaders to remain neutral. Adams also persuaded British shipyards to stop selling ships to the Confederacy.
The Blockade
As part of the Anaconda Plan, the North's blockade kept the South from shipping cotton to Great Britain. Southerners tried to break the blockade with small, quick ships called blockade runners. These ships could travel faster than the much larger U.S. warships. Yet, the South could not make up for its loss of trade. Food shortages in the South began to reach critical levels.

★ Why did the Confederacy want recognition from other countries?

B. The First Modern War
The Civil War is called the first modern war. New technological developments and ideas about war shaped the way the war was fought.

New Advances in Technology
The Civil War saw the introduction of several new weapons. Before the war, American soldiers used a weapon called a musket. It had to be reloaded after firing each shot. During the Civil War, the Springfield rifle replaced the musket. It could shoot farther and more accurately. Repeating rifles, which could be loaded with several bullets at a time, were also introduced. The Minié ball, a new bullet invented in France in 1848, could be shot farther than other bullets. With it, a person could hit a target from almost a mile away. Because soldiers could shoot faster, farther, and more accurately, the casualty rate increased greatly during the war.

Trench warfare, or soldiers fighting from long, deep ditches dug in the ground, was used during the Civil War. Trenches played an important role in several battles. Trench warfare became very common 50 years later during World War I.

Soldiers defended their positions from long trenches that often stretched for miles around cities and towns.
Communications and transportation were also improved. Messages were sent by telegraph rather than by riders on horses, and railroads were widely used to transport soldiers and supplies. Finding enemy positions was made easier by sky views from hot air balloons.

**Serving in the Army**

Many men were needed to fight the battles of the Civil War. At first, both sides counted on volunteers. However, this system did not produce enough soldiers. In 1862, the South passed a law that called for conscription, or requiring people to serve in the military. The North passed its conscription law the following year. These laws were the first national draft laws in U.S. history. A draft is the process by which people are selected for service without their expressed consent. However, the Union’s law allowed people to pay a fee of $300 to avoid being drafted. This angered people who could not afford to pay to evade fighting. They felt it favored the wealthy.

Soldiers spent most of their time in temporary camps or traveling to new camps. When they arrived at a new site, soldiers often needed to cut down trees and put up tents. They had to cope with boredom, bad weather, and disease. More than twice as many men died from disease as died in battle. Food was often scarce, unsafe, or unpleasant, as one Union soldier recalled.

> It was no uncommon occurrence for a man to find the surface of his pot of coffee swimming with weevils [beetles] after breaking up hardtack in it... but they were easily skimmed off and left no distinctive flavor behind.

After men left home for battle, many women took over their work. In the South, women learned to run plantations and farms. Others worked in factories or other businesses to support their families. Hundreds of women became wartime nurses. Clara Barton, who became famous as a nurse for the Union army, later founded the American Red Cross. Sally Louisa Tompkins created a hospital for southern soldiers. A few women served as spies, and almost 400 women disguised themselves as men so they could fight.

New arrangements were made for prisoners of war. In earlier wars, prisoners were exchanged or released soon after each battle. During the early years of the Civil War, prisoners were kept in camps to prevent them from returning to battle.
Most prisoners in camps were treated poorly. They were forced to live in filthy, cramped shelters and were given little food. Almost 50,000 people died in these camps. One much-feared Union camp was located in Elmira, New York. One of the best-known Confederate prison camps was in Andersonville, Georgia. Treatment of Union prisoners was so harsh that Henry Wirz, the commander of Andersonville, was executed after the war for his unjust handling of the prisoners.

The Changing Face of Sea Warfare

A new development in naval warfare was the ironclad warship. An ironclad was either a wooden ship covered with iron plates or a ship made mostly out of metal. The Confederates built the first ironclad. They raised a sunken Union ship named the Merrimack, covered it with iron plates, and renamed it the Virginia. It was described by A. B. Smith, a Union sailor, as a “huge, half submerged crocodile.”

On March 8, 1862, the Virginia attacked a group of Union ships near Norfolk, Virginia. Shells from the Union ships bounced off the ironclad. After the Virginia sank two wooden Union ships, the North sent in its own ironclad, the Monitor. The two ships battled for hours, but neither could sink the other. The Monitor was forced to withdraw. After this battle, both sides built more ironclads to use in the war.

How did policies about prisoners of war change during the war?

One unusual feature of the Monitor (left) was its revolving gun turret. Cannons were rotated within this structure located on top of the ship so that enemy ships such as the Virginia (right) could be fired upon easily.
C. Ending Slavery in the North

An important event in the history of the nation occurred on September 22, 1862. President Lincoln issued an order that would emancipate, or free, enslaved people in areas still controlled by the Confederacy. African Americans played an important part in the Civil War. Their contributions on the battlefield greatly aided the war effort.

The Emancipation Proclamation

President Lincoln had certain goals in mind when he made the decision to issue the Emancipation Proclamation. He felt that once enslaved men and women in the South heard that they had been freed, they might refuse to work. This refusal would harm the Confederacy’s war effort. Lincoln also knew that many people in the North would welcome the abolition of slavery and bring renewed energy to the Union war effort.

On January 1, 1863, President Lincoln formally signed the Emancipation Proclamation. Because Lincoln was not the president of the Confederacy, no enslaved people were actually freed until Union forces took control of the southern states. In addition, Lincoln’s order did not apply to enslaved people in the border states. However, the Emancipation Proclamation was a promise that slavery would end if the Union won the war. Henry Ward Beecher, a famous abolitionist, said, “The Proclamation may not free a single slave, but it gives liberty a moral recognition.”

The Emancipation Proclamation had several other effects. It made the end of slavery a new goal for the North. Before this time, Union soldiers had been fighting primarily to preserve the Union. Now, it became an important goal to fight for the freedom of all enslaved people. In addition, Free Soil Party members believed that white laborers would have more job opportunities when slavery ended. Finally, the Emancipation Proclamation convinced Great Britain and France not to aid the Confederacy. Both countries strongly opposed slavery.

African American Soldiers

Early in the Civil War, Frederick Douglass and others demanded that African Americans in the North be allowed to fight. President Lincoln feared that if African Americans were allowed to join the armed forces, the border states might join the Confederacy. Lincoln eventually became convinced that African American soldiers could be a valuable resource for the Union. In 1863, free African Americans were finally allowed to enlist in the U.S. Army.
Review

A. How was cotton important to the South's economy?

B. What caused the Civil War?

C. How did African Americans contribute to the war effort of the North and South?

Critical Thinking

1. In what ways did advances in technology make fighting more difficult for soldiers?

Write About Citizenship

You are an abolitionist newspaper reporter living in the North. Write an article about the Emancipation Proclamation and its impact on the war.

Get Organized

Chart: Create a chart to classify weapons and technology used before and during the war. Classify and record an event, invention, or technology in this section for each chapter. For example, the first railroad was built in 1828. The first steam engine was developed in 1769.

Define Terms to Know

- Trench warfare
- Ironclad warship
- Conscription

What special challenges did African American soldiers face?

Almost 185,000 African Americans served in the Union army. More than half of these soldiers were former slaves. They served in more than 1,000 engagements, including 39 major battles. African American soldiers were often placed in the Union army to fight against the Confederacy.

- The African American soldiers were often placed in the Union army to fight against the Confederacy.
- They faced many challenges, including discrimination and prejudice.
- African American soldiers were often given the most dangerous and difficult tasks, such as digging trenches and carrying supplies.
- They were also often exposed to harsh living conditions and endured extreme weather conditions.
- Despite these challenges, African American soldiers played a vital role in the Union's victory.

Henry Ward Beecher said, "The Constitution was written for white men, and white men are the only people who can interpret it." The 54th Massachusetts Volunteers were the most famous African American regiment. They were made up of men who had previously served in the Confederate army and were commanded by white officers.

When African American soldiers were furnished with the same kinds of men, they didn't fare any better. African American soldiers were often exposed to extreme weather conditions and were often placed in the most dangerous and difficult tasks.

African American soldiers were often given the most dangerous and difficult tasks, such as digging trenches and carrying supplies. They faced many challenges, including discrimination and prejudice. African American soldiers were also often exposed to harsh living conditions and endured extreme weather conditions.

Despite these challenges, African American soldiers played a vital role in the Union's victory. They fought in nearly 500 engagements, including 39 major battles. African American soldiers were often given the most dangerous and difficult tasks, such as digging trenches and carrying supplies. They faced many challenges, including discrimination and prejudice. African American soldiers were also often exposed to harsh living conditions and endured extreme weather conditions.

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**Submarines**

During the Civil War, people in the North and the South raced to build a submarine. The Confederates were the first to build one—the *H.L. Hunley*. In February 1864, the *Hunley* rammed a torpedo into the wooden side of a Union ship and sank it. The explosion damaged the *Hunley* and caused it to go down as well.

Some modern submarines are almost as long as two football fields. They are powered by nuclear reactors and can hold more than 150 crew members. Sailors in the U.S. Navy volunteer to live and work in submarines for up to six months at a time.

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**Diagram 1**

The *Hunley's* only weapon was a torpedo on a long pole attached to its front. In this painting, the pole appears to the left. The man is standing at the back end of the submarine, near the propeller.

**Diagram 2**

This diagram shows what the inside of the *Hunley* was like. Eight men turned the propeller by hand. A ninth man (not shown) steered the submarine.
Modern submarines are much larger than those used in the Civil War. In this photograph of the USS Seawolf, contrast its size to the size of the men standing near its top. Now look back at the painting of the Hunley and compare the sizes of both submarines.

<table>
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<th>Submarine Facts</th>
<th>H.L. Hunley</th>
<th>USS Seawolf</th>
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<td>1863</td>
<td>1997</td>
</tr>
<tr>
<td>Weight</td>
<td>7.5 tons</td>
<td>9,150 tons</td>
</tr>
<tr>
<td>Length</td>
<td>39.5 feet</td>
<td>353 feet</td>
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<tr>
<td>Height</td>
<td>4 feet 3 inches</td>
<td>35 feet</td>
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<tr>
<td>Width</td>
<td>3 feet 10 inches</td>
<td>40 feet</td>
</tr>
<tr>
<td>Speed</td>
<td>4 miles per hour</td>
<td>28 miles per hour</td>
</tr>
<tr>
<td>Total Crew</td>
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</tr>
</tbody>
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The chart above lists some differences between the Hunley and a modern submarine, the Seawolf.

This view inside the USS Seawolf shows sailors working at the main control board.
III Victory for the North

Terms to Know

habeas corpus the right of a citizen to ask a court to decide if a prisoner is being held lawfully

censorship control of free expression

total war a war against civilians and resources as well as against armies

Main Ideas

A. The Union army won crucial victories in the West.
B. President Lincoln took some extreme measures during wartime.
C. Campaigns by Union generals Grant and Sherman ended the war.

Active Reading

SEQUENCE OF EVENTS
A sequence of events is the order in which events occur. As you read this chapter, make a timeline of important events to help you understand their sequence.

A. The Turning Point

The Confederate army, battling in the East, had proven to be much stronger than anyone had thought. Yet, Union forces were winning battles in the West. These victories did not, however, cause the Confederacy to collapse. Northerners were asking, How could the Union win the war?

Fighting in the West, 1861–1863

In the early years of the war, Union forces fought well west of the Appalachian Mountains. The first important Union victories came in early 1862. A Union general named Ulysses S. Grant captured the Confederate strongholds of Fort Henry and Fort Donelson in Tennessee. Grant defeated the Confederates again at the Battle of Shiloh, also in Tennessee, in April 1862. At the same time, a Union naval force under Admiral David Farragut captured New Orleans, Louisiana.

The Union forces had begun to cut the Confederacy in two. Union troops controlled most of the Mississippi River, which prevented the Confederates from moving troops and supplies. However, the mighty Confederate stronghold at Vicksburg, Mississippi, still stood. It prevented the Union from taking complete control of the river.
The Siege of Vicksburg

In May 1863, General Grant had one goal: to capture the Confederate city of Vicksburg, Mississippi. Control of Vicksburg would give the Union control of the entire Mississippi River and split the Confederacy in two. Grant had wanted to take Vicksburg since the Battle of Shiloh in April 1862. Now, he was ready.

Grant tried five times to capture Vicksburg. The first four attempts failed, but Grant's fifth plan worked. He began a six-week siege, or long attack, of the city while blocking off its supply routes.

With no source of fresh food or water, the people of Vicksburg were forced to eat mules and rats. The lack of food combined with the ongoing siege forced the Confederate troops to give up. On July 4, 1863, about 30,000 Confederate defenders surrendered Vicksburg. Five days later, Union forces took control of Port Hudson, Louisiana. Union troops now had total control of the Mississippi River. The South was now divided completely. They had accomplished one of the goals of the Anaconda Plan.

Map Check

LOCATION Which battles occurred on the Mississippi River?
Gettysburg was the Civil War's deadliest battle. Close to 50,000 men were killed or wounded.

Gettysburg

At the same time that Vicksburg was falling to Grant, another battle was taking place in the East. Robert E. Lee believed that it would be necessary to win a great battle to force the North to make peace. He had invaded the Union in 1862 and had been defeated at the Battle of Antietam in Maryland. However, in the late spring of 1863, he decided that it was time to invade the North again. His target was the rich farming region of central Pennsylvania, where he hoped to find supplies for his army.

The Union army in the East, now commanded by General George G. Meade, stayed between Lee's army and Washington, D.C. The two armies met near Gettysburg, Pennsylvania. There, the fighting raged for three days. At first, neither side could gain an advantage. The key moment of the battle came on July 3, 1863.

About 15,000 Confederate soldiers followed their general, George Pickett, in an attack known as Pickett's Charge. Pickett led his soldiers across a mile of open field. Although the Confederate soldiers showed incredible bravery, the attack failed. The open field made the Confederate soldiers perfect targets for the waiting Union troops. Only about one third of the Confederate soldiers made it across the field. Those that succeeded were quickly forced to surrender or retreat. As the fighting broke off, Lee knew he had lost his chance. The Confederates retreated to Virginia. Although Lee and his army continued to battle fiercely against the Union forces, they would never again have the strength to invade the North.
Lincoln’s Speech at Gettysburg

In November 1863, President Lincoln was invited to attend a ceremony in Gettysburg. The ceremony was held to honor the men who had died there and to dedicate a cemetery to their memory. The two-minute speech that Lincoln made at Gettysburg is considered one of the greatest speeches in American history.

In his Gettysburg Address, Lincoln reminded the audience of the ideals on which the United States was founded. He stated that the Civil War was being fought to preserve those very ideals. He added that soldiers had fought and died in order to prove that a nation founded on these ideals could survive and prosper. He asked the listeners to make sure that the United States experienced a new birth of freedom."

What was the key moment at the Battle of Gettysburg?

B. Lincoln’s Leadership

Lincoln’s main goal during the war was to restore the Union. Many agreed with his goal, but others disagreed with his methods. Some began to lose faith in Lincoln during the long years of war.

Opposition to the Lincoln Presidency

From the start of his presidency, Abraham Lincoln ran into opposition from people in the North. Some people wanted him to declare the end of slavery immediately rather than move slowly toward emancipation. When Union armies lost battles early in the war, some thought that Lincoln was not managing the war well. Others, mostly Democrats, wanted to make peace with the South and allow it to secede. Some Democrats openly supported the South. These people were known as Copperheads to their enemies because a copperhead is a poisonous snake.

Lincoln felt that criticism of the war weakened the Union. To protect the country, he suspended habeas corpus, the constitutional protection against unlawful imprisonment. More than 13,000 opponents of the war were arrested and held in prison without being given trials. The government also closed more than 300 newspapers for criticizing the war. Some people thought this act of censorship, or prevention of free expression, violated citizens’ First Amendment rights.
The Election of 1864

As the 1864 election grew near, not all Republicans thought Abraham Lincoln should run. However, the party nominated him again. The Democrats nominated General George McClellan who had been removed from his command of the Union army.

Many people thought the Democrats would win the election. The war was dragging on with no end in sight. People doubted that President Lincoln could bring the war to a successful end. McClellan promised to end the war quickly if he was elected. Then, events took a turn for the better. News of Union victories lifted spirits in the North. Fortunately for Lincoln, this news arrived just before the election. Lincoln was re-elected by a landslide.

★ Why did Lincoln suspend habeas corpus?

C. The End of the War

In March 1864, President Lincoln appointed General Ulysses S. Grant commander of all Union armies. His capture of Vicksburg and his later victories had convinced Lincoln that Grant was the man to beat General Robert E. Lee. After almost three long years of war, the tide finally began to turn in favor of the North.

Grant Moves Toward Richmond

Over the spring and summer of 1864, Grant marched his troops into Virginia. He believed that he could win only by waging total war—destroying all food, homes, farms, buildings, and other supplies that could be used by the Confederate army or by civilians. In total war, civilians suffer as much as soldiers.

Grant and Lee fought a series of battles near Richmond known as the Wilderness Campaign. Both armies suffered huge losses. However, Grant’s philosophy was different from that of earlier Union commanders who let Lee escape. Grant said, “Get at him as soon as you can. Strike at him as hard as you can, and keep moving.”

In June 1864, Grant planned a major attack on Petersburg, Virginia. This city was an important railroad center just south of Richmond. Grant and Lee faced off again. As the Union troops began a siege against the city, both sides settled in trenches that stretched for miles. The siege lasted ten months before Lee finally retreated.

Sherman M.:

As Grant Tecumseh Sh South. Like C defeating the supported the them to feel the war efforts.

Sherman a Confederate I unable to stop September 18 “march to the Georgia, dest barns and crops. Sherman said

Sherman's a in December turned north,
Ulysses S. Vicksburg was the years of battles and other civilians. Tecumseh Sherman took command of Union forces in the Deep. Like Grant, Sherman also believed in total war as a way of defeating the spirit of the Confederacy. He felt that all people who supported the southern cause were to blame for the war. He wanted them to feel the consequences of their support of the Confederacy's war efforts.

Sherman Marches Across the South

As Grant and Lee battled for Petersburg, General William Tecumseh Sherman took command of Union forces in the Deep South. Like Grant, Sherman also believed in total war as a way of defeating the spirit of the Confederacy. He felt that all people who supported the southern cause were to blame for the war. He wanted them to feel the consequences of their support of the Confederacy's war efforts.

Sherman and 100,000 troops attacked Atlanta, Georgia. The Confederate forces commanded by General John B. Hood were unable to stop Sherman’s troops. They captured Atlanta in September 1864. After burning the city, Sherman began his famous "march to the sea." His army sliced a path 60 miles wide through Georgia, destroying everything in its way. The soldiers burned barns and crops, killed livestock, and blew up bridges and railroads. Sherman said his goal was to "make Georgia howl!"

Sherman’s army reached the Atlantic Ocean at Savannah, Georgia, in December 1864. The city surrendered without a fight. Next, he turned north, planning to meet Grant’s army near Richmond.
The Collapse of the Confederacy

After losing to Grant at Petersburg, Lee realized that the South's hopes for victory were lost. He knew his desperate army would soon starve. Many of his soldiers had deserted, or run away from, the army. They wanted to protect their families and homes. Lee tried to move his army west, but Grant surrounded it. On April 9, 1865, at Appomattox Court House, a village in Virginia, General Lee finally surrendered. Grant's surrender terms were generous. He even allowed Confederate soldiers to keep their own horses.

The rest of the Confederate commanders quickly surrendered, and Jefferson Davis, president of the Confederacy, was captured. The Civil War had ended. Many Americans had faith that under the wise leadership of Abraham Lincoln, the country could begin to heal. In his second inaugural address, Lincoln shared his hopes for the country's future:

"With malice [anger] toward none; with charity for all . . . let us strive to finish the work we are in, to bind up the nation's wounds . . . to do all which may achieve and cherish a just and lasting peace."

★ What was Grant's plan to end the Civil War?

Define Terms to Know
Provide a definition for each of the following terms.
- habeas corpus
- censorship
- total war

Critical Thinking
Do you think a President is ever justified in restricting civil rights for security reasons in wartime? Why or why not?

Write About History
Write a paragraph explaining what impact total war had on southern soldiers and their families.

Get Organized

CHART
Create a chart to classify the information in this section. For example, classify the military leaders of the war as Union or Confederate.
The Civil War in Photographs

During the Civil War, photography changed the way history was recorded. For the first time, war was captured in photographs. Portable darkrooms and other advances in technology allowed photographers to record the camps, the aftermath of battles, and the grim realities of the Civil War.

**THE PHOTOGRAPHERS** Mathew B. Brady was the best-known photographer of the Civil War period. In 1861, he decided to make a complete photographic record of the war. To do so, he hired a number of excellent photographers, including Alexander Gardner and Timothy H. O'Sullivan.

Brady stationed his photographers at various battle sites. Although he took few of the photographs himself, he supervised the operation and may have photographed the most famous battles. He also photographed Abraham Lincoln, Union generals, and Robert E. Lee.

**THE TECHNOLOGY** During the Civil War, photographs were limited by the technology of the day. Glass negatives were used to print images on paper. Darkroom wagons had to be on hand for developing. Exposure took between 5 and 30 seconds, much improved from the past but still time consuming. This lengthy process made it difficult to take action photos. For this reason, photographers shot mostly still or posed images, such as soldiers standing in front of their tents or wagons and regiments standing in formation.

Critical Thinking

Answer the questions below. Then, complete the activity.

1. Why was it difficult to take photographs of Civil War battles?

2. Brady is believed to have once said, “The camera is the eye of history.” Do you think this is still true today? Explain.

Write About It

Use the Internet to learn more about Brady’s Civil War photographs. Print out one photo. In a paragraph, describe the photo and explain why it is an important record of history. To get started, go to www.gflamericanhistory.com.

This photograph was taken by Brady after the Battle of Antietam.
Chapter 17 Review

Chapter Summary
In your notebook, complete the following outline. Then, use your outline to write a brief summary of the chapter.

The Civil War
I. The Early Days of the War
   A. The Buildup to Battle
   B. _________
   C. _________

II. War and American Life
A. _________
B. _________
C. _________

III. Victory for the North
A. _________
B. _________
C. _________

Use Terms to Know
Select the term that best completes each sentence.
blockade  conscription  trench warfare  censorship  strategy
1. Soldiers in the Civil War engaged in _________, fighting from long ditches dug in the ground.
2. In wartime _________ has been used to silence criticism of the war.
3. Both sides passed _________ laws to increase the size of their armed forces.
4. The Union created a _________ to cut off supply routes to the South.
5. The Confederacy and the Union each had a different _________ to win the war.

Check Your Understanding
1. Identify some of the advantages of the North.
2. Discuss the Confederacy's strategy for winning the war.
3. Describe the advances made in weapons during the war.
4. Summarize ways that women and African Americans contributed to the war efforts of the North and the South.
5. Explain the significance of the Battle of Gettysburg.
6. Describe the effects of total war.

Critical Thinking
1. Make Inferences
   Have given to _________, _________ your answer.
2. Analyze the quotation
   _________ unpleasant f
3. Analyze the quotation
   _________ would you d toward the S

Put Your Skills to Work
PREDICT CONSE
You have learned sequences based already know. I helps you to be historical and c kinds of consec
Copy the following. Think about the list three even effe on the m:
Then, predict a:

FACT
Critical Thinking
1. Make Inferences What advice would you have given to southern leaders planning to fight in the Civil War in 1861? Explain your answer.

2. Analyze Primary Sources Judging from the quotation on page 414, what effects did unpleasant food have on soldiers?

3. Analyze Primary Sources Reread Lincoln's quotation on page 426. How would you describe Lincoln's attitude toward the South?

Put Your Skills to Work
PREDICT CONSEQUENCES
You have learned how to predict consequences based on information you already know. Predicting consequences helps you to better understand both historical and current events and what kinds of consequences might result.

Copy the following chart on a sheet of paper. Think about the last year of the Civil War. List three events that would have a lasting effect on the nation's recovery from the war. Then, predict a consequence of these events.

<table>
<thead>
<tr>
<th>FACT</th>
<th>FACT</th>
<th>FACT</th>
</tr>
</thead>
</table>

CONSEQUENCE

In Your Own Words
JOURNAL WRITING
Although the Civil War was a tragic event, it had some positive effects. For example, one result was the end of slavery in the United States. In your journal, write about a difficult experience you have had that had a positive outcome. Explain how bad things can sometimes have positive results, both intended and unintended.

Net Work
INTERNET ACTIVITY
What was life like for soldiers during the Civil War? What did they eat? What did they wear? What did they do to pass the time between battles? Working with a partner, research and create a short presentation on some part of the life of a soldier in the Union or Confederate army. Include photos, songs, letters, or journal entries—anything that would help show how soldiers lived during the war. Share your presentation with the class.

For help in starting this activity, visit the following Web site: www.gsamericallhistory.com.

Look Ahead
In the next chapter, learn how the nation struggled to rebuild after the Civil War.
CHAPTER 18

Reunion and Reconstruction 1865–1877

I. Reuniting a Nation
II. Conflicts Over Reconstruction
III. The New South

The challenges facing the country after the Civil War were enormous. The federal government needed to reunite the nation. It also had to rebuild the South's ruined cities and shattered economy. Perhaps the greatest challenge was helping millions of newly freed African Americans make new lives. Millie Freeman, who had been enslaved, remembered how difficult it was to move forward when she said,

It seemed like it took a long time for freedom to come. Everything just kept on like it was.

The defeated South resisted the North's plans, especially in helping African Americans. Although the nation's wounds were beginning to heal, the scars of war would last for many years.

| 1866 | Civil Rights Act of 1866 is passed. |
| 1865 | Civil War ends. Abraham Lincoln is assassinated. Freedmen's Bureau is created. Thirteenth Amendment ends slavery. |
| 1867 | Reconstruction Act of 1867 is passed. |
| 1868 | Fourteenth Amendment is ratified. Andrew Johnson is impeached and acquitted. |
| 1870 | Fifteenth Amendment is ratified. Hiram Revels and Blanche Bruce become the first African American senators. |

- **U.S. Events**
  - 1865: Andrew Johnson
  - 1868: Ulysses S. Grant

- **World Events**
  - 1866: Gregor Mendel begins study of genetics.
  - 1868: Meiji restoration in Japan occurs.
  - 1871: Germany is unified under Prussian leadership.
VIEW HISTORY After the Civil War, newly freed African Americans—from young children to adult men and women—attended schools in the South in order to gain an education. Supplies at these schools often included primers, or early reading books (shown left), that were donated.

* For newly freed slaves, what were some possible social and economic advantages in learning how to read and write?

1872
Freedmen's Bureau closes.

1873
Ruins of Troy, in northwestern Turkey, are discovered by archaeologists.

1874
1877
1880

1877 Rutherford B. Hayes

1877 Reconstruction ends.

1876 Queen Victoria becomes empress of India.

Get Organized
FLOWCHART
Understanding the order in which events happen can help you to understand the relationship that one event has with another. Create a flowchart as you read Chapter 18. List important events in the correct sequence on the flowchart. Here is an example from this chapter.

1 President Lincoln is assassinated. 2 Andrew Johnson becomes President.
3 Republicans in Congress try to take over Reconstruction.
Reuniting a Nation

Terms to Know

Reconstruction the period from 1865 to 1877 in which programs were created to reunite the South with the North.

Amnesty a government pardon for an offense.

Black codes a series of laws passed in early Reconstruction to limit the freedoms of formerly enslaved African Americans.

Main Ideas

A. Lincoln and Reconstruction

The 12 years after the Civil War are known as Reconstruction. During this period, the federal government looked for a way to reunite the former Confederate states with the rest of the country. There were several different plans proposed by government officials for Reconstruction. Like the war itself, Reconstruction caused conflicts between the North and the South.

B. The Emancipation of Slaves

One of the biggest issues of Reconstruction was the emancipation of slaves. On September 22, 1862, in the midst of the Civil War, President Abraham Lincoln had issued the Emancipation Proclamation. It stated that as of January 1, 1863 all enslaved people in Confederate states would be free. However, Confederate states ignored the Proclamation because they were no longer part of the U.S. government. Instead, Lincoln's Emancipation Proclamation served as a promise to slaves that they would be free when the North won the war.

The process of officially abolishing slavery began in April 1864 when the U.S. Senate, and later the House of Representatives, passed the Thirteenth Amendment to the Constitution. The amendment, however, needed to be ratified, or approved before it could become law. In December 1865, states loyal to the Union ratified the amendment, and slavery was officially abolished throughout the United States.

Active Reading

POINTS OF VIEW
How do different people feel about important issues? As you read this section, ask yourself the following question: What did President Johnson and the Republicans in Congress think about Reconstruction?

1. Promised or Pledged?
2. Pledged or Fed?
3. Accepted or Rejected?

When the President was defeated in the election of 1864, he was not forced to resign. The Constitution states that the President could be elected for only one term. The President was eventually replaced by a new man named Lincoln.

Death of a President

On April 14, 1865, President Lincoln was assassinated. He was shot by a man named John Wilkes Booth. It is not known why he did this.

The President was eventually replaced by a new man named Lincoln.
President Lincoln's Reconstruction Plan

Even before the end of the Civil War, President Lincoln had created a plan to win back the loyalty of the South. This plan was known as the Ten Percent Plan. The Ten Percent Plan would give most former Confederates amnesty, or a pardon, for their war actions. To gain amnesty, the states would have to meet the following requirements:

1. Promise their loyalty to the Union
2. Pledge to support the U.S. Constitution and obey laws passed by Congress
3. Accept the end of slavery

When 10 percent of a state's voters promised loyalty to the Union and the U.S. Constitution, that state would be allowed to elect a new state government. Then, the state government would have to approve the Thirteenth Amendment. However, they were not forced to give the same rights to African Americans as were given to white Americans. After approving the amendment, the state could finally re-enter the Union. In Lincoln's plan, the President would be in charge of Reconstruction.

Death of a Leader

By 1865, most Americans approved of the way President Lincoln had managed the war. They also agreed with his plan for ending slavery and healing the country. The President, however, did not live to see his plan take effect.

On April 14, just five days after Robert E. Lee's surrender at Appomattox Court House, Virginia, Lincoln was assassinated. While watching a play from his presidential box at Ford's Theater in Washington, D.C., the President was shot in the back of the head by a man named John Wilkes Booth. Lincoln died early the next morning.

Booth was both an actor and a southern sympathizer. He hated the Union and its leader. By killing Lincoln, he hoped to gain revenge for the South's defeat.

The President's death caused tremendous grief throughout the North and in the South among African Americans. His body was carried by train from Washington, D.C., back to Springfield, Illinois. As the train passed through cities, towns, and villages, millions of Americans turned out to say goodbye to their wartime President.
Lincoln’s Effect on Government

Abraham Lincoln left the federal government stronger than when he first took office. During his term, Lincoln greatly extended the powers of the presidency. He enlarged the army in order to win the war, even though the U.S. Constitution gives this job to Congress.

Lincoln also set a precedent of conduct for a U.S. President during war times. He suspended some constitutional rights for those suspected of disloyalty or those actively opposing the war. At the same time, he introduced the idea that the federal government should protect the civil rights of law-abiding citizens, especially if individual states failed to protect these rights. This idea would grow stronger over the next 100 years.

★ How did Lincoln expand the powers of the federal government and of the presidency?

B. Different Plans for Reconstruction

Many Republicans in Congress did not support Lincoln’s plan for Reconstruction. Some of these Republicans wanted to take strong action to punish the former Confederate leaders.

Congressional Reconstruction Plan

Republicans in Congress were divided over Lincoln’s plan for Reconstruction. Some supported Lincoln’s plan, whereas others opposed it because they felt the plan made it too easy for the southern states to rejoin the Union.

Some of the Radical Republican leaders included (front, left to right) Benjamin F. Butler, Thaddeus Stevens, Thomas Williams, John A. Bingham (back, left to right) James F. Wilson, George S. Boutwell, and John A. Logan.

One group of Radicals wanted to punish the South. The Radical Republicans believed the South was in rebellion and wanted to have them punished. A New President

After Lincoln’s assassination, the War

The Southern states had been a land of property. Johnson wanted to provide for the farmers and workers. Republican reconstruction plans

President

President Lincoln’s reconstruction plans were opposed by the Southern states. This resulted in the restoration of the Southern states to their previous condition. The battle of Congress and the president led to a change in the way Congress was to ship the Southern states to all Americans. Congress voted A House Divided

434 UNIT 6 ★ A House Divided
One group, known as Radical Republicans, spoke strongly against the plan. Thaddeus Stevens and Charles Sumner were the leaders of the Radical Republicans. They wished to punish the South for rebelling against the Union. In addition, the Radical Republicans wanted to make sure former slaves gained equal rights. To accomplish their plan, they wanted Congress to control Reconstruction.

The Radical Republicans’ plan for reuniting the North and the South was called the Wade-Davis Bill. This plan required that a majority, not just 10 percent, of a state’s citizens pledge to support the U.S. Constitution. It also required that citizens swear they had never voluntarily supported the Confederacy. Of course, because most Southerners had sworn allegiance to the Confederacy, this requirement was impossible to meet. Although the Radical Republicans were a minority, or had fewer numbers, in Congress, they gained the support of moderate, or less radical, Republicans in order to pass their plan.

**A New President**

After Lincoln’s death, Vice President Andrew Johnson became the seventeenth President of the United States. Johnson, who was born in North Carolina but later moved to Tennessee, was the only Southerner to remain in Congress during the Civil War. He had refused to join with his state in leaving the Union.

Johnson was nominated as Lincoln’s Vice President in 1864 as a way to promote national unity. Throughout his political career, he had been a champion of the common person, standing with poor farmers against rich plantation owners. For this reason, Radical Republicans thought that Johnson would support their plan for Reconstruction.

**President Johnson’s Plan**

President Johnson angered the Radical Republicans by adopting a Reconstruction plan similar to Lincoln’s. In addition, he restored property and political rights to most former Confederate leaders. This restoration allowed many of the same people who had led the South before secession to take power again. Both moderate Republicans and Radical Republicans opposed this idea.

The battle over civil rights heated up in 1866. Early in the year, Congress passed the Civil Rights Act of 1866, which gave citizenship to all people born in the United States except Native Americans. President Johnson vetoed the bill. Republicans in Congress voted to override the President’s veto.
Black Codes

Beginning in 1865, southern states formed new governments based on President Johnson's Reconstruction plan. Many former Confederate leaders took positions in the new state governments.

The new governments in the former Confederate states began to find ways to limit the rights of freed African Americans. These laws were known as black codes. According to these laws, African Americans were not allowed to vote, hold certain types of jobs, carry weapons, or serve on juries. They also could not own or lease farms. In addition, the black codes allowed authorities to arrest and impose a monetary fine on African Americans who did not work. If a person could not pay the fine, the authorities could rent the person as a laborer to landowners until the fine was paid.

The black codes made life for freed African Americans very similar to life endured under slavery. Radical Republicans were outraged by the new laws. They believed that Southerners were trying to keep slavery in another form. As a result, the Radical and moderate Republicans decided to take control of Reconstruction.

★ Under the black codes, how was life for freed African Americans similar to life under slavery?

Review History
A. What was President Lincoln’s plan for Reconstruction?
B. How did the Radical Republicans’ plan for Reconstruction differ from Johnson’s plan?

Define Terms to Know
Provide a definition for each of the following terms.
Reconstruction, amnesty, black codes

Critical Thinking
Why might Reconstruction have been frustrating for African Americans who had just received their freedom?

Write About History
Millions of Americans mourned President Lincoln’s death. Write a paragraph about the contributions that Abraham Lincoln made to the country.

Get Organized
FLOWCHART
Understanding the order in which events happen helps you understand their relationship with each other. Create a flowchart of events, starting with Johnson’s decision to adopt a Reconstruction plan similar to Lincoln’s.

Practice the Skill
Copy the Venn diagram on the back of the book. Review the diagram with a partner to discuss the causes of the Reconstruction.

Extend the Skill
Write an essay comparing and contrasting how each President tried to reconstruct the Union.

Apply the Skill
As you read this chapter, think about what you learned and how it relates to the Reconstruction period.
Build Your Skills

Social Studies Skill

COMPARE AND CONTRAST

When you compare and contrast two items, you identify ways they are similar and ways they are different. To compare is to decide how two or more things are alike. To contrast is to find how they are different. A Venn diagram is a special kind of chart that makes it easy to compare and contrast items.

When reading about history, comparing and contrasting places, ideas, policies, or events can help you understand them better.

Here's How
Follow these steps to compare and contrast items using a Venn diagram.

1. Identify important characteristics of items you want to compare and contrast.
2. In the outer sections of the circles, write ways in which the items are different.
3. In the section shared by both circles, write ways in which the two items are alike.
4. Draw conclusions based on your diagram.

Here's Why
You have just read about different plans for Reconstruction proposed by Congress and by Presidents Lincoln and Johnson. Suppose you had to answer an essay question about comparing and contrasting these plans. Using a Venn diagram would help you organize your information and construct your answer.

Practice the Skill
Copy the Venn diagram on a sheet of paper. Review Section I, and fill in the diagram with information from the section about the different plans for Reconstruction.

Extend the Skill
Write an essay based on the following direction: Compare and contrast the combined Reconstruction plans of Presidents Lincoln and Johnson with that of the Republicans in Congress.

Apply the Skill
As you read the remaining sections of this chapter, think about ways you can compare and contrast information. For example, you could compare and contrast the lives of white Southerners before and after the Civil War.
II Conflicts Over Reconstruction

Terms to Know

carpetbagger a Northerner who moved to the South after the Civil War for political gain
scalawag a white Southerner who supported the Republicans during Reconstruction
discrimination unjust treatment of someone based on prejudice
impeachment the process of charging a high public official, such as the President, with a crime

Main Ideas

A. Disagreement over the Fourteenth Amendment led to a showdown between the President and Congress.
B. Republicans in Congress took control of Reconstruction and created new governments of southern states.
C. Republicans failed to remove President Johnson from office by a single vote.

Active Reading

CAUSE AND EFFECT
A cause is a person, a thing, or an event that makes something happen. Whatever happens is called a result, or an effect. As you read this section, look for examples of causes and effects.

Do You Remember?
In Chapter 16, you read about the Supreme Court's Dred Scott decision. This decision said that Dred Scott was not a citizen and had no rights.

A. The Struggle for Control
To protect the Civil Rights Act of 1866, Republicans decided to amend the Constitution. Then, by winning most of the seats in Congress, they took control of Reconstruction.

Defining a Citizen
Because Republican leaders were afraid that the Supreme Court would rule the Civil Rights Act of 1866 unconstitutional, they passed the Fourteenth Amendment to the U.S. Constitution, which defined who a citizen was. The following ideas were included in the amendment.

1. Anyone born or naturalized in the United States (except Native Americans) and ruled by its laws is a citizen.
2. States cannot make laws that take away any rights of citizens.
3. States that limit any man's—including any African American man's—right to vote will lose representation in Congress.
4. No former Confederate leaders can hold a government office.

Congress then said that any state wishing to rejoin the Union had to ratify the Fourteenth Amendment. President Johnson, however, discouraged the states from ratifying the amendment. In the end, only Tennessee ratified it. The other 10 states of the former Confederacy refused. This disagreement about ratification of the Fourteenth Amendment set the stage for a final showdown between President Johnson and Congress.

B. Republicans
Republic—they wanted...
The Election of 1866

The congressional election of 1866 became a contest between President Andrew Johnson's Reconstruction plan and the Reconstruction plan proposed by the Republicans. Johnson urged Americans to elect representatives in the House of Representatives and the Senate who supported his ideas. The voters, however, spoke clearly for the Republicans. They won enough seats to pass any law over Johnson's veto. When the new Congress assembled in early 1867, the members were in control of Reconstruction.

Why did Congress propose the Fourteenth Amendment to the Constitution?

B. Republicans in Charge of Reconstruction

Republicans went right to work shaping Reconstruction the way they wanted it. As a result, many changes occurred in the South.

New State Governments and Constitutions

To ensure that its Reconstruction measures were carried out, Congress passed the Reconstruction Act of 1867. It placed the 10 southern states that had not ratified the Fourteenth Amendment under military rule. It also gave Congress the right to declare that state governments formed prior to 1867 were illegal. Federal troops were sent into those states to maintain law and order.

The Reconstruction Act of 1867 divided the South into five military regions and placed an army general as military governor in charge of each region. The generals registered male voters, most of whom were freed African Americans and white men who supported the Republicans. Former Confederate leaders and their supporters were not allowed to register.

Next, voters elected delegates to state conventions. Their job was to write new state constitutions supporting voting rights for African American men. Then, the voters in a state had to approve the new constitution and the Fourteenth Amendment. When all of these requirements were met, the state was allowed to be readmitted to the Union. By the end of 1870, all the states had been readmitted.
A Shift of Power

The new governments in southern states were very different from those of earlier times. They were made up of three groups: African Americans, Northerners who moved to the South, and white Southerners who sided with the Republicans. African Americans provided most of the votes to elect the new governments. However, the Northerners who moved to the South were in charge of most state governments. These Northerners became known as carpetbaggers because many of them traveled to the South after the war carrying cloth suitcases called carpetbags.

Most white Southerners disliked the carpetbaggers and accused them of using their government jobs to get rich. White Southerners who sided with the Republicans and the carpetbaggers were called scalawags. The word scalawag, used to describe a worthless farm animal, was used in the South as a term to insult people. Most white Southerners thought scalawags were traitors. However, many scalawags were farmers who had always hated slavery. Others were supporters of Republican economic policies.

New Southern Governments and African Americans

The new governments made many changes. They established public schools and built roads, railroads, and hospitals. The governments also reduced the power of wealthy plantation owners. New tax laws required the rich to pay a larger share.

The new governments also eliminated property qualifications for voting and holding office, allowing many poor white men to vote for the first time. Women were not given the right to vote, but they did gain greater rights to own property. Most importantly, the new governments eliminated the black codes. Discrimination, or unfair treatment of a person based on race, was outlawed.

Many African Americans were elected to office during Reconstruction. Hiram Revels and Blanche Bruce of Mississippi were the first African Americans to serve as U.S. senators. Other African Americans became representatives to Congress, state officeholders, sheriffs, and mayors. One African American, P.B.S. Pinchback, became the governor of Louisiana.

★ How did Reconstruction change the governments of southern states?
A President on Trial

Although President Johnson could do little to oppose the Republicans, many still viewed him as a threat. They believed that their Reconstruction policies would be safe only if Johnson was removed from office.

Removing a President From Office

The U.S. Constitution provides a way of removing a President from office, but only if that President has committed “treason, bribery, or other high crimes and misdemeanors.” Removing a President involves having the House of Representatives vote by a majority to accuse the President of a very serious crime. Then, the Senate puts the President on trial, with senators acting as jurors. It must vote by a two-thirds majority to convict. Only if the Senate convicts a President can he be removed from office. The process in which a U.S. President is accused of a crime is called impeachment.

In 1867, Congress passed the Tenure of Office Act, designed to limit President Johnson’s power. This law made it illegal for the President to fire a Cabinet member without Senate approval. In February 1868, Johnson fired his Secretary of War, Republican Edwin Stanton, who was working with the Radical Republicans. The House voted to impeach Johnson, claiming that he had broken the Tenure of Office Act. Johnson denied the charge. Republicans, however, wanted to remove Johnson from office so that he could not oppose Reconstruction plans proposed by Congress. The impeachment trial moved to the Senate.

Impeachment Proceedings

To some observers, the Senate trial was like a circus. Admission tickets were sold. One senator, Edmund Ross of Kansas, described the scene:

The galleries were packed. Tickets of admission were at an enormous premium. The House had adjourned and all of its members were in the Senate chamber.

Tickets for the impeachment trial of President Andrew Johnson in 1868 were eagerly sought.
Even before the vote took place, all the senators except one had announced how they would vote. Opponents of the President were one vote short of removing him from office. The one undecided senator was Edmund Ross. He was under tremendous pressure to vote against the President. When his name was called to vote, Ross remembered,

"Not a foot moved, not the rustle of a garment . . . was heard. . . . Hope and fear seemed blended in every face. . . . It was a tremendous responsibility. . . . I almost literally looked down into my open grave."

Ross said, "Not guilty." With that vote, President Johnson would remain in office. This decision established that only criminal actions by a President, and not political disagreements, justified removal of a President from office.

President Johnson finished his term in office. However, he lacked political influence. As a result, the Republicans continued to control Reconstruction. In 1868, Republicans nominated Ulysses Simpson Grant as their presidential candidate. The popular Civil War hero won the election easily.

★ **What action by President Johnson led to his impeachment?**

---

**Define Terms to Know**

Provide a definition for each of the following terms.
- carpetbagger
- scalawag
- discrimination
- impeachment

**Critical Thinking**

Why do you think the Republicans wanted to limit the power of former Confederate leaders after the war?

**Write About Government**

Write a newspaper editorial that reflects your views about the fairness of the impeachment of President Johnson.

**Get Organized**

**FLOWCHART**

Understanding the order in which events happen can help you understand their relationship with each other. Create a flowchart listing events, starting with the passage of the Tenure of Office Act by Congress.
A. African Americans Build New Lives

All Southerners faced an uncertain future at the end of the Civil War. Reconstruction changed life dramatically in the South. For African Americans, freedom and the end of the war brought new opportunities and challenges.

The Freedmen's Bureau

One of the most successful programs of Reconstruction helped newly emancipated African Americans adjust to life as free people, or "freedmen." In 1865, Congress created the Freedmen's Bureau.
This agency, led by Oliver Otis Howard, helped former slaves by finding them jobs that paid fair wages, or pay. It also set up courts to ensure justice for African Americans.

The Freedmen's Bureau had its biggest success in setting up schools. It started 4,300 schools for nearly 250,000 children and adults. The teachers at the schools were volunteers from the North. One of these teachers was Charlotte Forten, who came from a well-known African American family in Philadelphia. Forten described her school in a letter:

"I never before saw children so eager to learn. . . . It is wonderful how a people who have been so long crushed to the earth . . . can have so great a desire for knowledge."

The Bureau also helped establish the South's first colleges for African Americans—Howard University in Washington, D.C., Hampton Institute in Virginia, and Fisk University in Tennessee. The Freedmen's Bureau operated until 1872.

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**They Made History**

**Oliver Otis Howard 1830–1909**

Oliver Otis Howard was a Union general who fought in several battles during the Civil War. In 1865, President Andrew Johnson appointed Howard to be commissioner of the Freedmen's Bureau. Howard led the Bureau until it closed in 1872. Throughout that time, he was also active in other African American causes. He helped establish Howard University in Washington, D.C., and served as its president from 1869 to 1874. Howard organized a Congregational church in Washington that included both African American and white members. Later in his life, Howard served as a peace commissioner to the Apache people. He also headed the U.S. Military Academy at West Point, New York.

General O. O. Howard led Union troops at several important battles. He was later chosen to lead the Freedmen's Bureau during Reconstruction.

**Critical Thinking** How does Oliver Howard's work with African Americans in the 1860s and 1870s continue to impact African Americans today?
Life after Slavery

When slavery ended, many African Americans were not prepared for the challenges of planning their own lives. Some left the plantations to make new lives in southern cities. Others used their new freedom to find long-lost family members. During slavery, families were separated and sold to different owners. After emancipation, many African Americans put ads in newspapers trying to find their brothers, sisters, parents, and children.

A new system of work, called sharecropping, developed during Reconstruction. In this system, many African Americans and poor white people farmed land owned by white landowners. Instead of renting the land with money, sharecroppers gave part of their harvest to the landowner.

The social life of African Americans also changed during Reconstruction. Newly freed African Americans could now openly form their own churches, which quickly became centers of community life.

Another limitation of slavery was also removed. Now, couples could be legally married. To many, legal marriage was an important symbol of freedom and equality.

★ What were the accomplishments of the Freedmen's Bureau?

B. Opposing Reconstruction

Like African Americans, white Southerners saw changes in the way they lived. Plantation output slowed, Northerners controlled state governments, and African Americans had new rights. Faced with these changes, many white Southerners fought against Reconstruction.

Secret Societies

One way in which some white Southerners opposed Reconstruction was to form secret societies, such as the Ku Klux Klan, or KKK. The Ku Klux Klan was founded in 1866 by Confederate veterans to terrorize African Americans and prevent them from voting. The group also tried to scare away Northerners and those who sympathized with them.

The Klan spread throughout the South. Its members wore white hoods and robes to scare victims and to protect their own identities.
The KKK targeted African American leaders and teachers as well as their churches, schools, and homes. Congress responded to KKK violence by passing the Ku Klux Klan Act in 1871. This outlawed the Klan's practices and allowed the government to use military force, if necessary, to stamp them out. As a result, federal troops were sent to the South, and hundreds of Klan members were arrested.

### The Fifteenth Amendment

In 1870, the Fifteenth Amendment was adopted. This amendment stated that the right to vote could not be denied to any person based on race or the fact that a person had been a slave.

Although the amendment was meant to protect the voting rights of African American men, enforcement of the Fifteenth Amendment was a problem. After Reconstruction ended in 1877, southern governments found ways to sidestep this amendment. For example, some states denied the vote to people who could not read or write. This excluded many African Americans who had not been able to go to school. In other southern states, people who wanted to vote were required to pay money, called a poll tax, or show that they owned property. These laws applied to all people but affected African Americans most. However, another law, called a grandfather clause, said that if a person's father or grandfather had the right to vote before 1867, then he was now automatically allowed to vote.

Because almost no African Americans could meet this requirement or pay the poll tax, they could not vote. Despite efforts by southern governments to deprive African Americans of the right to vote, the passage of the Fifteenth Amendment made a strong statement of the federal government's position to support African American equality.

### Laws to Discriminate

Some southern states wanted to achieve segregation, or a separation of the races, in their states. They passed a series of laws that enforced the separation of African Americans and white people in most public places. These laws came to be called Jim Crow laws. Jim Crow was an African American character in a popular song—a foolish old dancer who never made any trouble. Jim Crow became the name for any law that enforced segregation in schools, restaurants, railroad cars, and other public places.
The End of Reconstruction

After many years of Reconstruction, Americans lost interest in the South's problems. Other issues, such as hard economic times, arose. Many people believed that the government had done enough to help African Americans. They felt Reconstruction should end.

In 1876, Americans turned their attention to the presidential election, which ended up being one of the closest in history. The Democratic candidate, Samuel Tilden, received more popular votes than Republican Rutherford B. Hayes. However, Tilden was one electoral vote short of winning the election. Because the votes of several southern states were in dispute, Congress created a special group to review the election results.

Almost four months after the election, the congressional group made an agreement known as the Compromise of 1877. Rutherford Hayes would be named President. In return, the remaining federal troops in the South would be removed. Without soldiers to protect African Americans' rights, white Southerners quickly took control of their states again. Little time was wasted in returning African Americans to a life that seemed similar to slavery in many ways.

Reconstruction officially ended in 1877, and segregation tightened its grip on the South. Most Americans in the rest of the country turned their attention to other matters.

**What was the Compromise of 1877?**

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**III Review**

**Review History**
A. What new freedoms did emancipated African Americans gain under Reconstruction?
B. What was the purpose of the Jim Crow laws?

**Define Terms to Know**
Provide a definition for each of the following terms.
Freedmen's Bureau, sharecropping, segregation, Jim Crow laws

**Critical Thinking**
In what ways was Reconstruction successful?

**Write About Culture**
Volunteer teachers helped educate African Americans. Suppose you were one of these teachers. Write a letter describing your experiences in a Freedmen's Bureau school.

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**Then & Now**

In the election of 1876, the candidate who won more popular votes did not receive more electoral votes. Tilden did not become President.

This has happened several times in the nation's history, most recently in the 2000 election. Democrat Al Gore won more popular votes, but Republican George W. Bush won more electoral votes. In both elections, disputed votes caused the results of the election to be delayed by more than a month.
Chapter Summary
In your notebook, complete the following outline. Then, use your outline to write a brief summary of the chapter.

Reunion and Reconstruction

I. Reuniting a Nation
   A. Lincoln and Reconstruction
   B.

II. Conflicts Over Reconstruction
    A.
    B.
    C.

III. The New South
     A.
     B.

Use Terms to Know
Select the term that best completes each sentence.

amnesty  segregation
discrimination  sharecropping
impeachment

1. Lincoln wanted to grant _________, or pardon, to Confederates after the war.
2. The unfair treatment of a person based on race or religion is _________.
3. During Reconstruction, many African Americans farmed land through the _________ system.
4. Republicans used _________ to try to remove President Johnson from office.
5. A policy of _________, or separation of the races, grew in the South after the end of Reconstruction.

Check Your Understanding
1. Explain how slavery was abolished.
2. Identify and describe the ways President Lincoln’s death affected the nation.
3. Summarize the reasons the Republicans wanted to impeach President Johnson.
4. Explain the significance of the Fourteenth and Fifteenth Amendments.
5. Describe the role of the Freedmen’s Bureau.
6. Identify ways that white Southerners showed their resistance to Reconstruction and equal rights for African Americans.

Interpret the Timeline
Use the timeline on pages 430–431 to answer the following questions.

1. Which amendment to the Constitution was ratified five years after the Civil War ended?
2. Critical Thinking Which events on the timeline promoted civil rights for African Americans?
Critical Thinking

1. Analyze Primary Sources According to the quote by Edmund Ross on page 442, how was the act of voting for or against impeachment a tremendous responsibility?

2. Synthesize Information What new groups of people became involved in the governments of the South during Reconstruction? What factors helped them gain power?

3. Analyze Primary Sources Reread the selection from Charlotte Forten’s letter on page 444. Why do you think her students were so excited about the chance to go to school and learn?

Put Your Skills to Work
COMPARE AND CONTRAST
You have learned that using a Venn diagram to compare and contrast two items can show you how the items are similar and how they are different.

Copy the following Venn diagram on a sheet of paper. Use it to compare the lives of African Americans in the South before the Civil War and during Reconstruction. In the overlapping area, include characteristics that apply to both time periods.

In Your Own Words
JOURNAL WRITING
After the Civil War, freed African Americans faced an uncertain future. Many were excited but probably also apprehensive about their new freedom. Write a journal entry about a time when you were both excited and anxious. Explain what you did in that situation.

Net Work
INTERNET ACTIVITY
Abraham Lincoln is considered one of the greatest U.S. Presidents because of the way he led the country through the crisis of the Civil War. However, he is also considered a great American writer, storyteller, politician, and trial lawyer. Working with a partner, use the Internet as a resource to find sayings, speeches, or stories by the sixteenth President. Use your findings to create a class notebook called “The Wit and Wisdom of Abraham Lincoln.”

For help in starting this activity, visit the following Web site: www.gfamericanhistory.com.

Look Ahead
In the next chapter, learn how many Americans joined the rush to the West.
Civil War Newspaper

YOUR ASSIGNMENT
It is the summer of 1865. President Lincoln was assassinated a few months ago, and Reconstruction just started. In your class, form five teams of reporters to work on a newspaper. As a class, decide where your newspaper is located. Television, radio, and computers do not exist, so people depend on your newspaper to tell them what is happening in the country and in the world.

THE STAFF MEETING
Choose Your Section Each team of reporters creates one page of the newspaper. As a team, choose one section from each list below to include on your page.

- Business
- Letters to the Editor
- Inventions
- U.S. News
- World Events
- Advertisements
- Cartoons and Comics
- Fashion
- Recipes
- Classified Ads

Plan Your Section Plan the articles and pictures for your page. Assign tasks to each team member. Use your textbook to find topics for your page. You may also refer to this Web site for ideas: www.gfamericanhistory.com.

THE NEWSROOM
Research and Write Use encyclopedias, other books, and the Internet to research the material for your page. Create your first draft.

Edit and Proofread Edit and proofread your articles. Make corrections and positive suggestions to your team members.

Design and Layout Paste the articles and artwork onto a large sheet of paper. Combine pages from other teams to construct the class newspaper.
FEARON'S
United States History
SECOND EDITION

Joanne Suter

Globe Fearon Educational Publisher
Paramus, New Jersey

Paramount Publishing
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Chapter Review
Chapter Learning Objectives

- Tell why the North expected the Civil War to end quickly.
- Explain why the Civil War was called a "war between brothers."
- Describe where most of the fighting took place.
- Tell two things the Civil War decided.

Fort Sumter

The First Major Battle in 1861

Abraham Lincoln was inaugurated as President in 1860. Shortly thereafter, South Carolina announced its secession from the United States. In response, Lincoln ordered the Fort Sumter, a federal installation in South Carolina, to be supplied with the necessary goods. Jefferson Davis, the President of the Confederacy, met Lincoln's order with a declaration that Fort Sumter must be abandoned. Tension mounted, and it seemed that the North and the South were inevitable. It began with the capture of Charles City Point, but left the Union and the southern colonies.
Words to Know

blockade  to keep supplies from getting in or out of a place
charity  kindness; good will
Confederacy  the southern side in the Civil War
malice  ill will; anger; hatred
proclamation  a public statement
Union  the northern side in the Civil War

Fort Sumter was the scene of the first fighting of the Civil War. The war would not end until four terrible years had passed. During that time, hundreds of thousands of lives would be lost. The hatred that arose then would affect life in the United States for many, many years to come.

The First Shots

Abraham Lincoln won the presidential election of 1860. Shortly after the election, seven southern states announced they were no longer a part of the United States. In February of 1861, leaders of these states met to form their own country. They elected Jefferson Davis president of the Confederate States of America. Four more states soon joined the Confederacy.

Tension mounted. Lincoln felt he could not permit the South to secede. War seemed impossible to avoid.

It began at Fort Sumter on an island in the harbor of Charleston, South Carolina. The South had already left the Union. But this fort remained under northern control.

South Carolina was the first state to secede from the Union.
Leaving the Union was not a new idea for the South. Southerners had considered it since 1832. They thought that if they could make their own laws, they could preserve slavery.

The southern forces had gathered across the water. They were waiting for the signal to attack. On April 12, southern cannons began firing. All day, they pounded the fort. Finally, Fort Sumter surrendered. Southerners took control and raised the flag of the Confederacy.

The Civil War had started.

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The Battle of Bull Run

Battle

It was at Bull Run that Union and Confederate forces met for the first time in battle. The battle was fought near the town of Manassas, Virginia, on July 21, 1861.

But the battle was not a decisive one. The Union forces were routed, and the Confederates swept into the town. The Union army lost many men, and the Confederates gained the upper hand.

North and South, the war was fought for different beliefs. In the North, the Union soldiers, who also had guns and of railroad food to tr

The war was punished

It didn't end quickly. The people of the North were now saw
Battle of Bull Run

It was a bright sunny day in July of 1861. In Washington, D.C., smiling men and women climbed into horse-drawn carriages. They were carrying baskets of food. They looked as though they were going to a picnic.

But these people were not off to picnic in the country. They were going to a battle. The people of Washington were following the Union army as it marched down the road. At a stream called Bull Run, not far from the city, the Confederates were waiting. The people had come out to watch the North win a victory. It was supposed to end the South's rebellion.

Northerners believed the Union would quickly end the war. They had some good reasons for their beliefs. The North had a far larger population than the South. It had more people who could fight as soldiers, work in factories, and grow food. The North also had many more factories. It could make more guns and cannons. The North had many more miles of railroad. It could get soldiers, guns, cannons, and food to the front lines faster than the South could.

The war would be over soon. The South would be punished. Or so the people of Washington believed.

It didn't turn out that way. At Bull Run, the North suffered a crushing defeat. The southern army sent the northerners fleeing back to Washington. The people with their wagons became part of the retreat. Everyone rushed to escape as cannon fire roared overhead.

The South won this battle. People on both sides now saw that it would be a long, hard war.
**Northern Advantages**

- more people to fight and work
- more factories to produce military supplies
- more railroads, canals, and roads to transport goods
- ships to block supplies from reaching the southern coast

**Southern Advantages**

- shorter supply lines
- excellent leadership in the army
- determination to protect their way of life
- knowledge of the land in which they were fighting

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**Brother Against Brother**

The smoke hung heavily after the battle of Shiloh. For two days in April, 1862, the armies had fought and killed. Thousands lay dead. A northern general walked over the field and wondered how it could have come to this. Why did Americans have to spend years fighting and killing one another? The general passed a northern soldier dressed in his blue uniform. He was slowly digging a grave. The general nodded to the man sadly. The man must have been burying a friend. Then the general looked at the body the man was burying. The dead man was wearing the gray colors of the Confederacy. The general was surprised. "Private," the general asked, "with so many of our side dead, why do you bury this man?" Tears were running down the face of the soldier as he answered the general.

"Sir, this man here, I know he was a rebel. But, sir, he was also my brother."

All wars are terrible. But the Civil War was terrible in a different way. It was not a war between different countries. A civil war is one which is fought between groups of people within the same country. The
American Civil War caused families to be torn apart. It set cousin against cousin, brother against brother, and father against son.

Major Civil War Battles

Map Study

Study the map. Then answer the questions on a separate sheet of paper.

1. How many battle sites are shown on the map?
2. In which state of the Confederacy were the most battles fought?
3. In which two Union states were battles fought?
Squeezing the South

To defeat the South, the Union used what it called the 'Conda Plan. The South American snake called the anaconda coils itself around its prey. It slowly squeezes the life out of it. In the same way, the North tried to squeeze the South to death.

The South did not have many factories. It needed to trade cotton for guns and cannons. But northern ships blockaded southern harbors on the Atlantic and Gulf coasts. These ships kept out goods from other countries.

The northern army and navy captured towns along the Mississippi River. This separated the western part of the Confederacy from the eastern part. The South could not move armies and supplies from one part to the other.

Northern armies set about destroying roads, bridges, and railways in the South.

Northern generals believed that the South could not hold out for long.

Confederate Plans

The South planned to wage a defensive war. Southerners reasoned that if they could hold out long enough, the North would grow tired of fighting. The South also hoped to get help from Britain and France. It believed that these nations needed Southern cotton enough to come to the aid of the Confederacy.

In the beginning, the Confederacy had far better leaders than the Union did. Generals such as Robert E. Lee and Stonewall Jackson outsmarted the Union generals. The Union didn’t start to get the upper hand until Lincoln named Ulysses S. Grant to lead the northern armies.

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The Emancipation Proclamation and an End to Slavery

Another problem for the North was that it did not always seem to know why it was fighting. Was the purpose of the war to end slavery? Was it to save the United States? Was it to allow for the growth of business?

Lincoln hated slavery. He wanted to see it stopped. "If slavery isn't wrong," he once said, "then nothing is wrong." But Lincoln had been afraid that ending slavery might divide the country. When the South seceded, Lincoln felt forced to go to war to keep the country whole. As the war went on, he saw that doing something to end slavery would encourage the northerners.

On January 1, 1863, Lincoln signed an order called the "Emancipation Proclamation." It prohibited slavery in the states still fighting the Union at that time. When he signed the order, Lincoln said, "I never in my life felt more certain that I was doing right than I do in signing this paper."

The proclamation helped lead to the passage of the Thirteenth Amendment to the Constitution. On December 18, 1865, this legally abolished slavery throughout the country.

One part of the Emancipation Proclamation invited African Americans to fight with the northern forces. Many thousands signed up in the Union's army and navy. By the end of the war, more than 200,000 African Americans had fought in some of the war's bloodiest battles. Twenty black soldiers won the Medal of Honor, America's highest award for bravery. About 38,000 black soldiers died in the fighting.

Lincoln was most interested in keeping the nation together. "My paramount object in this struggle is to save the Union, and is neither to save or to destroy slavery."
Learn More About It: The 54th Regiment

The 54th Massachusetts was a Union regiment made up of African American soldiers. These men led several attacks into South Carolina. They faced a danger that white soldiers did not. If captured in the South, they would be treated according to Confederate law. They would be considered outlaws and killed or sold into slavery.

On a July evening in 1863, the 54th launched a daring attack on the fort that guarded Charleston harbor. The regiment, led by Colonel Robert Gould Shaw, scaled the walls and fought in hand-to-hand combat inside the fort. More than half the members of the 54th were killed that night. The fort did not fall, but the soldiers of the 54th showed remarkable courage.

History Practice

Answer these questions on a separate sheet of paper.

1. What advantages did the North have in the Civil War? What advantages did the South have?

2. How did the North plan to beat the South?

3. What did the Emancipation Proclamation do?

Battle at Sea

The Confederacy tried to break the Union's blockade of Southern harbors. They sent an unusual ship to attack the Union navy. Warships at that time were made of wood. The Confederacy covered a wooden ship called the Merrimac with iron plates. They renamed the ship the Virginia, but it was still known by its earlier name. When the iron-clad
Merrimac sailed into battle, Union shells just bounced off its sides. The Merrimac sank two ships from the Union navy.

The next time the Merrimac sailed, the Union navy was ready. A northern engineer named John Ericsson had built a new ship called the Monitor.

While thousands of soldiers died in battles, others died in prison camps and hospitals. Medical care was very poor. Three thousand women became army and navy nurses. Often unpaid, they aided the sick and wounded.
The Monitor was covered with iron, too. It was an odd vessel that looked like a round box on top of a raft. It had two large cannons. On March 9, 1862, the Monitor met the Merrimac in America’s first battle between iron-clad ships. By the end of the day, neither ship had won. But the battle ended the Confederacy’s hopes of breaking the blockade. It also ended the era of wooden warships.

The Turning Point

The turning point of the Civil War came in 1863. General Lee had decided to invade the North. He knew the North didn’t have many good generals. He expected victory.

In July, Lee and the Confederates met the Union army at Gettysburg, Pennsylvania. It was a fierce, three-day battle. There were 90,000 Union soldiers and 75,000 Confederate soldiers fighting at Gettysburg. More men died there than in any other battle of the war.

The battle ended when the South had to retreat. It was running out of supplies and could not attack again.

In 1863 another battle turned the tide of war in favor of the North. At Vicksburg, Mississippi, General Ulysses S. Grant and the Union army surrounded the Confederate army. Union forces kept food and supplies from getting through to the Confederates. Victory at Vicksburg gave the Union control of the Mississippi River.

Sherman’s March to the Sea

The battlefields of the Civil War were mainly in the South. Southerners felt the greatest damage and loss. The year 1864 brought a time of destruction that
would become known as Sherman's March. On March 9, 1864, General Ulysses Grant became supreme commander of all Union armies. Two months later he sent General William T. Sherman and 100,000 troops to invade Georgia. General Sherman and his troops attacked Atlanta, Georgia. Sherman ordered his soldiers to torch the city. Their attack left Atlanta a heap of ashes.

After victory in Atlanta, Sherman marched 60,000 of his men across Georgia to Savannah. General Sherman believed the quickest way to win the war was to completely destroy the South. He wanted to break the South's spirit and let civilians feel the sting of war. He wanted to leave the enemy without food or

Learn More About It:
Young Soldiers of the Civil War

Many of the Confederate troops who faced General Sherman's march through Georgia were very young. Most southern soldiers were serving in regiments outside the state. The Confederate army had to turn to new recruits. Often, these were boys no more than 15 years of age.

Both the Union and Confederate forces included young soldiers. Nearly 60 percent of the troops on both sides were less than 26 years old. It was common to find soldiers in battle under the legal enlistment age of 18.

Young drummer boys of only 10 or 12 faced enemy fire. They carried gunpowder to the men firing the cannon. Soldiers of 13 or 14 received no special treatment because of their age. Sometimes these young soldiers rose in rank to become officers. They led men into battle who were twice their age.

During the Civil War, women were not allowed to serve as soldiers. More than 400 women disguised themselves as men so that they could join the troops. Some were discovered when they were wounded in battle.
supplies. Sherman gave his men an order: “Destroy everything in sight! Leave nothing the Confederate soldiers can use.” For sixty miles, the Union soldiers followed Sherman’s order. They burned bridges and barns and houses. They killed livestock and destroyed crops. Sherman’s men tore up more than 300 miles of railroad track.

Sherman’s army met little resistance from Confederate troops. Most southern regiments were fighting outside the state. Only about 13,000 poorly trained Confederate troops faced Sherman’s army. On December 22, 1864, the Union army took Savannah. General Sherman sent President Lincoln a telegram. It said: “I beg to present to you, as a Christmas gift, the city of Savannah…”

Sherman’s march to the sea helped bring a quick end to the war. Some people considered General Sherman a hero. Others thought of him as a cruel villain. Sherman himself felt that his march through Georgia was a “hard” kind of fighting.

When Ulysses Grant ordered Sherman’s march of destruction, he also ordered General Philip Henry Sheridan to raid the Shenandoah Valley. The valley was one of the main sources of food for the hungry Confederate army. Sheridan was sent to burn all fields and farmlands. These burn and destroy tactics were known as Grant’s “scorched earth policy.”

Chart Study
Look at the chart on page 189. Then answer the questions on a separate sheet of paper.
1. Where was the first naval battle of the war fought?
2. Who won the battle at Antietam?
3. Vicksburg and Gettysburg were important victories for which army?
4. Why was the battle of Chattanooga important?
<table>
<thead>
<tr>
<th>Battle</th>
<th>Date</th>
<th>Battle Site</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fort Sumter</td>
<td>July 12–14, 1861</td>
<td>South Carolina</td>
<td>Opening shots; Civil War declared</td>
</tr>
<tr>
<td>First Bull Run</td>
<td>July 21, 1861</td>
<td>Virginia</td>
<td>First Civil War battle; Confederates show strength</td>
</tr>
<tr>
<td>Hampton Roads</td>
<td>March 8, 1862</td>
<td>Virginia</td>
<td>First major naval battle; <em>Monitor</em> vs. <em>Merrimac</em></td>
</tr>
<tr>
<td>Battle of Shiloh</td>
<td>April 6–7, 1862</td>
<td>Tennessee</td>
<td>23,000 soldiers die in Union victory</td>
</tr>
<tr>
<td>Second Bull Run</td>
<td>Aug. 27–30, 1862</td>
<td>Virginia</td>
<td>Confederate army forces Grant's army to retreat to Washington</td>
</tr>
<tr>
<td>Antietam</td>
<td>Sept. 17, 1862</td>
<td>Maryland</td>
<td>23,000 soldiers die in bloodiest one-day battle; Lincoln claims victory for the North, but outcome of battle unclear</td>
</tr>
<tr>
<td>Vicksburg</td>
<td>May 19–July 4, 1863</td>
<td>Mississippi</td>
<td>Union victory; opens Mississippi River as Union supply route</td>
</tr>
<tr>
<td>Gettysburg</td>
<td>July 1–3, 1863</td>
<td>Pennsylvania</td>
<td>Union victory; more soldiers killed than at any other battle</td>
</tr>
<tr>
<td>Chickamauga</td>
<td>Sept. 19–20, 1863</td>
<td>Georgia</td>
<td>Confederate victory; Union army retreats to Chattanooga</td>
</tr>
<tr>
<td>Chattanooga</td>
<td>Nov. 23–25, 1863</td>
<td>Tennessee</td>
<td>Union sends more troops and wins control of key railway center of Deep South</td>
</tr>
</tbody>
</table>
Surrender at Appomattox

By early 1865, the 'Conda Plan had achieved its goals. The South lay in ruins. The Union army had taken the Confederate capital of Richmond, Virginia. Surrounded and outnumbered by Union soldiers, Lee now saw that the southern cause was hopeless. At a small house in the town of Appomattox Courthouse, Virginia, Lee surrendered his army to Grant. It was April 9, 1865.

General Grant showed respect when accepting Lee's surrender. Grant took no Confederate prisoners. He allowed the southern officers to keep their swords and their horses. The two generals shook hands.

All over the North people celebrated the end of the bloodshed. When General Grant heard Union gunshots fired in celebration, he turned to his men. "Stop the firing," General Grant said. "The Rebels are our countrymen again."

Lincoln's Assassination

The celebrations did not go on very long. Five days after the war's end, Abraham Lincoln was shot as he sat watching a play. His killer was a man named John Wilkes Booth. John Wilkes Booth was a well-known actor. He wanted the South to win the Civil War. On the night of April 13, 1865, Booth arrived at Ford's Theater in Washington, D.C. He went up to the president's box. No one was guarding the door. Booth went in, put a pistol to the back of Lincoln's head, and fired. Then he jumped down to the stage, breaking his leg in the fall. He escaped on a horse.

Abe Lincoln was dead. John Wilkes Booth escaped.

Abraham Lincoln's assassination shocked the South and the North alike. Who could believe that the once great president of the United States had been assassinated? Even today, the death of Abe Lincoln remains one of the most famous events in American history.

Word Count: 425
horseback. Twelve days later soldiers captured Booth in a barn in Virginia. When Booth tried to escape, he was shot and killed.

Abraham Lincoln died on the morning of April 15. John Wilkes Booth thought he was helping the South. What he had done was kill the one person who could best help the South recover. It had been Lincoln’s hope that the South would come back into the country as a full partner with the North. In the last days of the war, he’d said, “With malice toward none, with charity for all, let us work to bind up the nation’s wounds.” Lincoln thought of southerners as Americans who had suffered greatly from war.

Words from the Past: The Gettysburg Address

In July, 1863, at the site of the Battle of Gettysburg, President Lincoln honored the soldiers who died there. His Gettysburg Address began with these words:

Four score and seven years ago our fathers brought forth on this continent a new nation.

The address ended with a pledge to remember those who fought for the Union:

... we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.
Great Names in History: Mathew Brady

The Civil War was the first American war to be recorded by photography. Photography was still a fairly new thing. It had begun only about 22 years before the war. Mathew Brady traveled with the Union army. He took pictures of battlefields and army camps. He took over 3,500 pictures. Brady and his helpers carried their darkrooms in horse-drawn wagons.

“Retreat!” The Union officer ordered.

“Just one more picture,” Brady shouted as the Confederate cannons fired.

Why are photographers important in a war? Why is it important for the rest of the world to see actual war scenes?

A Stronger Country

The Civil War was the most terrible war the United States had ever fought. It killed more than 600,000 people and destroyed cities and farms.

Yet the war decided two important questions, slavery and secession. Never again would the law allow one person to own another as property. And never again would one state be able to have its way by removing itself from the nation. The United States had paid a great price with the Civil War. But it would become a stronger country.
History Practice

Answer these questions on a separate sheet of paper.

1. What happened to the South during Sherman’s March to the Sea?

2. What was the purpose of Sheridan’s raid on the Shenandoah Valley?

3. Where and to whom did General Lee surrender?

4. Why did John Wilkes Booth shoot President Lincoln?

5. What two important questions did the Civil War decide?
## Summary

<table>
<thead>
<tr>
<th>CHRONOLOGY OF MAJOR EVENTS</th>
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<tbody>
<tr>
<td>1861 Lincoln elected 16th president</td>
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<td>1861 Civil War begins at Fort Sumter</td>
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<tr>
<td>1861 Battle of Bull Run</td>
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<tr>
<td>1862 Battle of Shiloh</td>
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<tr>
<td>1863 Emancipation Proclamation</td>
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<tr>
<td>1863 Battles of Vicksburg and Gettysburg</td>
</tr>
<tr>
<td>1864 Sherman’s March to the Sea</td>
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<tr>
<td>1865 Lee surrenders to Grant</td>
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<tr>
<td>1865 Thirteenth Amendment to the Constitution abolishes slavery</td>
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<tr>
<td>1865 Lincoln assassinated</td>
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- Lincoln was elected president in 1860.
- The Confederacy seceded from the Union. It wanted to make its own laws and preserve slavery.
- The fighting began at Fort Sumter, South Carolina.
- Most of the fighting took place in the South.
- General Robert E. Lee and Stonewall Jackson were Confederate leaders. Ulysses S. Grant led the Union army.
- Lincoln’s Emancipation Proclamation outlawed slavery in the Confederacy. It also invited blacks to join the Union army.
• Battles at Gettysburg and Vicksburg turned the war toward a Union victory.

• Lee surrendered to Grant at Appomattox Courthouse, Virginia, in April, 1865.

Chapter Quiz

Answer these questions on a separate sheet of paper.

1. Who was the president of the Confederacy?

2. How did the Battle of Bull Run change the way northerners thought about the South’s rebellion?

3. How does a civil war differ from other wars?

4. What was Abraham Lincoln’s chief concern?

5. Why was the Battle of Vicksburg important?

6. The Emancipation Proclamation outlawed slavery in the South. Which law outlawed it throughout the country? How much time passed between the signing of the two laws?

Thinking and Writing

1. The North had better supplies and equipment. The South had more good leaders. Which do you think is more important, supplies or leadership? Explain your answer.

2. Some black soldiers were former slaves. How do you think they felt about the war?

3. The people rushing off to watch the Battle of Bull Run were caught up in the excitement and glory of war. Do you ever see that attitude today? Do war movies make war look exciting?
Chapter 12
A New South

Chapter Learning Objectives
- Describe the purpose of Reconstruction.
- Tell how Andrew Johnson and Congress disagreed over plans for Reconstruction.
- Explain why the 14th and 15th Amendments were added to the Constitution.
- Tell how African Americans were denied their rights after the Civil War.
Words to Know

**Carpetbaggers** northerners who came south after the Civil War. They took power and used southern problems for their own gain.

**facilities** places, such as buildings or rooms, for certain activities; a school is a facility for learning

**impeach** to accuse a public official of doing wrong and to send that official to trial

**lynchings** killings by mobs, usually by hanging, without trial

**poll** a place where people vote

**Reconstruction** the time after the Civil War; the rebuilding of the South and the bringing of the southern states back into the Union

**Scalawags** southerners who helped northern Republicans and southern blacks gain public office

**segregated** separated by race

**sharecropping** farming someone else's land while paying a share of the crop as rent

Four years of Civil War had left a nation torn in two. The southern states needed rebuilding. Four million freed slaves had to shape new lives. The end of the Civil War did not mean the end of the Union's problems. In this chapter, you will read about Reconstruction, the effort to rebuild the South.

**Lincoln's Plans for Reconstruction**

President Lincoln had been making plans for the reconstruction of the South before the war was over. Lincoln's plans treated the South very generously. He did not want to punish the southern states. He wanted to forgive them. He wanted to help them rejoin the Union.

Some people wanted to punish the South for their part in the war. Others wanted to forgive the South. How do you think you would have felt about people who had been your enemies?
Not everyone agreed with Lincoln. There was a group of Congressmen who were known as Radical Republicans. They thought Lincoln was too easy on the South. They wanted stricter rules for the states that were rejoining the Union. They wanted more rights for blacks. Most southern states weren't willing to let blacks have their rights.

The Freedmen's Bureau

In March, 1865, just before the war ended, Congress passed a new law. It set up a Freedmen's Bureau. The Bureau gave food, clothing, and medicine to freed blacks and to poor southern whites. It set up schools and helped people find jobs. The Freedmen's Bureau was the first federal organization set up to help people in need.

Think about problems facing the freed slaves. Where would they live? Where would they work? Whose responsibility do you think it was to help them?

Andrew Johnson

Black

The roles of the freed blacks included working in jobs. In the African American community, they often held any
Andrew Johnson Becomes President

Lincoln did not live to see his Reconstruction plans carried out. Five days after the war ended, he was assassinated.

Andrew Johnson, the vice president, took over as President of the United States. This was in keeping with Constitutional law. Rebuilding the South became the new president’s job.

Johnson planned to follow Lincoln’s reconstruction ideas. He wanted to make it as easy as possible for the southern states to rejoin the Union.

The Radical Republicans found even more fault with Johnson than they had with Lincoln. Johnson was a southern Democrat himself. He had even owned slaves at one time.

The Radical Republicans accused Johnson of favoring the southern states.

Black Codes

Under President Johnson’s plans, men who had been Confederate leaders could still hold high government jobs. The 13th Amendment had outlawed slavery in 1865. But these men passed state laws known as the Black Codes.

The Black Codes were like the old slave laws. In many ways, it was simply as if the word “Black” had replaced the word “slave.”

The Black Codes took away many of the rights of the free blacks. Among other things, they kept blacks out of schools and off juries.

Black Codes also kept former slaves out of good jobs. In South Carolina, for example, a law required African Americans to pay $10 to $100 for a license to hold any job other than that of servant or farmer.
The Radical Republicans vs. Andrew Johnson

The Radical Republicans were in an uproar during the next session of Congress. They felt Johnson was too easy on the South. They said the Black Codes were hardly better than slavery. They said that former Confederate leaders had no right in government jobs.

Congress set up its own plans for Reconstruction. It was different from the president's. In 1866, Congress passed the Civil Rights Act. It said that black people should have the same rights as whites.

President Johnson refused to sign it. He vetoed the Civil Rights Act.

The Constitution said that Congress could pass the bill over the president's veto. Two-thirds of Congress would have to vote in favor of the bill. A vote was taken. The Civil Rights Act became law.

The 14th Amendment

Republicans in Congress wanted something stronger than the Civil Rights Act. They wrote a 14th Amendment to the Constitution. The 14th Amendment gave former slaves citizenship. It also said that former Confederate leaders could not hold office or vote.

President Johnson was against the amendment. But, by 1868, it was approved by most states. Southern states had to approve it before they could come back into the Union.

Federal troops were sent into the South to make sure the states followed Congress's rules.
Learn More About It: Reconstruction Acts

In 1867 Radical Republicans passed these acts over President Johnson’s veto.
1. Federal troops would maintain law and order in the South.
2. Former Confederate soldiers and leaders could not vote or hold office.
3. Freed slaves had the right to vote and hold office.
4. New state constitutions must be written and approved by Congress.
5. To rejoin the Union, southern states must approve the 14th Amendment.

History Practice

Answer these questions on a separate sheet of paper.
1. Why was Lincoln unable to carry out his plans for reconstruction?
2. Who were the Radical Republicans?
3. How did Andrew Johnson become president of the United States?
4. What did Black Codes do to the rights of freed blacks?
5. What did the 14th Amendment say? How did President Johnson feel about this amendment?

How do you think southerners felt about federal troops in their states?
Sharecropping in the South

The days of the rich plantations and of slavery were gone. The South had been very nearly destroyed. Both blacks and whites had to build new lives.

What would happen to the freed slaves? Most had little or nothing of their own. They had no education and no jobs.

Some blacks stayed with their former owners. Some looked to other white farmers for jobs. But the war left many of the white farmers poor, too. They could not pay workers.

A system called sharecropping developed. Farmers let workers live on their farms and work a part of their land. The farmers gave the workers tools, seed, and work animals. In return, the black workers did the labor. Most of the crops went to the landowners. A small portion went to the black workers.

The system allowed the black sharecroppers to survive. But it kept them poor.

Some blacks hated the idea of staying on the white man's farms. They moved to cities in both the North and the South. Suddenly there were thousands of unskilled people looking for work. They took what they could find. A few did well and found ways to get jobs and education. Most, however, had a very hard time.

Scalawags and Carpetbaggers

The South needed leaders. Congress, the Radical Republicans, and the 14th amendment made sure that old southern leaders had no official power. Where would the new South get its government officials?
Northerners arrived to help the South solve its problems. Politicians and businessmen came to the South. Some really wanted to help. But many saw a chance for easy money and quick power. They gained public office and began reorganizing the local governments.

The southerners did not like most of these northern newcomers. They scornfully called them Carpetbaggers. The name described the suitcases made of carpet material that the northerners carried south with them.

Carpetbaggers
Many southerners disliked the Scalawags as much as the Carpetbaggers. The word *scalawag* means scoundrel or rascal. Scalawags were white southerners who helped put African Americans and northerners into public office. Most black officeholders had no experience in politics. Many did whatever the white Scalawags told them.

Some Scalawags did try to help the South. But there were too many of them who simply were after power and money for themselves.

**Black Southerners in Office**

Northern Carpetbaggers controlled most of Reconstruction government. Some southern Scalawags held office, too. Remember, southern leaders from the days of the Confederacy could not vote or hold office. This left offices open to new black leaders. Mississippi sent two black senators to Washington. They were Hiram Revels and Blanche K. Bruce.

Most African Americans who held office during Reconstruction were more than fair to the white southerners. They were not after revenge for the hard days of slavery. Many even favored returning the vote to the whites who had once kept them as slaves.
Hiram Revels, left, and other black Reconstruction-era members of the House of Representatives

History Practice

Answer these questions on a separate sheet of paper.

1. How did sharecropping work?
2. Who were the Carpetbaggers?
3. Who were the Scalawags?
Republicans Impeach President Johnson

President Johnson and the Radical Republicans in Congress continued to disagree. The Republicans worried that Johnson would not back laws passed in Congress. They wanted Johnson out of office.

The only way to remove him was to impeach him. Johnson would be accused of crimes against the nation. Then he would face trial by the Senate. If found guilty, he would lose his job.

The Radical Republicans waited for Johnson to do something wrong. One day, he fired one of his cabinet members without Senate approval. The Republicans quickly accused him of an unconstitutional act. Then they impeached him.

The president's impeachment roused public curiosity and interest. Would the U.S. Senate remove Andrew Johnson from office? More than 1,000 Americans bought tickets to come watch the trial.

Thirty-six of the 54 senators (two-thirds of the Senate) would have to find Johnson guilty. Thirty-five Senators voted against him. Johnson finished his term of office.

The Election of 1868

In 1868, the people of the United States elected Ulysses S. Grant president. The people remembered him as a great war leader. He was the brave, northern general who had accepted Lee's surrender at Appomattox. Grant had no political experience. But, like George Washington, he was a national hero.

Over 500,000 freed slaves cast votes in the 1868 election. This helped Grant win the race. People began to see the importance of the African American vote.
President Grant was an honest man. But many of the politicians who served him were not. His time in office was also a time of Carpetbaggers, Scalawags, and others who used the government for their own gain.
The 15th Amendment

The 14th Amendment made blacks citizens in 1868. The amendment did not actually guarantee them a vote.

The 15th Amendment passed in 1870. It said that "the rights of citizens of the United States to vote shall not be denied . . . on account of race, color, or previous conditions of servitude." The 15th Amendment gave all male citizens the vote.

History Practice

Answer these questions on a separate sheet of paper.

1. Why did the Republicans impeach Johnson? How did he manage to stay in office?
2. Why did the majority of people vote for Ulysses S. Grant for president?
3. What did the 15th Amendment guarantee? Which group of people was left out of the 15th Amendment?

The End of Reconstruction

By 1870, all 11 southern states had rejoined the Union. Northerners began to lose interest in the South's problems. They were ready to forget the Civil War.

The South was about to stand on its own. In 1872, Congress passed a law letting many former Confederate leaders vote again.

In 1876, Rutherford B. Hayes became president. In a bitter election, Democratic candidate Samuel J. Tilden won more popular votes than Hayes. By the end of election day, Tilden had 184 electoral votes. But he needed 185 to win. There had been cheating by both sides at the polls. There was no way to know...
for sure who had won the electoral votes of three southern states. Each side claimed victory. Finally Congress set up a committee to decide the election.

To win the support of angry southern Democrats, Hayes and the Republicans agreed to end Reconstruction. Hayes promised to take northern soldiers out of the South. He also promised to put a Southerner in the cabinet. Rutherford Hayes was elected president.

In 1877, all federal troops left the southern states. This left southern blacks without federal protection. The era of Reconstruction was over.

In the North, industry was growing rapidly. Northerners were ready to turn to their own business. They would let the South take care of itself.

The rights of black Americans faded into the background.

**Great Names in History: Clara Barton**

The 15th Amendment ignored one whole group of people—women. In 1870, women could not vote. They could not hold public office. In some cases, they could not own property. The nation did not see the important roles that women played. It ignored women like Clara Barton, who'd given so much to her country and her fellow human beings.

Clara Barton had risked her life during the Civil War. As a nurse, she took care of wounded soldiers and carried supplies into battles. She was known as the “Angel of the Battlefield.”

When the war ended, Clara Barton formed a group to search for missing men. She later founded the American Red Cross. It was Barton’s idea to give care and money to victims of floods, earthquakes, and other disasters. Yet Clara Barton could not vote.