

THE U.S. CIVIL WAR

Vocabulary Word Icons used in these slides are from: <https://thenounproject.com/>
These slides were adapted from work by Joshua Blackburn and Tristan Kirkland.

CKLA DOMAIN 9

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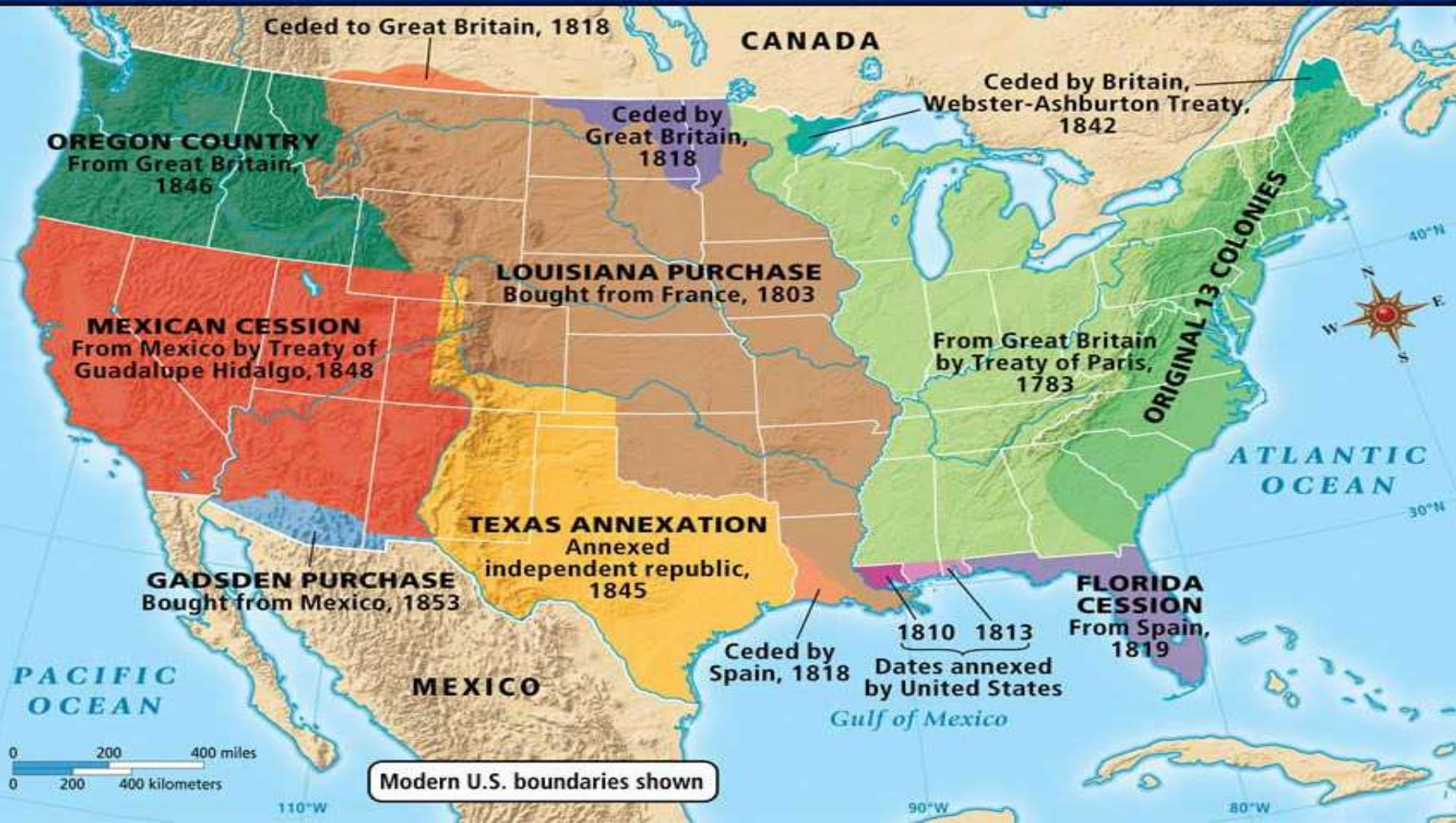
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What We Have Already Learned

- Washington D.C. is the Capital
- The American Flag
- Abraham Lincoln - "Honest Abe"
- The first Africans that came to America came as servant, not slaves.
- The Thirteen Colonies evolved from dependence on Great Britain to independence as a nation.
- Roles of African Americans, Native Americans , and women during this time in the newly formed United States

Growth of the United States 1783-1853



Knowledge Builder from the Amplify Website

Lesson 1

Harriet Tubman

Part 1

[Video](#)



Lesson Objectives

- Demonstrate familiarity with slavery and the controversy over slavery in the United States
- Identify the contributions that enslaved African Americans made to the success of plantations in the South
- Describe the life and contributions of Harriet Tubman



The Pledge of Allegiance

I pledge allegiance to the
flag of the United States of
America, and to the
republic for which it stands,
one nation under God,
indivisible, with liberty and
justice for all.

Vocabulary

plantation - large farms where crops are grown



Vocabulary

slavery - the practice of forcing people to work without pay as enslaved people, and denying them the freedom to decide how to live their lives



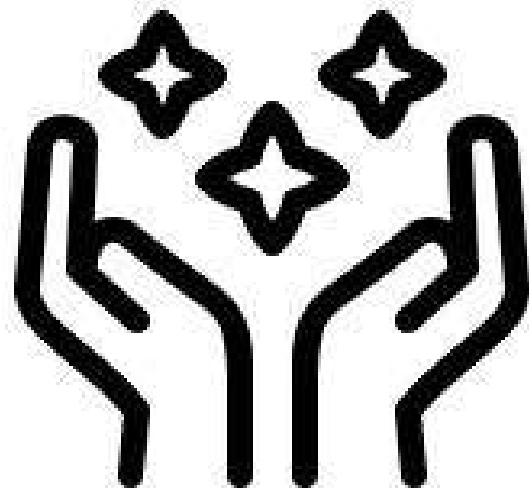
Vocabulary

survival - the ability to continue to live or exist, especially when it is difficult to do



Vocabulary

value - the way in which something is useful or important



Vocabulary

wages - money that is paid or received for work



Lesson 1

Harriet Tubman

Part 1

[Video](#)

[To Table of Contents](#)









1A-3



1A-4



1A-5

Comprehension Questions

- **Minty was an enslaved person. What does that mean?**
- **Minty was a nickname for the little girl in the read-aloud. What was Minty's name after she grew up?**
- **From which continent did many enslaved people come during the early history of the United States?**

Comprehension Questions

- What types of work did enslaved Africans do in the fields?
- What kind of work did the enslaved Africans do who worked at the “big house” do?
- What other jobs did enslaved Africans perform on a plantation?

Comprehension Questions

- What important responsibility did Minty have as a young, enslaved African?
- What was life like for enslaved people?



What do we see in this picture?

Why were slaves like Minty and her family important to plantation owners in the South?

Think-Pair-Share

How would you describe Minty's life as a young, enslaved person?

How was Minty's life different from that of the plantation owner?

Word Work – Value

“Minty would be forced to do the hard work given to her from sunup to sundown, providing great value to the plantation owner, almost every day of her entire life.”

What has value to you and why?



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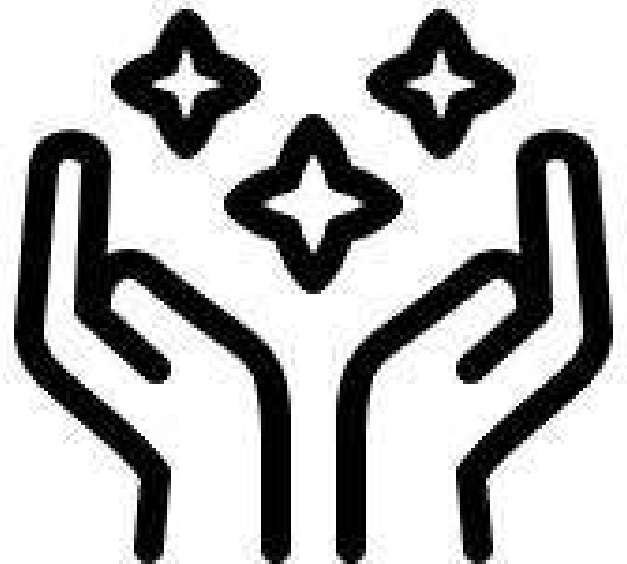
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Word Work – Value

Do you think this has value?

1. A one-of-a-kind painting by famous artist Vincent Van Gogh
2. An employee who does not work very hard
3. A broken pencil
4. A guide dog for a person who is blind
5. A book with many pages missing
6. A calculator for a very difficult math problem
7. Food for someone who has not eaten all day
8. Shoes that do not keep your feet warm and dry
9. A yo-yo with a very knotted string
10. A coat on a cold day



BrainPop Jr.

<https://jr.brainpop.com/socialstudies/biographies/harriettubman/>

NAME: _____

DATE: _____

1.1

Activity Page

Slavery

Freedom

Knowledge 9

NAME: _____

DATE: _____

1.2

Activity Page

Harriet Tubman

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Knowledge 9

Civil War

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Take-Home

NAME: _____

DATE: _____

1.3

Take-Home

Dear Family Member,

During the next several days, your child will be learning about what life was like in the North and the South shortly before the U.S. Civil War. S/he will learn about slavery and its controversy, the differences between the North and the South, and how the U.S. Civil War began. S/he will also learn about some geographic locations, as well as some important people involved in the Civil War, including Harriet Tubman and Abraham Lincoln. Below are some suggestions for activities you may do at home to reinforce what your child is learning about this time leading up to the U.S. Civil War.

1. Song: "Follow the Drinking Gourd"

Acquire a recording of the song "Follow the Drinking Gourd" and listen to it with your child. Discuss why this song was associated with the South. Point out the Big Dipper (also known as the Drinking Gourd) in the sky, and help your child find the North Star. Discuss why this star was so important to the slaves.

2. Using a Map

Help your child locate the areas of the North and the South on a map of the United States. Have your child tell you some of the differences between the two at the time of the U.S. Civil War.

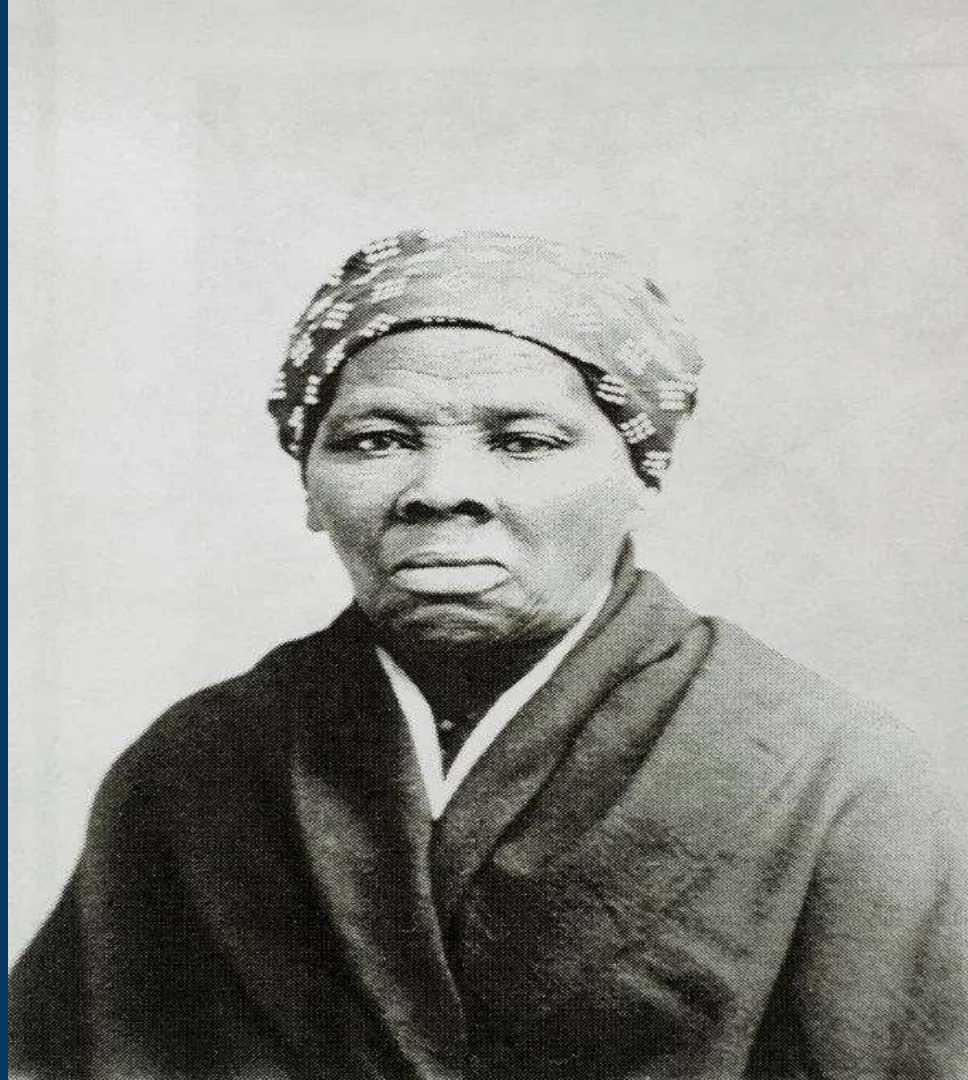
3. Harriet Tubman

Your child will learn about the harsh conditions of a slave's life by hearing about Harriet Tubman's childhood. Ask your child why s/he thinks Harriet Tubman chose to escape as an adult and why she returned to the South many times after her escape. Ask your child to tell you about the Underground Railroad.

4. Abraham Lincoln

Talk with your child about this important historical figure. Point out his image on a penny or five-dollar bill. Discuss the contributions that he made. Ask your child what role Abraham Lincoln had in the U.S. Civil War and what monument was built in his honor.

Lesson 2
Harriet Tubman
Part 2
[Video](#)



Harriet Tubman

“Conductor”

Do you think Harriet will gain her
freedom?



Lesson Objectives

- Demonstrate familiarity with slavery and the controversy over slavery in the United States
- Identify the contributions that enslaved African Americans made to the success of plantations in the South
- Describe the life and contributions of Harriet Tubman
- Identify the Underground Railroad as a system of escape for enslaved Africans in the United States
- Demonstrate familiarity with the poem "Harriet Tubman"
- Demonstrate familiarity with the song "Follow the Drinking Gourd"



Vocabulary

conductor - a person who led or directed enslaved Africans to freedom during the Civil War using the Underground Railroad



Vocabulary

contributions - money, materials, information, or work given by someone to help others



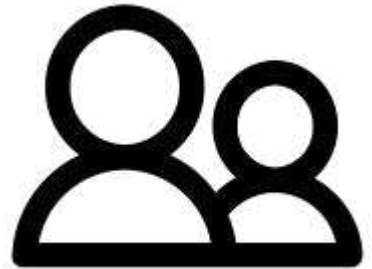
Vocabulary

gourd - a plant with a hard-shelled fruit that is sometimes dried and hollowed out to be used as a tool



Vocabulary

passengers - enslaved Africans who traveled to freedom on the Underground Railroad



Vocabulary

rebellious - resisting the control of someone else



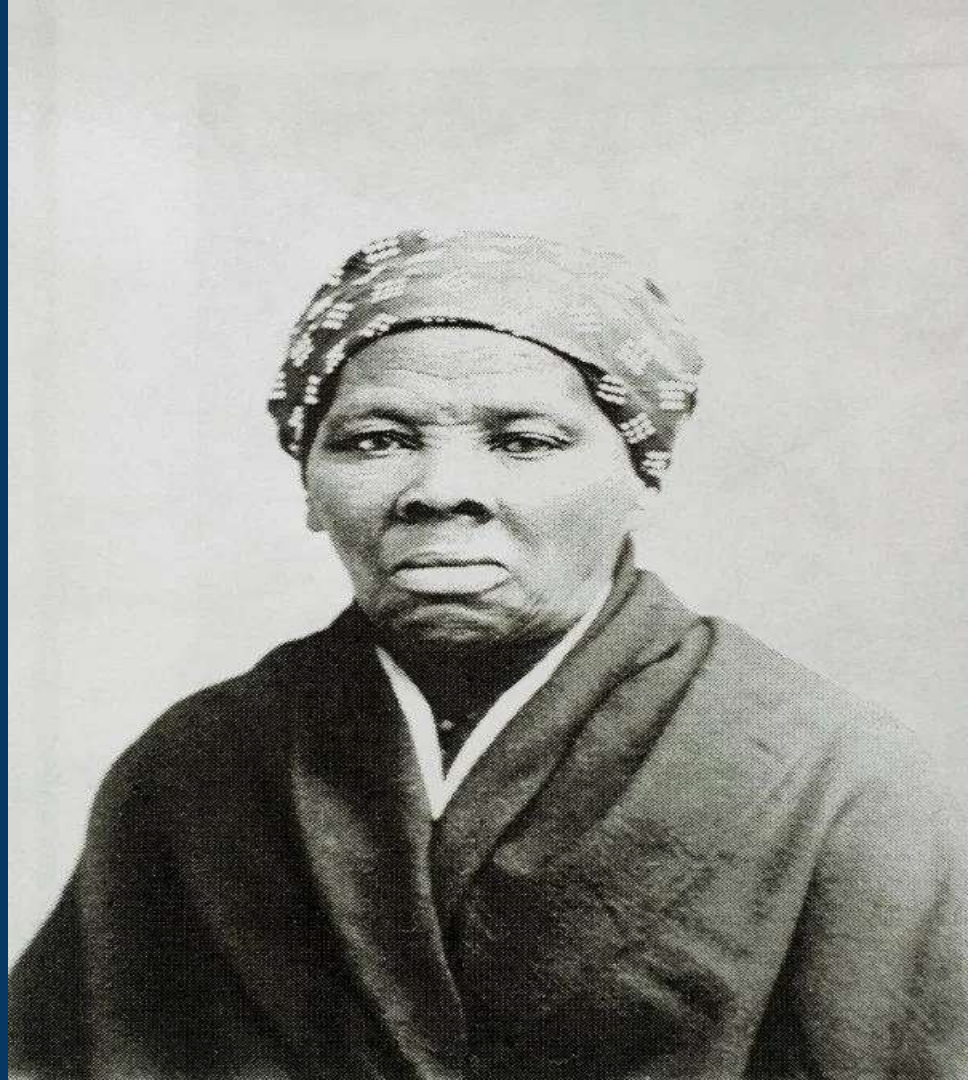
Lesson 2

Harriet Tubman

Part 2

[Video](#)

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2A-1







2A-4





Comprehension Questions

- Were your predictions correct? What information did you use to make your prediction?
- Why did Harriet Tubman decide to fight back rather than accept her life as an enslaved person?
- How was she able to gain her freedom?
- Was the Underground Railroad a real railroad?
 - What was it then?
 - Who were the conductors?
 - Who were the passengers?
 - What were stations along the railroad?

Comprehension Questions

- What were Harriet Tubman's contributions to help enslaved people try to escape and win their freedom?
- Why did Harriet Tubman choose to be a conductor on the Underground Railroad and risk her own life to help other enslaved people?
- What are some adjectives the author used to describe Harriet?

Think-Pair-Share

What do you think a “journey to freedom” meant for the runaway slaves?

What freedoms were they hoping for?

Word Work – Rebellious

“The plantation owners sensed
that Harriet was a bit rebellious.”

rebellious – resisting the control
of someone else



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obedience"*

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Word Work – Rebellious

If you are rebellious, you want to do things your own way and not be controlled or told what to do by someone else.

Have you ever felt like doing something your way and not following the rules?



Word Work – Rebellious

What are the pros (good things) and cons (bad things) of being rebellious?

Pros	Cons
------	------

The Underground Railroad





NAME: _____

DATE: _____

2.1

Activity Page

“Follow the Drinking Gourd”

Chorus:

*Follow the drinking gourd
Follow the drinking gourd
For the old man is a waitin’
For to carry you to freedom
Follow the drinking gourd*

Verses:

*When the sun comes up
And the first Quail calls
Follow the drinking gourd
For the old man is a waitin’
For to carry you to freedom
Follow the drinking gourd*

*The riverbank will make a mighty good road
The dead trees show you the way
Left foot, peg foot travelin’ on
Following the drinking gourd*

*The river ends between two hills
Follow the drinking gourd
There’s another river on the other side
Follow the drinking gourd*

Song

NAME: _____

2.2

Activity Page

DATE: _____

Follow the Drinking Gourd

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Knowledge 9

I War

[illegible]

1



Multiple Meaning Word “Flies”

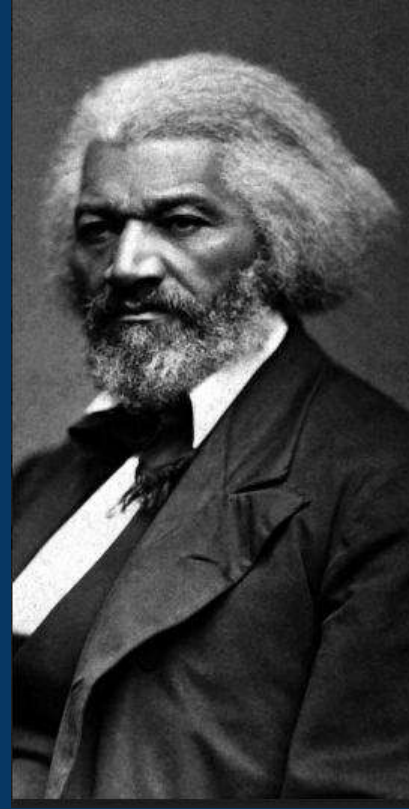
2



Lesson 3

The Controversy Over Slavery Video

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Lesson Objectives

- Demonstrate familiarity with slavery and the controversy over slavery in the United States
- Identify the contributions that enslaved African Americans made to the success of plantations in the South
- Describe the life and contributions of Harriet Tubman
- Differentiate between the North and the South

NAME: _____

DATE: _____

2.1

Activity Page

“Follow the Drinking Gourd”

Chorus:

*Follow the drinking gourd
Follow the drinking gourd
For the old man is a waitin’
For to carry you to freedom
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Verses:

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*The riverbank will make a mighty good road
The dead trees show you the way
Left foot, peg foot travelin’ on
Following the drinking gourd*

*The river ends between two hills
Follow the drinking gourd
There’s another river on the other side
Follow the drinking gourd*

Song

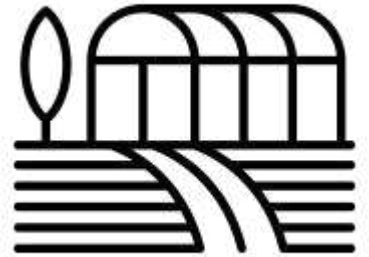
Vocabulary

- **abolitionists** - people who worked to abolish, or end, slavery



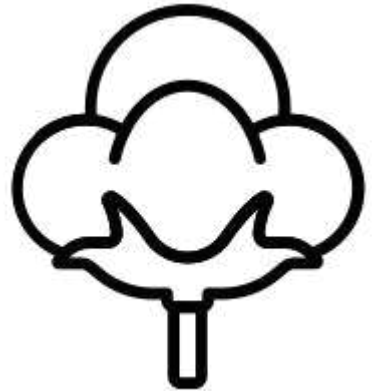
Vocabulary

- **agriculture** - the science of producing crops; farming



Vocabulary

- **cotton** - soft, white fibers that surround the seeds of a cotton plant



Vocabulary

- **economy**- the system by which people make, buy, sell, or trade items or their services



Vocabulary

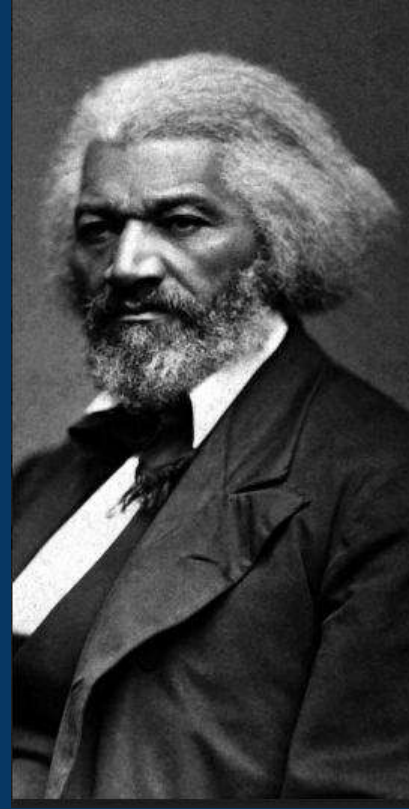
- **factories** - buildings where goods are made



Lesson 3

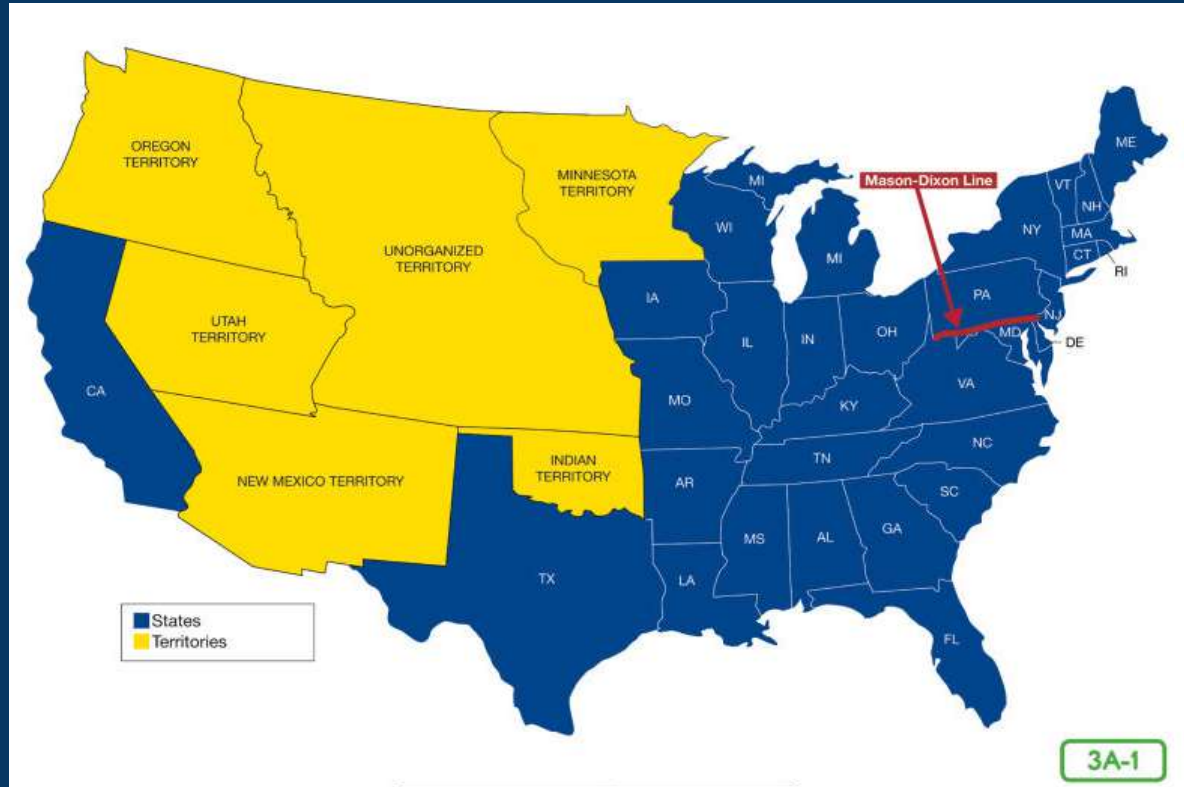
The Controversy Over Slavery Video

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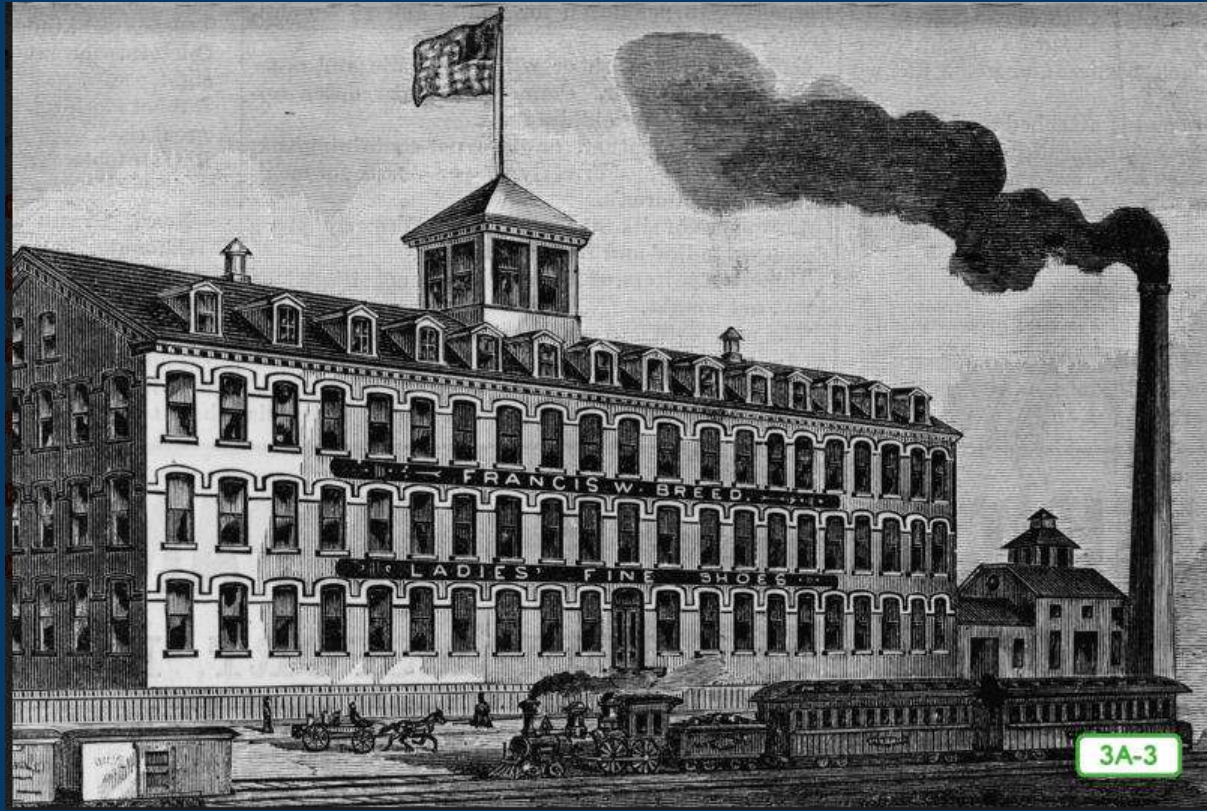
The Underground Railroad

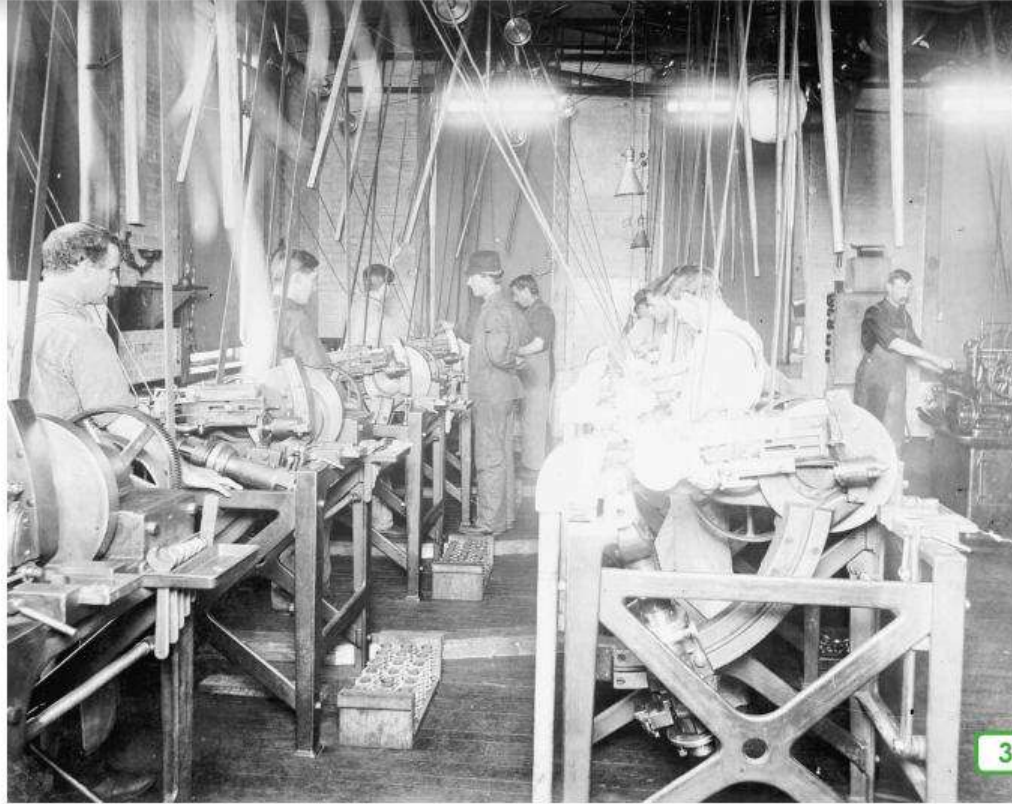




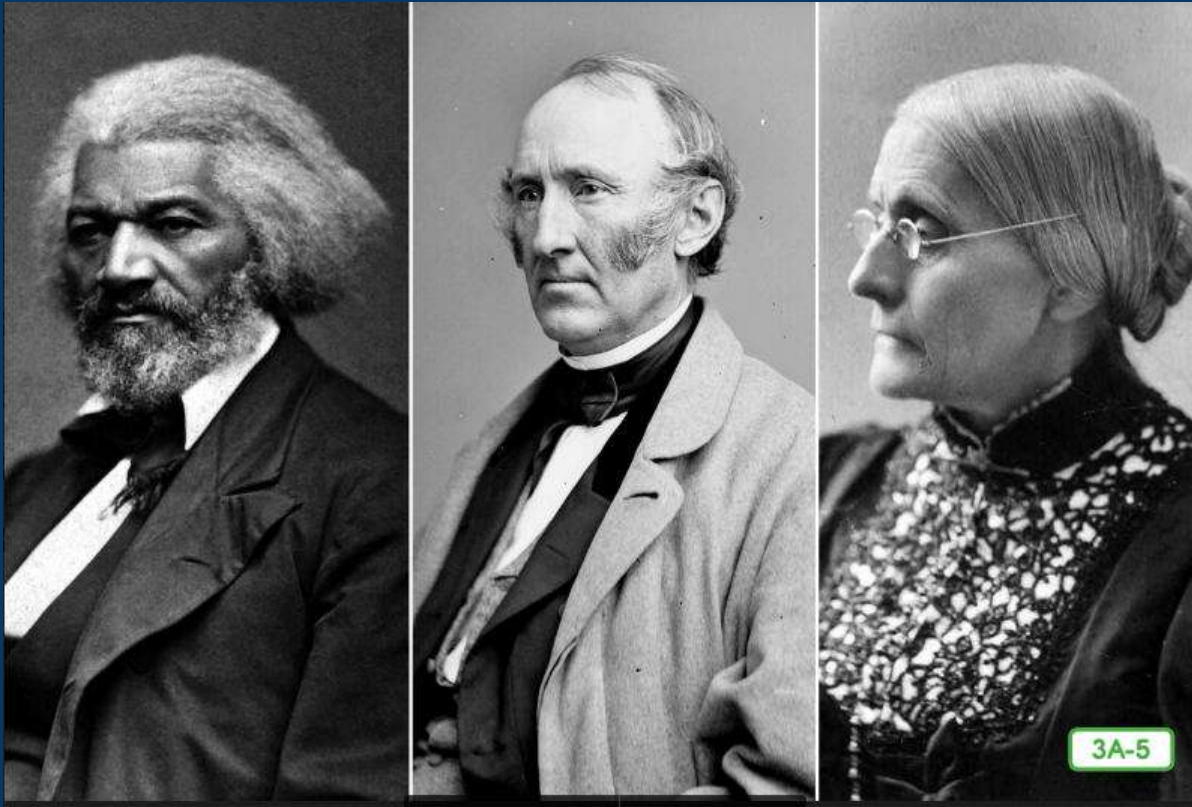


3A-2





3A-4

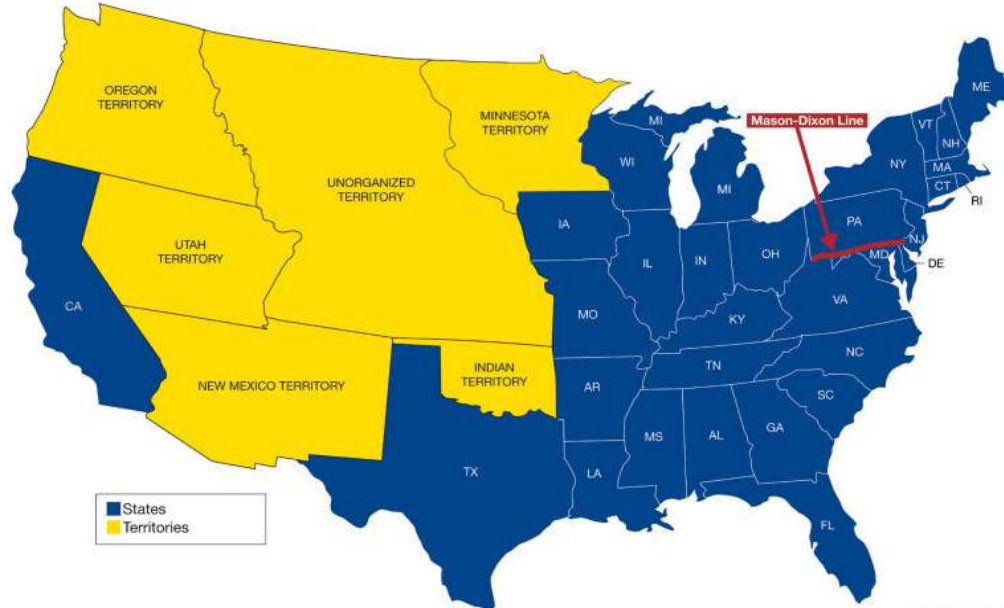






Comprehension Questions

- What is the Mason-Dixon Line?



Comprehension Questions

- What were some differences between the North and the South? (with a partner)
- Were factories more common in the South or the North? Why?
- Were cotton, sugar, and tobacco grown mostly in the North or the South?
 - Why did the South grow these crops?
- Who were abolitionists?
- What things did Harriet Tubman do that show she was an abolitionist?

Think-Pair-Share

Do you think it would have been easier to work on a plantation farming, or to work in a factory?

Word Work – Economy

“The South relied almost completely on agriculture, or farming, for its economy.”

Have you ever heard anyone talk about the economy before?



Word Work – Economy

The word economy describes the system by which people produce and trade goods.



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economy

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NAME: _____

DATE: _____

3.1

Activity Page

Directions: Follow the teacher's instructions to show what you learned about the North and the South by drawing or writing in each column.

the North

the South

Knowledge 9

NAME: _____

DATE: _____

3.2

Activity Page

North and South

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Knowledge 9

Wider

[illegible]

BrainPopJr. – Goods & Services

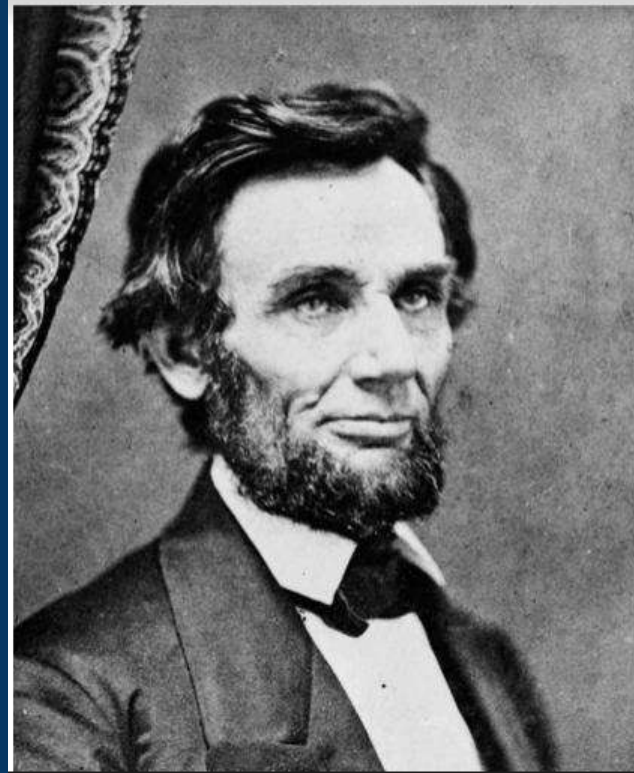
<https://jr.brainpop.com/socialstudies/economics/goodsandservices/>

Lesson 4

Abraham

Lincoln

Video



5A-1

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Lesson Objectives

- Demonstrate familiarity with slavery and the controversy over slavery in the United States
- Identify the contributions that enslaved African Americans made to the success of plantations in the South
- Describe the life and contributions of Abraham Lincoln
- Differentiate between the North and the South
- Demonstrate familiarity with the poem "Lincoln"

North and South

- This region relied on factories and manufacturing for its economy.
- A group of abolitionists who wanted to end slavery started to grow in this region.
- There were large farms called plantation in this region.
- The economy of this region relied on growing crops such as cotton, sugar, and tobacco.
- Plantation owners in this region enslaved African people to work on their plantations without paying them for their work.

By Nancy Byrd Turner

There was a boy of other days,
A quiet, awkward, earnest lad,
Who trudged long weary miles to get
A book on which his heart was set -
And then no candle had!
He was too poor to buy a lamp
But very wise in woodmen's ways.
He gathered seasoned bough and stem,
And crisping leaf, and kindled them
Into a ruddy blaze
Then as he lay full length and read,
The firelight flickered on his face,
And etched his shadow on the gloom,
And made a picture in the room,
In that most humble place.
The hard years came, the hard years went,
But, gentle, brave, and strong of will,
He met them all. And when today
We see his pictured face, we say,
"There's light upon it still."

Vocabulary

- **candidates** - people who run, or compete, against others for an office, prize, or honor



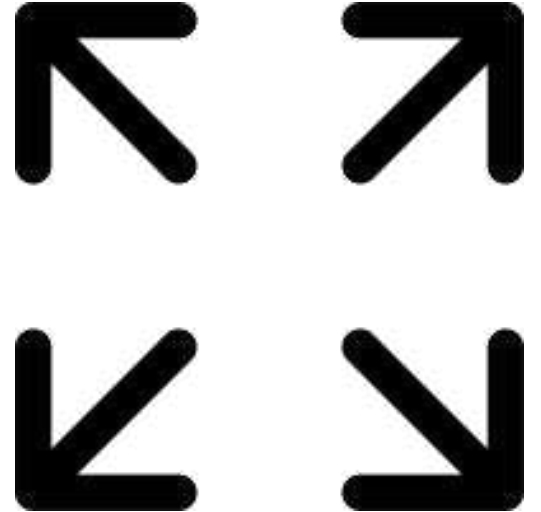
Vocabulary

- **debates** - discussions between two sides; arguments



Vocabulary

- **expand** - to spread out and become greater in size



Vocabulary

- **government**- a group of people who help lead a country, state, or other area, and make and enforce laws for that area



Vocabulary

- **politicians** - people involved in the activities of a government and compete as candidates to serve in the government

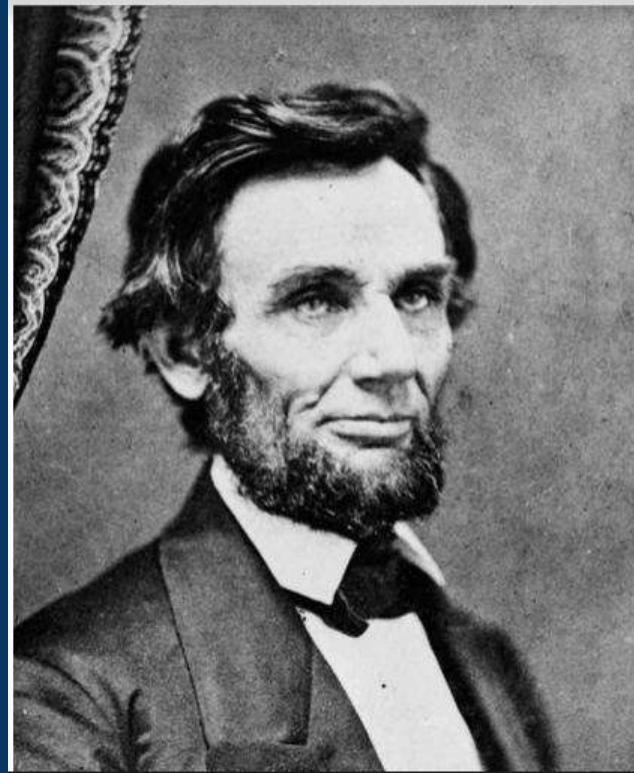


Lesson 4

Abraham

Lincoln

Video



5A-1

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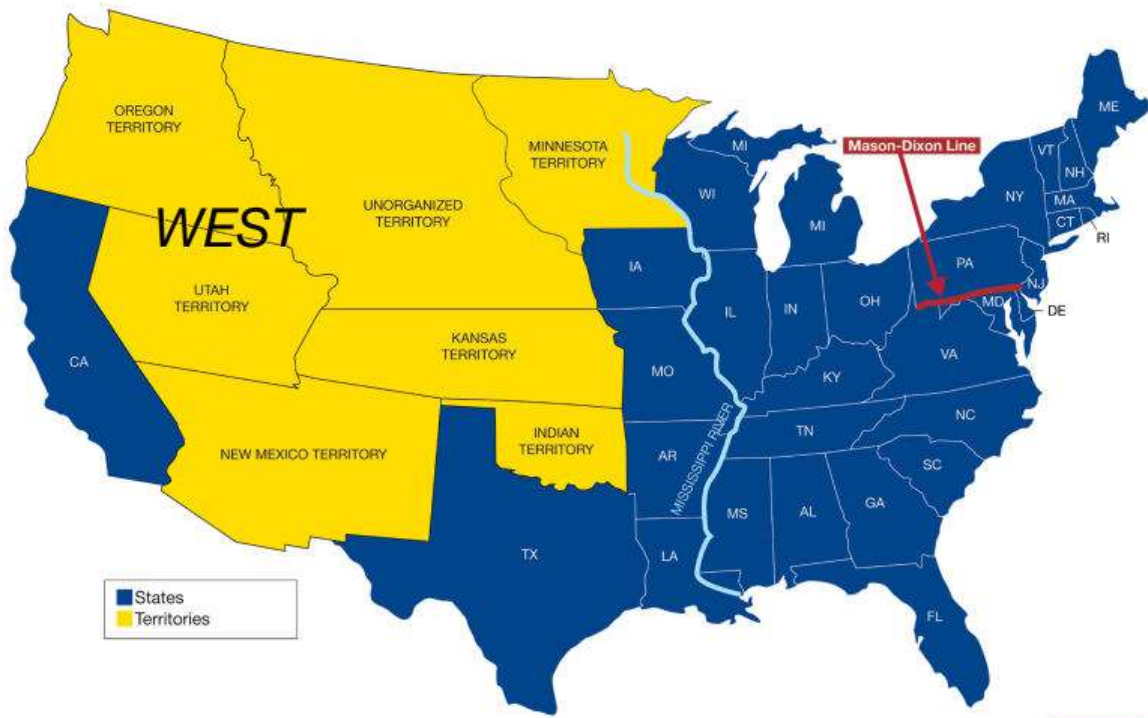




4A-2











Comprehension Questions

- How did Abraham Lincoln feel about slavery when he was running for the U.S. Senate?
- How do you know this is how Abraham Lincoln felt about slavery?

Comprehension Questions

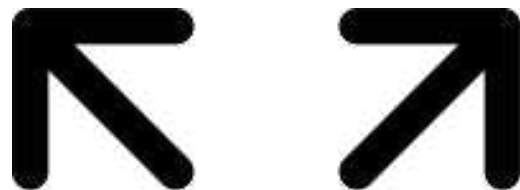
- What important things did Lincoln do as an adult?
- What did Lincoln do as a child that helped him prepare to be a lawyer and debater?
- Why did people come from several states and territories to hear the Lincoln-Douglas debate?
- How did Lincoln feel about Slavery?
- Who did Mr. Foote think had won the debate? Why?

Think-Pair-Share

If you had been at this Lincoln-Douglas debate and met Lincoln, what would you have said to him or asked him?

Word Work – Expand

“People should have the right to decide for themselves whether slavery should be allowed in their state or allowed to expand to new states.”



Can you think of a time when you have seen or felt something expand?



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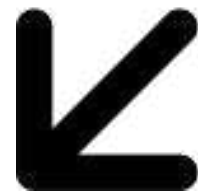
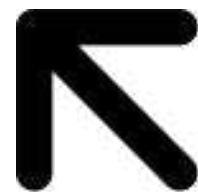
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Word Work – Expand

- Thomas and his friends discussed their town's decision to close one of the towns parks; five of his friends thought it was a good idea, and five thought it was a bad idea.
- When our teacher asked whether we wanted to take a walk or listen to a story, we all said we wanted to listen to a story.
- Ms. Sanchez's second-grade class debated the school's decision to add new foods to their lunchroom menu.

BrainPop Jr.

Abraham Lincoln

<https://www.brainpop.com/socialstudies/famous/historicalfigures/abrahamlincoln/>

NAME: _____

DATE: _____

4.1

Activity Page

Abraham Lincoln

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Knowledge 9

[illegible]

**Abraham Lincoln directed drawing
video**

Word Work – Issue

“The people in Kansas were divided on the issue of slavery.”

An issue I care about is _____ because _____.



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Word Work – Issue

- Joanna's birthday balloons are starting to lose their air.
- Billy asked his parents if they would increase his allowance.
- Sally's blue jeans, fresh out of the dryer, were so tight she had trouble zipping them up.
- The pile of snow in the parking lot began to melt from the warm spring sun.



Lesson 5

The

Division of

the United

States

Video



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Lesson Objectives

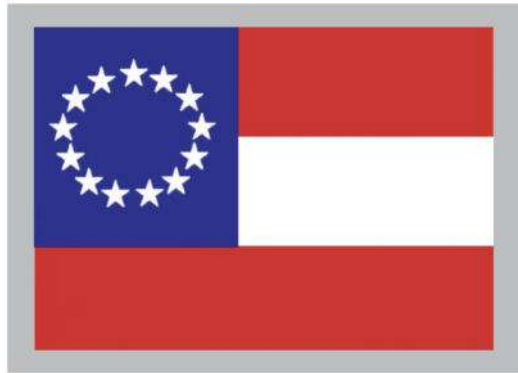
- Demonstrate familiarity with slavery and the controversy over slavery in the United States
- Differentiate between the Union and the Confederacy and the states associated with each
- Describe the life and contributions of Abraham Lincoln
- Differentiate between the North and the South
- Demonstrate familiarity with the poem "Lincoln"

Making Predictions

Even those who were not against slavery, or did not think that it was wrong, would have a hard time trying to prove that it was not tearing the country apart. In an earlier speech, Lincoln said, “A house divided against itself cannot stand.”

Vocabulary

- **Confederacy** - the government formed by the states in the South after they withdrew from the United States



Vocabulary

- **elected** - chosen by a vote to do something or to serve in a certain position



Vocabulary

- **heritage** - something that is inherited , or passed down; traditions, or ways of doing things that haven't changed over time



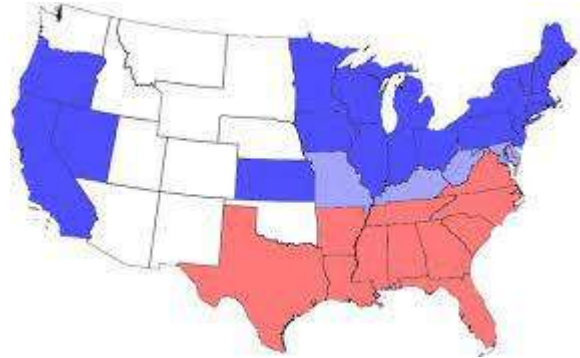
Vocabulary

- **seceded** - withdrew or stopped being a member of a particular group



Vocabulary

- **Union** - the northern states that did not secede from the United States



Lesson 5

The

Division of

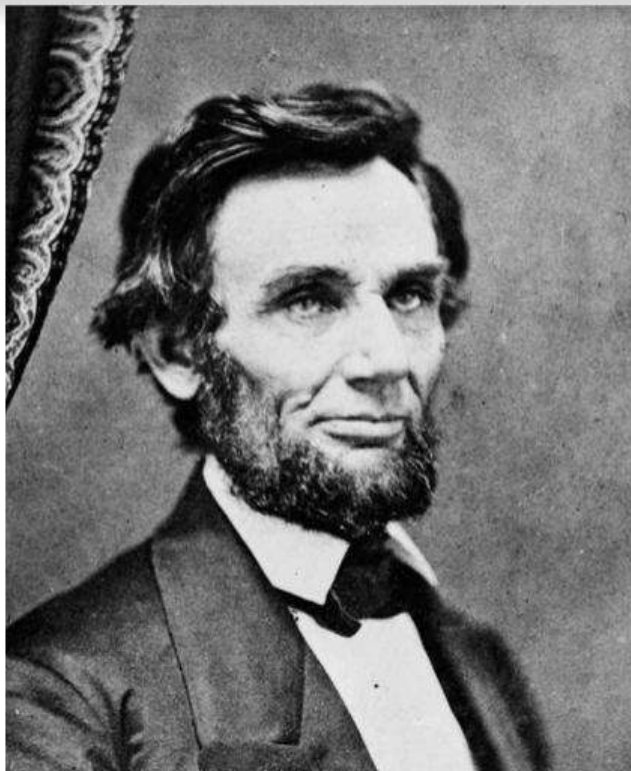
the United

States

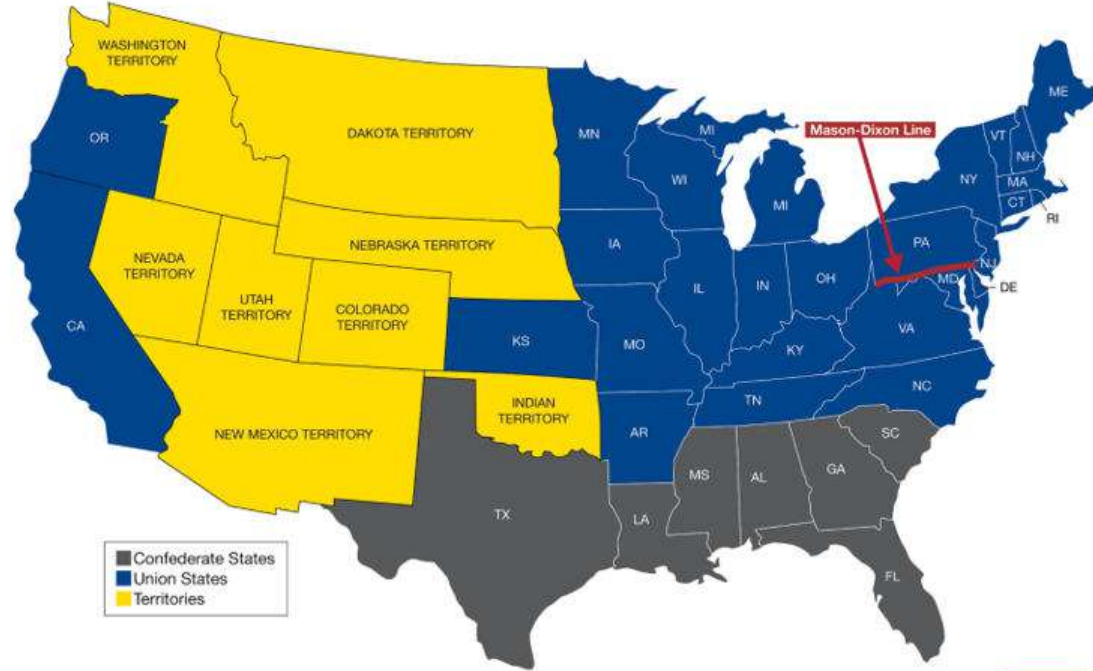
Video



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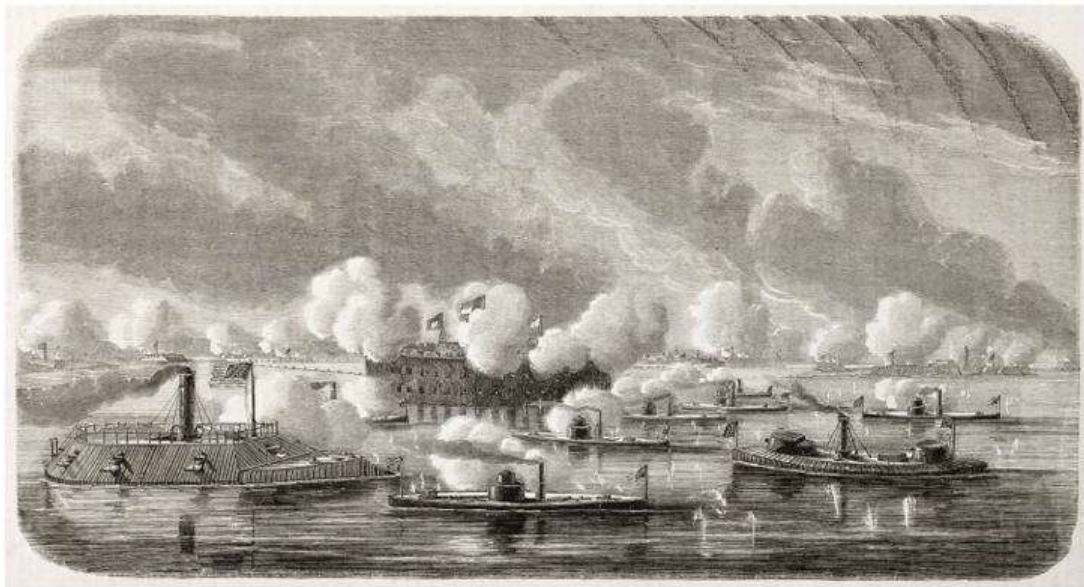
5A-1



5A-2



5A-3



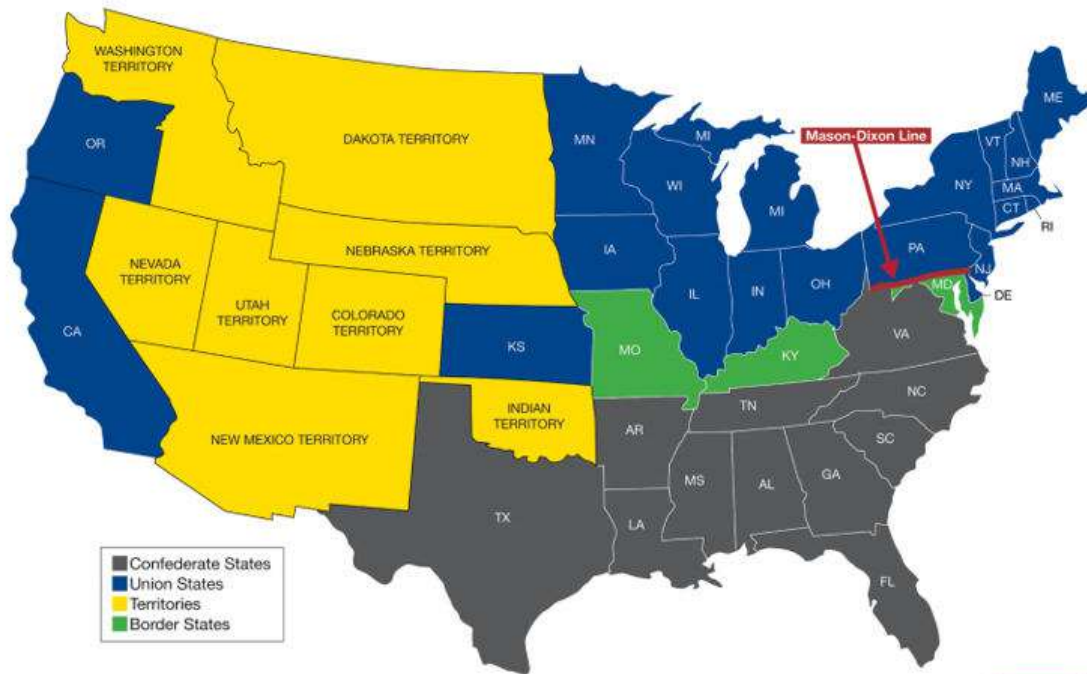
5A-4



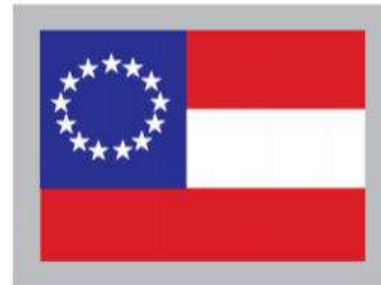
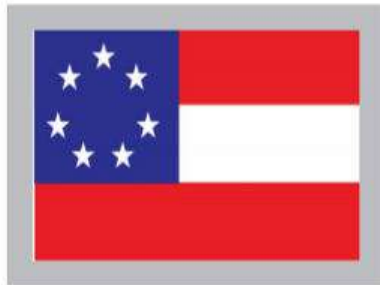
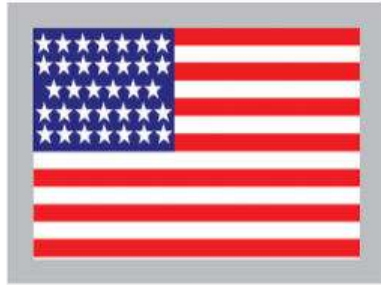
5A-5



5A-6



5A-7



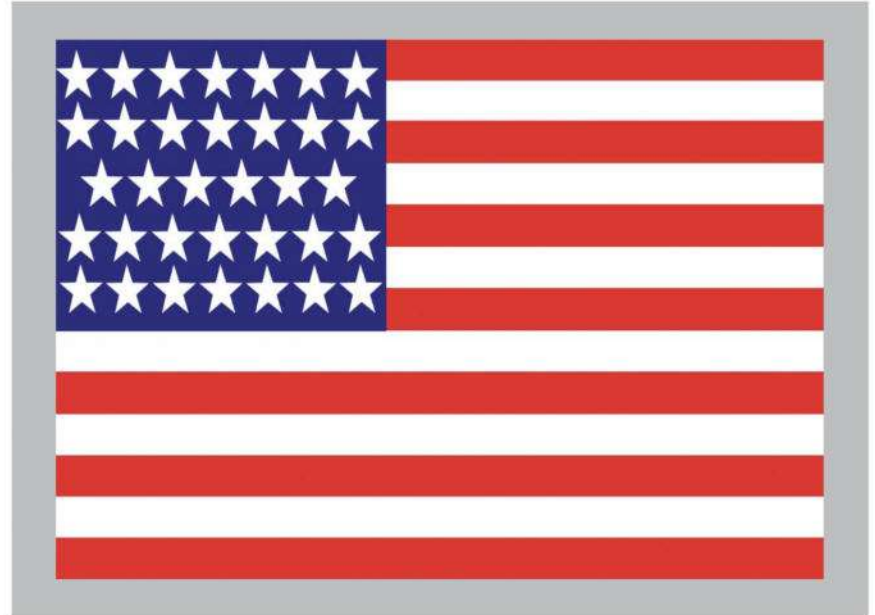
5A-8

Comprehension Questions

- Were your predictions about whether the country was being torn apart because of its differing views on slavery correct?
- To what important job was Lincoln elected a couple of years after losing the Senate race to Douglas?

Comprehension Questions

- Does this image show the flag of the Union or the Confederacy? How do you know?
- What was the word Union a name for?

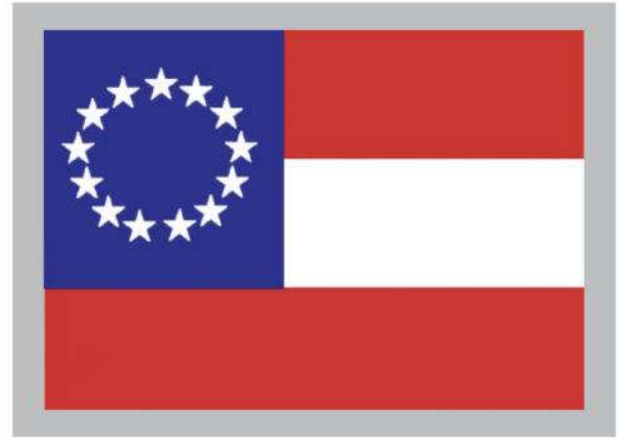


Comprehension Questions

- Why did South Carolina and then additional southern states decide to secede from the United States after President Lincoln was elected?
- How did President Lincoln feel about the southern states seceding?
- What name did the states that seceded give their new country?

Comprehension Questions

- Does this image show the flag of the Union or the Confederacy? How do you know?
- Why did the Confederates fire cannons on Fort Sumter?
- Were they able to take over the fort?



Think-Pair-Share

Why did Mary Chesnut see and hear during the bombardment of Fort Sumter?

Why do you think she took the time to write about the bombardment of Fort Sumter in her diary?

How do you think she felt?

Word Work – Confederacy & Union

Remember the Confederacy were the states that made a new country, the Confederate States of America.

The Union were the states that stayed a part of the United States, and called themselves the Union.

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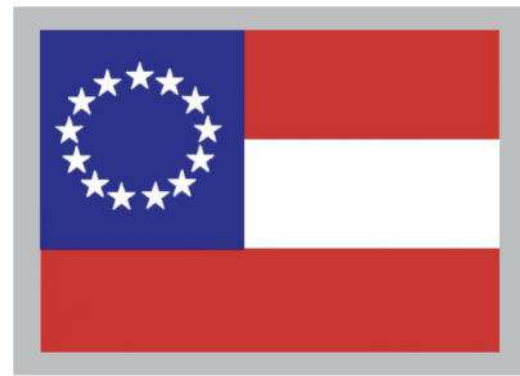
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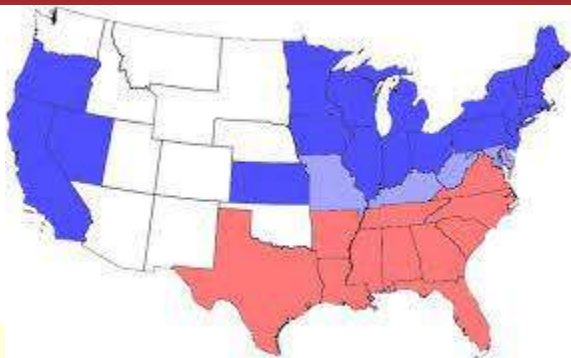
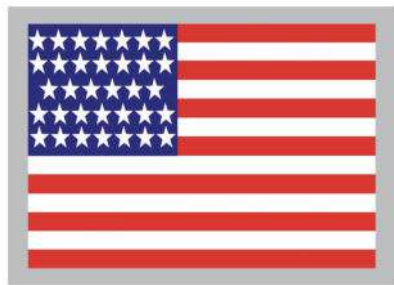
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Confederacy





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Word Work – Confederacy & Union

Is this something that describes the Confederate states or the Union?

- We fought to take Fort Sumter away from the United States and keep it for ourselves.
- We made our own flag with thirteen stars, one for each state that had seceded.
- We fought to keep all of the states together as one.
- We fought to protect the heritage of the South.
- We supported Abraham Lincoln and had a flag with thirty-four stars, one for each original state.
- We were led by President Lincoln.

Directions: Look at the map of the United States at the beginning of the Civil War. Use the map key to locate and then color the states of the Union blue, the states of the Confederacy gray, and the border states green.



NAME: _____
DATE: _____

5.1

Activity Page

NAME: _____

DATE: _____

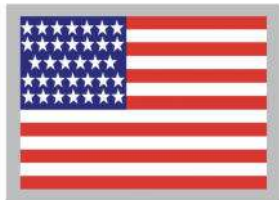
5.2

Activity Page

Union and Confederacy



Confederacy



Union

Knowledge 9

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

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Civil War Timeline

Abraham Lincoln
elected president
1860



Civil War Timeline

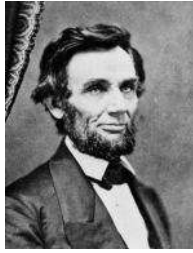
Harriet Tubman
gained her freedom

1849



Abraham Lincoln
elected president

1860



Civil War Timeline

Harriet Tubman
gained her freedom

1849



Abraham Lincoln
elected president

1860



The Confederacy
1861

Pausing Point

Who/What Am I?

- I took care of my mistress's baby when I was young and escaped from slavery on the Underground Railroad. Who am I?
- I am a very large farm where large amounts of crops are grown. What am I?
- I am the secret way enslaved Africans escaped to freedom in the North. What am I called?
- My job was to help lead enslaved Africans, called passengers, to freedom on the Underground Railroad. What am I called?
- I am an imaginary line between the states of Pennsylvania and Maryland, and I separate where slavery was allowed and where it was not. What am I called?

Who/What Am I?

- I was the group of Northern states that thought it was wrong for the South to secede from the United States. What am I?
- I am one of the main issues that caused the Civil War. What am I?
- I was elected President because people in the North believed I would not allow slavery to expand. Who am I?
- I am a group of stars that helped guide enslaved Africans to freedom. What am I?

Lesson 6

The War

Begins

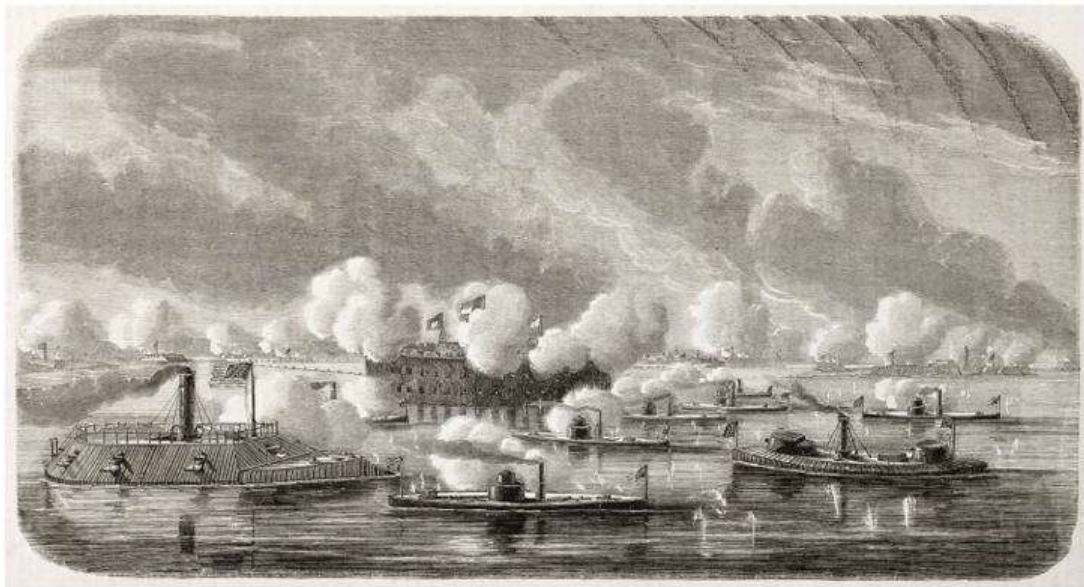
Video

[To Table of Contents](#)



Lesson Objectives

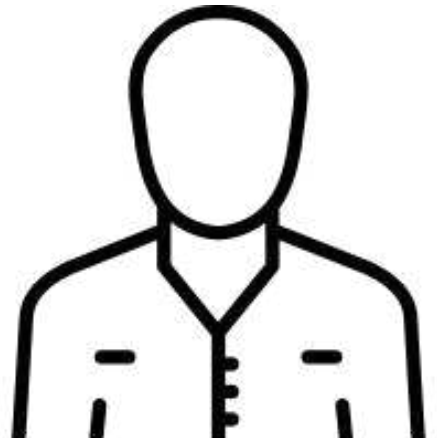
- Identify the U.S. Civil War, or the War Between the States, as a war waged because of differences between the North and the South
- Identify the people of the South as “Rebels”
- Define the differences between the Union and the Confederacy
- Explain Abraham Lincoln’s role in keeping the Union together during the Civil War



5A-4

Vocabulary

- **civilians** - people who are members of society and are not part of the military or police force



Vocabulary

- **clash** - to collide in intense disagreement



Vocabulary

- **devastated** - destroyed



Vocabulary

- **flee** - to run away quickly from danger



Vocabulary

- **Rebels** - the nickname given to the Confederate soldiers



Lesson 6

The War

Begins

Video

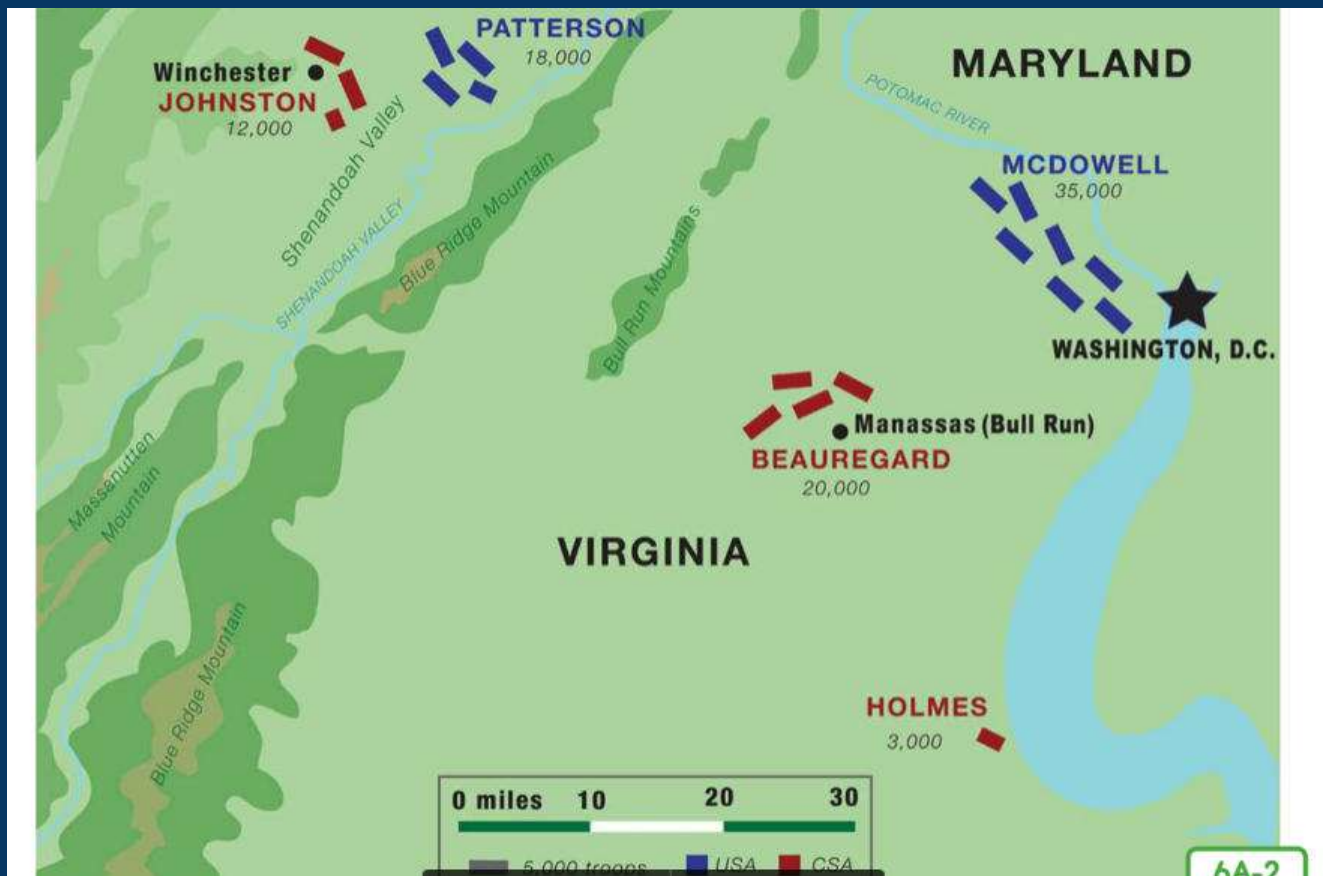
[To Table of Contents](#)



6A-1



6A-1











6A-6



6A-7



Comprehension Questions

- Why was the war that you heard about in the read-aloud called the U.S. Civil War, or the War Between the States?
 - Who were the two groups?
- Why do you think the first major battle of the Civil War was fought in Virginia?
- Who do you think came up with the name Rebels for the Confederate soldiers?
- Who were the Rebels?
- Why did President Lincoln and many people in the North think that the war would end quickly?

Turn and Talk

With your partner, discuss the reasons the author of the read-aloud gave for the Civil War being longer and bloodier than the North thought it would be.

Think-Pair-Share

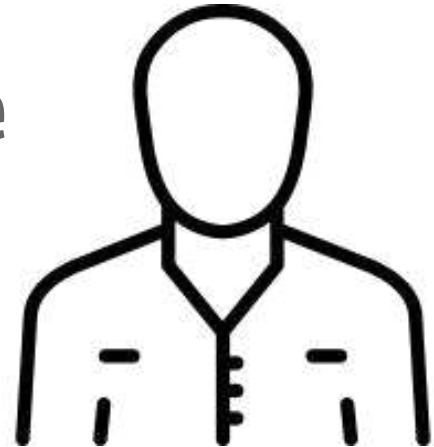
What do you think President Lincoln will do now that he has realized that the war against the Confederacy will not be easily won?

Word Work – Civilians

“Like so many others, these civilians— or non-soldiers— expected a quick battle, a rousing victory for the Union, and a quick end to the Confederate cause.”

Remember civilians are people who are
not in the military or police.

Have you ever heard someone use the word civilians?



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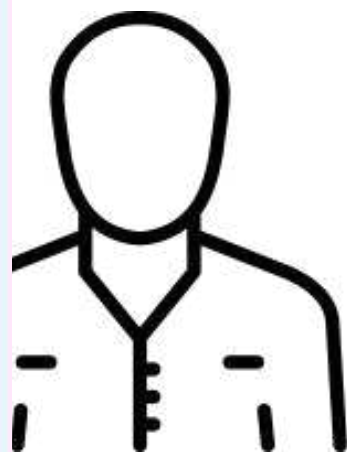
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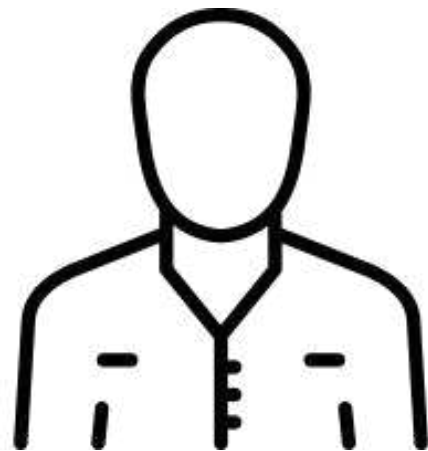
ly



Word Work – Civilian

The **-ian** ending is often added to a noun or an adjective to form the name of the person who performs an activity associated with that word. For example, a civilian is a person who is a civil member of society or regular person.

- Musician
- Magician
- Politician
- Mathematician



Syntactic Awareness

“As president Abraham Lincoln was commander in chief of the U.S. Army, also called the Union Army.”

Would you speak to Abraham Lincoln as you would greet the principal, or as you would greet your friend?

Syntactic Awareness – Turn and Talk

- saying hello to your teacher
- saying hello to your baby brother
- saying hello to your great-grandmother
- saying hello to your friend's parents
- saying hello to your friend's brother or sister

Sayings and Phrases

“Easier said than done.”

Take-Home

NAME: _____

DATE: _____

6.1

Take-Home

Dear Family Member,

I hope your child has enjoyed learning about what life was like in the North and the South before the U.S. Civil War. Over the next several days, s/he will learn about the armies of the Union and the Confederacy as the battles began, as well as the generals who led those armies. S/he will also learn about several other important events and people, including the Emancipation Proclamation, Clara Barton, and the conclusion of the Civil War, which began an important annual holiday—Juneteenth. Below are some suggestions for activities you may do at home to reinforce what your child is learning about the U.S. Civil War.

1. Ulysses S. Grant and Robert E. Lee

Have your child talk about the important jobs of these two generals. Talk about how Grant and Lee were similar and how they were different.

2. Clara Barton

Ask your child to tell you about the important work of Clara Barton and how she helped care for soldiers during the Civil War. Discuss with your child what it means to be compassionate. Talk about ways for your child to be helpful to those around him/her, even when it isn't easy. Whenever there is mention in the news of the work of the Red Cross, ask your child who founded the American Red Cross.

3. Sayings and Phrases: Easier Said Than Done

Your child has learned the saying "easier said than done." Talk with your child about its meaning. Share something that you have accomplished that was much harder to do than you had originally thought. Find opportunities to use this saying again and again.

Knowledge 9

Lesson 7

Robert E. Lee

Video



[To Table of Contents](#)

Lesson Objectives

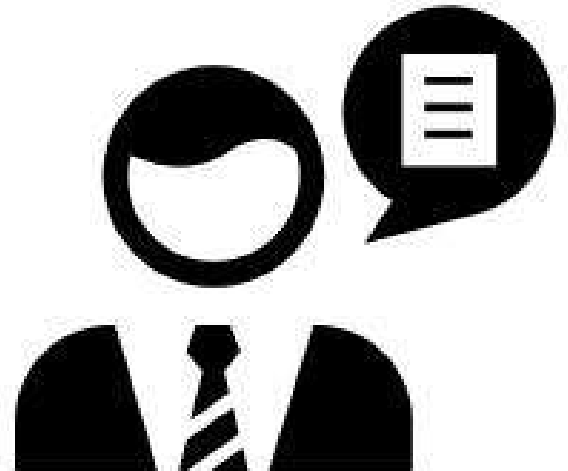
- Identify the U.S. Civil War, or the War Between the States, as a war waged because of differences between the North and the South
- Define the differences between the Union and the Confederacy
- Identify Robert E. Lee as the commander of the Confederate Army
- Explain why Lee was reluctant to command either the Union or the Confederate Army



6A-1

Vocabulary

- **advisors** - people who give suggestions or advice



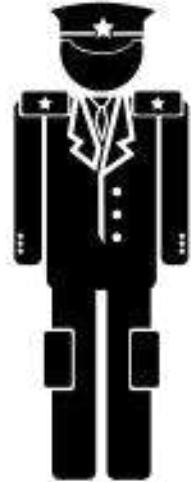
Vocabulary

- **frail** - weak and fragile



Vocabulary

- **general** - a military officer of high rank or position



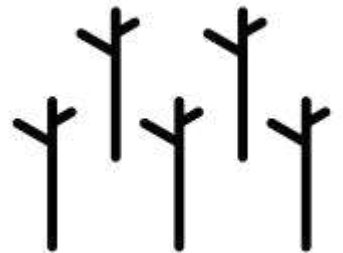
Vocabulary

- **oath** - a promise made before witnesses



Vocabulary

- **wasteland** - an area that is devastated, or destroyed, by something, such as a flood, storm, or war



Lesson 7

Robert E. Lee

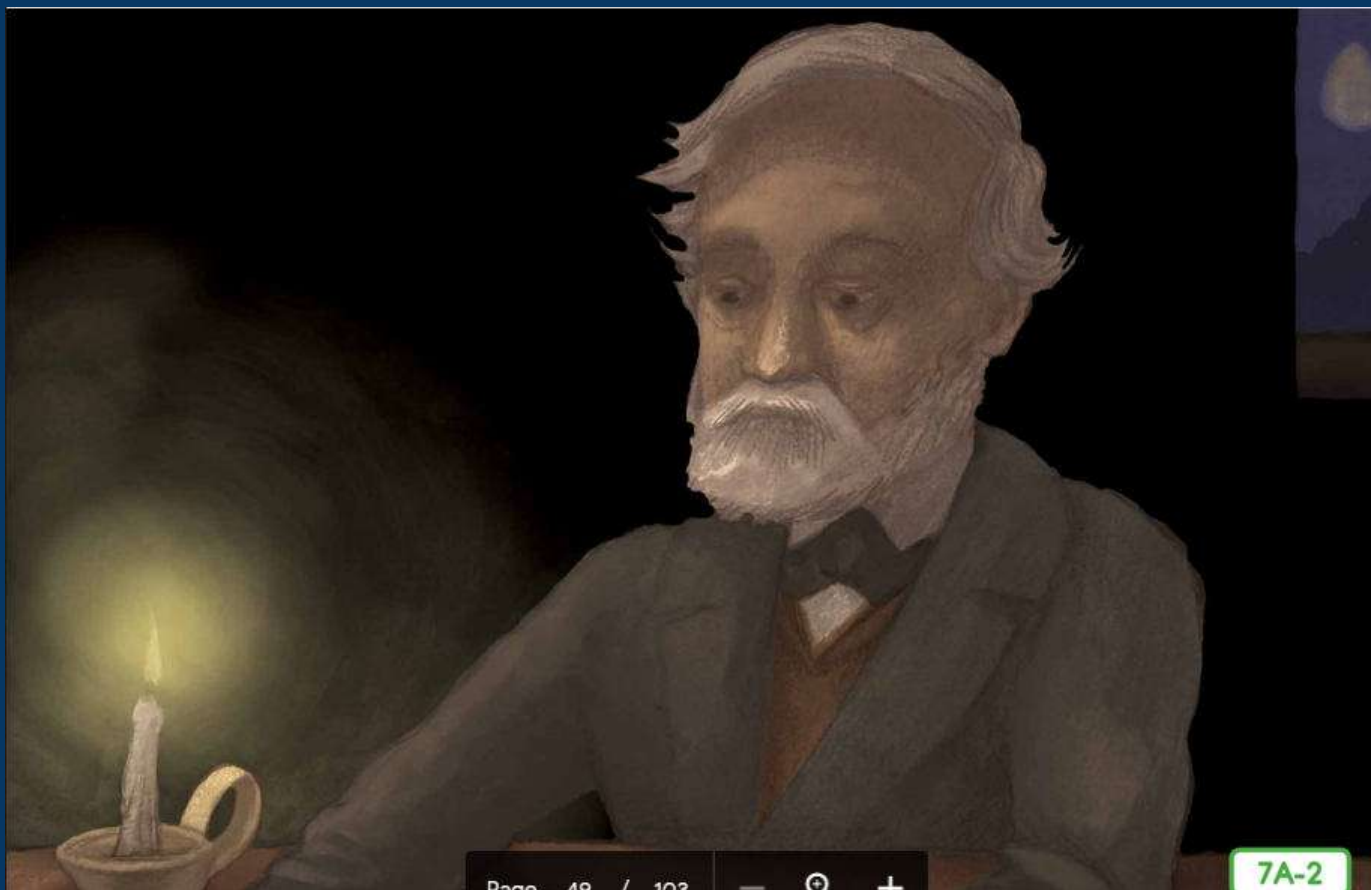
Video



[To Table of Contents](#)

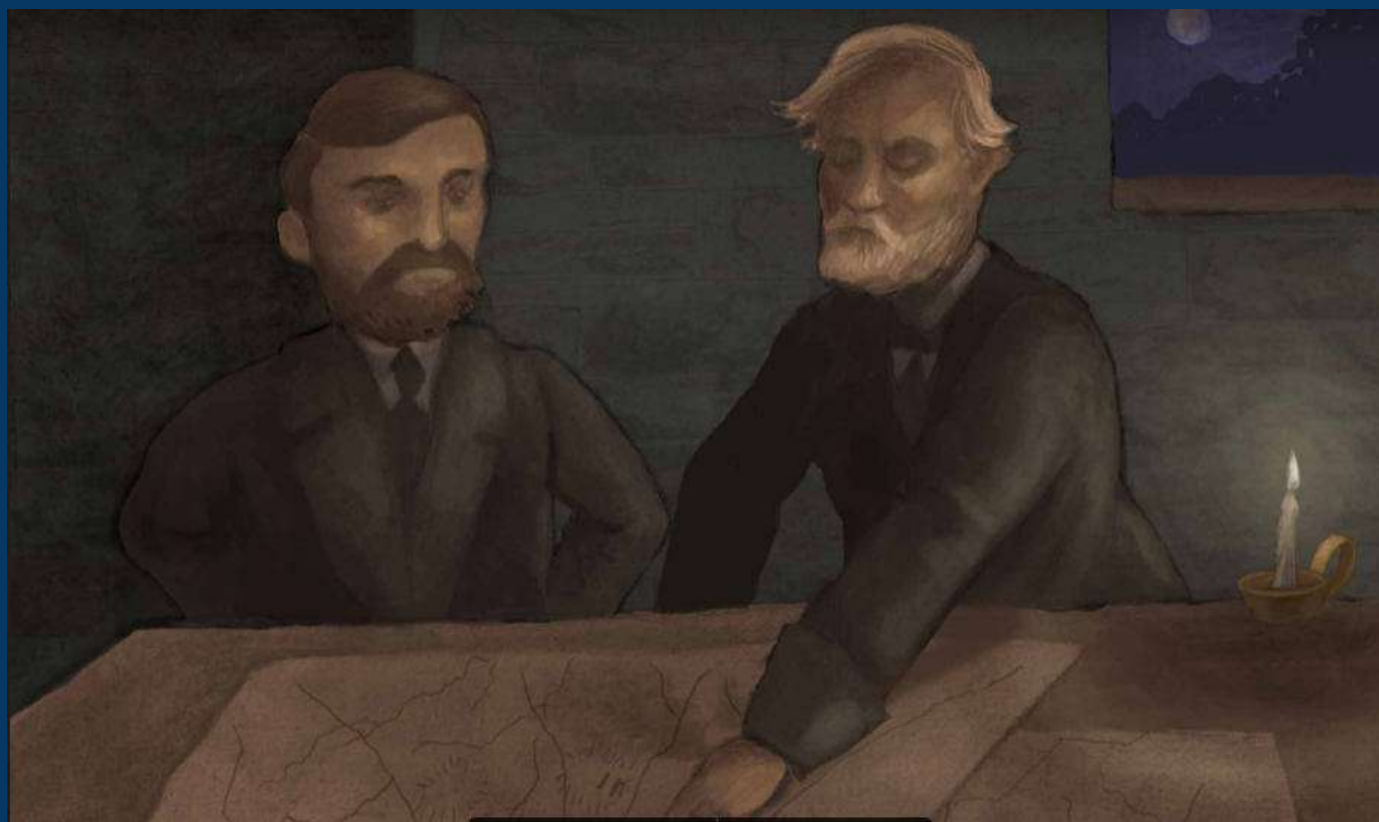


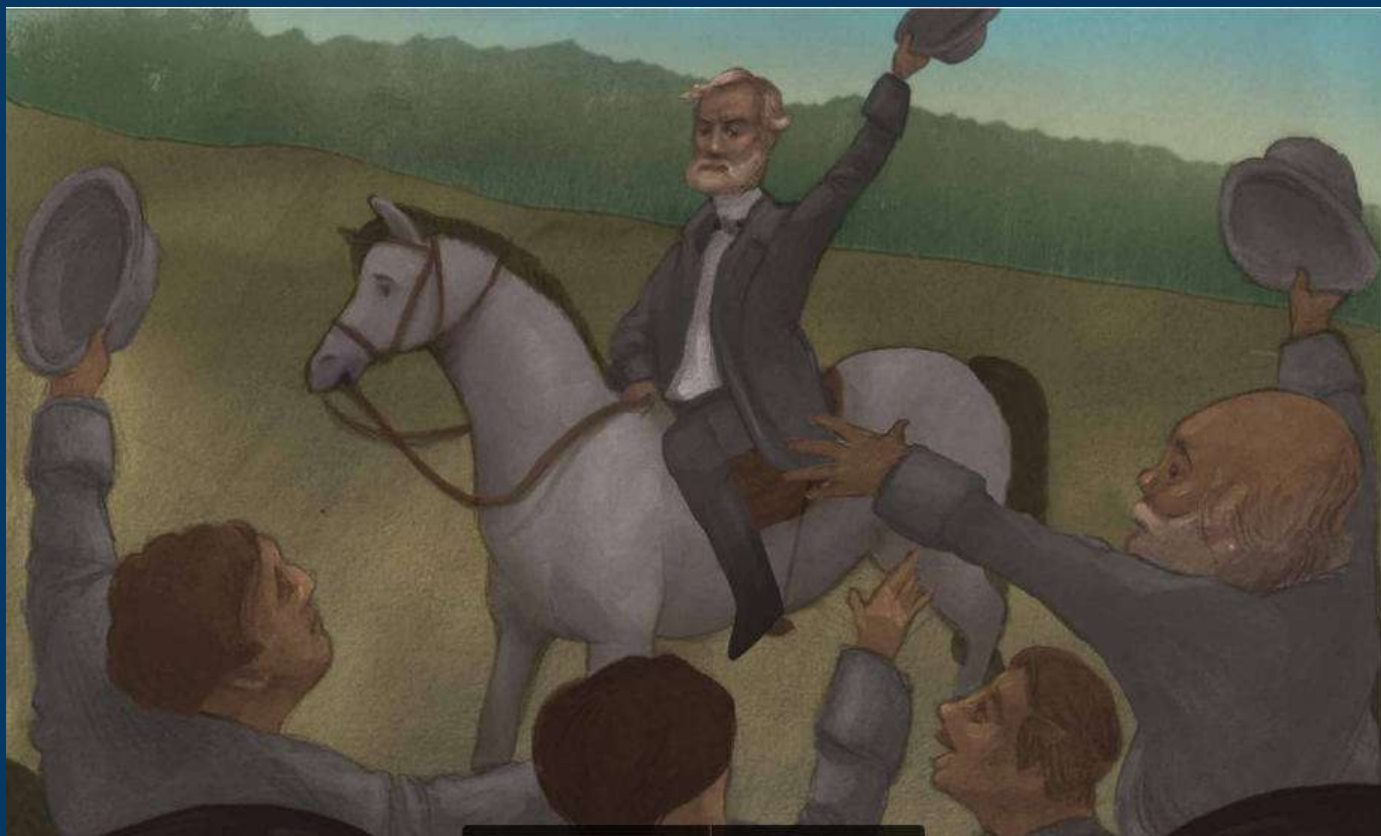
7A-1















7A-8

Check Understanding

- This side was led by General Robert E. Lee at the Battle of Gettysburg.
- This side won the Battle of Gettysburg.
- The soldiers on this side affectionately called their leader “The Old Man.”
- This side ordered its soldiers to make a daring charge, known as Pickett’s Charge, which turned out to be a catastrophe for them.

Comprehension Questions

- How did Robert E. Lee become the commander of the Confederate Army?
- How did Confederate soldiers feel about General Lee?
- Why did General Lee refuse at first to command the Confederate Army?
- Why did he change his mind?

Think-Pair-Share

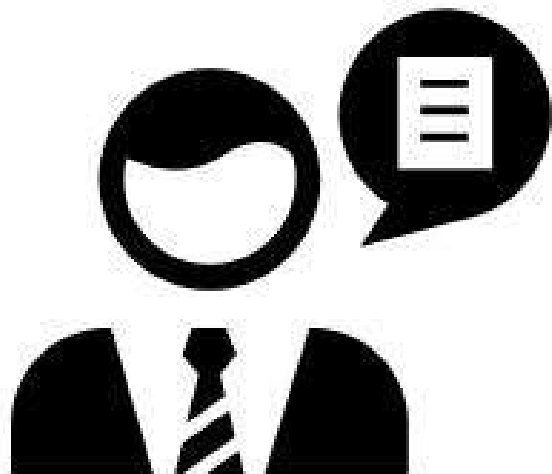
Do you think General Lee made the right decision to lead the Confederate Army? Why or why not?

Word Work – Advisors

“Confederate President Jefferson Davis and his closest **advisors** met to discuss their war plan.”

Advisors are people that give you advice.

Who do you think of as **your advisors**?



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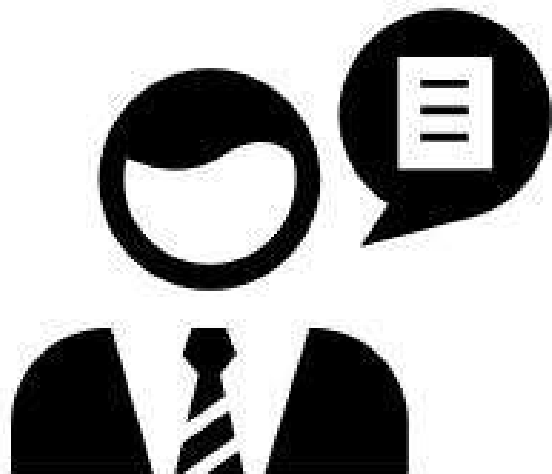
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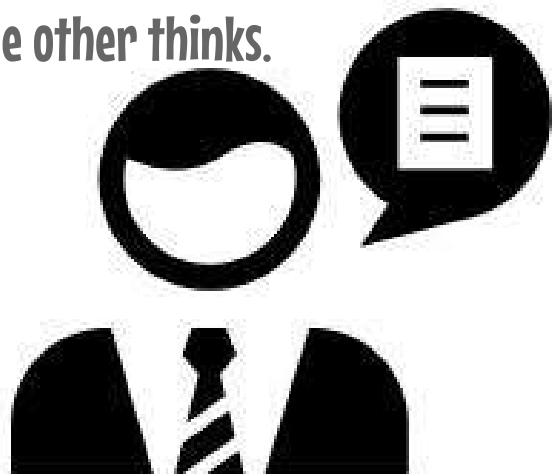
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Word Work – Advisors

Would these people be considered advisors?

- General Lee helped Confederate President Jefferson Davis to make a battle plan.
- All of the students sat at their desks in silence.
- Meredith and Gabby often talk with each other to see what the other thinks.
- My teacher told me I should try out for the spelling bee.
- The new class president didn't let the students give her suggestions.



NAME: _____

DATE: _____

7.1

Activity Page

Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

Knowledge 9

NAME: _____

DATE: _____

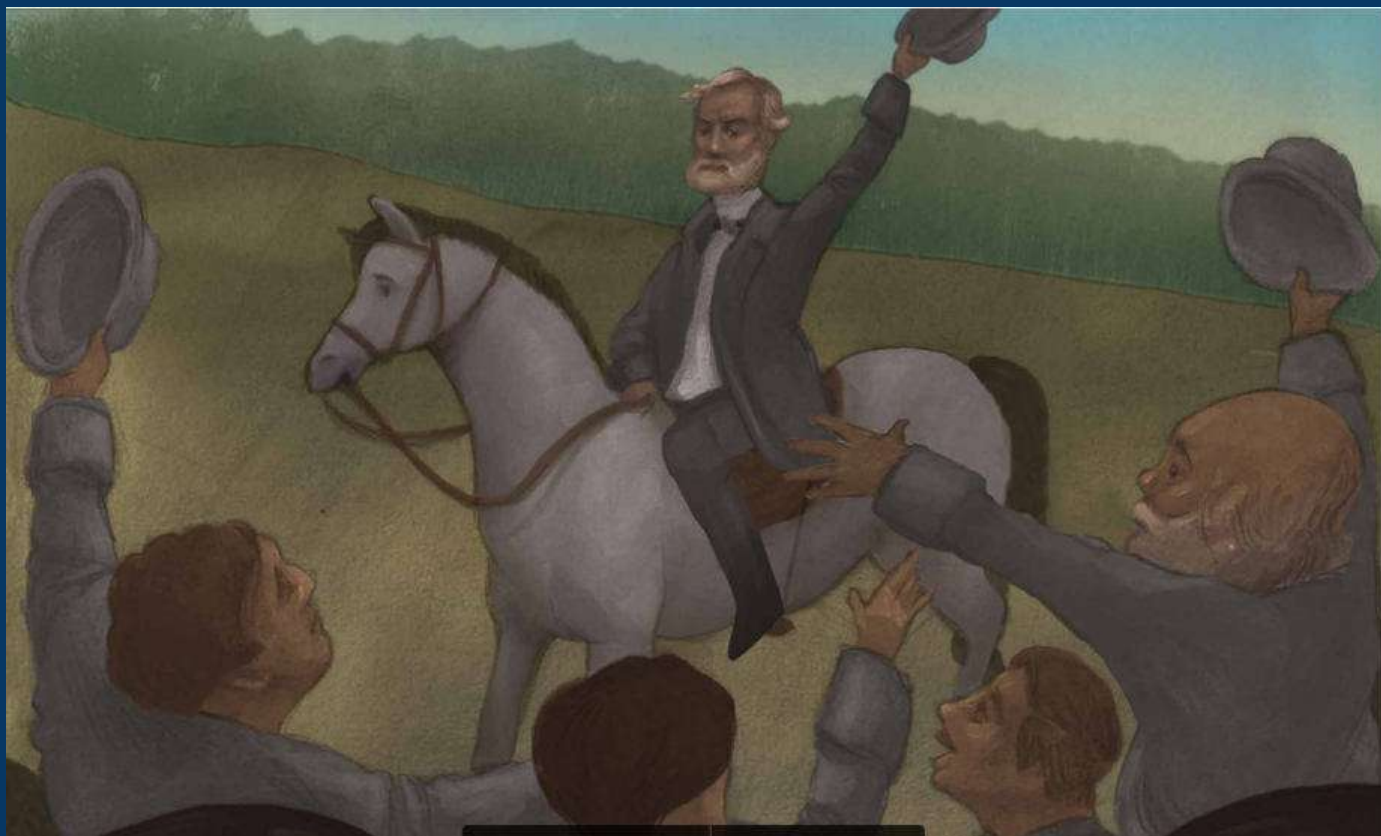
7.1

Activity Page

Somebody	General Robert E. Lee
Wanted	to find a peaceful way to end the disagreement between the North and the South, and wanted to keep his oath to the Constitution
But	his own state of Virginia seceded from the United States
So	he decided, rather than fight against Virginia, to common the Confederate Army
Then	he used his skill to lead the Confederate Army to several victories

Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

Knowledge 9



NAME: _____

7.2

Activity Page

DATE: _____

General Robert E. Lee

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Knowledge 9

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 8

Clara

Barton

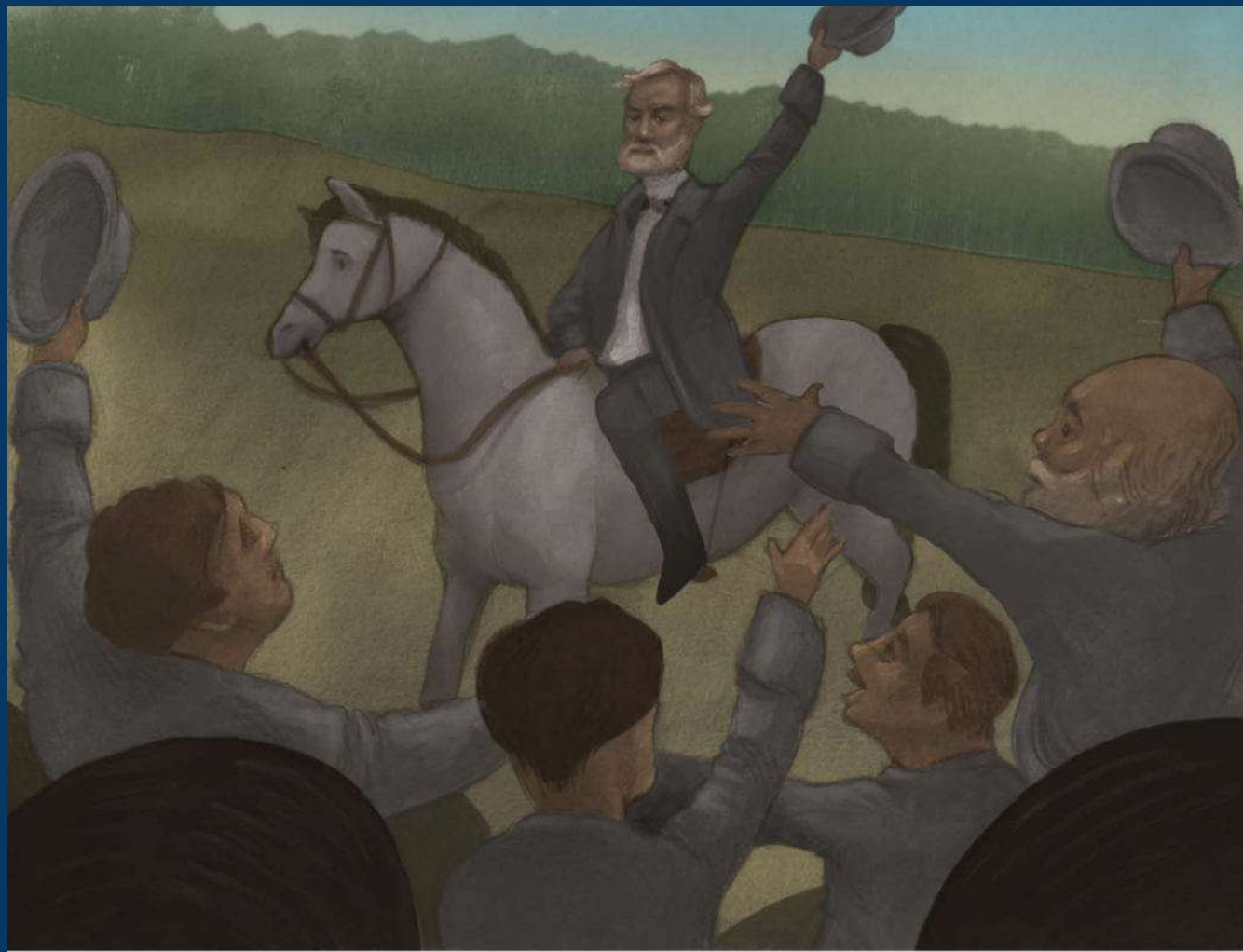
Video

[To Table of Contents](#)



Lesson Objectives

- Identify Clara Barton as the “Angel of the Battlefield” and the founder of the American Red Cross
- Describe the work of the American Red Cross



NAME: _____

DATE: _____

7.1

Activity Page

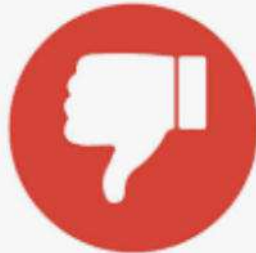
Somebody	General Robert E. Lee
Wanted	to find a peaceful way to end the disagreement between the North and the South, and wanted to keep his oath to the Constitution
But	his own state of Virginia seceded from the United States
So	he decided, rather than fight against Virginia, to common the Confederate Army
Then	he used his skill to lead the Confederate Army to several victories

Directions: Think about what you heard in the read-aloud to fill in the chart using words or sentences.

Knowledge 9

Check for Understanding

- Robert E. Lee was asked by President Lincoln to lead the Union Army.
- Robert E. Lee was asked by Jefferson Davis, president of the Confederacy, to lead the Confederate Army.
- Robert E. Lee was from the state of New York.
- Robert E. Lee was affectionately called “the Old General” by his troops.
- Robert E. Lee was the commander of the losing side in the Battle of Gettysburg.



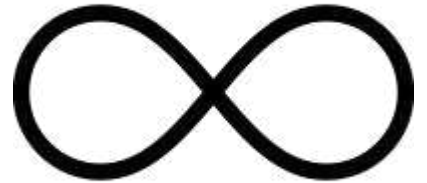
Vocabulary

- **compassionate** - caring; having or showing sympathy or pity



Vocabulary

- **countless** - too many to count



Vocabulary

- **disasters** - events that cause a lot of destruction and pain



Vocabulary

- **wounded**- injured or hurt



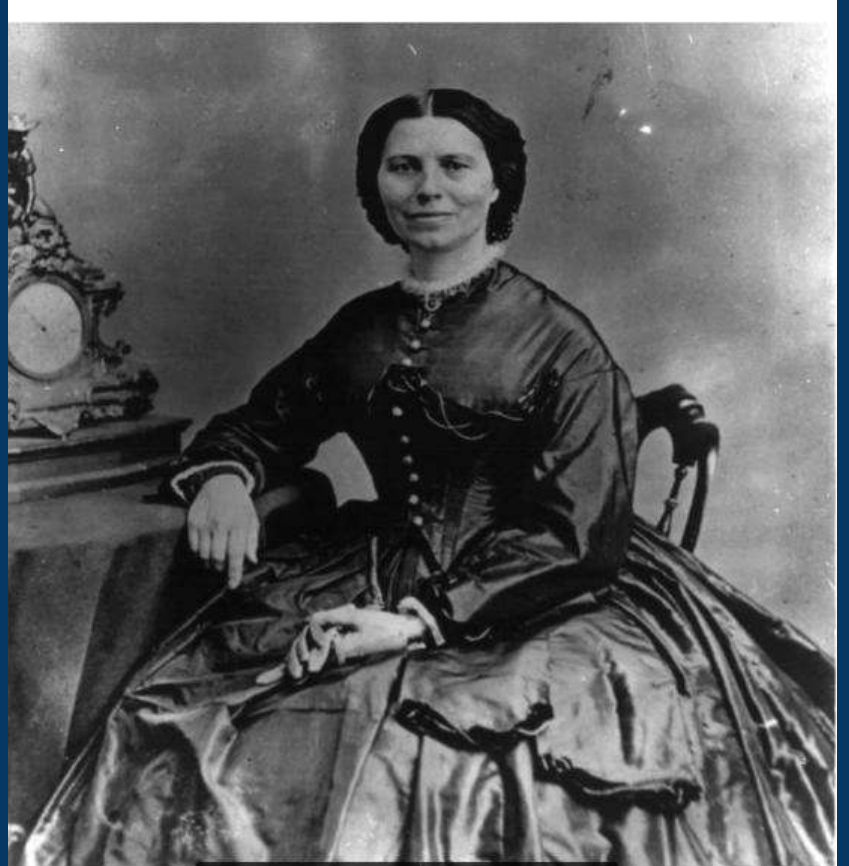
Lesson 8

Clara

Barton

Video

[To Table of Contents](#)





8A-1



8A-2



8A-3



491

8A-4



8A-5



8A-6



8A-7



8A-8



Check Understanding

- What was the nickname Clara Barton earned during the Civil War?
- How did she earn this nickname?



Comprehension Questions

- How did Clara Barton feel about the soldiers?
- What information in the read-aloud lets you know how she felt?
- What is the name of the organization Clara Barton founded?
- Is this organization still in existence today?
- What does the Red Cross do today?
- What happened first: the start of the Civil War, or the start of the American Red Cross?

Think-Pair-Share

Do you think “the Angel of the Battlefield” was an appropriate nickname for Clara Barton?

Word Work – Wounded

“Well over a million men were wounded in the Civil War.”

Wounded means injured.

Who might the wounded in a war go to for help?



wound

"injure, hurt"

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Word Work – Wounded

Does this describe someone who is wounded?

- Many soldiers were injured during the war.
 - Molly tripped, but did not get hurt.
- The puppy jumped off the bed and hurt his paw.
- Caroline fell off the swing and needed a bandage.
- Braylon felt wonderful when he ate his birthday cupcake.



BrainPop Jr.

Clara Barton

<https://jr.brainpop.com/socialstudies/biographies/clarabarton/>

Civil War Timeline

Harriet Tubman
gained her freedom

1849



Abraham Lincoln
elected president

1860



The Confederacy
1861



Civil War Timeline

Harriet Tubman
gained her freedom

1849



Abraham Lincoln
elected president

1860



Clara Barton helped
soldiers on battlefield

1865



The Confederacy
1861



Civil War Timeline

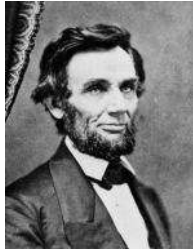
Harriet Tubman
gained her freedom

1849



Abraham Lincoln
elected president

1860



Clara Barton helped
soldiers on battlefield

1865



The Confederacy
1861



American Red Cross
Founded
1881

NAME: _____

DATE: _____

8.1

Activity Page

Clara Barton

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Knowledge 9

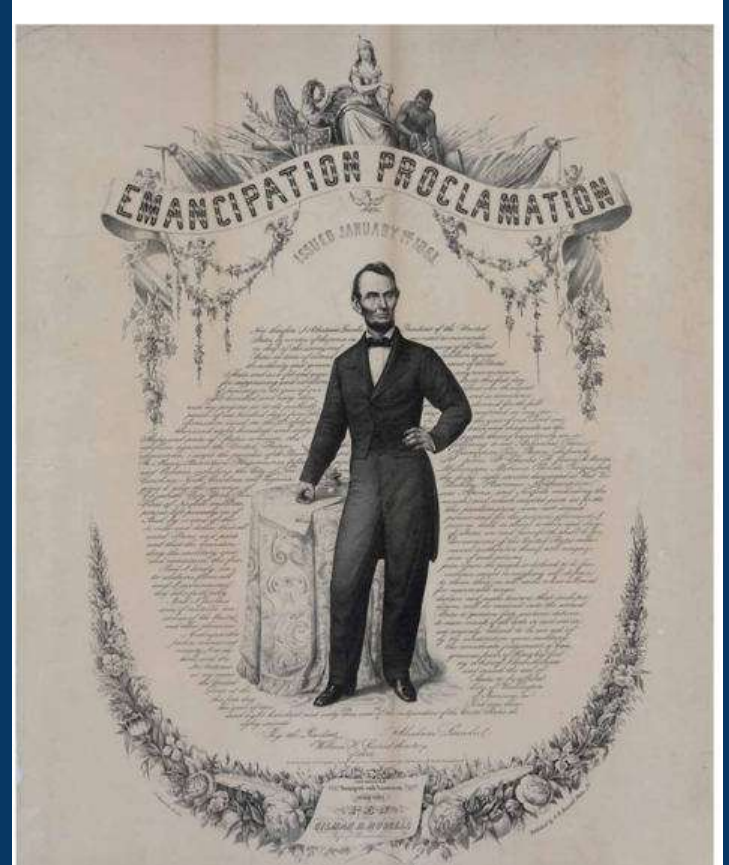
This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

Lesson 9

The

Emancipation Proclamation

Video



[To Table of Contents](#)

Lesson Objectives

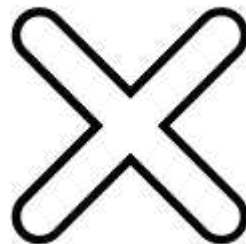
- Identify Abraham Lincoln as the author of the Emancipation Proclamation
- Explain the significance of the Emancipation Proclamation



8A-6

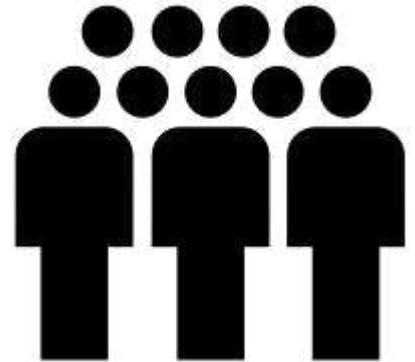
Vocabulary

- **abolished** - did away with; ended



Vocabulary

- **Cabinet** - a group of people who give advice to the President; advisors



Vocabulary

- **emancipation** - the act of releasing, or setting free



Vocabulary

- **proclamation** - an official announcement



Vocabulary

- **scroll** - a rolled piece of parchment or paper

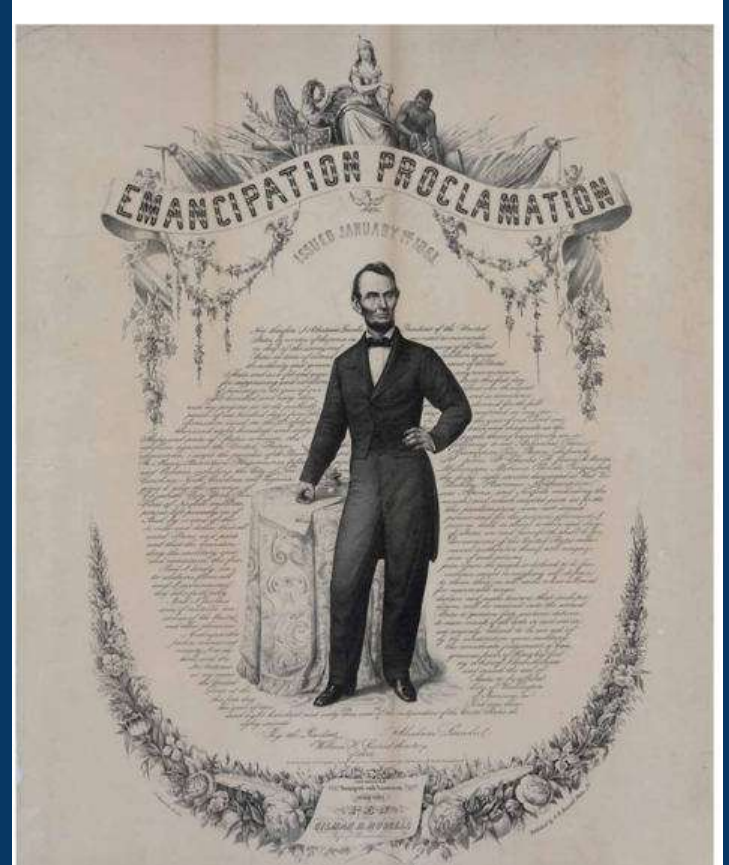


Lesson 9

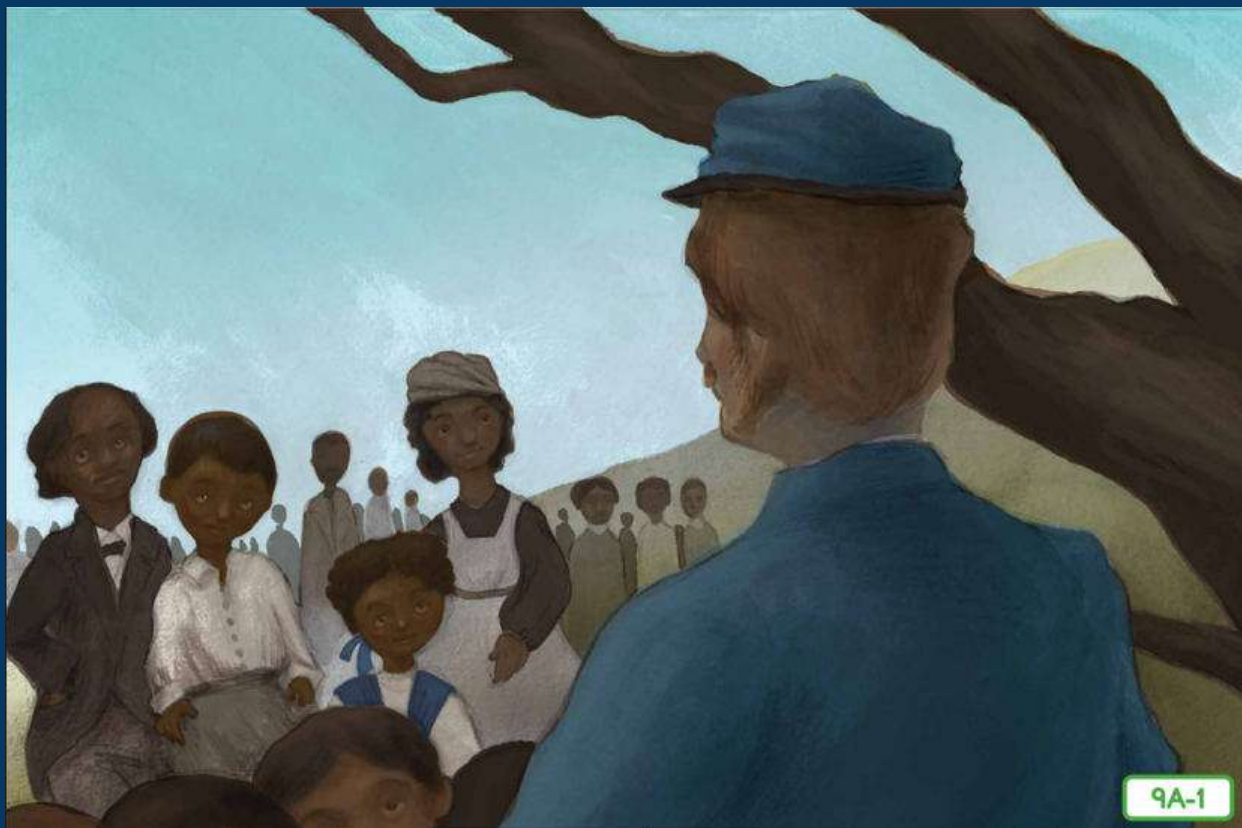
The

Emancipation Proclamation

Video



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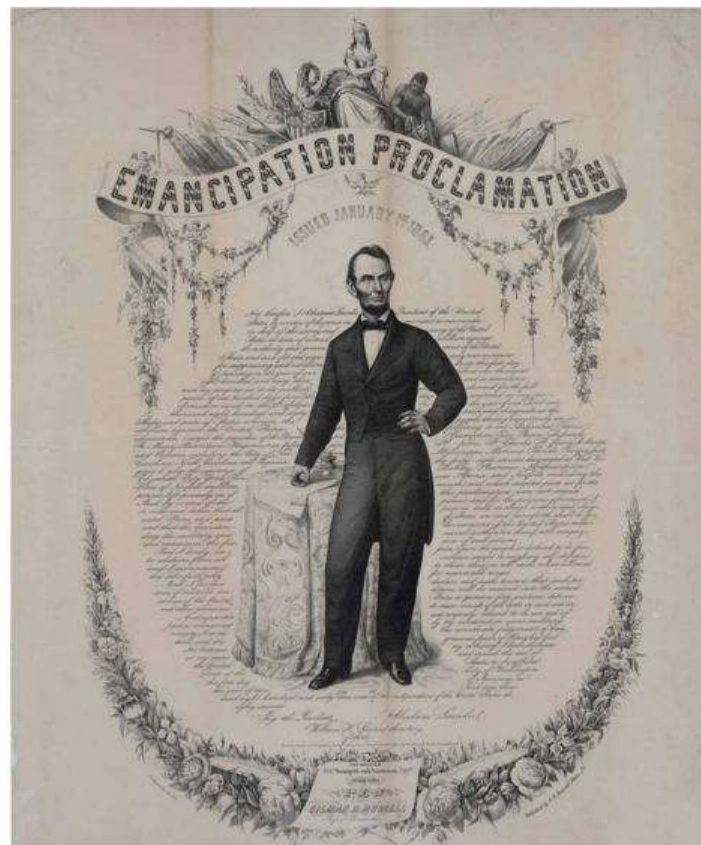
9A-1



9A-2







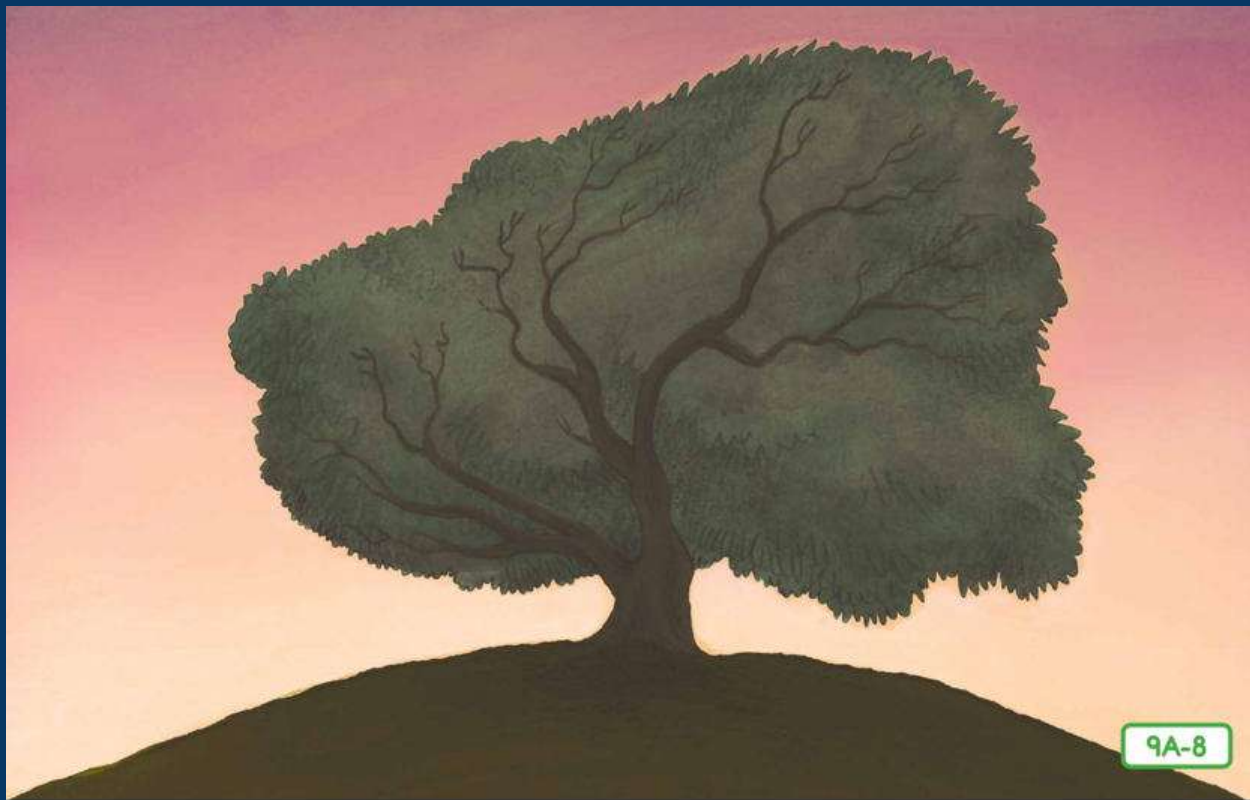
9A-5



9A-6



9A-7



Comprehension Questions

- What important event did Samuel and Violet observe?
- What did the Emancipation Proclamation do?
 - Who wrote the Emancipation Proclamation?
- Why do you think a Union soldier read the Emancipation Proclamation rather than a Confederate soldier?
- Which happened first: Lincoln wrote the Emancipation Proclamation or he became president?



Do you think Emancipation Oak is a good name for this tree?

Think-Pair-Share

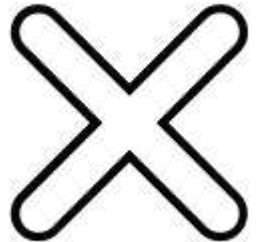
What do you think Harriet Tubman might have said when she heard about the Emancipation Proclamation?

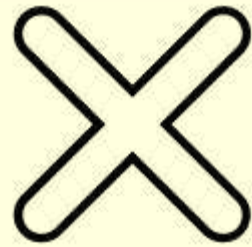
Word Work – Abolished

“Eventually, slavery was abolished by law in all these states.”

Abolished means you got rid of something or stopped it altogether.

Have you ever wanted something to be stopped or abolished, such as a rule at school or at home that you disagree with?





abolish

"end, stop"

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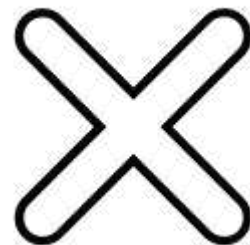
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Word Work – Abolished

Does this describe something being abolished?

- The teacher said, “We will continue to go for a nature walk every week for the rest of the year.”
- The president promised to do away with several taxes.
- Sandy told her brother that he was no longer allowed to use the basketball in the house.
- The volleyball team raised enough money to play another season.



Civil War Timeline

Harriet Tubman
gained her freedom

1849



Abraham Lincoln
elected president

1860



Clara Barton helped
soldiers on battlefield

1865



The Confederacy
1861



American Red Cross
Founded
1881



Civil War Timeline

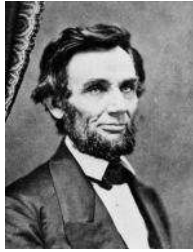
Harriet Tubman
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soldiers on battlefield

1865



Emancipation
Proclamation



The Confederacy
1861



American Red Cross
Founded
1881

NAME: _____

DATE: _____

9.1

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

Emancipation Proclamation

Knowledge 9

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

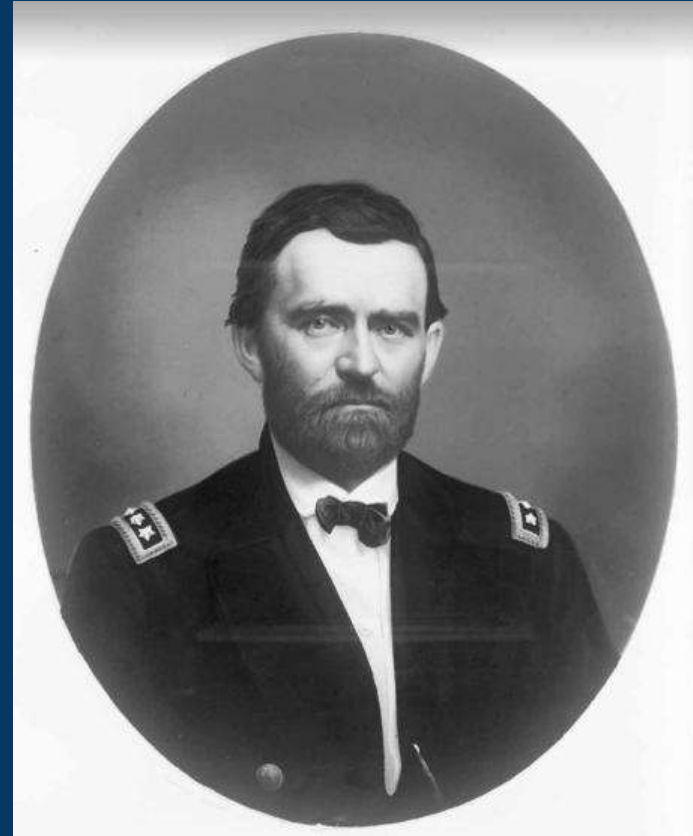
BrainPopJr. – President

<https://jr.brainpop.com/socialstudies/government/president/>

Lesson 10

Ulysses S. Grant

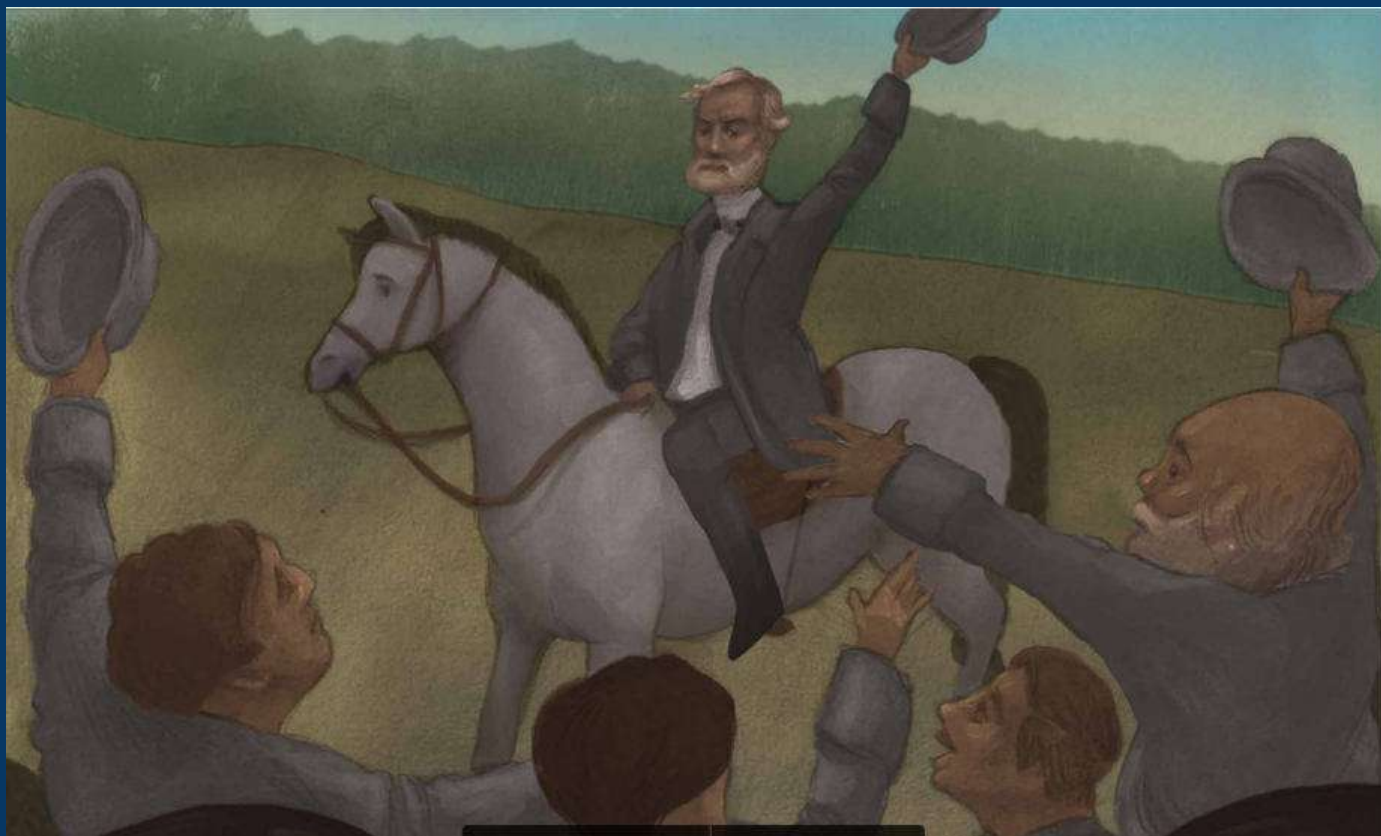
Video



[To Table of Contents](#)

Lesson Objectives

- Identify the people of the North as “Yankees” and those of the South as “Rebels”
- Identify Ulysses S. Grant as the commander of the Union Army

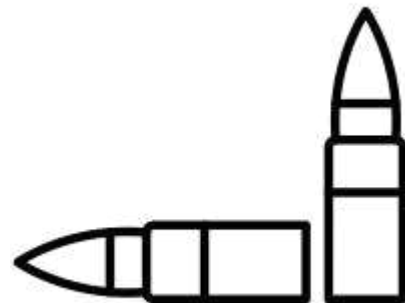


Check for Understanding

- What important job did Robert E. Lee have in the Civil War?
- What was General Lee's home state?
- Why did General Lee choose to command the Confederate Army?
- How did the Confederate soldiers feel about General Lee?

Vocabulary

- **ammunition** - material fired from weapons such as guns and cannon



Vocabulary

- **defeat** - failure to win



Vocabulary

- **rations** - amounts of food or provisions set aside for each person



Vocabulary

- **surrendered** - gave something up or agreed to stop fighting and let the other side win



Vocabulary

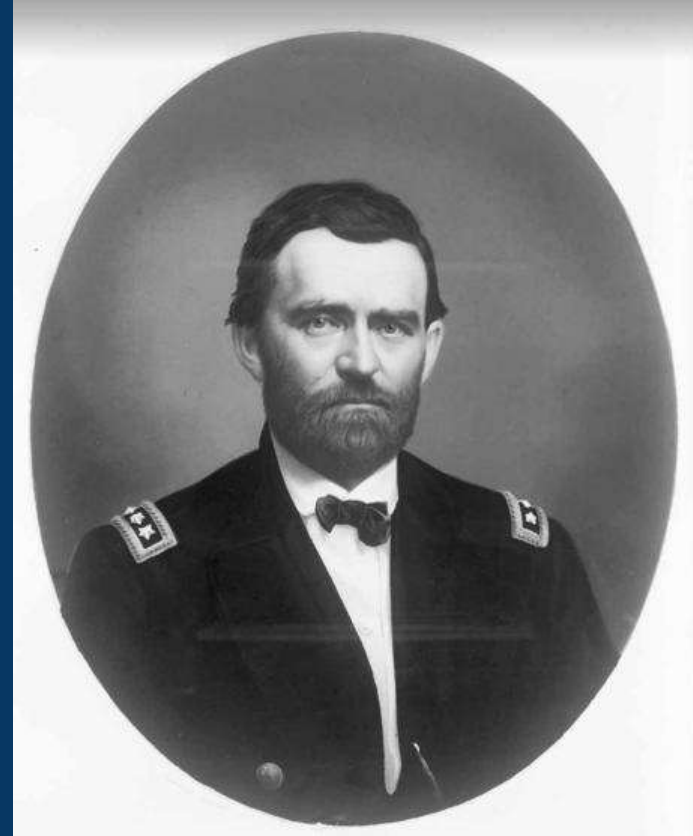
- **Yankees** - Union soldiers during the Civil War; people from the northern states



Lesson 10

Ulysses S. Grant

Video



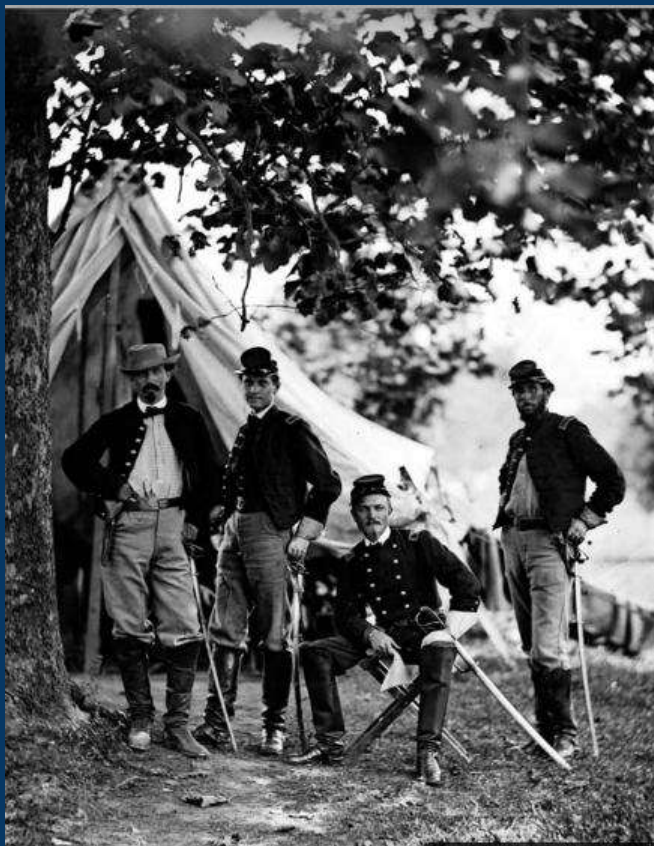
[To Table of Contents](#)



10A-1



10A-2





10A-4



10A-5





Comprehension Questions

- Who is pictured in this image?
- What important job did Ulysses S. Grant have during the Civil War?



Comprehension Questions

- Why did President Lincoln ask him to take over the command of the Union Army?
 - Was Grant the commander at the beginning of the Civil War?
- Why was Grant given the nickname “Unconditional Surrender”?
- In the read-aloud you heard that General Grant won the Battle of Vicksburg because he was stubborn and unafraid.
 - How might being stubborn and unafraid help someone win a battle in a war?
- What nickname was given to Union soldiers?

Think-Pair-Share

Do you think these unequal circumstances eventually led to the defeat of the Confederate Army?

Word Work – Defeat

“With each battle, the Confederate Army got a little smaller and that much closer to final defeat.”

Defeat means to lose or not win.

Have you ever experienced a loss, or defeat, or have you read about, heard about, or seen a defeat?

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Word Work – Defeat

Does this describe someone being defeated?

- Will beat his opponent at checkers.
- Lilly missed making the goal for her soccer team.
- Janet made a basket at the very last minute, leading her team to victory.
- Robert made the lowest score in the video game against his sister.
- Patrick ranked highest at the spelling bee.
- Danny lost the bike race against his friend.



10A-5

NAME: _____

DATE: _____

10.1

Activity Page

Directions: Use this paper for your writing and drawing. Remember to write complete sentences that begin with a capital letter and end with the correct punctuation.

General Grant

Knowledge 9

[illegible]

Check for Understanding

General Grant or General Lee

- I commanded the Union Army.
- I commanded the Confederate Army.
- President Lincoln asked me to lead the Union Army.
- The Civil War was not the first war I fought in.
- I spent the first few year of the Civil War fighting in the West, away from the battles of Virginia.
- I earned the nickname “Unconditional Surrender” during the Civil War.



Multiple Meaning Word
"Post"

Lesson 11

The End of the War Video



[To Table of Contents](#)

Civil War Timeline

Harriet Tubman
gained her freedom

1849



Abraham Lincoln
elected president

1860



Clara Barton helped
soldiers on battlefield

1865



Emancipation
Proclamation



The Confederacy
1861



American Red Cross
Founded
1881

Vocabulary

- **equality** - the state of being the same; fairness



Vocabulary

- **prosperity** - financial success or good fortune



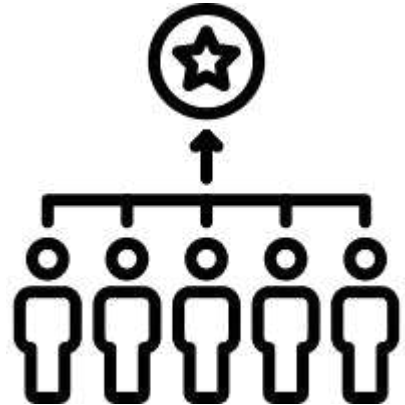
Vocabulary

- **ransacked** - searched through something to steal goods; looted



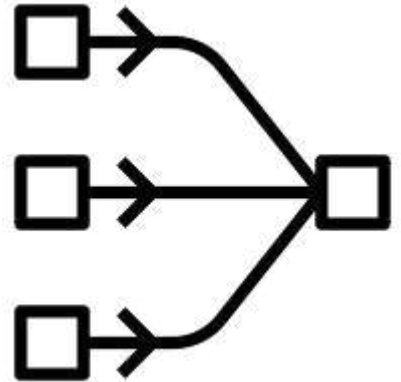
Vocabulary

- **rival** - a person who is competing for the same thing or position as another



Vocabulary

- **united** - joined together as one



Lesson 11

The End of the War

Video



[To Table of Contents](#)



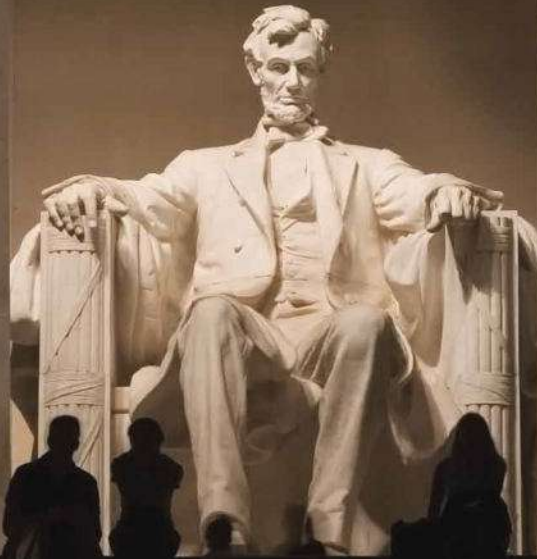




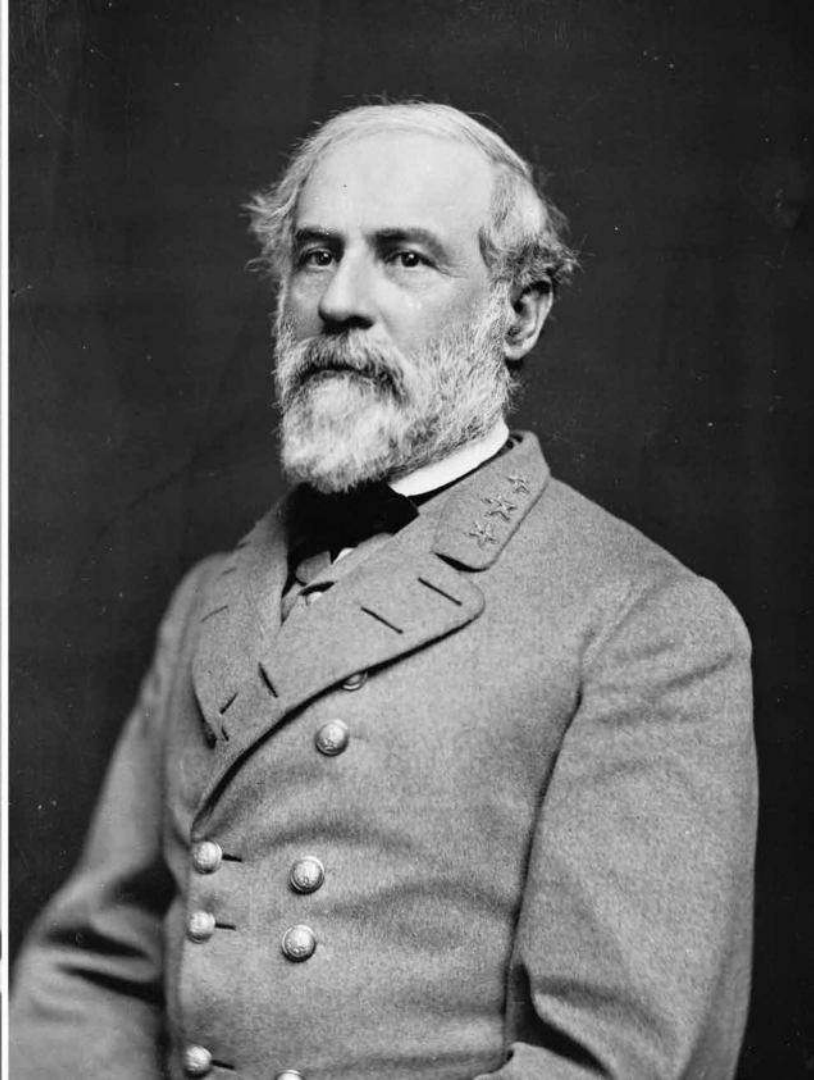




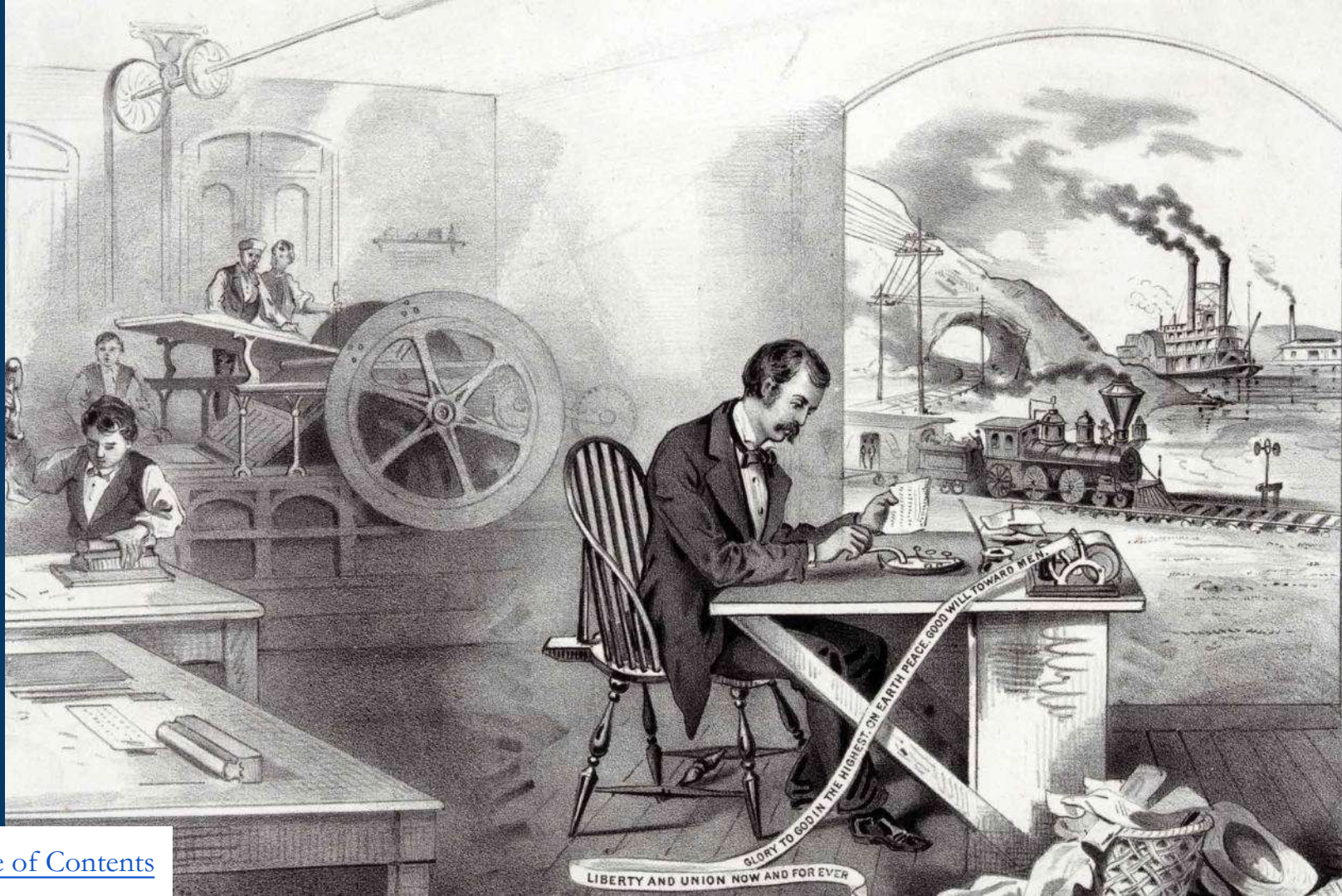
IN THE TEMPLE
AS IN THE HEARTS OF THE PEOPLE
FOR WHOM HE SAVED THE UNION
THE MEMORY OF ABRAHAM LINCOLN
IS ENSHRINED FOREVER











Comprehension Questions

- **Who won the U.S. Civil War?**
 - **Who surrendered to whom at Appomattox Court House?**
- **What did the end of the war mean?**
 - **How long did the Civil War last?**
- **Who had the bigger challenge after the war, the North or the South?**
 - **Why?**

Comprehension Questions

- What kinds of changes took place after the war ended?
- What did Harriet Tubman do after the war?
- What did Ulysses S. Grant do after the war?

Think-Pair-Share

How do you think President Lincoln felt when the war was finally over?

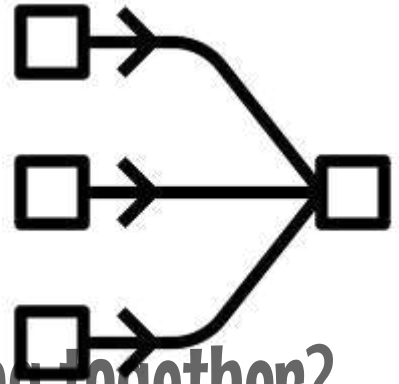
Check for Understanding

Stand up/Sit down

- This area of the United States suffered much less damage during the war because very few battles were fought in this region.
- The factories in this region started focusing on building railroads, telegraphs, and other things after the war.
- Towns and cities in this region were damaged during the war so the people in this region had a difficult time rebuilding.
- Many African Americans wanted to get away from the area in which they were enslaved, so they moved to cities in this region.

Word Work – United

“It had taken four long years, but the United States was on its way to being united again.”



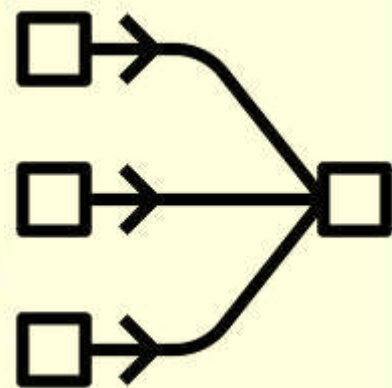
Have you ever see a group of people working together?

dis
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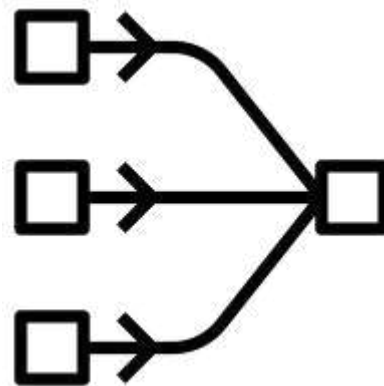
y

s

Word Work – United

Does this describe someone being united?

- a room full of people arguing
- all of the states in the United States today
- students arguing about how to decorate the cafeteria for a party
- parents discussing how they can help raise money for the school
- basketball teammates passing the ball to each other and scoring a basket



NAME: _____

DATE: _____

11.1

Activity Page

Directions: Look at the map. Use the key to answer the questions. Make sure to write a complete sentence to answer each question.



1. In which states were there major Civil War battles?

2. Which state had the most major battles?

3. Where and when did General Lee surrender to General Grant?

Knowledge 9



Civil War Timeline

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gained her freedom

1849



Abraham Lincoln
elected president

1860



Clara Barton helped
soldiers on battlefield

1865



Emancipation
Proclamation



Lee's surrender
to Grant



The Confederacy
1861



American Red Cross
Founded
1881

Domain Review

**This is a good time for
Alphabetizing
from Vocabulary Toolkit on the
Amplify Website**

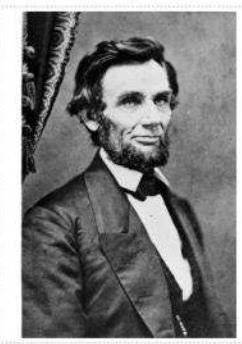
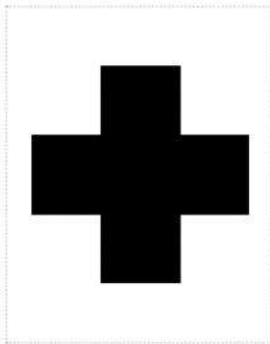
NAME: _____

DATE: _____

DR.1

Activity Page

Directions: These pictures show some important people, symbols, and events from the Civil War. Cut out the pictures. Think about the order in which things happened that involved these people, symbols, and events. When you are sure you have them in the correct order, glue or tape the pictures onto a separate piece of paper.



Knowledge 9

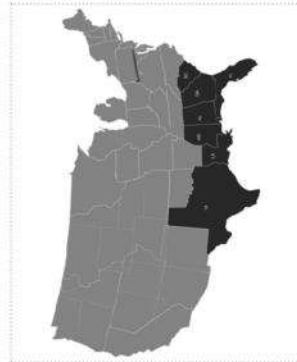
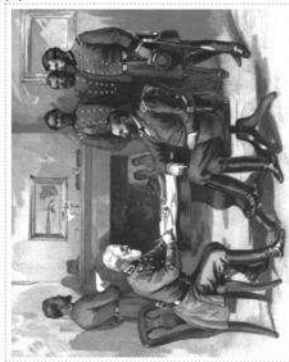
[To Table of Contents](#)

NAME: _____

DATE: _____

DR.1

Activity Page



Knowledge 9





















Domain Assessment

NAME: _____

DATE: _____











DA.1

Assessment

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

Directions: Listen to your teacher's instructions.

Knowledge 9

11.  
12.  
13.  
14.  
15.  

NAME: _____

DA.2

Assessment

DATE: _____

Directions: Listen to each sentence read by the teacher. Read the three names in the row. Circle the name of the person the teacher has described.

- | | | | |
|-----|---------|---------|---------|
| 1. | Barton | Lincoln | Grant |
| 2. | Lee | Grant | Tubman |
| 3. | Barton | Tubman | Lincoln |
| 4. | Lincoln | Grant | Lee |
| 5. | Lincoln | Lincoln | Barton |
| 6. | Lincoln | Grant | Lee |
| 7. | Barton | Tubman | Grant |
| 8. | Lincoln | Tubman | Lee |
| 9. | Barton | Tubman | Lincoln |
| 10. | Lincoln | Barton | Tubman |

Knowledge 9

NAME: _____

DATE: _____

DA.3

Assessment

Directions: Read each sentence. Think about the answer to the question or statement. Write a complete sentence to answer each question or statement.

1. How was the song "Follow the Drinking Gourd" important during the time of the U.S. Civil War?

2. What was the Underground Railroad?

3. What caused the U.S. Civil War?

4. List two ways that the North and the South were different.

Knowledge 9

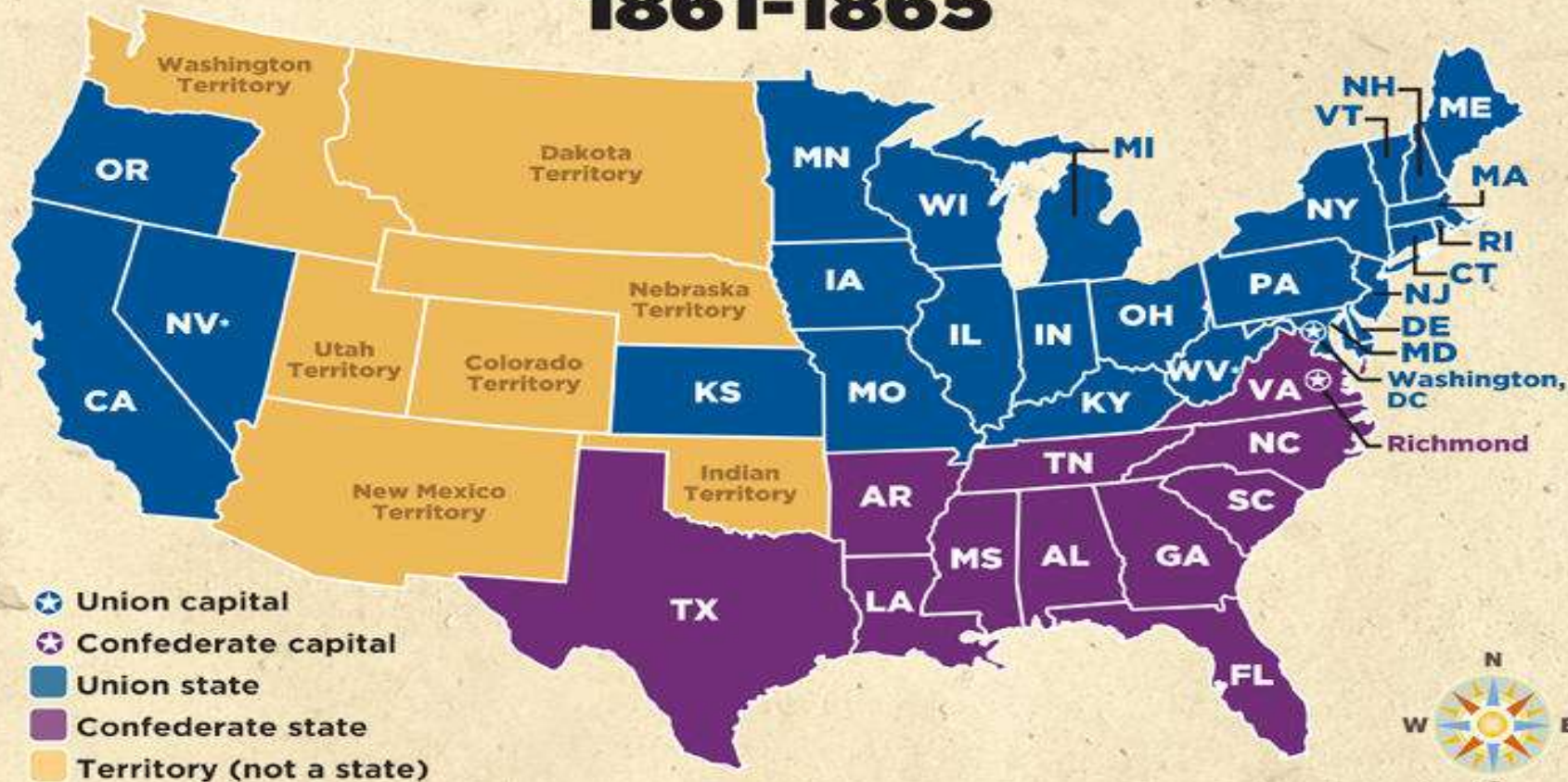
5. Why did some southern states secede, or break away from, the United States?

6. What did the end of the U.S. Civil War mean for the North and the South and for enslaved Africans?

7. What was the most interesting thing you learned about the U.S. Civil War?

Culminating Activities

The Civil War 1861-1865



★ Nevada and West Virginia became states during the Civil War.

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