

Teacher's Guide for COBBLESTONE

February 2011: 1863 A Year in the Civil War

By Linda M. Andersen, School Counselor at Eastover-Central Elementary School in Fayetteville, North Carolina

Goal: to emphasize the significance of events in 1863 that impacted the outcome of the Civil War.

*Always have a parent or adult you trust help you research websites.

"The State of the Union In 1863" art by Katrina Damkoehler (Pages 2-3)

Pre-reading: Look at the pictures, captions, and the title. How would you describe the state of the union in 1863? Why do you think 1863 was selected?

Vocabulary: pivotal, secede, Emancipation Proclamation, negotiate, compromise, and disappeared.

Comprehension Check:

1. Why was 1863 considered a pivotal year in the Civil War?
2. Name two reasons for fighting the Civil War. Which came first?
3. Which side won most of the battles in the early years of the war? Why?
4. What caused the Union army to begin winning battles?

Mapping Skills:

- Locate the state where you live. Describe your state's position during the Civil War.
- What was the capital of the Union? What was the capital of the Confederacy?
- Name the state with three major battles.

Writing Activity:

- Pretend to be Ulysses S. Grant and you have just become the battlefield leader of the Union army. Write Confederate general Robert E. Lee. What would you tell him?

"Lincoln's Decision" by Ellen Hardsog (Pages 4-6)

Pre-reading: Look at the pictures, captions, and the title. The article is called "Lincoln's Decision." What was Lincoln's decision? What do you think his Cabinet thought of his decision? What about the slaves pictured?

Vocabulary: lithographs, Emancipation Proclamation, abolished, amendment, ratified, reception, concentrated, opponents, interpret, scrawl, seceded, interfere, authority, institution, plantation, ideologically, avoid, criticized, complicated, regard, announcement, halted, invasion, surrendered, rebellion, dashed, cripple, abolitionists, recognizing, championed, impact, release and pivotal.

Comprehension Check:

1. How did Lincoln feel about signing the Emancipation Proclamation?
2. What were the seceded states called?
3. What was the main difference of opinion between the Union and the Confederate States of America.
4. What did Lincoln do when Union leaders began to free slaves in conquered areas? Why?
5. Why did Lincoln wait from the summer until September to deliver his Emancipation Proclamation?

6. The author says that the Emancipation Proclamation was designed "to cripple the enemy's economy." What does she mean?
7. Explain why the Emancipation Proclamation did not end all slavery.
8. Tell why England and France decided not to support the Confederacy.

Writing Activities:

- Draw cartoon balloons with comments for three or more Cabinet members featured.
- Draw cartoon balloons with comments for the freed slaves heading to the North.

Art:

- Illustrate the mood of one of these: slaves escaping, freeing slaves, abolishing slavery, or Emancipation Proclamation.
- Illustrate the mood of the states seceding from the Union.
- Illustrate the mood of Lincoln as states seceded from the Union.

Research:

- Emancipation Proclamation
- Battle of Antietam in Maryland
- 13th Amendment on December 6, 1865

"A Win and a Loss at Chancellorsville" by Sylvia Whitman (Pages 7-9)

Pre-reading: Look at the pictures, captions, and the title. Who lost? How can you tell? What loss did the Confederacy have at the Battle of Chancellorsville?

Vocabulary: captured, retreat, dependable, morale, reputation, aggressive, restoring, defeat, decisive, cancelled, superior, initial, offensive, hesitate, seize, initiative, staffers, pivotal, exposed, unthinkable, pretended, undetected, rerouted, trickled, assumed, panicked, abandoned, bayonets, succeeded, confusion, regrouping, edgy, lodging, surgeons, amputate, managed, pneumonia, feverish, consciousness, dependable, brilliant, strategy, triumph, overshadowed, tragedy, and daring.

Comprehension Check:

1. Why did Abraham Lincoln replace the Union army's leader General Joseph Ambrose Burnside with Brigadier General Joseph "Fighting Joe" Hooker?
2. What did Hooker hope to accomplish with his plan?
3. What should have been the "decisive factor" in any battle?
4. What does the author mean when she says that Stonewall Jackson was "an advantage that cancelled out Hooker's superior numbers?"
5. Why do you think that Hooker "pulled back, dug in, and decided to let Lee attack him?"
6. How did Lee respond to Hooker's decision to stay put?
7. What does the author mean when she says, "Lee decided to do the unthinkable?"
8. What did Union troops think when they saw Jackson's army's movements?
9. How did Jackson's army get food in the battle?
10. What happened when Jackson went out to gather information?
11. What did Robert E. Lee mean when he spoke these words about Jackson, "He has lost his left arm; but I have lost my right arm?"
12. What does the author mean when she says that Lee's "perfect battle...was overshadowed?" What overshadowed the victory?

Writing Activities:

- Pretend you witnessed Stonewall Jackson's accidental shooting. If you could speak briefly to one person present who would it be? What would you say?
- Write three things you admire about Robert E. Lee.

- Brigadier general Joseph Hooker is called "Fighting Joe." General Thomas J. Jackson is called "Stonewall" Jackson. If you could give Confederate general Robert E. Lee a nickname, what would you call him?

Research:

- Union general Joseph "Fighting Joe" Hooker
- Confederate lieutenant General Thomas J. "Stonewall" Jackson
- Battle of Chancellorsville
- Confederate general Robert E. Lee

"Vicksburg's Fall" by Craig E. Blohm (Pages 10-12)

Pre-reading: Look at the pictures, captions, and the title. Name one thing pictured that makes this battle different than others?

Vocabulary: bombardment, defenses, well-defended, elaborate, trenches, siege, strategic, opportunity, determine, stronghold, distract, confuse, abandon, periodic, focused, intense, bombardment, simultaneously, launched, telegraph, regarding, whereabouts, ploy, resistance, ferried, expedition, fortified, zigzagged, fortifications, assault, defenders and ammunition.

Comprehension Check:

1. The author says, "Grant knew that the outcome of Vicksburg would determine the fate of the Confederacy." How?
2. What did Major General Ulysses S. Grant do to distract the Confederates at Vicksburg?
3. How was a telegraph message used to confuse?
4. Tell how the ploy worked to cause Vicksburg's fall.
5. Tell about Grierson's 16-day campaign and what was destroyed.
6. How was the storming of Vicksburg different from other towns that had been captured?
7. Grant's troops were digging a tunnel. Where were they headed?
8. How long was the line of earthworks?
9. Where did people live when it got too dangerous to live in their homes in Vicksburg?
10. How long was the siege? Why did it end?

Writing Activities:

- List three things you admire about Major General Ulysses S. Grant.
- Pretend to be one of the Union soldiers dressed in Confederate uniform that telegraphed a false message to Vicksburg. Write a brief message.
- If you had been a Union soldier at Vicksburg, whose leadership would you have preferred and why?
- Pretend to be a newspaper reporter sent to cover the battle at Vicksburg. What title would you give your article?

Art:

- Illustrate a scene showing preparation of earthworks or saps. Make it humorous.
- Illustrate "the beginning of the end for the Confederacy."

Research:

- Telegraph messages
- Union major general Ulysses S. Grant
- Union major general William T. Sherman
- Union rear Admiral David Dixon Porter
- Union colonel Benjamin H. Grierson
- Confederate lieutenant general John C. Pemberton
- Vicksburg

"The High-Water Mark" by Rollie Aden (Pages 13-16)

Pre-reading: Look at the pictures, captions, and the title. Where was this battle? What comments can you make about it?

Vocabulary: engaged, converged, extreme, full-scale, photographic, horrors, civilians, advance, clattered, campaign, defeated, agonized, explained, disrupt, responded, cautiously, anxious, uncontested, momentum, secured, cavalry, extended, horse-mounted, collected, exact, flanks, pondered, situation, conscious, resist, divisions, originally, seminary, charted, defensive, reluctantly, precious, protection, launch, assault, tremendous, barrage, responded, blasted, destroyed, strongholds, reality, estimated, weakened, bayonets, devastated, retreated, consumed, and obtaining.

Comprehension Check:

1. What was General Robert E. Lee's destination and why?
2. Explain Lee's plan.
3. Why did Brigadier General Joseph "Fighting Joe" Hooker respond cautiously to Lee's advance?
4. What did the author mean when she said, "the horse-mounted cavalry served as the 'eyes and ears of the army'?"
5. Why did President Abraham Lincoln decide to replace Hooker?
6. Lieutenant General James Longstreet was uneasy about Lee's battle plan. How did this influence the battle?
7. Describe the protection built by Union troops.
8. Describe Lee's charge against Meade and his Union troops. What was the outcome?
9. Why does the author say, "The war would go on for another two years, but in many people's minds, it really was lost at Gettysburg?"
10. Explain why Gettysburg is called the high-water mark of the Civil War.

Writing Activities:

- Pretend you are a Confederate soldier at Gettysburg. Describe your mood after the loss at Gettysburg.
- Pretend to be riding the train with Confederate General Robert E. Lee. Make a list of questions or comments you'd like to make before or after the meeting with the president of the Confederacy.
- Pretend to be General Joseph "Fighting Joe" Hooker after his command was taken away. What would be your reaction to Robert E. Lee's influence on your career?
- Pretend to be a civilian who had just seen your first photograph from a Civil War battlefield. Write your reaction.

Art/Writing:

- Show Union and Confederate cannons facing each other at Gettysburg. Add cartoon conversation bubbles.
- Illustrate "The High-Water Mark."

Research:

- Confederate general Robert E. Lee
- Jefferson Davis
- Union brigadier General Joseph Hooker
- Union major General George G. Meade
- Gettysburg

"The Men of the 54th" by Ervin L. Jordan, Jr., and George E. Hughes (Pages 17-19)

Pre-reading: Look at the pictures, captions, and the title. Tell how the role of the 54th changed during the Civil War.

Vocabulary: Emancipation Proclamation, recruited, infantry, regiment, prominent, abolitionist, participated, prejudice, inadequate, enslavement, punish, encountered, immediate, execution, boycott, equaled, fortifications, strategic, bombardment, slogging, struggled, twilight, command, artillery, valor, overwhelming, defeat, approximately, truce, retrieval, requests, siege, abandon, valuable, defenses, labeled, extensions, storming, convince, immortalized, sculpture, infantry, regiment, and noncombat.

Comprehension Check:

1. What led many blacks to enroll in the Union?
2. Describe the 54th Massachusetts Volunteer Infantry Regiment
3. What was the 54th known for?
4. Name three or more problems that black soldiers faced.
5. What threat did the Confederacy make about punishment for captured black soldiers?
6. What threat did the Confederacy make about punishment for white officers of black troops?
7. What did Colonel Robert Gould Shaw encourage his troops to boycott?
8. How many Confederates were believed to be at Fort Wagner? How many were actually there?
9. Describe the efforts of the 54th to get into position for the attack on Fort Wagner.
10. Tell examples that show the courage of the 54th.
11. Tell what happened with Colonel Shaw's body.
12. What were two positive outcomes of the attack at Fort Wagner even though the Union did not win?
13. What eventually happened at Fort Wagner?

Writing Activities:

1. Pretend to be a black American in the 54th. Name three things Colonel Robert Gould Shaw fought for.
2. Pretend to be Colonel Robert Gould Shaw. Pretend that his parents sent a letter asking about the dangers he faced by leading a black army. Write a response.
3. Tell the difference between a battery and a fort.

Art/Writing:

- Draw and write the activities of the 54th that led up to the attack at Fort Wagner.
- Read the first chapter of this article. Illustrate the changes for black Americans and the Civil War.

Research:

- Union colonel Robert Gould Shaw
- 54th Massachusetts Volunteer Infantry Regiment
- Union sergeant William H. Carney

"In Their Own Words" by George E. Hughes (Page 19)

Pre-reading: How was the 54th Massachusetts Volunteer Infantry Regiment immortalized?

Vocabulary: Immortalized, shattered, regiment, possession, excerpt, denies, rebels, captured, and sculpture.

Comprehension Check:

1. Who wrote the excerpt from the letter here?
2. Who was the letter written to?
3. How do you think the sergeant felt about his regiment?

4. Why do you think a sculpture honors the 54th Massachusetts Volunteer Infantry Regiment?

“Riot in the City” by Heather Cox Richardson Pages 20-21)

Pre-reading: Look at the pictures, captions, and the title. Explain what was happening.

Vocabulary: destructive, rioting, restore, draft, sacked, opponents, pelted, prominent, wrath, orphanage, murdering, ultimately, regiments, Emancipation Proclamation, enrollment, eligible, avoided, draftee, substitute, unpopular, conceived, additionally, authority, controlled, dramatically, strengthened, economy, infuriated, distrusted, sentiment, encouraged, destroying, stirred, violent, and antiwar.

Comprehension Check:

1. Describe the scene in New York City during the drafting of names into the Union army.
2. What was the response to the rioting?
3. How long did the rioting last?
4. Why were Democratic politicians opposed to the aim of the war?
5. How could citizens avoid the draft into the Union army?
6. Who had the authority to draft—state or national government?

Writing Activities:

1. Pretend to be a visitor to New York City during the riots. What would you tell when you got back home?
2. List two or more reasons you think mostly black Americans were killed during the rioting.
3. Using your senses, describe the New York City riots.

Art/Writing:

- Create posters for protest at the riots.
- Illustrate the mood in New York City during the riots.

Research:

- Emancipation Proclamation
- Enrollment Act—March 1863

“A Pickle” by Heather Cox Richardson (Page 21)

Vocabulary: security, balancing, protecting, liberties, opposition, legislatures, halt, faring, wicked, failure, demanding, arrested, accused, treason, urging, disloyalty, commission, imprison instantly, insisted, indefinitely, opinion, overrule, martyr, imprisonment, banishment, campaign, victories, suppress, assemblies, palpable, injury, interfere, expression, restraint, intelligence, strove, and constitution.

Comprehension Check:

1. What balancing act did several presidents have to address?
2. What were several Midwest state legislatures seeking?
3. What did Ohio’s governor call the war?
4. How did a Union officer react to the governor’s comments?
5. Who changed the captured governor’s sentence? Describe the change.
6. What did the governor do next?
7. What did Lincoln order regarding expressing opinions about the war?
8. What was Lincoln trying to accomplish?

Writing Activities:

1. Write a response to Lincoln’s letter.
2. Why do think this title was chosen for the article?

3. Pretend to be Clement L. Vallandigham. Write a statement he would make before being arrested and afterwards.

Art/Writing:

- Draw pickles to illustrate the situations in this article. Use cartoon bubbles to show conversations.
- Use a map to help illustrate the story of Clement L. Vallandigham.

Research:

- Clement L. Vallandigham, governor of Ohio

“And in Other 1863 News” by Meg Chorlian (Pages 22-23)

Pre-reading: Look at the pictures, captions, subtopics, and the title. What does each month tell?

Vocabulary: claim, homestead, transcontinental, massacre, formerly, recognized, territory, existing, carved, attempt, bombard, retake, retain, siege, surrender, mounted, considered, inferior, captured, guerrilla, raiders, pro-Union, citizens, notorious, initial, submarine, position, and rotunda.

Comprehension Check:

1. Name a fort that the Confederates surrender.
2. State an example of changes in places to live.
3. State an example of increase in U.S. territory.
4. Name a turning point for the Union.
5. What northern point captures a Confederate officer?
6. Describe a guerrilla raid.
7. Name a fort that the Confederates retain.
8. Tell about the first submarine voyage.
9. Name the details for the U.S. Capital’s Rotunda.
10. State an example of changes in transportation.

Writing Activities:

1. Which of the 1863 news events interests you and why?
2. Which of the 1863 news events frightens you and why?

Art:

- Create a poster about one month in 1863.
- Create an illustration for one month in 1863.

Research:

- Homestead Act of 1862
- William Quantrill, Confederate guerrilla leader
- CSS H.L. Hunley
- U.S. Capital’s Rotunda

“Did You Know?” illustrated by Chris Ware (Page 24-25)

Pre-reading: Look at the pictures, captions, and the title. Choose one picture and read its caption. Predict what it means. Read to see if you are right.

Vocabulary: sketches, proclamation, seceded, siege, dwindled, publication, earned, described, direction, battlefield, preserved, Chickamauga, Chattanooga, official, celebrated, probably, unpopular, president, and remembered.

Comprehension Check:

1. Why did West Virginia separate from Virginia?
2. Why were Confederate soldiers and citizens in Vicksburg eating mule meat and boiled rat?
3. Why is *Hospital Sketches* an important book?
4. Who was responsible for preserving Civil War battlefields?
5. What did President Abraham Lincoln proclaim as a national holiday?
6. Describe Abraham Lincoln's rating during 1863.

Writing Activities:

1. Respond to Virginia's question.
2. What might Abraham Lincoln say next about his rating?
3. Write a message for the turkey.

Art/Writing:

- Draw a cartoon with conversation bubbles about some rats in Vicksburg trying to escape being eaten.
- Draw a cartoon with conversation bubbles about turkeys warning others that Thanksgiving has been declared a national holiday.

"A Historic Meeting" by Virginia Calkins (Pages 26-27)

Pre-reading: Look at the pictures, captions, and the title. Why do you think this is called a historic meeting?

Vocabulary: abolitionist, lecturer, candidates, disappointed, inaugural, abide, platform, interfere, Emancipation Proclamation, regarded, recognized, authorized, regiments, recruiting, thereafter, resented, commissioned, potential, refused, exchange, prisoners, executed, interview, complaints, explained, objected, response, popular, prejudice, accept, injustice, eventually, receive, promised, commission, recommended, impressed, sincerity, renewed, initial, impressed, honesty, and sincerity.

Comprehension Check:

1. Why was Frederick Douglass glad that Abraham Lincoln was elected in 1860?
2. Why was Frederick Douglass disappointed by Lincoln's inaugural address?
3. What did Frederick Douglass do after the Emancipation Proclamation was issued?
4. What made it difficult to recruit blacks for the Union army?
5. What did Abraham Lincoln call the reaction to blacks in uniform?
6. What are two promises that Abraham Lincoln made to Frederick Douglass?
7. What overall feeling did Frederick Douglass come away with after meeting President Lincoln?

Writing Activities:

1. Pretend to be Frederick Douglass. Write a thank-you note to President Lincoln.
2. Pretend to be Frederick Douglass. List two reasons to tell his son to join the Union army.

Art/Writing:

- Create a poster to encourage blacks to join the Union army.

Research:

- Abraham Lincoln
- Frederick Douglass

"A Great Confederate Victory" by Marcia Amidon Lusted (Pages 28-31)

Pre-reading: Look at the pictures, captions, and the title. What can you learn about the battle from this information?

Vocabulary: outmaneuvered, retreating, mountainous, conditions, managed, battlefield, rallied, destruction, nickname, victory, defensive, hub, outflanked, evacuating, temporary, regrouped, convinced, extends, stretched, realizing, various, isolated, individually, elements, alarmed, generally, consolidate, dispersed, skirmish, destroy, stretched, terrain, extremely, visibility, limited, distance, range, impossible, organize, maintain, communication, commanders, severely, reduced, enlisted, decisions, succeeded, breastworks, anticipation, renewed, mistakenly, inadvertently, headquarters, overrun, Lightning Brigade, repeating, disgraced, certainty, withdraw, directed, successfully, abandon, strategic, despite, occupying, artillery, commanding, resulted, estimated, casualties, and bottled.

Comprehension Check:

1. Describe the condition of the Confederacy as this article begins.
2. In what way did Rosecrans underestimate Braxton Bragg?
3. What was Bragg's plan?
4. What made fighting conditions extremely difficult?
5. Why were enlisted men making command decisions?
6. Why were Union soldiers cutting trees after the first day's battle?
7. What does the author mean when she says, "Confederate troops turned Union mistakes to their favor?"
8. How did major general George H. Thomas earn his nickname?
9. What did Rosecrans do after his retreat?

Writing Activities:

1. Pretend to be Rosecrans after Bragg retreated. Write how he was feeling.
2. Pretend to be Rosecrans after he retreated. Write how he was feeling now.
3. Pretend to be Union major general George H. Thomas. Write Thomas' reaction to Rosecrans' orders to abandon the area.

Art:

- Illustrate the "Rock of Chickamauga."
- Illustrate the Union soldiers cutting trees and building a defensive wall of breastworks.

Research:

- Union major general William S. Rosecrans
- Confederate general Braxton Bragg
- Union major general George H. Thomas
- Confederate lieutenant general James Longstreet

"Grant Takes Control" by Marcia Amidon Lusted (Pages 32-33)

Pre-reading: Look at the pictures, captions, and the title. What facts are learned from looking at this information?

Vocabulary: personally, prepared, oversaw, siege, location, strategic, controlled, commanding, decisive, established, positions, access, possibility, starvation, extended, priority, consolidated, relief, immediate, threat, surrender, reinforcements, consisted, captured, casualties, summit, sparsely, defended, barricades, headquarters, missionary, slopes, retreated, signaling, and defeated.

Comprehension Check:

1. Tell why the Confederates' location was a great advantage.
2. What did the Union call their supply line in Chattanooga?

3. After winning the three battles at Chattanooga, what else did the Union control?
4. Explain the significance of the "Gateway to the Lower South."
5. How is Sherman remembered?

Writing Activities:

1. Pretend to be President Abraham Lincoln. Write a letter to major general Ulysses S. Grant congratulating him on his victories around Chattanooga.
2. Tell why you think the supply line got its nickname as the "cracker line."
3. Tell why Chattanooga was a strategic site.

Art:

- Illustrate the "Gateway to the Lower South."
- Illustrate "setting the stage for Sherman's March."
- Illustrate this statement: "The Union forces raised the Stars and Stripes on the summit, signaling that they had won the Battle of Lookout Mountain."

Research:

- Confederate general Braxton Bragg
- Union major general Ulysses S. Grant
- Union major General William S. Rosecrans
- Union major General George H. Thomas
- Union major general Joseph Hooker
- Union major general William T. Sherman
- The Battle of Chattanooga

"Showdown at Knoxville" by Laurie Shinbaum (Pages 34-35)

Pre-reading: Look at the pictures, captions, and the title. Why did the Confederate army have difficulty retaking Fort Sanders?

Vocabulary: impossible, attacking, footholds, attempt, thwarted, strategic, corridor, sustain, successfully, attention, reinforce, remainder, resources, livestock, showdown, expand, surrounding, clashed, prevent, siege, attempted, approached, outlying, defenses, lacking, frontal, defending, unexpected, telegraph, entangled, hampered, vertical, captured, ceased, retreated, and eventually.

Comprehension Check:

1. Read the Fast Fact on page 35. Describe the Confederate plan for overtaking the fort. Did it work? Why or why not?
2. What was unusual about Union major general Ambrose Burnside's capture of Knoxville?
3. Why had Confederate lieutenant general James Longstreet and Braxton Bragg clashed in the past?
4. What was Longstreet's mission?
5. Name two or more things that hampered the Confederates from retaking the fort.
6. How long was the battle at Fort Sanders? What was the outcome?
7. What was one positive outcome, even though Longstreet was unable to take back Knoxville?

Writing Activities:

1. Tell why you think Confederate lieutenant general James Longstreet decided to make a surprise attack? List what reasons you think he might have had.
2. Pretend you are a Union soldier at Fort Sanders. What might you have said as Confederates attempted to climb the icy hillside?
3. Pretend to be a Union soldier who wrote home after the battle. What would you say?

4. Pretend to be Union major general Ambrose Burnside. Write a report of the battle to send President Abraham Lincoln.
5. Create a nickname for the battle at Knoxville.

Art:

- Illustrate a snowball fight at Fort Sanders instead of a battle.
- Illustrate the things that hampered the Confederates from retaking the fort.

Research:

- Confederate lieutenant general James Longstreet.
- Union major general Ambrose Burnside

“Inspiring Words” by Harold Holzer (Pages 36-37)

Pre-reading: Look at the pictures, captions, and the title. What do you think was the overall reaction to Lincoln’s speech?

Vocabulary: unrelieved, tension, prevailed, disappointed, pursuing, publicly, sense, flawed, invitation, orator, professional, merely, appropriate, momentous, halfhearted, reconsider, hysteria, departure, balmy, mournful, procession, battlefield, immense, spectators, spellbound, high-pitched, eyewitnesses, smattering, applause, stenographer, embarrassed, photographer, dismissed, commonplace, predicted, compliment, occasion, replied, entirely, purpose, exhibits, and transcription.

Comprehension Check:

1. Why was there so much tension at this time?
2. What disappointed Lincoln about the battle?
3. How did Lincoln handle his disappointment?
4. What special ceremony was Lincoln invited to attend?
5. Why was Lincoln’s invitation described as “halfhearted?”
6. Who delivered the major speech of the day?
7. Why was Lincoln urged to reconsider attending?
8. Describe the contrast between Edward Everett and Abraham Lincoln.
9. What two things did Lincoln’s speech offer the North?
10. What is the overall reaction to Lincoln’s speech today?
11. The author titled the article “Inspiring Words.” What did President Lincoln think of his words?

Writing Activities:

1. Pretend to be the photographer who planned to take President Lincoln’s picture. What would you tell your boss when he asked where was the photograph?
2. Pretend to be President Lincoln. What would you want to tell the Union generals instead of sending highest honors?
3. Pretend to be Edward Everett. Write what you would be thinking or feeling when President Lincoln sat down after only two minutes.

Art/ Discussion:

- Draw two identical calendars for Nov. 1863. Mark Thursday, November 19th and write Gettysburg Address on both blocks. Above one calendar write “Then.” Above the other write “Now.” Color the squares according to how President Lincoln’s speech was accepted. What color did you use for each? Why?

Research:

- Edward Everett
- Gettysburg Address

- www.loc.gov/exhibits/gadd/gadrft.html

"The Gettysburg Address" by Harold Holzer (Page 37)

Vocabulary: score, continent, conceived, dedicated, proposition, engaged, conceived, endure, portion, altogether, fitting, and proper, consecrate, hallow, detract, nobly, advanced, remaining, honored, increased, devotion, resolve, vain, perish, and government.

Comprehension Check:

1. How does President Lincoln say all men are created?
2. What does President Lincoln call the portion of the field where the ceremony is held?
3. Who does President Lincoln say has consecrated the ground?
4. President Lincoln thought the words spoken at the ceremony would be forgotten. What did he say would never be forgotten?
5. How does President Lincoln describe the work to be done?
6. President Lincoln says our nation shall have a new birth. What was to be born?

Writing Activities:

1. Pretend you were at the dedication ceremony and you could ask President Lincoln one question. What would it be?
2. Pretend you were at the ceremony because your dad died there. Write President Lincoln and let him know if his words comforted you. Why or why not?
3. List ways to honor the dead.
4. Tell whether you think the Gettysburg Address honored the dead. Why or why not?

Art:

- Create a poster that describes the new birth of freedom.
- Illustrate the great task remaining before us.

Research:

- Score
- Where is the Gettysburg Address stored today?

"Meanwhile, Around the World" by Marcia Amidon Lusted and illustrated by Bryan Langdo (Pages 40-41)

Pre-reading: Look at the pictures, the subtitles, and the title. Make a prediction of each short article is about. After reading, determine if your prediction was correct.

Vocabulary: momentous, imagine, stretch, constructed, torture, undergo, ventilation, locomotives, introduced, threatened, industry, emperor, scientist, microbes, figured, temperature, pasteurization, souring, reduce, vinegar, representatives, association, organization, agreement, official, and adopting.

Comprehension Check:

1. What was the major problem with the first underground trains?
2. What unsuccessful solution was tried to improve the underground trains?
3. What eventually solved the smoke problem with the underground trains?
4. What was the first beverage to be pasteurized?
5. What kills the microbes during pasteurization?
6. Who was the scientist who discovered pasteurization?
7. Name some products that are pasteurized.
8. What sport adopted a formal set of rules in 1863?
9. What country asked representatives to meet and set rules for this sport?

10. What was the organization called that set the rules for the sport?

Writing Activities:

1. Pretend you are in London and you have just ridden the underground train for the first time. Write how you would describe the experience.
2. Pretend to be French emperor Napoleon III. Write and ask Louis Pasteur to study why wine becomes sour.
3. Write one or two soccer rules that you especially like or dislike. Tell why.

Art/Writing:

- Look at the scene on page 40. Illustrate the scene on the first day of electric locomotives. Add conversation bubbles and comments.
- Illustrate a humorous scene with microbes about to be pasteurized. Add conversation bubbles and comments.

Research:

- "The Underground" or "the Lube"
- pasteurization
- Louis Pasteur
- The Football Association

"Art With a Message" by Dennis Denenberg (Page 45)

Pre-reading: Look at the picture and the title. Why do you think the author chose this title?

Vocabulary: probably, realize, recognize, appeared, version, illustration, techniques, cartoonist, immediately, publication, notable, accomplishment, caricature, impact, corruption, political, candidates, presidential, elect, defeat, represent, Democrats, and Republicans.

Comprehension Check:

1. What works made this mystery hero well known?
2. Describe the earliest illustrations of Santa Claus.
3. Where were the mystery hero's illustrations featured?
4. Why is he called "the Father of American Caricature?"
5. What political impact did this mystery hero's illustrations have?
6. What two political symbols did this mystery hero create?

Writing Activities:

1. Write a fan letter to the mystery hero. Which art would you thank him for creating?
2. Pretend to be the mystery hero. What do you think he would say if someone described his work as "art with a message?"

Art:

- Create your own "art with a message."
- Create a Civil War symbol or image that could be repeated to form a border.

Research:

- Mystery hero
- Caricatures
- Democratic and Republican symbols
- Harper's Weekly

"Creature Feature" Little Sorrel by Louise K. Dooley (Back Cover)

Pre-reading: Look at the pictures, captions, and the title. Can you predict who or what the article is about?

Vocabulary: interesting, plump, gait, disposition, appearance, awkward, markings, sturdy, master, distances, midst, attention, concentrate, attraction, popular, veterans, reunions, exhibit, mounted, and institute.

Comprehension Check:

1. Why does the author say that Little Sorrel and Stonewall Jackson made an interesting pair?
2. Why did Little Sorrel make an "ideal horse" for Stonewall Jackson?
3. What measurement is used to determine the height of the horse?
4. Name qualities that made Little Sorrel "ideal."
5. Tell about Little Sorrel's use after the Civil War.
6. What does it mean to be a "popular attraction?"
7. Tell how the Little Sorrel exhibit was created for a museum.