

# Teachers' Guide for Cobblestone

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## 1865: A Year in the Civil War

By Debbie Vilardi

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**Goal:** To learn about the important events of 1865 from the final battles of the Civil War to early steps toward reconstruction.

**\*Always have a parent or trusted adult help with web research.**

### Before Beginning:

- Study the images on the front cover and Table of Contents pages. What do they suggest about the war during 1865?

### "Fort Fisher's Fall" by Laura Phillips (Pages 2-3)

#### Comprehension:

1. Locate Fort Fisher on the map on page 5.
2. Why was Fort Fisher important to the Confederate Army?
3. How was the Union attack carried out?
4. What were the primary results of the attack?
5. Why was the Atlantic Ocean important to the war efforts on both sides?

#### Math Activities:

1. If more than 25% of the 1,900 Confederate soldiers were killed or wounded, what is the least possible number of Confederate casualties?
2. How many days passed between the beginning of the battle at the fort and the fall of Wilmington?

Research: Fort Fisher, Wilmington, NC, General Robert E. Lee, Army of Northern Virginia, Major General Alfred H. Terry, Admiral David D. Porter, General Braxton Bragg, Confederate President Jefferson Davis

### "The State of the Union in 1865" art by Katrina Damkoehler (Pages 4-5)

Comprehension: What happened at the meeting at City Point, Virginia?

Map Skills: Study the map on these pages. Refer to it as you read the rest of the issue.

1. Where were most of the battles in 1865 fought?
2. What was Richmond, Virginia the capital of?
3. What does each of the images on the map represent?

Research: President Abraham Lincoln, Lieutenant General Ulysses S. Grant, Major General William T. Sherman

## **"Peace Talks" by Heather Cox Richardson (Pages 6-7)**

Vocabulary: armistice

Comprehension:

1. What was the Southern feeling as the war came to a close?
2. What was the Northern feeling as the war came to a close?
3. Why did many Northerners criticize Lincoln?
4. Why did Jefferson Davis push for an armistice?
5. Why did Lincoln take a harsh stance about slavery and reunification?
6. Why might both sides have agreed to meet secretly?
7. What did some Northerners fear would happen if the war ended too soon?
8. How did Lincoln react?
9. What suggestions were made at the Hampton Roads Conference?
10. What was the result of the meeting?

Writing Activity: Lincoln misled the people in order to help ensure that the 13<sup>th</sup> Amendment would pass. Is it acceptable for your elected officials to mislead you? Was Lincoln right to do so? Write an essay explaining your reasoning.

Research: William H. Seward, Alexander H. Stephens, Robert M.T. Hunter, John A. Campbell, 13<sup>th</sup> Amendment, Hampton Roads Conference

## **"War Sherman Style" by Laura Phillips (Pages 8-11)**

### **"Desperate Times" by Laura Phillips (Page 12)**

Vocabulary: pontoon bridges, refugees

Comprehension:

1. What did General Sherman mean by "total war"?
2. What was Grant's plan for getting Sherman to Virginia?
3. What was Sherman's plan?
4. Why was Sherman's plan chosen?
5. Why was South Carolina important to the war?
6. Why might Sherman have chosen to attack Columbia instead of Charleston?
7. What led to further chaos in the city?
8. What were Sherman's feelings about the fires?
9. What impact did the attack on Columbia have on Charleston?
10. What was General Lee's response to Sherman's advance?
11. What effect did Johnston's efforts have?
12. What was the outcome of the battles in the Carolinas?
13. What was the response of some Southern cities to the refugees fleeing ahead of Northern troops?
14. Why did they respond in this way?
15. What was the situation like for abandoned slaves?

Discussion Activity: Is "total war" a good idea? Is it always necessary? Was it necessary in Columbia? Consider the soldiers who attacked Columbia, the soldiers who fled, and the residents of that small town as you discuss your opinions.

Research: Sherman's March to the Sea, Army of the Potomac, Columbia, SC, Camp Sorghum, Charleston, SC, General Joseph E. Johnston, General John M. Schofield

## **"A Helping Hand" by Heather Cox Richardson (Pages 13-14)**

### Comprehension:

1. How did Congress respond to the desperate situation of Southern residents?
2. Why was the Bureau of Refugees, Freedmen, and Abandoned Lands made part of the War Department?
3. What did the Freedmen's Bureau do to help impoverished Southerners?
4. How were African Americans treated by Southern whites after the war?
5. How did Freedmen's Bureau agents treat black workers?
6. What changes did Congress make to the Bureau in 1866?
7. Why did Congress make these changes?
8. Why did President Johnson veto them?
9. What sections were removed when Congress overrode the veto?
10. What is the Bureau's legacy?

Art Activity: Do you believe the Freedmen's Bureau was a good idea? If so, create a poster promoting the Freedmen's Bureau. Invite those in need to come for help. If not, create a poster protesting the Bureau. Explain how it intrudes on your life and culture.

Research: Bureau of Refugees, Freedmen, and Abandoned Lands; President Andrew Johnson

## **"Healing the Nation" by Meg Chorlian (Pages 16-17)**

Vocabulary: insurgent, deprecated, scourge, malice

### Comprehension:

1. What occasion is Lincoln referring to in the first excerpt of his speech?
2. How does Lincoln describe the views of war that Southerners and Northerners held prior to the war?
3. In the second excerpt, what does Lincoln say about God's will?
4. How does Lincoln propose to promote healing for the nation and individuals?

Writing Activity: Consider a time when you had an argument with someone. Who was hurt by the argument? Did you respond with malice or charity? Were you firm in your ideas? Was any peace achieved? Write a journal entry including details of the argument and its outcomes.

Research Activity: President Lincoln's 1665 Inaugural Address

## **"Let the Thing Be Pressed" by Jeanie Mebane (Pages 18-21)**

Vocabulary: flanking, pickets

### Comprehension:

1. What did the defensive line at Petersburg protect?
2. What was the situation like for Confederate soldiers?
3. How did Lee plan to improve the South's chances for victory?
4. How did the Southerners win Fort Stedman?
5. What thwarted their plan to continue to City Point?

6. What happened to the Confederate lines protecting Petersburg and Richmond?
7. What was the city of Richmond like when the Union soldiers arrived?
8. What did the Army of Northern Virginia find at Amelia Court House?
9. What made Lee finally decide to surrender?
10. What were the terms of surrender?
11. Why do you think it took Johnson so long to declare the Civil War over?

Math Activities:

1. About how many soldiers made up Lee's army at Saylor's Creek?
2. How many days passed between Lincoln's Inaugural Address (Page 16) and Lee's surrender?
3. How many days passed between the surrender and the official end of the war?

Writing Activity: You are at Appomattox Court House for the surrender. Write a letter home detailing what it feels like to be part of the end of the war. Decide which side you are on and whether you are returning to a plantation, small farm, town, or city?

Research: Petersburg, Virginia, Fort Stedman, Major General John B. Gordon, Major General Philip H. Sheridan, General George Pickett, Battle of Five Forks, Wilmer McLean, Appomattox Court House, General Joshua L. Chamberlain, Mosby's Rangers, Dabney Herndon Maury, "Jeff" Meriwether Thompson, William T. Wofford, Edmund Kirby Smith, Stand Watie

**"A Plot to Kill the President" by Christina Mierau (Pages 22-23)**

Vocabulary: fatalistic, mezzanine

Comprehension:

1. Why didn't Lincoln have more security?
2. What was Booth's plan?
3. Why did he assassinate President Lincoln?
4. What happened to William Seward and Andrew Jackson?
5. What happened to Booth and his accomplices?
6. What were the results of Lincoln's death?

Research: John Wilkes Booth, Edwin M. Stanton, Mary Surratt

**"Did You Know?" by Chris Ware (Pages 24-25)**

Research: Senator Hiram Revels

**"Last Shots" by Marcia Amidon Lusted (Pages 28-30)**

Vocabulary: clipper, circumnavigate

Comprehension:

1. Why did Stephen Mallory send agents to England to buy ships?
2. What was special about the Sea King?
3. Why was it rechristened?
4. What were the Shenandoah's orders?

5. Why didn't Waddell stop his raids when he learned of Lee's surrender?
6. What prevented Waddell from surrendering at an American port?
7. What were the accomplishments of the crew?
8. What became of the Shenandoah?

Math Activity: If one knot equals 1.15078 miles per hour, how many miles per hour could the *Sea King* go under both sail and steam power?

Map Activity: Locate each place mentioned in the article on a world map.

Research: Confederate naval secretary Stephen Mallory, *CSS Shenandoah*, First Lieutenant James I. Waddell

### **"Putting the Pieces Together" by H.S. Stout and D. H. DeFord (Pages 31-32)**

Comprehension:

1. What steps did President Johnson take to move the nation forward after the war?
2. How did powerful Southerners react?
3. What impact did Congress have when it returned?
4. How did white Southerners react?
5. What was the impact of the Military Reconstruction Act of March 2, 1867?
6. Why was Georgia's readmission to the Union delayed?

Discussion: Should Congress have made the Southerners develop new constitutions or was President Johnson's plan a better idea?

Research: the 14<sup>th</sup> Amendment, the 15<sup>th</sup> Amendment, Military Reconstruction Act of March 2, 1867

### **"Postwar Progress" by Andrew Matthews (Page 33)**

Comprehension:

1. Why did the United States purchase Alaska?
2. What impact did the railroad have on westward expansion?
3. How did the United States react to European nations getting involved in Mexico?
4. What other foreign policy change occurred?

Research: Alaskan purchase

### **"Unearthing Secrets" by David R. Bush (Pages 34-36)**

#### **"Digging In" by David R. Bush (Page 37)**

Vocabulary: latrines, sutler

Comprehension:

1. What was the dig site at Johnson's Island used for during the Civil War?
2. What became of the enlisted soldiers who arrived at Johnson's Island?
3. What features made this a valuable site for an archeological dig?
4. What might prisoners have wanted to hide from the guards?

5. What was mourning jewelry and why was it important?
6. How do students help at the dig?

Map Skills: Locate Johnson's Island on a map.

Math Activities:

1. How long did the prison camp operate?
2. What was the area of each latrine?

Writing Activity: Write a persuasive essay detailing why you'd like to join students at Johnson's Island or another archeological or anthropological site.

Research: Johnson's Island, Ohio, National Archives, 138<sup>th</sup> Ohio Volunteer Infantry, Heidelberg University

### **"A Surgery, a Meteor, and a Matterhorn" by Marcia Amidon Lusted (Pages 40-41)**

Research: Joseph Lister, shergottites, Edward Whymper, the Matterhorn

### **"A Poet and a Poem" by Dennis Denenberg (Page 45)**

Vocabulary: elegy

**Activity for the Entire Issue**: Look at America today. Can you see scars left by the Civil War and reconstruction efforts? Would the country be different if President Lincoln had survived? Should the Confederate flag and monuments to the Confederacy be allowed today? Discuss the lasting impacts with your class.