

Teacher's Supplement

cobblestone

Discover American History

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CIVIL WAR STORIES YOU SHOULD KNOW



Teachers' Guide for *COBBLESTONE: Civil War Stories You Should Know*

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OVERVIEW

In this magazine, readers will learn about the roles played by individuals from diverse backgrounds in the Civil War.

Cobblestone:

Civil War Stories You Should Know

includes engaging stories about individuals' contributions and heroic deeds during the Civil War.

ESSENTIAL QUESTION:

How can individuals change the course of history?



We invite you to use this magazine as a flexible teaching tool, which is ideal for interdisciplinary learning of social studies and science content and core literacy concepts. Find practical advice for teaching articles individually or utilize a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

READ MULTIPLE TEXTS PAGES 4 - 16

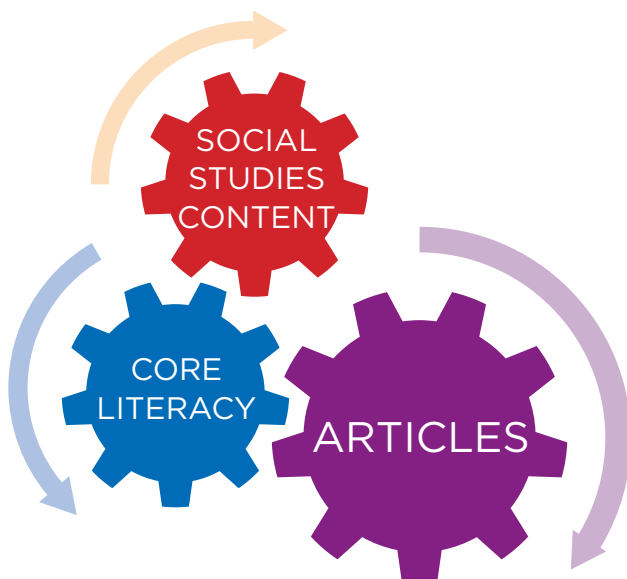
Each article in this magazine is well-suited for teaching Common Core literacy concepts and content area knowledge. For each individual article page in this guide, you'll find the following:

The diagram illustrates the layout of an article page from the magazine "MUSE: Bodies...The Inside Story". The page is divided into several sections, each with a corresponding label and a line pointing to it:

- Essential Question**: Points to the "ESSENTIAL QUESTION" section at the top left of the article page.
- Content Concepts**: Points to the "SCIENCE CONCEPT" section in the middle left of the article page.
- C3 Framework for State Social Studies Standards**: Points to the "CROSS-CURRICULAR EXTENSION" section in the middle left of the article page.
- Key Vocabulary**: Points to the "KEY VOCABULARY" section at the bottom left of the article page.
- Prepare to Read**: Points to the "PREPARE TO READ" section at the top right of the article page.
- Close Reading Questions**: Points to the "CLOSE READING QUESTIONS" section in the middle right of the article page.
- Common Core Connections to teach reading and writing standards**: Points to the "COMMON CORE CONNECTIONS" section at the bottom right of the article page.

TEACH A MINI-UNIT PAGES 18 - 20

Magazine texts can be easily grouped to make cross text connections and comparisons. Our Common Core mini-unit guides students to read and discuss multiple texts and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.SpeakListen.1, 2, 4) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



READING

Core literacy concepts, such as the ones found in the Common Core State Standards, help students access social studies and science content. Integration of both literacy thinking and content study offers students a great way to become experts in reading informational text and literature for content knowledge. This guide provides questions to cover many core literacy concepts.

Draw Inferences (CCSS.InfoText.1)

Describe Relationships (CCSS.InfoText.3)

Analyze Text Structure (CCSS.InfoText.5)

Interpret Visual Information (CCSS.InfoText.7)

Summarize (CCSS.InfoText.2)

Determine Word Meaning (CCSS.InfoText.4)

Understand Author's Point of View (CCSS.InfoText.6)

Explain Reasons and Evidence (CCSS.InfoText.8)

FOCUS STANDARD: CCSS. InfoText 9: Integrate Ideas and Information:

Have students read multiple articles from this magazine on the same topic, build knowledge, and make cross-text comparisons.

SPEAKING AND LISTENING

Use the articles in this magazine to spark meaningful discussions in person and online. Encourage deeper discussions where students can become topic experts. (CCSS.SpeakListen.1, 2, 4)

DISCUSSION OPTIONS—IN CLASS OR ONLINE

Article Clubs: Form small reading groups of students reading the same article. Have students discuss the content, share ideas, and critically evaluate the text.

Jigsaw Clubs: Form small reading groups of students reading *different* articles. Invite students to share information and resources with each other.

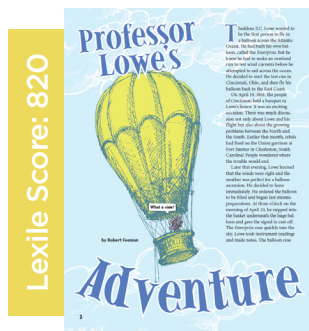
Whole Class: Launch with an essential question. Encourage students to find and share evidence from different articles building a greater understanding of the question.

WRITING

Use the articles in this magazine to prompt **informative/explanatory writing** (CCSS.Writing.2). Have students use evidence from the texts to share information about social studies, language arts, or science content in the articles. See the **Mini-Unit** section of this guide (pages 18 – 20) as well as the **article pages** (pages 4 - 16) for ways to incorporate writing into your instruction

ARTICLE: Professor Lowe's Adventure

Magazine pages 2 - 4, Narrative Nonfiction



Professor Lowe flew a hot air balloon into southern territory as part of an experiment. Later, he ran a fleet of spy balloons in support of the North.

ESSENTIAL QUESTION

How can individuals change the course of history?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science

Study the mechanics of balloon flight, and learn about the instruments Lowe used to determine his altitude and direction. Test fly a helium balloon.

KEY VOCABULARY

ascension (p. 2) the act of rising or ascending

instrument (p. 2) a device that measures something (such as temperature or distance)

reconnaissance (p. 4) military activity in which soldiers, airplanes, etc., are sent to find out information about an enemy

PREPARE TO READ

Look at the illustration on page 2. Hypothesize about the kind of adventure Professor Lowe may have had and the role the hot air balloon may have played in the war.

CLOSE READING QUESTIONS

- What was Professor Lowe's goal and how did he plan to accomplish it? Use details from the text to support your answer.
- Why did Lowe revealing he was from Cincinnati make the people on the ground suspicious? Underline context clues in the text that help you answer the question.
- What role did Lowe play in the Civil War, and how did he get that role?

COMMON CORE CONNECTIONS

Interpret Visual Information *CCSS Reading 7*

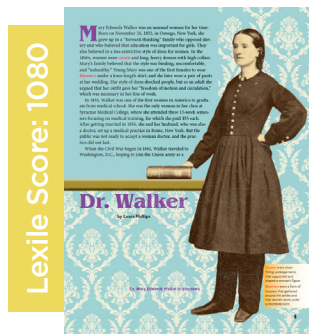
Look at the first photograph in the article. What details about how Lowe's balloons work do you learn from the caption? How does this new information affect your understanding of why Lowe began his test run from Cincinnati?

Draw Inferences *CCSS Reading 1*

What kind of person was Professor Lowe? Reread the article and note which details support your inferences about his personality.

Narrative Writing *CCSS Writing 3 & 6*

Imagine you were at either the ascension or landing of Lowe's first flight. Write a letter to a friend detailing what you witnessed. Be sure to include your senses.



Dr. Mary Walker was a woman ahead of her times. She aided soldiers and citizens during the Civil War despite discrimination and was awarded the Medal of Honor

ESSENTIAL QUESTION

How can the acts of an individual change the course of history?

SOCIAL STUDIES SCIENCE CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science and History

Research medical tools and practices of the Civil War era. What new innovations were developed? How does treatment then compare to treatment today?

KEY VOCABULARY

circulation (p. 5) the movement of blood through the body that is caused by the pumping action of the heart

privilege (p. 7) a right or benefit that is given to some people and not to others

PREPARE TO READ

Ask students what they know about women and their status in American society around the time of the Civil War. Hypothesize what challenges female doctors might have faced in wanting to serve in military hospitals during the war.

CLOSE READING QUESTIONS

- What were the barriers to Walker's medical career and what steps did she take to overcome them?
- What honor did Walker receive and why was this honor rescinded? Find evidence from the text to support your answer.
- Dr. Walker was brave. Look for examples in the text to support this statement.

COMMON CORE CONNECTIONS

Describe Relationships *CCSS Info Text 3*

What is the relationship between Dr. Walker's gender and how she was treated?

Summarize Main Ideas *CCSS Info Text 2*

Working with a classmate, summarize the main ideas of this article.

Opinion Writing *CCSS Writing 3 & 6*

Walker refused to follow social norms for women even though this caused controversy. Do you agree her decision to act in ways that challenged certain social norms was worth it? Write an essay explaining your opinion on whether Walker's decision to challenge social norms were worth it?



John Ericsson was an engineer who invented the ironclad vessel, changing naval warfare.

ESSENTIAL QUESTION

How can the acts of an individual change the course of history?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS CURRICULAR EXTENSION

Science

Develop and conduct an experiment to test the strength of variety of materials. Include wood and iron. Build a model steam engine.

KEY VOCABULARY

engineer (p. 8) a person who has scientific training and who designs and builds complicated products, machines, systems, or structures

generate (p. 10) to produce (something) or cause (something) to be produced

practical (p. 8) relating to what is real rather than to what is possible or imagined

PREPARE TO READ

Discuss examples of inventions that have changed the way people interact with other technologies, such as how the internet changed the way many people search for books in a library.

CLOSE READING QUESTIONS

- How did Individuals around Ericsson alter the course of his life? Use details from the article to support your answer.
- What prompted Ericsson to move to England and then the United States?
- What were some of Ericsson's engineering innovations?
- Describe John Ericsson's legacy. Use details from the text to support your answer.

COMMON CORE CONNECTIONS

Author's Point of View *CCSS Info Text 6*

Look for terms in the text that express the author's emotion or opinion about the topic, then summarize the author's point of view.

Explain Reasons and Evidence *CCSS Info Text 8*

Make a brief, oral argument claiming Ericsson was a mechanical genius, using evidence from the text.

Analyze Text Structure *CCSS Info Text 4*

The author uses a simile to compare the Ericsson to an iceberg. What purpose does this simile serve? Is it effective?

ARTICLE: Escape to Freedom

Magazine pages 11 - 13, Expository Nonfiction



Robert Smalls and his fellow slaves stole a Confederate ship and escaped to the Union. Smalls went on to assist the Union as a ship's pilot and then captain.

ESSENTIAL QUESTION

How can the acts of an individual change the course of history?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Geography & Art

Study the geography of the coastal regions mentioned. Create a scale map showing land features.

KEY VOCABULARY

nautical (p. 11) relating to ships and sailing

engagement (p. 13) a fight between military forces

PREPARE TO READ

Discuss the role of slavery in the South prior to the Civil War. Ask students to brainstorm how a group of slaves successfully escaping with a Confederate ship might impact slaves' lives and other groups' opinions of them.

CLOSE READING QUESTIONS

- Describe the plan Smalls and his fellow slaves followed.
- Mark up the text to indicate key turning points in the events that resulted in Smalls leading the escape from Charleston Harbor.
- How did Smalls's knowledge of the area and Confederate secrets assist the Union?

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Info Text 5*

The majority of the article is chronologically organized. What parts are not in chronological order? What impact does this have on your understanding of the text? How might you understand the text differently if the entire text were organized chronologically?

Integrate Ideas *CCSS Info Text 9*

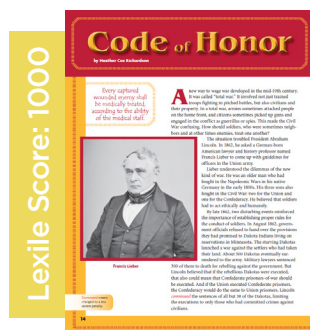
Read the portions of the accompanying newspaper article on page 12 and compare the accounts.

Research-Based Writing *CCSS Writing 2 & 6*

Research escape attempts by enslaved African Americans during the Civil War. Write an expository essay summarizing these attempts and their impact on the treatment of enslaved African Americans during the Civil War.

ARTICLE: Code of Honor

Magazine pages 14 - 15, Expository Nonfiction



Abraham Lincoln asked Francis Lieber to create an ethical code for the armies of the United States. The resulting code detailed acceptable treatment of civilians and prisoners of war.

ESSENTIAL QUESTION

How can the acts of an individual change the course of history?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Civics

Create a code of conduct for your school.

KEY VOCABULARY

ethically (p. 14) in a way that is right and good

humane (p. 14) kind or gentle to people or animals

guerrilla (p. 14) a member of a usually small group of soldiers who do not belong to a regular army and who fight in a war as an independent unit

vigorous (p. 15) done with great force and energy

PREPARE TO READ

Discuss the concept of honor. Ask the students for examples of honorable and dishonorable behavior.

CLOSE READING QUESTIONS

- What is meant by the term “total war?” Use details from the text to support your answer.
- What qualified Lieber to author the new code?
- Which locations are soldiers instructed to protect? Why might those locations have been singled out?

COMMON CORE CONNECTIONS

Describe Relationships *CCSS Info Text 3*

Why did the two incidents described contribute to the development of the code? What do these incidents have in common? What portions of the code seem to answer the conundrums the incidents posed?

Opinion Writing *CCSS Writing 3 & 6*

Read the sections of the code presented along with the article. Do you believe they are ethical and humane? Support your argument with details from the text.

Research-Based Writing *CCSS Writing 2 & 6*

Research the Geneva Conventions and write an essay comparing them with Lieber’s code.

ARTICLE: Caught Between Two Worlds

Magazine pages 16 - 18, Expository Nonfiction



The article looks at three Native Americans who had a role in the Civil War. Black Beaver and Ely Parker assisted the Union army. Black Kettle was massacred along with many Cheyenne after signing a peace treaty.

ESSENTIAL QUESTION

How can the acts of an individual change the course of history?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Geography & Math

Measure distances between locations mentioned in the article using a map. Record measurements in both metric and standard notations.

KEY VOCABULARY

reimburse (p. 18) to pay someone an amount of money equal to an amount that person has spent

repercussion (p. 18) something usually bad or unpleasant that happens as a result of an action, statement, etc., and that usually affects people for a long time

teamster (p. 18) one who drives a team or motortruck

PREPARE TO READ

Read the introductory paragraph and study the images that accompany the article. Now consider the title. What two worlds might the title refer to? How do the images evoke this concept?

CLOSE READING QUESTIONS

- What did Black Kettle do to push for peace between Native Americans and settlers?
- What barriers did his race put in front of Parker? How did he overcome those barriers? Find evidence from the text to support your answer.
- Why did Black Beaver agree to help the Union soldiers? Underline portions of the text that support your answer.

COMMON CORE CONNECTIONS

Draw Inferences *CCSS Info Text 1*

Use information from the text to infer what the political and social climate of the United States was like for Native Americans in the 1860s.

Analyze Text Structure *CCSS Info Text 6*

The author chose to tell three stories in this article. What ties these stories together? What further information might help tie them together better? Could another structure have been successful? Which one and why?

Summarize Main Ideas *CCSS Info Text 2*

Summarize the central idea of the article and supporting ideas explored in each section. How does each section's main idea support the main idea of the article?

ARTICLE: On the Lookout

Magazine pages 19, Expository Nonfiction



Clues in the environment helped scouts understand enemy troop movements.

ESSENTIAL QUESTION

How can the acts of an individual change the course of history?

SOCIAL STUDIES CONCEPT

The physical characteristics of places are impacted by human behavior.

CROSS-CURRICULAR EXTENSION

Science

Look for signs of life in the schoolyard and write down the clues you find. Use the clues to construct hypotheses about the lifeforms that might have left the signs.

KEY VOCABULARY

associate (p. 19) to think of one person or thing when you think of another person or thing

impression (p. 19) something (such as a design or a footprint) made by pressing or stamping a surface

PREPARE TO READ

Show students photos of a variety of animal or human tracks left in the ground. Ask students to look for clues that would help them describe the characteristics of the animal or human that left them.

CLOSE READING QUESTIONS

- What clues did scouts look for? Write a list based on details provided in the text.
- How could scouts tell if certain tracks belonged to Native Americans riding on horseback?
- Underline key parts of the text that explain why understanding gait was important for trackers.

COMMON CORE CONNECTIONS

Interpret Visual Information *CCSS Info Text 7*

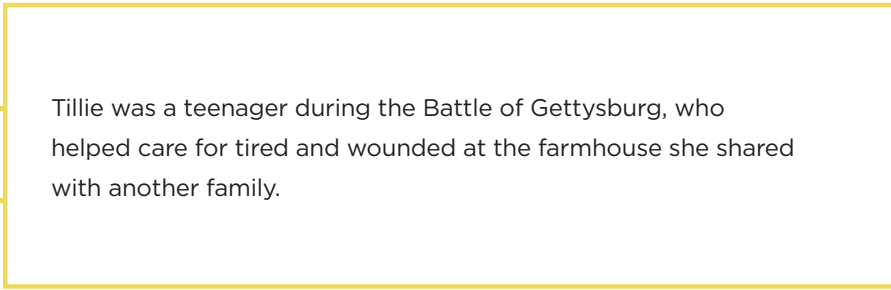
Look at the gaits depicted on page 19. What does the distance between each hoof print indicate? Were these made by cavalry or Native Americans' horses? How do you know?

Support Conclusions *CCSS Info Text 1*

A scout is like a detective. Use details from the text to support this statement.

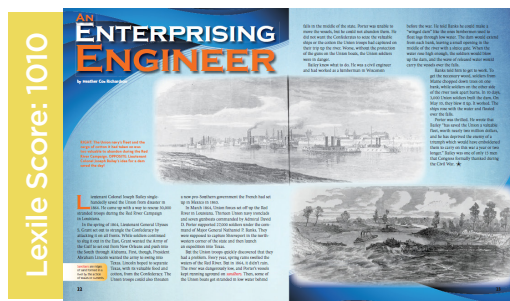
Historical Fiction Writing *CCSS Writing 3 & 6*

Imagine you are a Civil War scout. Decide your location in the country. Consider the terrain. What clues can you follow? Where might you find the enemy forces? Which commander do you report to? Write the story of your contribution to the Union or Confederate cause.



ARTICLE: An Enterprising Engineer

Magazine pages 22 - 23, Expository Nonfiction



When Union ships ran aground because of low waters, Lieutenant Colonel Joseph Bailey constructed a dam and then blew it up so the rush of the water would propel the vessels.

ESSENTIAL QUESTION

How can the acts of an individual change the course of history?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science

Study the climate of the Red River. Recreate the drought conditions from 1864 and then construct and destroy a dam.

KEY VOCABULARY

expedition (p. 22) a journey especially by a group of people for a specific purpose (such as to explore a distant place or to do research)

sluice (p. 23) an artificial passage for water to flow through with a gate for controlling the flow

PREPARE TO READ

Ask students if they've ever been physically stuck, or unable to navigate through a particular environment. Have them share what they did to overcome this setback.

CLOSE READING QUESTIONS

- The author states that Joseph Bailey saved the Union. What evidence supports this claim?
- Why was Texas important to the Northern cause?
- Underline textual evidence that suggests the Red River went through Confederate territory.

COMMON CORE CONNECTIONS

Author's Point of View *CCSS Reading 6*

"Worse, without the protection of the guns on the Union boats, the Union soldiers were in danger." Is the author expressing his own view or that of Banks? What is the purpose of this sentence in the context of the article?

Describe Relationships *CCSS Info Text 3*

What is the relationship between the weather and the ability to move ships on a river?

Research-Based Writing *CCSS Writing 2 & 6*

Research a variety of engineering jobs within the military. Find out what types of problems these engineers use their skills to solve. Write an expository essay detailing the variety of ways in which engineers help the military be able to function successfully.

ARTICLE: Hero at Little Round Top

Magazine pages 26 - 28, Expository Nonfiction



The article presents a brief biography of Joshua Chamberlain, including his academic and military pursuits.

ESSENTIAL QUESTION

How can the acts of an individual change the course of history?

SOCIAL STUDIES SCIENCE CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Social Studies & Art

Conduct research to find three examples of heroic actions taken by persons in the Civil Rights Movement or another era of U.S. History. Create a collage to display the heroic actions of these persons.

KEY VOCABULARY

abide (p. 26) to remain or continue

tenacious (p. 27) very determined to do something

PREPARE TO READ

Discuss what makes someone a hero. Tell students about your heroes, and then work as a class to create a mind-map defining the term and its characteristics.

CLOSE READING QUESTIONS

- How did Chamberlain's background prepare him for war?
- Does Chamberlain meet the class definition of a hero? Use examples from the text to support your answer.

COMMON CORE CONNECTIONS

Essay Writing *CCSS Writing 2 & 6*

Ask students to take a position on the following statement: "In great deeds something abides." Then ask them to write a persuasive essay using examples from Chamberlain's or other people's lives to support their position.

Analyze Text Structure *CCSS Info Text 5*

Analyze Text Structure CCSS Info Text 5

The article is structured as a brief biography. How would the article change if it had a cause/effect structure? Which structure has the most emotional impact?

Opinion Writing *CCSS Writing 3 & 6*

Bowdoin College took Chamberlain back after the war. Would you have done so? Why or why not?

ARTICLE: Signaling Success: Inventor Martha Coston

Magazine pages 29 - 31, Expository Nonfiction



Martha Coston was a poor widow, but her husband had been an inventor. She improved on one of his inventions, creating a signaling system for ships and keeping her family from the poor house.

ESSENTIAL QUESTION

How can the acts of an individual change the course of history?

SOCIAL STUDIES SCIENCE CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Science

Research how fireworks work, and identify the ingredients used to produce different colors.

KEY VOCABULARY

duplicity (p. 29) dishonest behavior that is meant to trick someone

immense (p. 29) very great in size or amount

pyrotechnics (p. 30) a bright display of fireworks

PREPARE TO READ

In a darkened classroom, use a flashlight to signal SOS. Ask the students if they recognize the signal. If no one does, explain it. Then tell them they will learn about the inventor of another signaling system.

CLOSE READING QUESTIONS

- Underline the key steps Martha Coston took to develop her invention.
- Why were the signals necessary for ships?
- What was Coston's legacy?

COMMON CORE CONNECTIONS

Interpret Visual Information *CCSS Info Text 7*

Read the sidebar on page 31. How does it increase your knowledge about Coston and her legacy? How do the illustrations add to information presented in the text?

Write Descriptions *CCSS Writing 2*

Research the Coston Signals. Write a short description of what each signal stood for.

Summarize Main Ideas *CCSS Info Text 2*

Discuss the main ideas with a partner. Write a one sentence and then a one paragraph summary of the main ideas.

ARTICLE: Spies in Petticoats

Magazine pages 32 - 35, Expository Nonfiction



The article consists of brief descriptions of the spy activity of five women, three Union and two Confederate supporters, and includes an introduction about the methods used by female spies of the time.

ESSENTIAL QUESTION

How can the acts of an individual change the course of history?

SOCIAL STUDIES SCIENCE CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Technology

Research technologies used today to send encrypted electronic messages. Then work within a small group to determine the pros and cons of using this technology to send messages securely. Make a chart to summarize your findings.

KEY VOCABULARY

crucial (p. 33) extremely important

intelligence (p. 33) secret information that a government collects about an enemy or possible enemy

prominent (p.34) important and well-known

PREPARE TO READ

Ask if the students have heard of any spies. What does a spy do and what equipment does one use? How might spying be different for a woman? What about for a woman during the Civil War?

CLOSE READING QUESTIONS

- Why was spying sometimes easier for women than for men? Use details from the text to support your answers.
- Make a chart of the allegiances each spy had and techniques she used. Include whether she was captured or not.
- How did each woman's background help her become successful as a spy?

COMMON CORE CONNECTIONS

Describe Relationships *CCSS Info Text 3*

Accurate information is important to military victory. What is the connection between each spy's mission and the tides of the war?

Draw Inferences *CCSS Info Text 1*

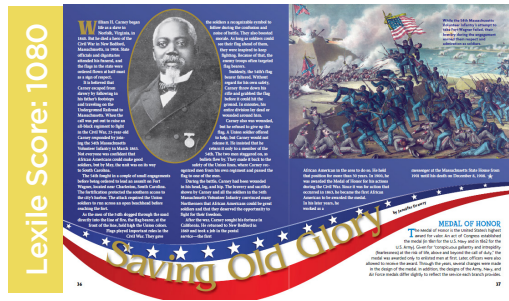
Use information from the text to make inferences about each of the spy's personalities. What traits did they have in common? Are these traits necessary for spy work?

Interpret Visual Information *CCSS Info Text 7*

Study the images that accompany the article. What information do they give us about women during the Civil war and each woman profiled?

ARTICLE: Saving Old Glory

Magazine pages 36 - 37, Expository Nonfiction



William Carney escaped enslavement and volunteered for the Massachusetts Infantry. He was awarded the Medal of Honor for his brave and courageous actions.

ESSENTIAL QUESTION

How can the acts of an individual change the course of history?

SOCIAL STUDIES CONCEPT

Individuals can shape significant historical change.

CROSS-CURRICULAR EXTENSION

Engineering

Use the Online Resources page listing for this article to construct a model of an earthwork like those that made up Fort Wagner.

KEY VOCABULARY

beachhead (p. 36) a beach on an enemy's shore that an invading army takes and controls in order to prepare for the arrival of more soldiers and supplies

falter (p.36) to begin to fail or weaken

PREPARE TO READ

Discuss the literal and symbolic meanings of the national flag. Recite the Pledge of Allegiance and ask the students what they would risk to demonstrate their allegiance to the flag.

CLOSE READING QUESTIONS

- Why was the flag important to the soldiers of the 54th Massachusetts Volunteer Infantry?
- Carney had a life of firsts. Underline details from the article to support this statement.
- Why were Northerners skeptical about African American soldiers?

COMMON CORE CONNECTIONS

Analyze Text Structure *CCSS Info Text 6*

The author chose to begin this article with Carney's funeral. What purpose does that serve? How would the article be different if it were fully chronological?

Explain Reasons & Evidence *CCSS Info Text 8*

The author states that Northerners were convinced of the benefit of African Americans serving as soldiers. What evidence supports this claim?

Opinion Writing *CCSS Writing 3 & 6*

Write a persuasive essay detailing whether Carney was right to retain the flag despite his injuries and the danger posed by his environment. Use details from the article to support your argument.

CROSS-TEXT CONNECTIONS WITH MULTIPLE ARTICLES

COMPARE ARTICLES

SYNTHESIZE: Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9):

- Read “Code of Honor” on pages 14 – 15 and then read the other articles while making notes of honorable and dishonorable behavior.
- Create a time line of events mentioned in each article.
- “Great deeds abide.” Use this phrase as a critical lens for writing an expository essay about great deeds carried out during the Civil War by individuals featured in this issue.
- Gather information across texts to show how past experiences can set someone up for greatness.
- Read “Caught Between Two Worlds,” “Spies in Petticoats,” and “Saving Old Glory” to analyze how minority groups overcame obstacles to play a significant role in the Civil War. Gather information across texts to show how chance plays a role in greatness. Sometimes someone is in the right place at the right time.
- Refer to “Dr. Walker,” “Nurse Tillie,” and “Spies in Petticoats” to discover the roles of women in the war and the roles they were expected to play. Contrast these roles.

EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

Every person can make a difference. We often hear this, but it can be hard to believe. This issue of Cobblestone presents the proof. Everyone represented, from a teenage girl to an escaped slave, had a significant impact on the Civil War. Engage your students by having them participate in a History Fair, where they create and present visual displays detailing the life of one of the individuals written about in this issue.

ENGAGE

READ AND COMPARE

APPLY

ENGAGE: Distribute the magazine and inform students that each person in the magazine had an impact on the Civil War and that many of their actions led to lasting changes. Create a chart similar to the one below. Add the names of the individuals mentioned in the articles as you continue your studies.

People Who Influenced the Civil War

Name	Role	Legacy
Abraham Lincoln	President of United States	Emancipation
Robert E. Lee	Confederate General	Surrendered at Appomattox Considered hero by Southerners
Ulysses S. Grant	Union General	Becomes U.S. President because of war
Jefferson Davis	President of Confederate States of America	Defeated in the war

Share the essential question:

How can the acts of an individual change the course of history?

READ AND COMPARE ARTICLES: Begin with a focus article as a base for building content knowledge and model how to work through the text.

1) READ ALOUD: Use Professor Lowe’s Adventure pages 2 - 4 as a focus article, or choose a different article that works well for your teaching goals. Share the article summary on page 4 of this guide. Students can read using their own copies of the article and sticky notes to mark places they find interesting or have questions about.

2) DISCUSS THE ARTICLE: After reading, guide students to turn and talk about the article. See the Article Pages for Close Reading Questions.

3) READ NEW ARTICLES: Help students choose additional articles to read based on their inquiry questions or outside interests. Refer to the Article Pages for summaries of each article within *Civil War Stories You Should Know*.

4) COMPARE ARTICLES: After students have read multiple articles, guide them to make cross-text connections. Refer to page 17 in this guide for Cross-Text Comparisons to Compare Articles using prompts that help students integrate ideas and information.

CHOOSE A PURPOSE FOR READING

CLOSE READ: *CCSS Informational Text.1* Add the people mentioned in each article to the graphic organizer we began with the Engage activity.

UNDERSTAND MAIN IDEAS TO DEVELOP EXPERTISE: *CCSS Reading.3* Analyze how events shaped the choices the individual in your article made. How did these choices lead to success?

ANALYZE PURPOSE: *CCSS Reading.6* The Editor’s Note on the contents page states that the purpose of this issue is to familiarize the reader with lesser-known stories of the Civil War in hopes of inspiring curiosity about other stories. How does each article attempt to accomplish this task? Do any succeed? Rank the articles in order of their success and discuss the reasoning behind your choices.

APPLY: HISTORY FAIR

Who we are impacts what we can accomplish, but everyone is capable of great deeds. Students will work individually or in groups to create a detailed portrait of one of the people discussed in the issue (See Article Pages 4 – 16). They will use the articles and other resources to learn more about the individual and produce a display board of facts and images for presentation to the class and any guests you invite. Students may even dress as their subjects and answer questions from that perspective.

STEP 1: Break students up into 12 groups. Have each group select one of the individuals written about in this issue.

STEP 2: Instruct students to use the library, internet, and other resources to locate further resources on the person they have selected. Students should take notes on the person using the Essential Question for this issue as the focus for their research. Notes and image information (see below) can be recorded on the Bibliographic Planner on page 21 of this guide.

STEP 3: Students should create a time line of major events in the person's life, and add this timeline to their display board.

STEP 4: Students should select images to accompany the timeline and place them on their display board. These can be photographs, artifacts, or artwork made by the student. The images must tie to the work the subject accomplished and include captions to explain the connection. For example, Martha Coston could be represented by ships at sea, fireworks, and a portrait of herself.

STEP 5: Students should work together to craft a one-paragraph summary of how this person's life demonstrates how individuals can significantly impact the course of history.

STEP 6: Using information recorded on their graphic organizer, students should write a bibliography and add it to their display board.

STEP 7: Once student work is complete, prepare the boards for display. Have the students take turns presenting their boards and answering questions about the person they chose to represent, or have guests circulate through the room asking questions of the presenters.

NAME: _____

Mini-Unit Graphic Organizer

Person of Focus: _____

Author	Source	Year Published	Publisher	Page Number or URL	Notes

NAME: _____

ANALYZE GRAPHIC FEATURES

GRAPHIC FEATURE	PAGE LOCATION	HOW THIS FEATURE HELPED YOUR UNDERSTANDING

NAME: _____

CONCEPT CHART

Show how reading multiple articles developed your understanding of the essential question or or your own inquiry question.

ESSENTIAL QUESTION OR INQUIRY QUESTION:

ARTICLE 1:

ARTICLE 2:

ARTICLE 3:

abide to remain or continue

*Years after the Civil War ended, Joshua L. Chamberlain wrote, "In great deeds something **abides**." (p. 26)*

ascension the act of rising or ascending

*Later that evening, Lowe learned that the winds were right and the weather was perfect for a balloon **ascension**. (p. 2)*

associate to think of one person or thing when you think of another person or thing

*Look at the tracks **associated** with the three different gaits in the illustration on the right. (p. 19)*

beachhead a beach on an enemy's shore that an invading army takes and controls in order to prepare for the arrival of more soldiers and supplies

*The attack required the Union soldiers to run across an open **beachhead** before reaching the fort. (p. 36)*

circulation the movement of blood through the body that is caused by the pumping action of the heart

*Her style of dress shocked people, but as an adult she argued that her outfit gave her "freedom of motion and **circulation**," which was necessary in her line of work. (p. 5)*

compel to force (someone) to do something

*As we passed on toward the house, we were **compelled** to pick our steps in order that we might not tread on the bodies. (p.21)*

crucial extremely important

*The details Van Lew's espionage ring gathered about the Confederate military proved **crucial** in the victories of Union lieutenant general Ulysses S. Grant's troops toward the end of the war. (p. 33)*

duplicit dishonest behavior that is meant to trick someone

*After going through the money her husband had left her, she admitted in her autobiography, "... through my own ignorance and the **duplicit** of others ... I found myself ... penniless." (p. 29)*

engineer a person who has scientific training and who designs and builds complicated products, machines, systems, or structures

*He worked for his father, a mining **engineer**, and he soon developed great skill as an engineer, too. (p. 8)*

engagement a fight between military forces

*During that time, Smalls was in 17 **engagements**, and he was present in Charleston Harbor in April 1865 when Union forces resumed control of Fort Sumter. (p. 13)*

ethically in a way that is right and good

*He believed that soldiers had to act **ethically** and humanely. (p. 14)*

expedition a journey especially by a group of people for a specific purpose (such as to explore a distant place or to do research)

*They were supposed to capture Shreveport in the northwestern corner of the state and then launch an **expedition** into Texas. (p. 22)*

falter to begin to fail or weaken

*Suddenly, the 54th's flagbearer **faltered**. (p.36)*

generate to produce (something) or cause (something) to be produced

*It **generated** a whole class of ironclad ships, against which the wooden sailing ships of the day could not compete. (p. 10)*

guerrilla a member of a usually small group of soldiers who do not belong to a regular army and who fight in a war as an independent unit

*In a total war, armies sometimes attacked people on the home front, and citizens sometimes picked up guns and engaged in the conflict as **guerrillas** or spies. (p. 14)*

hasten to move or act quickly

*Obtaining a bucket, I **hastened** to the spring and carried water to the moving column [of soldiers] until the spring was empty. (p.21)*

humane kind or gentle to people or animals

*He believed that soldiers had to act ethically and **humanely**. (p. 14)*

impression something (such as a design or a footprint) made by pressing or stamping a surface

*If the ground was grass-covered or soft, hoof prints left **impressions** and bent the grass. (p. 19)*

instrument a device that measures something (such as temperature or distance)

*Lowe took **instrument** readings and made notes. (p. 2)*

intelligence secret information that a government collects about an enemy or possible enemy

*This **intelligence** enabled Jackson's soldiers to force the Union soldiers to retreat and then to take Port Royal. (p. 33)*

nautical relating to ships and sailing

*He also learned how to read **nautical** maps. (p. 11)*

reimburse to pay someone an amount of money equal to an amount that person has spent

*With Emory's promise that the government would **reimburse** him for any losses, Black Beaver agreed to help the Union forces safely reach Fort Leavenworth. (p. 18)*

repercussion something usually bad or unpleasant that happens as a result of an action, statement, etc., and that usually affects people for a long time

*Most Native American guides refused to help Emory because they feared **repercussions** from the invading Confederate army. (p. 18)*

privilege a right or benefit that is given to some people and not to others

*Walker was given a private room and special **privileges** in prison. (p. 7)*

prominent important and well-known

*Greenhow was **prominent** in Washington society and was a friend of Northern politicians and military leaders. (p.34)*

pyrotechnics a bright display of fireworks

*On April 5, 1859, Martha was granted a patent (#23,536) in her husband's name for a **pyrotechnic** night signal and code system. (p. 30)*

reconnaissance military activity in which soldiers, airplanes, etc., are sent to find out information about an enemy

*He and his staff in the First United States Balloon Corps made an estimated 3,000 **reconnaissance** flights. (p. 4)*

sluice an artificial passage for water to flow through with a gate for controlling the flow

*The dam would extend from each bank, leaving a small opening in the middle of the river with a **sluice** gate. (p. 23)*

teamster one who drives a team or motortruck especially as an occupation

*Traveling across 500 miles of open prairie, Black Beaver safely guided more than 800 Union soldiers, their prisoners, 200 **teamsters**, 80 wagons, and 600 horses and mules across without losing a single man, horse, or wagon. (p. 18)*

tenacious very determined to do something

*Chamberlain's actions that day later earned him the Medal of Honor for "daring heroism and great **tenacity** in holding his position on the Little Round Top against repeated assaults." (p. 27)*

vigorous done with great force and energy

*Private citizens are no longer murdered, enslaved, or carried off to distant parts, and the inoffensive individual is as little disturbed in his private relations as the commander of the hostile troops can afford to grant in the overruling demands of a **vigorous** war. (p. 15)*

CAUGHT BETWEEN TWO WORLDS

- <http://www.history.com/this-day-in-history/stand-watie-born>

Short article on Stand Watie, a Cherokee Indian who became a Confederate General.

SIGNALING SUCCESS: INVENTOR MARTHA COSTON

- <http://www.civilwarsignals.org/pages/signal/signalpages/flare/coston.html>

A website produced by the Signal Corps Association contains information on all forms of signals used during the Civil War.

AN ENTERPRISING ENGINEER

- <http://www.usace.army.mil/About/History/ArmyEngineersintheCivilWar.aspx>

An online exhibit featuring resources that highlight the role played by members of the U.S. Army Corps of Engineers during the Civil War.

SAVING OLD GLORY

- <http://www.civilwar.org/battlefields/battery-wagner.html>

A website produced by the Civil War Trust contains information about battles along with maps, photos and other resources.

- <http://www.history.com/this-day-in-history/assault-of-battery-wagner-and-death-of-robert-gould-shaw>

An article about the battle at Fort Wagner from the History Channel.