

Teacher's Guide for COBBLESTONE

GETTYSBURG: CIVIL WAR TURNING POINT

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Goal: to emerge readers in an overview of the Battle of Gettysburg and its importance as a turning point of the Civil War.

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

"A Place in History" by Carl Simon-Katler (Pages 2-3)

Pre-reading: Look at the photographs and captions. What experiences can you imagine here? Now, visualize this as a Civil War battlefield.

Vocabulary Check: scattered, coincidence, strategy, invade, approximately, massive, abundantly, inhabitants, prosperous, strategic, maneuvers, converted, transformed, occupied, amid, littered, pierced, invincible, offensive, defensive, regiments, arguably, and pivotal.

Comprehension Check:

1. This article is called "A Place in History." Describe this place, this setting.
2. Gettysburg was at the intersection of 10 major roads. How many major roads intersect in your city or town?
3. What caused Gettysburg, Pennsylvania to be selected as a Civil War battlefield?
4. Why was Gettysburg an ideal spot for 19th-century warfare?
5. The author says, "The remains of thousands of soldiers who died littered the fields and yards." What does "littered" remind you of? How does this description make you feel?
6. How did the battle of Gettysburg change this quiet countryside forever?
7. Gettysburg is often called a turning point of the Civil War. It marked a shift in the war too. What does this mean?

Writing Activity:

- Pretend to be a Gettysburg farmer with wheat and a peach orchard. Make a list of events that could cause crop loss. What event actually did destroy the crops? Tell about how unexpected that was.
- Imagine living in one of the homes that was abandoned during the battle of Gettysburg and used as a temporary hospital. Write about what you found when you returned.
- Write an obituary column for Jennie Wade, the civilian killed there.

Art:

- Illustrate Gettysburg before and after the battle.
- Peaceful and quiet are often said together. Illustrate this setting demonstrating these descriptive words and the feelings they portray.
- Name two words that could be used to describe the battle of Gettysburg. Illustrate this setting with these descriptive words and the feelings they portray.

"A Surprise Move" by Rollie Aden (Pages 4-5)

Pre-reading: The bottom left photograph shows the new Union Leader. What does the photograph and caption at the top reveal?

Vocabulary Check: fortress, threatened, agonized, tide, offensive, disrupt, territory, cautiously, unchecked, momentum, secured, morale, technically, cavalry, engagements, fierce, inconclusive, flanks, pondered, expressed, surrender, rebellion, humiliating, and confidence.

Comprehension Check:

1. Why was Robert E. Lee on his way to meet with Jefferson Davis?
2. Why were Union officers surprised that Lee would take soldiers from Richmond and head north?
3. Why did Hooker allow the Confederate soldiers to leave Richmond without attacking?
4. Describe the mood as the Confederates crossed the Potomac River into Maryland.
5. As the troops approached, shopkeepers shipped their goods to other towns. Why?
6. What is meant by this statement: "The horse-mounted cavalry served as the advance eyes and ears of the army?"
7. When the Civil War first began, what was the Northern attitude about the war and its outcome?
8. What was a common mistake made by Northern leaders, concerning estimation of Confederate troops?
9. How was Lincoln hope about the war's outcome?

Writing Activity:

- If Robert E. Lee had intercepted the featured letter from Abraham Lincoln, what do you think he would have written back to Lincoln?
- If the Confederate soldier continued to write in his diary, what might he have written about his hope for the next day or the war's end?
- Make a list of reasons why the European countries should support the Confederacy.

"You're in the Army Now" by Philip L. Bolte and Montana Rogers (Page 6)

Vocabulary Check: formation, detachment, deployment, and skirmisher.

Comprehension Check:

1. If you are taking a count of the injured and killed, what kind of report are you taking?
2. What is the group called that is sent in advance?
3. What word is used to refer to the big guns?
4. Who rides the horses?
5. Who has to walk?

Math Activity:

- Rank the top three organizations.
- What is the smallest composition?
- What is the lowest rank listed?
- Which rank is higher: Captain or Major?

Writing Activity:

- If you had to fight and you were allowed to choose your assignment, where would you choose to be and why? Use words from this list.

"Day 1—Accidental Meeting" Rollie Aden contributed to this article (Page 7)

Pre-reading: What type army unit is this? North or South?

Vocabulary Check: accidental, engage, withdrew, converge, and momentum.

Comprehension Check:

1. Why was this meeting accidental?
2. Why did Heath's soldiers withdraw?
3. How were things looking for the Confederates by night fall of the first day?

Writing Activity:

- Write a diary entry after the first day of battle. Write it as a Confederate. Write another one as a Union soldier.

"Enemies and Friends" by Duane Damon (Pages 8-10)

Pre-reading: Look at the picture, read the picture caption and the title. What act of kindness do you predict two enemies shared?

Vocabulary Check: sprawled, heed, fate, knoll, rippling, defending, bolted, victorious, impressed, disorder, rally, valiantly, convince, collapsed, numbness, opponent, gasped, survived, devoted, summoned, stretcher-bearers, dispatched, courier, escort, convinced, grim, ultimate, sacrifices, undeceived, prominent, immediate, explanations, and vital.

Comprehension Check:

1. What does the author mean by this statement: "But war and fate often pay little heed to what 'should' be?"
2. What caused the Union soldiers to be so afraid that they bolted and ran?
3. What did Barlow, a Union officer, do when his men fled?
4. What happened to Barlow next?
5. What act of kindness did a Confederate commander named Gordon do for Barlow?
6. What was Barlow's last request?
7. What were the stretcher-bearers ordered to do?
8. Tell about the surprise ending to this story.

Art:

- Illustrate what the title of this story means to you.

Research:

- Brigadier General Francis C. Barlow
- Brigadier General John B. Gordon

"Day 2—The Fishhook" by Marcia Amidon Lusted (Page 11)

Pre-reading: What do you predict this article will be about from reading the title?

Vocabulary Check: surveying, defensive, shaft, simultaneously, distracting, collapse, reluctantly, essentially, strategic, and undefended.

Comprehension Check:

1. What was Robert E. Lee's plan?
2. What happened to the plan?
3. What location seemed very important to both sides?
4. What does the author mean by this statement: "When the fighting stopped around nightfall, the Union soldiers essentially held their lines?"

Art:

- Draw a large fishhook. Label the parts to match the description in the article.

“Big Deal at Little Round Top” by Marcia Amidon Lusted (Pages 12-14)

Pre-reading: What do you think the title of the article means?

Vocabulary Check: launch, avoid, occupied, defied, strewn, intensified, seized, abandon, collapse, ammunition, bayonets, desperately, casualties, engage, and ultimately.

Comprehension Check:

1. What spoiled Robert E. Lee’s plan to attack early on July 2?
2. How did Chamberlain finally defeat the Confederates from Alabama who kept charging up Little Round Top?
3. What happened after the Confederate troops fell back?
4. Tell how Hancock’s regiment of 262 Union soldiers held off the Confederates at Cemetery Ridge.

Writing Activity:

- Imagine being an artist traveling to paint scenes of the Civil War. Write about a time you were scared or horrified by what you saw.
- Make a list of things you would hope to never see again if you had been in battle at Little Round Top or Devil’s Den.

“Day 3—Pickett’s Charge” by Heather Mitchell (Page 15)

Pre-reading: Look at the picture and read the caption. Why do you think the generals got to vote instead of being given orders?

Vocabulary Check: unanimously, assault, scattering, bombard, and cannonade.

Comprehension Check:

1. What was the decision of the generals’ vote?
2. How did the Confederate army decide what to do next?
3. Why was Lee’s decision a big gamble?
4. What was the flaw with the cannonade?
5. Tell about Pickett’s Charge.

Art:

- Imagine “the thundering of nearly 300 cannon.” Illustrate what comes to mind.

Writing Activity:

- Pickett’s infantry was described as “itching to fight.” What does that mean? Write about a time you were itching to do something.

“A Forest of Bayonets” by Heather Mitchell (Pages 16-19)

Pre-reading: Look at the pictures, the captions, and the title. What can you tell about the final charge at Gettysburg?

Vocabulary Check: barrage, spearheading, disrupt, underestimated, resentment, populace, circumstances, invaders, slaughter, pitting, opposed, convince, awed, formation, devastating, survivors, surged, intimidating, ensued, sabers, launched, swashbuckling, rally, counterattack, criticized, enormous, invincibility, indestructible, and valor.

Comprehension Check:

1. The author said that Lee underestimated the enemy. What does this mean?

2. How had "the tables turned?"
3. What is meant by "wholesale destruction?"
4. How did Longstreet feel about giving the order to charge?
5. Why do you think Lee was unwilling to change his orders?
6. What is your opinion of Lee's ride into the fields and his apology to his troops?
7. Why was Lee so worried? What did he expect Meade to do?
8. Why do you think Meade did not counterattack?
9. What response have people had toward Meade's decision?
10. What do historians mean by "Pickett's Charge is representative of the entire Confederate war effort?"

Math Skills:

- "In some cases, up to 10 Confederate soldiers fell as a result of one shell fired by Union cannon." What is this ratio? With this ratio, how many would fall with 2 shells? Create a problem of your own.

Writing Activity:

- Write a dialogue between Longstreet and Lee before this battle began.
- Describe the intimidating "rebel yell" battle cry.

Art:

- Illustrate the "glittering forest of bayonets."

"A Second Invasion" by Helen Wieman Bledsoe (Pages 19-21)

Pre-reading: Look at the pictures, photographs, and captions. What is the mood?

Vocabulary Check: succumbed, hobble, immobile, caravan, torrents, pursuit, pontoon, circumstances, escorted, stretcher-bearers, attendants, descended, charitable, sanitary, exhausting, assess, severe, shattered, fragments, amputating, morphine, antiseptics, penicillin, hygiene, bandages, transported, dismantled, and trenches.

Comprehension Check:

1. What was Lee's fear?
2. What essential elements were sought for temporary field hospitals?
3. Why were the wounded so short of doctors and medical attendants?
4. Tell about the second invasion.
5. Describe some of the injuries and what caused them.
6. Tell about Camp Letterman.

Math:

- How many casualties died following the battle of Gettysburg?

Writing Activity:

- Imagine watching the seventeen-mile caravan of ambulances and wagons carrying the wounded. Write about it.
- Imagine that your home was used as a temporary hospital. Write a letter to a relative telling all about it.
- Tell about opening a package addressed "Gettysburg." Make a list of what was inside.
- Imagine that you were assigned to gather the wounded. Write about locating a friend who was injured but alive.
- Imagine having to dig trenches for the dead. Write a diary entry at the end of the first day. Write another after several days.

Art:

- Illustrate "the wounded train."

"Eyewitness to the Battle" by Marcia Amidon Lusted, illustrated by Cheryl Kirk Noll (Pages 22-23)

Pre-reading: Look at the picture and read the title. Who do you think is the eyewitness to the battle?

Vocabulary Check: eyewitness, regarded, accompany, consented, intense, obtaining, hastened, exploded, surrounding, companions, raging, compelled, tread, amputated, and fetching.

Comprehension Check:

1. Why did Mrs. Schriver request that Tillie accompany her to her father's home three miles away?
2. Being an eyewitness to the battle at Gettysburg changed Tillie Pierce Alleman's life. Tell how.
3. What does Tillie mean when she says, "We were compelled to pick our steps in order that we might not tread on the bodies?"
4. Tell about Tillie's return home to her parents.

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

Vocabulary Check: ultimately, academy, opposing, dedicated, sickening, towering, and commemorates.

Comprehension Check:

1. Tell the nickname for Major General Georg G. Meade. Would it be considered a compliment?
2. Why do you think Lewis A. Armistead and Winfield Scott Hancock are sighing in the illustration on page 24?
3. Which Union state had the most casualties at Gettysburg?

Writing Skills:

- Write a letter home about making a friend at West Point.
- Write another letter home explaining that the friend you made at West Point fought for the other side. Tell that you saw him at a battle.
- Write what question Confederate lieutenant general Richard S. Ewell may have asked when he dismounted from his horse.

Math Skills:

- Forty percent of the Confederates were casualties at Gettysburg. What is another way to state forty percent?

"A Great Speech" by Harold Holzer (Pages 26-27)

Pre-reading: Look at the photograph, caption, and the title. Do you know the name of the famous speech?

Vocabulary Check: ferociously, telegrams, burden, fragile, freak, unrelieved tension, prevailed, pursuing, flawed, momentous, hysteria, departure, balmy, mournful procession, immense, spectators, smattering, stenographer, transcription, and dismiss.

Comprehension Check:

1. Tell how Lincoln's public and private responses to Gettysburg were different.
2. What did Pennsylvania create shortly after the battle of Gettysburg?

3. Why do you think Lincoln was not asked to give the major speech at Gettysburg?
4. What speech is remembered from the dedication ceremony? Who wrote and presented it?
5. What kind of reaction did Lincoln's speech get from the crowd? From the newspapers?
6. Tell about Everett's comments to Lincoln several days after his speech.
7. What does the author mean by "the president was greeted with a 'perfect silence?'"
8. Contrast Everett and Lincoln's delivery of their speeches.
9. What is a stenographer's job?

Art:

- Illustrate Lincoln bent over stacks of telegrams from the battle at Gettysburg. What is the mood?

Writing:

- Imagine being the eyewitness that saw Lincoln bent over telegrams. Write a letter to a friend or to the newspaper telling what you observed.
- Image being the reporter who predicted that the Gettysburg Address would be remembered. List two reasons why you think so.

Research:

- Edward Everett
- www.loc.gov/exhibits/gadd/gadrft.html (Lincoln's handwritten speech and a transcription of it)

"Read All About It!" by Janine Richardson (Pages 29-31)

Pre-reading: Look at the photographs, read the headlines and the title of the article. What was the source for current information about the Civil War?

Vocabulary Check: consumed, publishing, inspired, initially, significant, technical innovations, dramatic, bylines, celebrities, circulation, correspondents, steadfast, distinguish, compiled, hazardous, bombardment, climax, shrieked, straggler, commenced, and ghastly.

Comprehension Check:

1. What does it mean to get "the latest information from the front?"
2. How did the Civil War change the way the news was presented?
3. What does the author mean by the opening sentence: "For four years, the Civil War emotionally, physically, and financially consumed Americans?"
4. After a battle, what was likely to happen to newspaper circulation?
5. Bylines name the writer. Why do you think writers are sometimes unnamed or given a pen name?
6. Why do you think Samuel Wilkeson would leave his career as a lawyer to be a reporter from the battlefield? What about C. C. Coffin?
7. Explain this statement: "Reporting was a hazardous job, for sickness and injury struck those observing the battle as well as those fighting it."
8. What does the author mean by "the tempest of orchestral death?"
9. Name three different ways to present the news as shown and/or discussed in this article.

Writing Activity:

- Pretend to be a newspaper reporter following the Union army. Write three journal entries for before, during, and after a battle.
- The author says, "during the terror and confusion of battle..." What other words come to mind when you hear "battle?"
- Contrast the actions of C.C. Coffin and Samuel Wilkeson after the battle of Gettysburg.
- Pretend to be a Picket. Write about swapping something with the enemy.

Math Activity:

- After a battle, circulation increased to as much as five times its normal level. If a newspaper publisher typically sold 500 copies per day, how many might he sell if it has an increase of five times normal? Try other examples.

“Captured on Camera” by Daniel Spinella (Pages 30-31)

Pre-reading: Could you identify the item shown as a camera, even if the title was not present? Read to learn what role cameras played in the Civil War.

Vocabulary Check: captured, panoramic, essentially, motionless, primarily, inspiration, and sharpshooter.

Comprehension Check:

1. What does the author mean by this statement: “Photographer Mathew Brady decided it was both his duty and a good business decision to capture a visual historical record of the Civil War?”
2. Why is “captured” an appropriate word to use in the title of this article?
3. Contrast developing pictures today and developing them on a photographer’s wagon.
4. If you were a photographer during this time, would you want to work for Mathew Brady? Why or why not?

Writing Activity:

- Pretend to be Timothy O’Sullivan, a photographer at Gettysburg. Write a letter to Abraham Lincoln thanking him for saying that your photographs inspired his writing of the Gettysburg Address.

Art/Writing Activity:

- Write what you think O’Sullivan might have said when his camera was knocked from his hands by shell fragments. Brainstorm several humorous comments.
- Create a cartoon for one of your comments.

“Stepping Into History” by Nick D’Alto (Pages 34-36)

Pre-reading: Have you ever visited the cyclorama in Gettysburg? In what ways would a visit to this site feel like you were “stepping into history?”

Vocabulary Check: raging, terrain, perspective, dimensional, versions, opposed, restorers, spectators, conservators, disassembled, launched, obscured, fragile, and cyclorama.

Comprehension Check:

1. In what ways is the cyclorama more special than a computer simulation?
2. What does the author mean by “the high-water mark?” (see page 34)
3. What did Philippoteaux and his five assistants use for a painting surface?
4. How long did it take to complete the original project?
5. Where is the original painting now?
6. Tell of the condition of the Boston cyclorama when it arrived in Gettysburg in 1913.
7. Tell what was uncovered when the painting was cleaned.
8. Missing sky areas were restored. How does restoring the sky affect the size of the cyclorama?
9. How long did the restoration work take?

Writing Activity:

- Image disassembling the cyclorama and transporting it to another town. Write about something that damaged the art panels.

“What’s Going on at Gettysburg?” by Meg Chorlian (Pages 37-39)

Pre-reading: Look at the photographs and read the picture captions. What words come to mind? Name a word or phrase that collectively describes all the images.

Vocabulary Check: preserve, promote, reconciliation, reenactors, saloon, descend, merged, sobering, foundation, massive, artifacts, conflicts, dimensional, donated, and highlights.

Comprehension Check:

1. Visitors may choose from licensed battlefield guides, audio tours for cars, or a self-guided map tour. Which would you prefer and why?
2. Gettysburg National Military Park has seen reenactments and many visitors. What other purpose has it served?
3. Tell about battlefield rehabilitation.
4. What do Friends of Gettysburg do every June?
5. What is the importance of the Gettysburg Foundation?
6. The cyclorama is massive. How massive is it?
7. What is the Junior Ranger Program? If you are not sure, research it.
8. How many markers and monuments are located at Gettysburg?
9. How large is the park at Gettysburg?
10. About how many graves are in the park at Gettysburg?

Research:

- www.gettysburgfoundation.org (Gettysburg Foundation)
- www.nps.gov/gett (National Park Service)

Art/Writing Activity:

1. Create a postcard of present-day Gettysburg. Write a message to a friend about your visit.
2. Make a list of three or more things you would like to see while at Gettysburg.

“Turning Points” by Marcia Amidon Lusted, illustrated by Byran Langdo (Pages 40-41)

Pre-reading: Look at the pictures and sub-topics. Scan the information. See if you can determine where these battles took place.

Vocabulary Check: marathon, civilization, estimated, objective, invade, outnumbered, empires, hesitated, unified, flourished, significant, banishment, proclaimed, reassembled, unify, exile, obstacle, resistance, retreated, strategically, pitted, and invincible.

Comprehension Check:

1. Why do you think the author called the battle a Marathon Battle? Is there another reason?
2. Explain the expression: “met their Waterloo.”
3. Imagine one of these turning points with the opposite outcome. How might our present world be different?

Writing Activity:

- Choose a turning point that interests you. Tell why you would like to have witnessed it.
- Write about Miltiades’ bravery and leadership skills.
- Pretend to be a Russian fighting against Adolf Hitler’s army. Write three different statements that you might have said after defeating the Germans.

“Leader of Men” by Dennis Denenberg (Page 47)

Vocabulary Check: commemorate, insisted, incredible, classical, dedication, surrender, impact, impact, surrender, and statue.

Comprehension Check:

1. Why does the author say that the mystery hero would not be upset that no statue exists to commemorate his role at Gettysburg?
2. The author states that strong work habits as a youth can impact life as an adult. What does he mean by that?

Research:

- Congressional Medal of Honor
- Joshua L. Chamberlain

Writing Activity:

- Pretend to be Joshua L. Chamberlain and be handed the first surrender flag of Confederate general Robert E. Lee. Write a letter telling your parents about it.
- Write a To Do List that a “Leader of Men” might make.
- The article says that Joshua L. Chamberlain was well respected by Union officers. Write comments officers might have said about him.

“Loyal Mascots” (Back Cover)

Pre-reading: Look at the monument. Read the title. Whose mascot was this?

Vocabulary Check: adopted, burial detail, mascots, acknowledging, loyalty, devotion, separated, confusion, and memorialized.

Comprehension Check:

1. Why did soldiers sometimes adopt mascots during wartime?
2. What happened to Sallie at Gettysburg?
3. Sallie found her way back to where the regiment had fought earlier. Where did she stand guard?
4. What honor was Sallie given?

Research:

- Bull terrier
- 11th Pennsylvania Infantry’s monument at Gettysburg National Military Park