

Teacher's Guide for Cobblestone

October 2011: 1861: A Year in the Civil War

Teacher's guide created by Debbie Vilardi

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Goal: to become acquainted with the events of 1861 in relation to the Civil War.

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

"Split Over Slavery" by Michael Green (Pages 2-3)

Pre-Reading: Look at the cartoon on page 2 and read the caption. Who is splitting the country? Why?

Vocabulary: Secede, swing, controversial, moderate, popular sovereignty

Comprehension:

1. What were the primary election issues in 1861?
2. Why was Seward seen as controversial?
3. Name the presidential candidates, their parties and their views on slavery.
4. Why did Lincoln only win northern states?
5. What was the response to the election in the south?

Math: Add the electoral votes won by each candidate to find the total available. What percent did Lincoln win?

Writing Activity: Do you agree that Lincoln became president of the Disunited States? Use the article to find examples of disunity.

Research Topics: Congressional debates and compromises of the 1850s, Lincoln and Douglas debates, presidential candidates of 1860, presidential campaigns of 1860, Dred Scott vs. Sandford, maps showing slave and free states in 1860, secession, the election of 1860

"Peace Efforts" by Michael Green (Pages 4-6)

Vocabulary: compromise

Comprehension:

1. Describe Lincoln's public record on slavery?
2. Why was President Buchanan in a weak position?
3. Why did some believe in the possibility of compromise?
4. What role did Senator Crittenden play in the attempts to find a compromise? Why did these attempts fail?

5. Why did the Republican Party prefer to keep slavery out of new territories?
6. What is the importance of the Missouri Compromise?
7. Did Lincoln's view of these issues change between his election and arrival in Washington, D.C.?
8. The caption on page 4 indicates that southerners felt their way of life was threatened by the new president. Why?

Writing Activities:

1. Imagine you are a senator in 1861. Write your arguments for or against compromise. Consider whether slavery should be allowed to spread to new territories.
2. Read the "Did You Know?" on page 6. Pretend you are at the Virginia State convention to discuss secession. Use the lack of enforcement of the Fugitive Slave Act to argue that Virginia should secede.

Research: Crittenden Compromise, Senator John Crittenden, Missouri Compromise, President John Tyler, Old Gentlemen's Convention, The Fugitive Slave Act.

"Bottom of the List" by Michael Green (Page 7)

Comprehension:

1. Why is President James Buchanan often at the bottom of the list of presidents?
2. What steps did he take to preserve the union?
3. Why did he feel congress should play the primary role?

Research: James Buchanan

"Lincoln Speaks" by Mark Clemens (Pages 8-9)

Vocabulary: accession, apprehension, perpetual, intercourse, insurrectionary

Comprehension:

1. Describe Lincoln's argument against war.
2. How does he claim to feel about the seceded states?

Discussion: Study the U.S. Constitution. Do you agree with Lincoln's position that it does not allow for legal secession?

Research: Lincoln's Inaugural Address

"The Fall of Fort Sumter" by Barbara D. Krasner (Pages 10-13)

Pre-reading: Discuss what you have learned about Christopher Columbus in the past.

Vocabulary: merchant, cartographer

Comprehension:

1. Why did Anderson move his command to Fort Sumter?
2. Why did leaders of South Carolina feel betrayed by this move?
3. What was the *Star of the West* bringing to Fort Sumter?
4. What did Lincoln agree to send later?
5. Why did South Carolina want the fort to be evacuated?
6. Why does Beauregard order cannon fire?
7. Why did border states remain in the Union?

Math Skill: What time and date did the bombardment end?

Writing Activities:

1. Did President Lincoln have other options than calling for troops? What were they? Do you think they would have been successful?
2. "The firing on Fort Sumter forced people to choose sides." Would you have chosen sides? If so, which one? If not, why not? Would you have joined the military to defend your side?

Research: Major Robert Anderson, Fort Sumter, Fort Moultrie, Governor Francis W. Pickens, General Pierre G.T. Beauregard, West Virginia's secession from Virginia

"Bloodshed in Baltimore" by Ruth Spencer Johnson (Pages 16-17)

Pre-reading: Study the map on pages 14 & 15. Consider the battle sites, border states and location of Washington, D.C.

Vocabulary: Habeas corpus

Comprehension:

1. Why did northern troops need to travel through Maryland?
2. How did the bloodshed begin?
3. What was the result of this first blood spilled?
4. Why is habeas corpus an important right and why did Lincoln suspend it?
5. How did the suspension of habeas corpus make Maryland become pro union?

Writing Activity: Do you believe Lincoln was right to suspend habeas corpus even if it meant innocent people could be detained?

"A Vital Network" by Ruth Spencer Johnson (Page 18)

"Squeeze Tactics" by Barbara D. Krasner (Page 19-21)

"Building a Navy" by Barbara D. Krasner (Page 20)

"Running the Blockade" by Betty J. Gair (Page 21)

Vocabulary: Blockade

Comprehension:

1. Why were ships and rails important in the war?
2. Describe the northern and southern rail systems before the war. What was the North's advantage?
3. Why wasn't General Scott's planned blockade carried out early in the war?
4. Why did some British sailors interfere with the Union blockade?
5. Describe the use of ships by the north and south. Which government had the more powerful navy and why?

Writing Activity: Select a strategy mentioned in these articles and write an argument for using it.

Research: Railroads, Lieutenant General Winfield Scott, naval blockades, Confederate President Jefferson Davis, privateers

"Tending to the Troops" by Marcia Amidon Lusted (Page 22)

"Angel of the Battlefield" by Marcia Amidon Lusted (Page 23)

Comprehension:

1. Why did only men assist doctors before 1860?
2. What led Dorothea Dix to become a nurse?
3. Why do you think Dix selected plain looking women to work in the army?
4. How did Dix, Hopkins and Barton support the war effort?

Writing Activity: Pretend you are a wounded soldier. Write a letter to your nurse thanking her for her care.

Research: Dorothea Dix, Juliet Ann Opie Hopkins, Clara Barton, American Red Cross, medicine in the 1860s

"A Call to Congress" by Heather Cox Richardson (Pages 28-29)

Vocabulary: Revenue, emancipation, confiscation

Comprehension:

1. Why did the Republicans control Congress in 1861?

2. How did congress decide to increase revenue?
3. Why was it important to keep slaves from helping the confederate army?
4. What compromise appeased the border states?
5. Which provisions to increase funds still exist?

Math Skill: What is 3% of \$800? What was the length of the special session of Congress?

Writing Activities: Discuss the quote at the beginning of the article. What does Lincoln mean? Do you believe he is correct in his statement that war cannot overcome a lost election in the United States?

Research: The complete text of Lincoln's message to Congress on July 4, 1861, Income taxes

"Facing the Enemy" by Betty J. Gair (Pages 30-33)

Pre-reading: Study the map, picture and captions on pages 30 and 31.

Vocabulary: green, flank

Comprehension:

1. Why did spectators follow the soldiers?
2. What were impediments to McDowell's plan?
3. Who rallied the confederate soldiers?
4. What prevented the Union soldiers from having an orderly retreat?
5. Why didn't Confederate soldiers follow?

Geography: Reread the article, tracing the events on the map on page 31.

Research: Brigadier General Irvin McDowell, General Joseph E. Johnston, Battle of First Bull Run, Brigadier General Thomas J. Jackson

"Success at Last" by Marcia Amidon Lusted (Pages 34-35)

Vocabulary: Barrier islands, amphibious

Writing Activity: Describe the naval tactics the north used to conquer the southern forts.

Geography: Locate the forts or the islands they occupied on a map. Why were these strategic points?

Research: Fort Clark, Fort Hatteras, Fort Walker, Fort Beauregard

"International Crisis" by L.D. Burnett (Pages 36-37)

Comprehension:

1. Why did Jefferson Davis ask Mason and Slidell to go to Europe?
2. Why did Union soldiers capture them?
3. Why didn't the British captain fight back?
4. How did the British government react to the incident?
5. How did the Union avoid war with the British?

Research: James Mason, John Slidell, the HMS *Trent*, William H. Seward

Activities for the Issue as a Whole:

1. Create a timeline of the events of 1861.