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Exploring Primary Sources— Civil War

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Resource** (5 pages)
- Card Lesson Plan** (4 pages)
- Card** (2 pages)
- Document Lesson Plan** (6 pages)
- Document** (1 page)

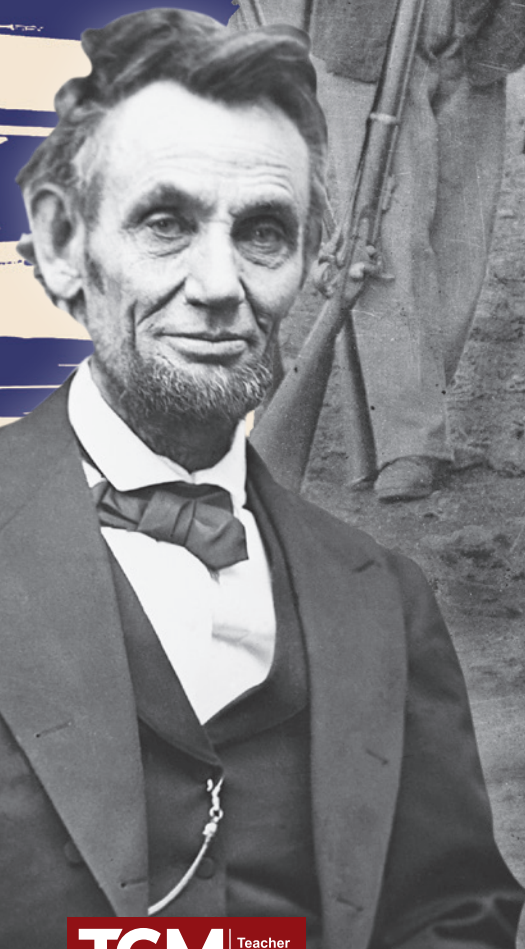
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Civil War

Teacher's Guide



CHARLESTON MERCURY

EXTRA:

Passed unanimously at 1.15 o'clock, P. M., December 20th, 1860.

AN ORDINANCE

To dissolve the Union between the State of South Carolina and other States united with her under the compact entitled "The Constitution of the United States of America."

We, the People of the State of South Carolina, in Convention assembled, do declare and ordain, and it is hereby declared and ordained,

That the Ordinance adopted by us in Convention, on the twenty-third day of May, in the year of our Lord one thousand seven hundred and eighty-eight, whereby the Constitution of the United States of America was ratified, and also all Acts and parts of Acts of the General Assembly of this State, ratifying amendments of the said Constitution, are hereby repealed; and that the union now subsisting between South Carolina and other States, under the name of "The United States of America," is hereby dissolved.

THE

UNION IS DISSOLVED!



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How to Use This Resource

Lesson Plans

The learning outcomes are the focus throughout each lesson.

For digital-only reproducibles, digital filenames are provided.

Page references and digital filenames make lesson preparation easy.

The guiding questions help support development of inquiry by focusing on the primary source being studied.

Essential questions provide inquiry anchors for students as they investigate enduring understandings.

Gettysburg Address

Lincoln in Gettysburg

Learning Outcomes

- Students will discover the history behind the Gettysburg Address.
- Students will be able to identify differences across multiple drafts of Lincoln's speech.

Materials

- copies of the Gettysburg Address primary source card (address.pdf)
- copies of *History of the Address* (page 45; bgaddress1.pdf)
- copies of *Text of the Gettysburg Address* (gettysburg.pdf)
- copies of *Hay Draft* (haydraft.pdf)
- copies of *Nicolay Draft* (nicodraft.pdf)
- copies of the Lincoln's Address document-based assessment (page 45; lincoln.pdf)

Essential Question

- Why is it important to understand the accomplishments of historical figures?

Guiding Questions

- Where is Abraham Lincoln in this photograph?
- Describe the differences between the attendees at the top of the photograph and those at the bottom.
- Why do you think there were so many handwritten drafts?
- What may account for the differences between the drafts?

Introducing the Primary Source

- Have students think of a time when they had to give a speech or presentation. Discuss their preparation. If students write their speeches, ask them if the words they spoke exactly matched the words they wrote.
- Share the photograph of the crowd at Gettysburg from the primary source card. Give students time to discuss observations or questions they have about the image.
- Introduce the essential question, and use the first two guiding questions to discuss the photograph of the crowd at Gettysburg.

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Students collaborate to interact with the primary source through inquiry, textual analysis, and engaging activities.

These assessments provide opportunities for students to independently practice primary source analysis.

Key content vocabulary from the historical background information is bolded in student texts and defined here for reference.

Gettysburg Address

Lincoln in Gettysburg (cont.)

Analyzing the Primary Source

- Have student pairs read the background information, *History of the Address*. (A copy of the text at a lower reading level is provided in the Digital Resources—bgaddress2.pdf.) Review the key words with students as necessary. As students annotate their copies of the pdf, encourage them to note any sections of the text they have comments or questions about.
- After students have read the background information, discuss the last guiding question with them.
- Distribute copies of *Text of the Gettysburg Address*, which is provided in the Digital Resources. Read about the document to students. Then, provide time for students to complete at least two of the activities from the back of the primary source card.
- Explain to students that John Hay and John Nicolay had originally owned the two copies of the Gettysburg Address housed at the Library of Congress. Hay and Nicolay were Lincoln's personal secretaries.
- Place students into two large groups. Distribute copies of *Hay Draft* (haydraft.pdf) to half the class and the *Nicolay Draft* (nicodraft.pdf) to the other half. Both drafts are provided in the Digital Resources. Have student pairs perform a careful side-by-side analysis of the traditional text and the draft they have been given.
- Have students note all the differences between the versions on separate sheets of paper. Students should explain which copy they prefer and why. Then, have the two halves of the class come together to compare the drafts. Hold a class discussion to record all of the differences, and the possible reasons behind them, on the board.

Document-Based Assessment

- Distribute copies of *Lincoln's Address*. A digital copy of the primary source is provided in the Digital Resources (lincoln.jpg).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

Key Words

These key content words are included in both levels of the background information.

- captivated**—fascinated and charmed
- casualties**—military people who are killed, injured, ill, missing, or captured
- keynote**—main or central
- offensive**—the side that is attacking

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How to Use This Resource *(cont.)*

Background Information

The historical background information provides students with key information about both the time period and the primary source. It is provided at two different reading levels to support differentiation. When preparing for a lesson, decide which level best meets the needs of your students. Use one level for all students, or differentiate the reading levels by student need.

- Encourage students to write strong questions they have as they read these texts. The *Creating Strong Questions* lesson on pages 28–30 will prepare students for this important aspect of the inquiry arc.
- Suggestions for annotations students could make while reading are provided in each lesson plan.

Within the Teacher's Guide, the texts are leveled at a seventh- to eighth-grade reading level and are denoted by a triangle in the top right of each page.

Glossary terms are bolded to highlight their importance to the content. All glossary words are included in both levels of the information. A Student Glossary is provided on the digital resources. This document includes the vocabulary words and definitions from all 16 lessons.

Texts leveled at a fifth- to sixth-grade reading level are denoted by a square and are only provided in the Digital Resources.

History of the Address

Name _____ Date _____

On July 1, 1863, Union and Confederate forces met in Gettysburg, Pennsylvania. This would become the largest battle ever fought in North America. Both sides saw heavy casualties as the battle raged into its third day. On the night of July 3, heavy rain began to fall. Confederate General Robert E. Lee took advantage of the cover and ordered his men to retreat toward Virginia.

The Battle of Gettysburg was one of the turning points of the Civil War. While it was a Union victory, both sides had huge losses. Nearly 160,000 soldiers fought in the battle, and after the three days, there were more than 50,000 casualties. The North had lost nearly 30 percent of the soldiers that had entered the battle, while the South had lost nearly 40 percent.

After the battle, Lee lost all hope of invading the North. For the rest of the war, he focused on defending the South and never took the offensive again.

On November 19, President Abraham Lincoln visited the bloody battleground for the dedication of a national cemetery. A man named Edward Everett was to be the keynote speaker. Everett was a former governor, president of Harvard University, and a celebrated speaker. Everett took the stage and captivated the gathered crowd for two hours. He spoke about the Battle of Gettysburg in vivid detail. He had spent weeks researching the battle so that he could recreate it for his audience. Everett denounced the South and praised the North. Many in the audience were so moved by Everett's speech that they began to cry.

Then, Lincoln took the stage. Lincoln's speech was not as long as Everett's. It was only 285 words and took about two minutes to deliver. He did not mention the battle or praise the North. He did not speak ill of the South or criticize slavery. Instead, Lincoln asked the crowd gathered to join him in making sure that the United States survived the war. He told the crowd that this was how they could all make sure that the fallen soldiers "have not died in vain."

While Lincoln claimed that people would not "long remember what we say here," he was wrong. Almost immediately after he finished his speech, the so-called Gettysburg Address was being printed in newspapers around the world. Everett wrote to Lincoln to praise his speech. Lincoln wrote back that he was pleased his speech "was not entirely a failure."

Today, the Gettysburg Address is considered by many to be Lincoln's best speech. There are five known copies of the Gettysburg Address, all of which have slight differences. Two copies are housed at the Library of Congress. One copy is at the Abraham Lincoln Presidential Library and Museum. Another is at Cornell University. The final copy is at the White House in the Lincoln Bedroom.

History of the Address

Name _____ Date _____

On July 1, 1863, Union and Confederate forces met in battle. They were in Gettysburg, Pennsylvania. The fight there would be the largest battle ever fought in North America. Both sides saw heavy casualties. On the night of July 3, heavy rain began to fall. Lee took advantage of the cover. He told his men to retreat.

The Battle of Gettysburg was a turning point in the war. It was a Union victory. However, both sides had huge losses. Nearly 160,000 soldiers fought in the battle. After three days, there were more than 50,000 casualties. The North had lost nearly one-third of the soldiers that had entered the battle. The South had lost nearly four-tenths.

After the battle, Lee lost all hope of invading the North. For the rest of the war, he defended the South. He never took the offensive again.

On November 19, President Abraham Lincoln went to the battleground. He was there to dedicate the land as a national cemetery. A man named Edward Everett was to be the keynote speaker. Everett was a famous speaker. He was also a former governor and the president of Harvard University. Everett took the stage. His speech captivated the crowd for two hours. He spoke about the Battle of Gettysburg in great detail. He had spent weeks researching the battle. Everett used his knowledge to set the scene for the crowd. Everett blamed the South and praised the North. Many in the crowd were so moved by the speech that they began to cry.

Then, Lincoln took the stage. Lincoln's speech was not as long as Everett's. It was just 285 words long. It only took about two minutes to deliver. He did not mention the battle. He did not praise the North. Nor did he speak ill of the South or criticize slavery. Instead, Lincoln asked the crowd to join him in honoring the dead. Lincoln said they could do that by making sure that the United States continued. He told the crowd that this was how they could all make sure that the fallen soldiers "have not died in vain."

While Lincoln claimed that people would not "long remember what we say here," he was wrong. Almost immediately after he finished his speech, the so-called Gettysburg Address was being printed in newspapers around the world. Everett wrote to Lincoln to praise his speech. Lincoln wrote back that he was pleased his speech "was not entirely a failure."

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How to Use This Resource *(cont.)*

Student Activity Pages

Gettysburg Address

About the Photograph
This photograph was taken on November 19, 1863, at the dedication of the National Cemetery in Gettysburg. President Abraham Lincoln was at the dedication. He delivered his famous Gettysburg Address. Lincoln can be seen in the center of the photograph with his head bowed. He is just to the left of the man in the top hat. Until 1952, many people believed Lincoln was the man with the hat. However, that man is Ward Hill Lamon. Lamon was a friend of Lincoln's and had appointed himself as the president's bodyguard.

Analyzing History

- Read about the formation of the cemetery, and describe it in a sentence or two.
- Why was President Lincoln asked to only make a few remarks?
- There is a myth that Lincoln composed the speech on the back of an envelope on his way to Gettysburg. How do we know this myth is not true?
- Edward Everett, the featured speaker that day, complimented Lincoln on his brief address by saying: "I should be glad if I could flatter myself that I came as near to the central idea of the occasion in two hours as you did in two minutes." Explain what he meant and whether you agree.

Historical Writing

Fiction
Historians believe that up to 20,000 people watched this speech from different locations around Gettysburg. Write an account from the perspective of one of the spectators.

Nonfiction
You could say that there are three themes in Lincoln's remarks: remembrance, honor, and challenge. Write about the points he makes under each theme.

Writing Challenge
Research the responses to Lincoln's speech from newspapers at the time. Write about the differences between Northern and Southern reporters' accounts of the address.

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Background information provides a concise description of the primary source image students will study.

Activities for students increase in complexity, providing scaffolded opportunities for student engagement.

Fiction and nonfiction writing prompts promote deeper connections to the primary source.

An inquiry-driven writing task challenges students to take their learning to the next level.

Key information about the primary source reproduction prepares students for the activity.

Engaging activities encourage students to use higher-order thinking skills as they analyze the primary source.

Extension challenges are provided to engage students in more complex tasks.

Name _____ Date _____

The Decision of the Emancipation Proclamation

About the Document
This is the Emancipation Proclamation. It was issued on January 1, 1863. People can view the original document at the National Archives building in Washington, DC. The holes on the left side of the document were made so that the five pages could be tied together with red and blue ribbons. The marking on the final page is the seal of the United States. The seal marks the pages as an official document.

Directions: President Abraham Lincoln thought about many political and moral points. Then, he wrote and issued the Emancipation Proclamation. Use your Emancipation Proclamation T-chart to complete the activities and answer the questions.

- Underline in red all the statements in your completed chart that are political considerations.
- Underline in blue all the statements in your completed chart that are moral considerations.
- How was this both a moral and political decision for Lincoln?

- If you were on Lincoln's cabinet, how would you have advised him? Use the arguments on the T-chart to state your case.

Challenge
Write a position paragraph in which you agree or disagree with this statement: If the Union had won the war by December 1862, Lincoln would have withdrawn his proclamation to free the enslaved people.

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Emancipation Proclamation

Key information about the primary source reproduction prepares students for the activity.

Engaging activities encourage students to use higher-order thinking skills as they analyze the primary source.

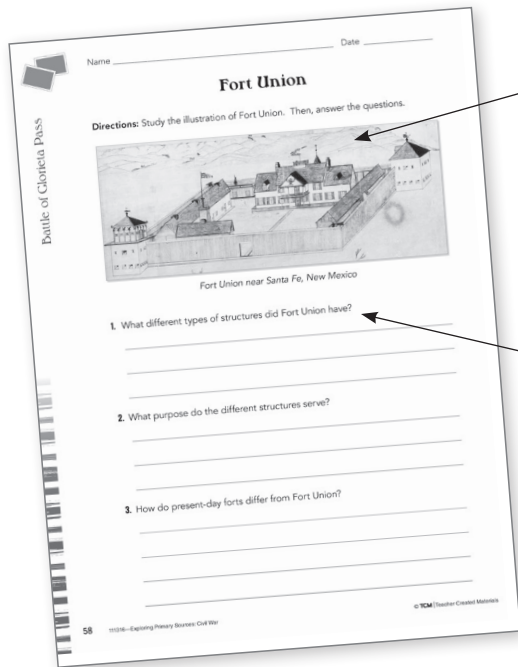
Extension challenges are provided to engage students in more complex tasks.

- **Hint:** Find and use the photograph button on your copier when copying student reproducibles, including document-based assessments. This will produce clearer images that will be easier to analyze.

How to Use This Resource *(cont.)*

Document-Based Assessments

A document-based assessment (DBA) connected to the content of each lesson gives students an opportunity to practice primary source analysis. These DBAs practice key skills needed for many social studies assessments in middle school and high school.



Each DBA includes a visual or textual primary source.

Students use general knowledge of the time period, what they learned in the lesson, and details in the primary source to respond to the constructed-response questions.

Digital Resources

Projecting primary sources while students are analyzing them allows for whole-class discussions.

At times, projecting full-color versions of a primary source may be more beneficial than copying them on black-and-white copiers.



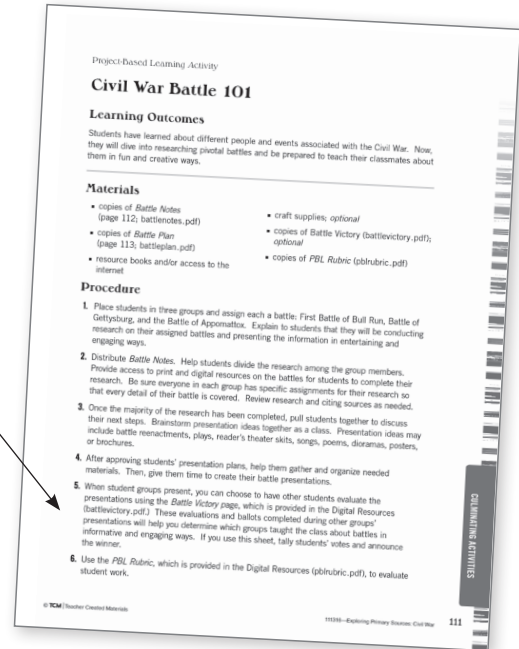
How to Use This Resource *(cont.)*

Culminating Activities

Project-Based Learning Activity

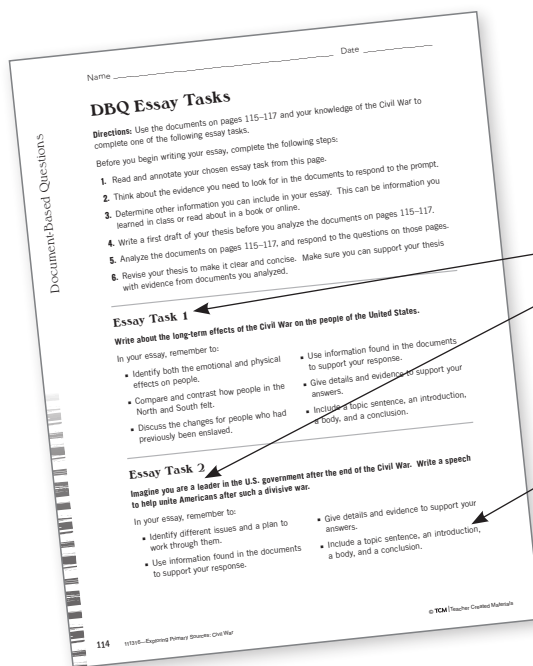
Engaging project-based learning (PBL) activities provide opportunities for students to work collaboratively and share what they've learned about the content.

Student presentations of PBL work are excellent for inviting guests to visit and see what students are doing.



Document-Based Questions

Document-based questions (DBQs) require students to analyze multiple DBAs and then respond to essay tasks in cohesive, well-supported essays.



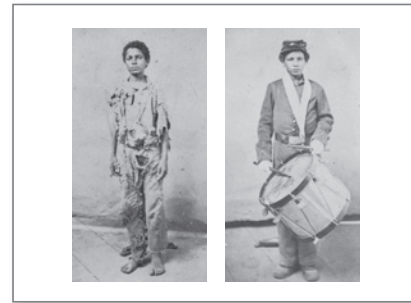
Two essay tasks allow students to choose which DBQ they'd like to answer.

Each has a specific question and indicators to guide student responses.

The Little Drummer

Learning Outcomes

- Students will be able to explain how young boys participated in the Civil War.
- Students will apply their learning in a debate.



Materials

- copies of the *Drummer Boy* primary source card (drummer.pdf)
- copies of *Children in the War* (page 45; bgchildren1.pdf)
- copies of *The Youngest Casualties* document-based assessment (page 46; youngest.pdf)

Essential Question

- What motivates people to risk their lives?

Guiding Questions

- What side of the Civil War was this boy serving? How old might he have been?
- Based on what you observe, how would you describe this boy's life before and after joining the army?
- What kind of soldier or drummer might you have been if you had served in the Civil War?
- Why was this photo chosen for you to study?



Introducing the Primary Source

1. Ask students to think about a time they may have had to make tough decisions. What were the circumstances? Did they have any help? Explain that they will be learning about boys who had to make decisions during wartime and what that meant for them.
2. Share the photographs of the drummer boy from the primary source card. Give students a few minutes to make lists of at least five observations or questions they have about the images.
3. Introduce the essential question, and use the guiding questions to discuss the photographs of the drummer boy. Encourage students to ask their own questions to facilitate further inquiry.

The Little Drummer *(cont.)*

Analyzing the Primary Source

1. Have student pairs read the background information, *Children in the War*. (A copy of this text at a lower reading level is provided in the Digital Resources—bgchildren2.pdf.) Review the key words with students as necessary. As students read, they should annotate the text by writing exclamation points next to information they find shocking or interesting.
2. Provide time for students to complete at least two of the activities from the back of the primary source card.
3. Bring students together to discuss their annotated background information pages and completed primary source card activities. Explain to students that they will use their writing and conduct additional research to write opinions and debate this claim: *Children were a necessary part of the military during the Civil War*. Divide the class into teams representing the pro and con sides of the debate. Have students meet and prepare their arguments.
4. Hold a debate with the following structure: 4–8 students begin debating the topic, while the rest of the class forms a circle around them and listens. If students in the circle want to join the debate, they should tap members of their side of the debate and switch spots with them. The debate ends when one side convinces enough students to join their side or after a set time limit.

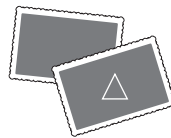
Document-Based Assessment

- Distribute copies of *The Youngest Casualties*. A digital copy of the primary source is provided in the Digital Resources (youngest.jpg).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

Key Words

These key content words are included in both levels of the background information.

- **drum calls**—signals, calls, or commands given by people playing drums
- **enlist**—to sign up for the armed forces
- **noncombatants**—members of the armed forces whose duties do not include fighting
- **recruiting officers**—officers whose job it is to enroll members of the military



Children in the War

The Civil War was not just a battle for adults. Hundreds of thousands of black and white children rushed to **enlist** when the war began.

The minimum age in the Union was 18 years old for soldiers and 16 years old for musicians. For the first year of the war, children who did not meet the minimum age requirement could still enlist with parental permission. However, this practice changed in 1862. The minimum age in the Confederacy was 18 years old for the first few years of the war. In 1864, the age requirement in the South was lowered to 17 years old.

On both sides, children frequently lied about their ages to enlist. Some children ran away and changed their names so their parents could not force them to go back home. Even when children told the truth about their ages, many **recruiting officers** overlooked the laws and accepted anyone.

Child soldiers served many different roles. Some were trained for battle. Other children assisted doctors in surgeries and carried supplies. They also prepared weapons, worked as guards, and served as barbers.

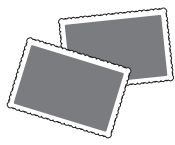
Many child soldiers enlisted as musicians. Since musicians did not carry weapons and were considered **noncombatants**, musicians were seen as having safer jobs than soldiers. However, attacks often came on quickly. Musicians would have to rush away from the fighting to avoid being killed. In some battles, they were forced to grab weapons that had been dropped on the battlefields and defend themselves.

One of the most popular roles for children in the war was to serve as drummer boys. Drummers served as a means of communication between camps and on battlefields. Drummers on both sides had to know more than 40 different **drum calls**. Each drum call told soldiers to perform a specific task. The drum calls could also deliver important information faster than a person on horseback could.

Children on both sides were wounded, killed, and taken as prisoners of war. Many child soldiers were homesick but kept fighting anyway. One child soldier at the Battle of Shiloh later said, "I thought what a foolish boy I was to run away to get into such a mess as I was in. I would have been glad to have seen my father coming after me."

At least 48 child soldiers received a Medal of Honor—the highest award a member of the military can receive—for their service. Today, historians estimate that as many as one in five Civil War soldiers were younger than 18 years old. That has led some people to refer to the war as "The Boys' War."





Name _____ Date _____

The Youngest Casualties

Drummer Boy

Directions: Study the image carefully. Then, answer the questions.

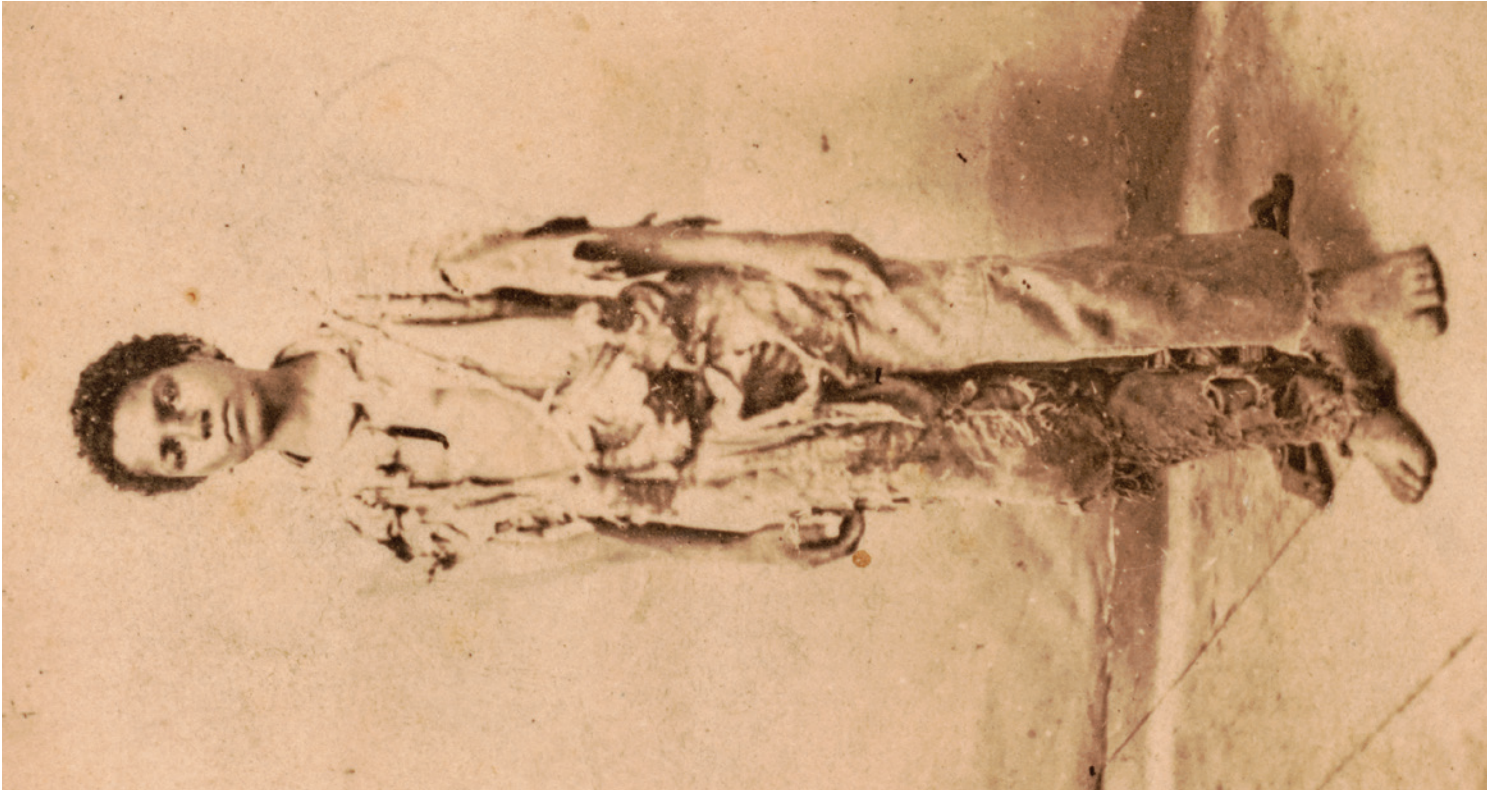
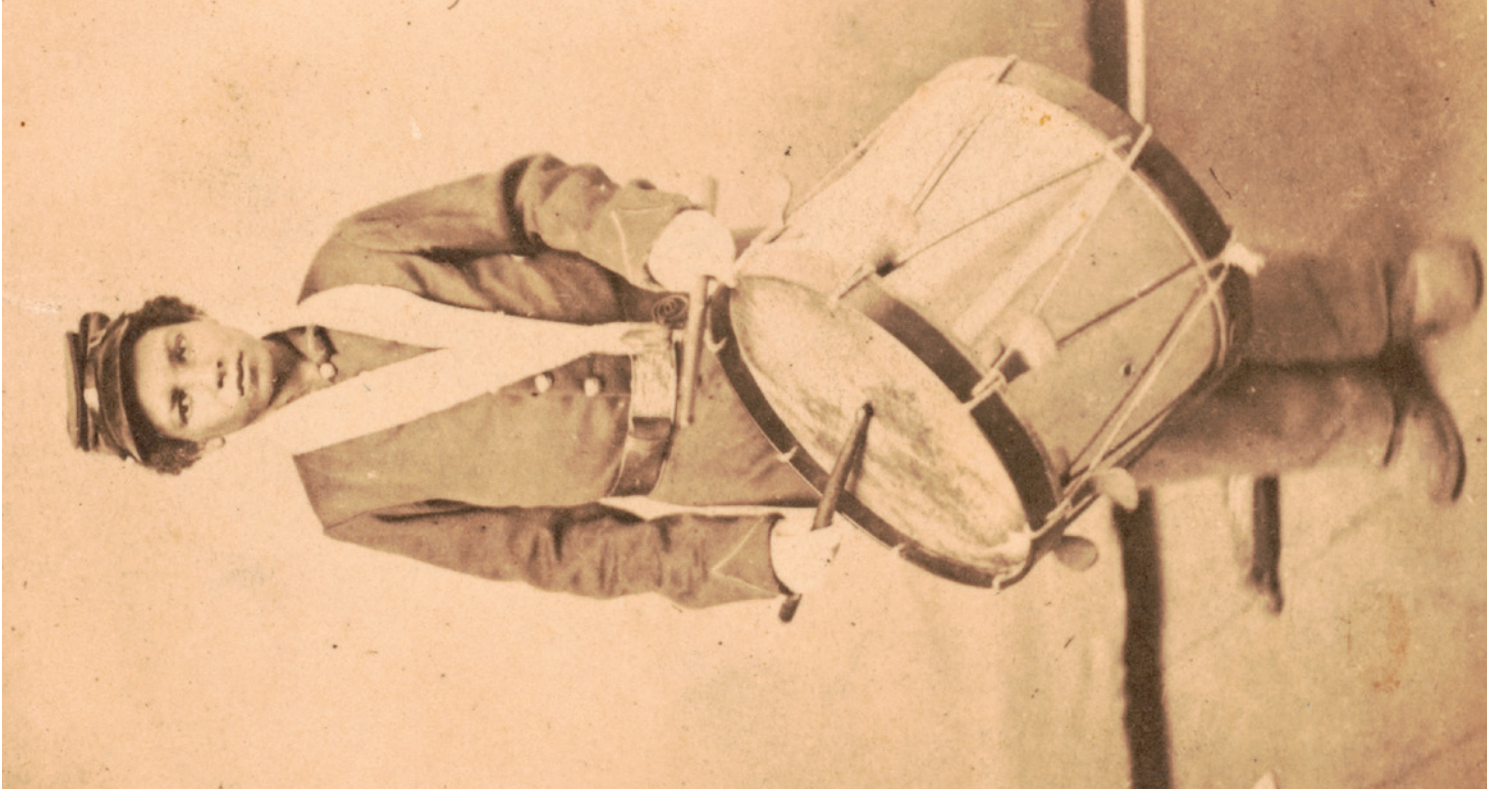


*grave of Civil War drummer boy named Clarence David McKenzie,
who enlisted at age 11 and died at age 12*

1. Why would McKenzie's grave have such a large statue?

2. Do you think his family had the statue made? Explain your reasoning.

3. Why would a cemetery be made just for war veterans?



Drummer Boy

About the Photographs

These photographs are of a young African American drummer boy for the Union army. The drummer boy's name is believed to have been Jackson. Jackson was part of the 79th Regiment of the United States Colored Infantry. Historians believe that Jackson was enslaved. He either escaped or was freed and then joined the Union army sometime after 1863.

Analyzing History



- Develop a possible daily schedule for this young drummer boy. Include times and reasons for drum calls.
- In what ways were the experiences of white and black drummer boys similar? In what ways were they different?
- Research information about drummer boys in the American Revolution. What was similar to the Civil War drummer boys' experiences? What was different?
- Why do you think Frederick Douglass and other abolitionists supported the creation of the U.S. Bureau of Colored Troops to fight on the side of the Union army?

Historical Writing



Fiction

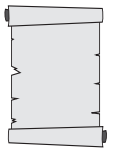
Imagine you are the friend of a boy who has run away from home to be a drummer boy. Write a letter to him expressing your feelings. Then, write a response from the drummer boy.

Nonfiction

Find details of a major battle in the Civil War. Describe the drummer boy's duties and what may have happened to him. Use facts from the battle to make your writing believable.

Writing Challenge

Research the various drum calls the drummer boys of the Civil War needed to perform during battles. Write about what their jobs must have been like during the war.



Early Southern Victories



Learning Outcomes

- Students will study and explain the factors that influenced the outcome of the Battle of Fredericksburg.
- Students will understand the significance of the geography of Fredericksburg in the effort by the Union army to control the city.

Materials

- *Fredericksburg Battle Map* reproduction (fredericksburg1.pdf)
- copies of *Southern Success* (page 77; bgsuccess1.pdf)
- copies of *Battle of Fredericksburg* (page 78; fredericksburg2.pdf)
- copies of *Snedden's Map* (page 79; sneden.pdf)
- copies of the *Pontoon Bridges* document-based assessment (page 80; pontoon.pdf)

Essential Question

- What factors influence the outcomes of battles or wars?

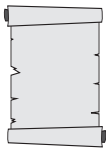
Guiding Questions

- What geographic features can you see on the map?
- What role did location play in this battle?
- Why was this an important battle for the South?
- What advantage did the South gain while Union forces waited for the pontoons to arrive?



Introducing the Primary Source

1. Show students a map of Fredericksburg, Virginia. Lead a discussion about the unique geography of the area. Discuss possible advantages and disadvantages of this area for both the North and the South during the Civil War.
2. Share the reproduction by passing it around and allowing students to see it up close. (You may also choose to display the digital version of the map or distribute copies of the *Battle of Fredericksburg*.) Give students a few minutes to make lists of at least five observations or questions they have about the map. Have them discuss their questions with partners.
3. Introduce the essential question, and use the first two guiding questions to discuss the map. Encourage students to ask their own questions to facilitate further inquiry.



Early Southern Victories *(cont.)*

Analyzing the Primary Source

1. Have small groups of students read the background information, *Southern Success*. (A copy of this text at a lower reading level is provided in the Digital Resources—bgsuccess2.pdf.) Review the key words with students as necessary. As students read, they should annotate the text by highlighting information about the North and the South in different colors.
2. When students finish reading the background information, discuss the last two guiding questions and any other questions that came up as students annotated the text.
3. Distribute copies of *Sneden's Map* to students. Tell students to use the background information and their copies of *Battle of Fredericksburg* to complete their activity sheets.
4. Lead students in a discussion about the impact of changing technologies upon war (e.g., the use of chariots by the Hittites, the Longbow at Agincourt, rifling guns by colonists, breach loaders and paper wadding by the Union army, machine guns in World War I, mechanization in World War II, and real-time communication in the War on Terror). Remind students that leaders of defeated troops often failed to recognize and adapt to new technologies.
5. Refer students back to the essential question, and have them make lists of the factors that led to the outcome of the Battle of Fredericksburg. Then, have them add any other factors that might determine the outcome of battle.
6. To learn more about Fredericksburg, see page 120 for a technology-based extension activity.

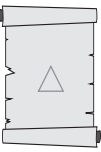
Document-Based Assessment

- Distribute copies of *Pontoon Bridges*. A digital copy of the primary source is provided in the Digital Resources (pontoon.jpg).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

Key Words

These key content words are included in both levels of the background information.

- **blockade**—an act of war in which one country uses ships to stop supplies or people from leaving or entering another country
- **drought**—a long period of time in which there is little rain
- **internal**—existing within a group or organization
- **manufacturing**—relating to the process of turning raw materials into goods



Southern Success

At the outset of the Civil War, it seemed likely that the Union would quickly defeat the Confederacy. The Union had soldiers from 23 states that could join the fight; the Confederacy had 11 states. The North also had more railroads and **manufacturing** plants, which could help supply its soldiers.

However, the South had its own advantages. Southern states had a very long coastline, which would be nearly impossible to **blockade**. Many Southerners had served in the U.S. military before the war and were skilled soldiers. The first years of the war went well for the Confederacy. Southerners took their early victories as proof that their soldiers were better than the North. Northerners began to realize that the Southern war machine would not be easily stopped.

In June 1862, General Robert E. Lee took command of part of the Confederate army. Lee's army stopped multiple Union attacks and earned a reputation as skilled fighters. As President Abraham Lincoln struggled to find a capable leader for the Union, the Confederacy continued to advance under its strong leadership.

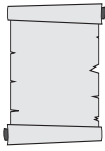
However, Southerners were dealing with a number of **internal** problems. The war had cut off trade with the North. Southerners did not have access to basic items. More important than the loss of goods was the shortage of food. A **drought** in 1862 led to severe food shortages. Southerners began to fear the threat of starvation. Despite these issues, the Confederacy continued to succeed throughout the first half of 1863.

The Battle of Fredericksburg was one of these major successes. It took place in December 1862. Major General Ambrose Burnside moved the Union army into Virginia. He wanted to gain position beyond the Rappahannock River near Fredericksburg. His plan was ruined when he realized the pontoon bridges he needed had not been delivered from Washington. As Union troops waited for them, the Confederates took over Marye's Heights, which was above Fredericksburg. The higher ground gave Confederate troops a huge advantage. After five days, the Union army retreated.

Union losses and the length of the war were threatening to tear apart the Union once again. Rumors spread that some midwestern states were considering joining the South or even forming a third country.

Then, in July, the North and the South met at the Battle of Gettysburg. Both sides had huge losses. However, among the 28,000 soldiers that the Confederacy lost were some of the South's most senior soldiers. The loss of those men could not be replaced. Gettysburg would prove to be the last time Lee tried to invade the North. Instead, the rest of the war would have to be spent defending the South. After that, all the Union had to do was outlast the South.



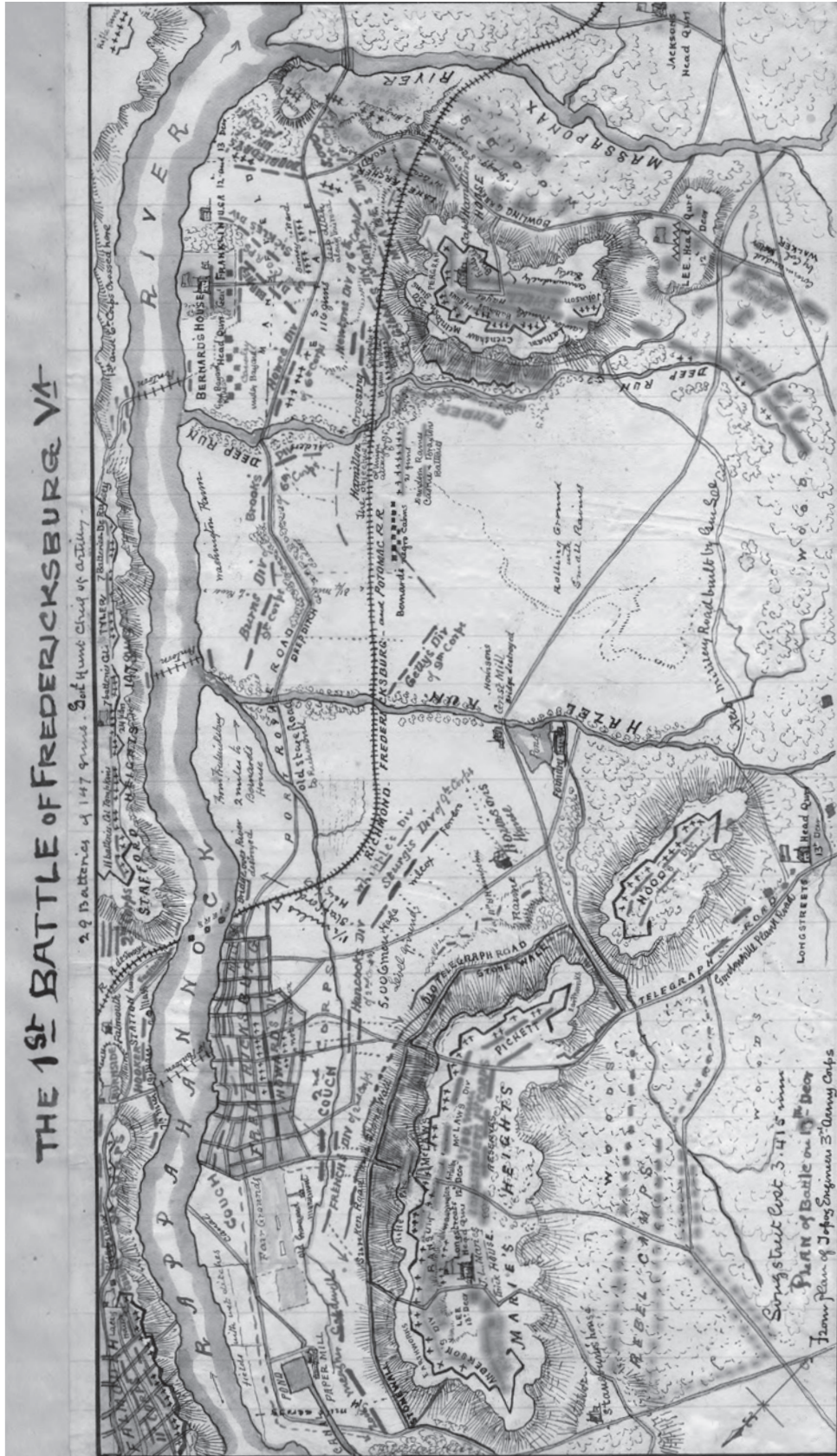


Name _____

Date _____

Battle of Fredericksburg

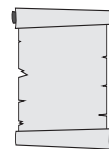
Fredericksburg Battle Map



PLAN OF THE BATTLE OF FREDERICKSBURG, VA. - 12, 13 Decr 1862.

The 2nd and 9th Corps were the Right Grand Division under SUMNER. The 1st and 6th Corps were the Left Grand Division under FRANKLIN. The 3rd and 5th Corps were the Centre Division under HOOKER. 11th Corps were Res. Genl. Franklin W. C. commanded all the Forces after crossing the River. He had 60,000 men - only 16,000 were engaged in Battle. of these only 8,000 at any one

Union Army - 128,400 Killed - 9,600 wounded. TOTAL = 172,653.
 Rebel Army - 60,800 " 4,116 " TOTAL = 53,777



Sneden's Map

About the Map

Robert Knox Sneden was a mapmaker for the Union during the Civil War. Sneden created this battle map in his diary sometime around December 1862. The map shows the movements of Confederate and Union soldiers on the third day of the Battle of Fredericksburg. The Confederate leaders were James Longstreet and Thomas "Stonewall" Jackson. On the Union side was Major General Ambrose Burnside. Burnside was hesitant with his movements. The Confederacy took full advantage of that. The Confederate troops used geography to their advantage. They used high bluffs to fire down on the Union soldiers. The North was crushed and forced to retreat.

Directions: Answer these questions based on what you've learned.

1. What role did the Rappahannock River play in the Battle of Fredericksburg?

2. Why is it important to understand geography when drawing battle plans?

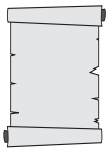
3. The Union and the Confederate troops had advantages and disadvantages. Complete this chart, doing additional research if necessary.

	Advantages	Disadvantages
Union Army		
Confederate Army		



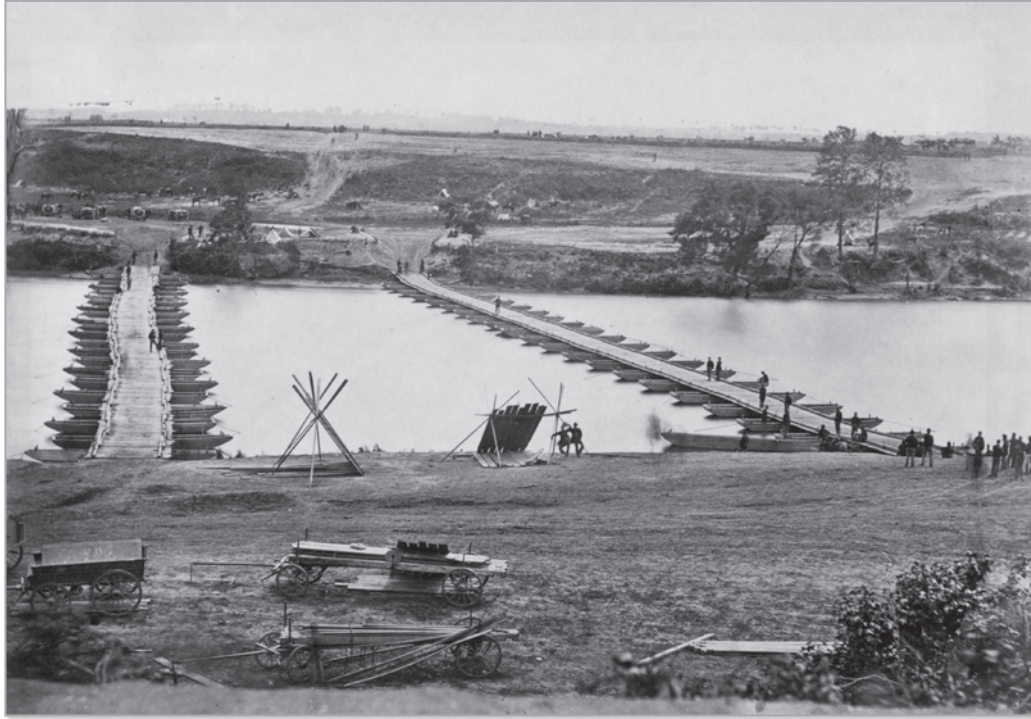
Challenge

Write a diary entry as though you were Major General Burnside. Tell about the lessons you have learned from the Battle of Fredericksburg.



Pontoon Bridges

Directions: Use the image to answer the questions.



pontoon bridges during the Battle of Fredericksburg

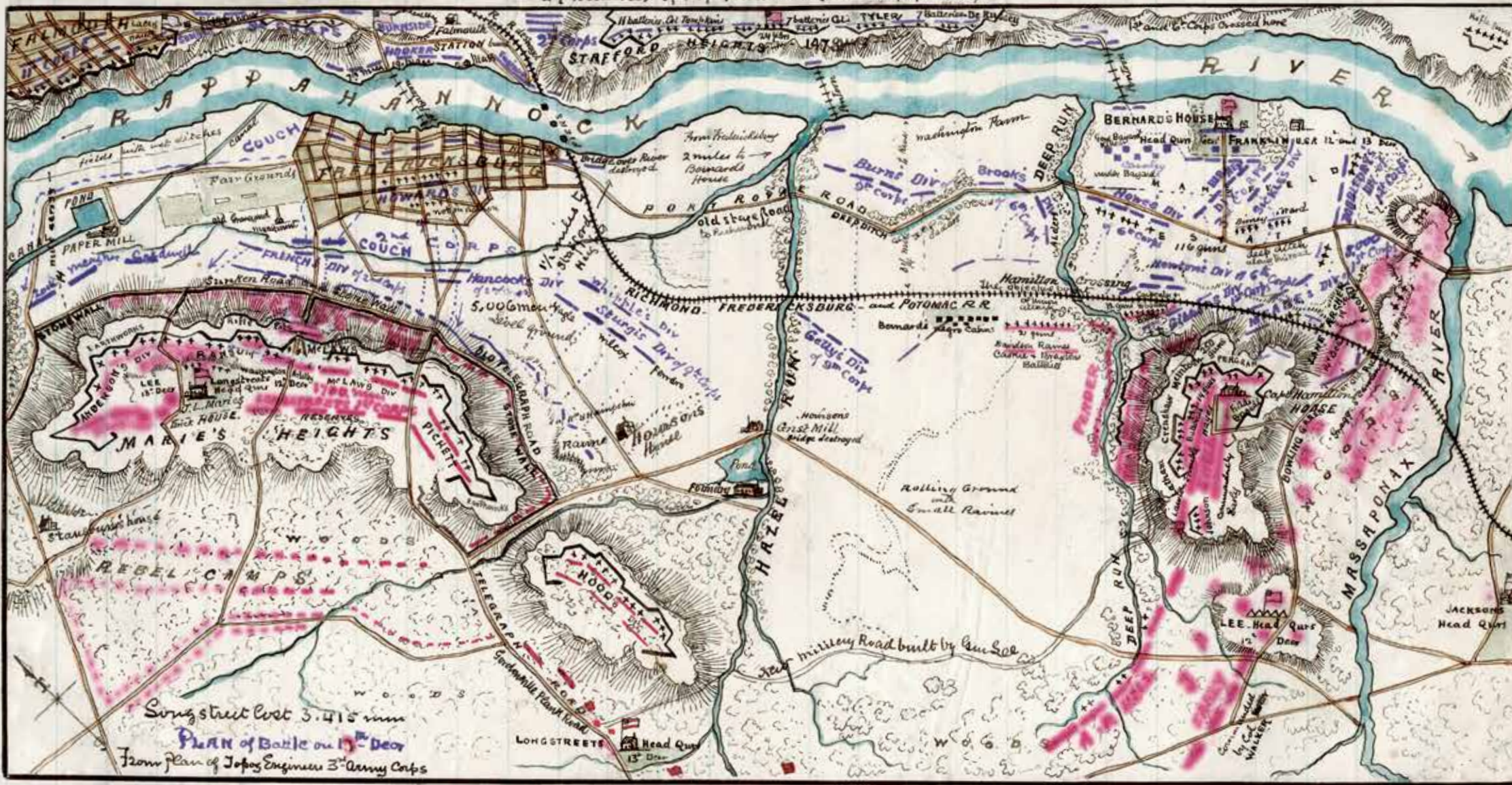
1. How many pontoon bridges were used?

2. Why would troops construct such a bridge?

3. Using what you have learned, write about how pontoon bridges were involved in the Battle of Fredericksburg.

THE 1ST BATTLE OF FREDERICKSBURG VA

29 Batteries of 147 guns. Gen Hunt Chief of Artillery



PLAN OF THE BATTLE OF FREDERICKSBURG, VA. 12-13 Decr 1862.

The 2nd and 9th Corps were the Right Grand Division under SUMNER. The 1st and 6th Corps were the Left Grand Division under FRANKLIN. The 3rd and 5th Corps were the Centre Division under HOOKER. 11th Corps were Res Genl. Franklin W.A. Commanded all the Forces after Crossing the River. He had 60,000 men - only 16,000 to 18,000 men were engaged in Battle. of these only 8,000 at any one

Union Army - 1,284 Killed - 9,600 wounded - 1,769 missing - or prisoners. TOTAL = 12,653.
 Rebel Army - 608 " 4,116 " 653 " " TOTAL = 5,377