

Teaching American History
2008 - 2009

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EDU 6710C07 – The Enduring Legacy of the American Revolution - Freedom

Freedom Fighters of the Civil War Era

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Grade Five

Final Proposal: My students will be researching a man, woman, slave, abolitionist, slave owner, or politician. They will find primary and secondary documentation about this person to explain their role or life at this time in history. Students will be given a brief biography and picture to begin their research.

Students will read a nonfiction book as part of a literature circle. Each student will read a chapter a day both silently as well as in their discussion group. Each group will be responsible for answering chapter questions as well as discussing their answers together. Then, as a class, we will discuss each chapter, clarify any misunderstandings, and discuss any issues or facts that need clarification. Students will record their answers in their Social Studies notebooks or teacher-made worksheets and keep a bulleted list of new facts learned for each chapter. Students will write their responses to the questions and note-taking or "footprints" of their thinking about each topic.

Students will dress in character and present their figure as part of a "Seneca Falls Convention" reenactment coordinated with other History classes at Benson Village School.

"Frederick Douglass sought to embody three keys for success in life:

- **Believe in yourself.**
- **Take advantage of every opportunity.**
- **Use the power of spoken and written language to effect positive change for yourself and society.**

Douglass said, "*What is possible for me is possible for you.*" By taking these keys and making them his own, Frederick Douglass created a life of honor, respect and success that he could never have dreamed of when still a boy on Colonel Lloyd's plantation on the Eastern Shore of Maryland."

http://www.frederickdouglass.org/douglass_bio.html

By using Frederick Douglass' beliefs and ideals as an example of how someone who was repressed can be successful, students will use their spoken and written language to express their knowledge and "effect positive change" for themselves and perhaps their community.

Proposal: Men and women participated in the efforts of the Civil War, from maintaining the family home, farm, and business to working in factories to support their families and the Civil War. During this unique period of time, blacks and women began to seek rights they had been denied under the United States Constitution. The supporters of the freedom for blacks (abolitionists) were joined by women who were simultaneously seeking rights for themselves. For this unit, students will research about men and women, who were participants in the efforts to seek an America that was united and supported equal rights for all.

Students will research and write about a person from the Civil War Era, using books and e-sources for primary and secondary documentation. They will

- highlight,
- note-take,
- record facts in “fact boxes”
- write a **report** from that information, then
- participate in a reenactment of the **Seneca Falls Convention**
- create a 5 slide **Power Point Slide Show** about their person/topic

The central questions will be “How and why did certain individuals impact the lives of others during the Abolition of slavery and the Women’s suffragist movements? The second part of my proposal is for students to work in two **Literature Circles**. Each student will read two nonfiction books of the Civil War Era. The topics are The Anti-Slavery Movement and Women's Suffrage. Students will read independently and with their group, answer chapter questions through group discussions and write their personal understanding and explanations of their thinking about what they are reading. Students will discuss and debrief the information with their group and then the class to ensure their new knowledge is clearly understood. Throughout this unit students will participate in a variety of learning activities that use many of the eight intelligences. Linguistic intelligences will be used for the reading, writing, and talking about the books, articles, and on-line sites they visit. Students will use visual-spatial intelligences when they **create maps** of the Free states, Slave states, and territories during this era, as well as **timelines** of major events to track this era. By working in groups, students will be using both their interpersonal and intrapersonal intelligences. To help students to be immersed in this era, **short plays** and **readers' theatre** selections will be read aloud or acted out. These activities will use students' bodily-kinesthetic intelligences.

During this unit students will read and discuss the Civil War Unit in the Macmillan/McGraw Hill text A Nation Grows, chapters 6 and 7 – The Time of Slavery/The Civil War and Reconstruction, pages 136 – 194. Students will read other content material. America’s Story: The Early National Period 1796-1850, America’s Story: The Civil War Years 1850-1876. Students will read two National Geographic

Reading Expeditions books; People Who Changed America: Votes for Women and People Who Changed America: The Anti-Slavery Movement. These two National Geographic books include primary sources as well as secondary sources and will be used to help students learn vicariously through the lives of others.

As students get to know what life was like for people at that time, they will “get a feel” to see how people lived and what they thought about slavery and women, regarding rights and equality. By being introduced to primary sources about a slave’s life or the thoughts of women and their lives, perhaps they will take an active interest and form their own opinions about treatment of people and the beliefs about blacks and women at that time. The following quote is from John W. Fields, age 89, a former slave. "In most of us colored folks was the great desire to [be] able to read and write. We took advantage of every opportunity to educate ourselves. The greater part of the plantation owners were very harsh if we were caught trying to learn or write. It was the law that if a white man was caught trying to educate a negro slave, he was liable to prosecution entailing a fine of fifty dollars and a jail sentence. We were never allowed to go to town and it was not until after I ran away that I knew that they sold anything but slaves, tobacco, and whiskey. Our ignorance was the greatest hold the South had on us. We knew we could run away, but what then? An offender guilty of this crime was subjected to very harsh punishment." <http://memory.loc.gov/ammem/snhtml/snvoices01.htm>

This quote is an example of the kind of research students will do to find factual information through pictures, photos, letters, and quotes to enable them to understand the feelings regarding rights, prejudice, and racism and how it affected people and how it was a catalyst for change.

Seminar Impact: This seminar has given me the opportunity to read and research background information I haven’t had the opportunity to do or know about before, regarding the conditions of the lives of slaves, women, and children during the Civil War Era. It is amazing to see the strength of the men and women whose lives were put in jeopardy or whose living conditions were so abhorrent that despite these conditions and the mindset and attitudes of negativity of that era that they were able to overcome what seemed like insurmountable odds. Having the opportunity to visit the Rokeby Museum and Seneca Falls Convention Site were incredible. To think that the men and women I have read about actually stood and spoke at these same locations 150 years earlier defies my imagination. This seminar, has once again, enriched my life and my historical appreciation and knowledge. I will be able to share this with my students to help them love to learn about history.

Central Questions

- How did heroes/heroines of this era impact life during the Abolition and Women's Rights Era of the 1800's?
- What obstacles did slaves and women have to overcome in order to gain equality or civil rights? (social, economic, attitudes, cultural, geographic)

Challenge Questions:

- How could people believe in the ideals of the Declaration of Independence and the United States Constitution and still treat others as slaves and property?
- In what ways did certain blacks, women, and children of the Civil War Era affect the struggle for slaves and women's rights?
- How were slaves' rights and women's rights similar?

Lesson Length

This is a 3-4 week co-curricular unit of study. It will include Social Studies, Reading, Writing, Drama, a wax museum, and technology. Social Studies classes will be approximately 30 minutes per day/5 days each week. Language Arts classes will meet daily and will include reading, research, and writing. The Language Arts classes will meet for about 90 minutes each day of the week. Computer research and Power Point projects will be on an as needed basis weekly and daily.

Key Ideas

- The Abolition Movement and The Women's Rights and Suffrage Movement affected the American way of life politically, economically, technologically, and culturally during the Civil War Era
- Causes of the Civil War were based on economic and political beliefs.
- Men and women of the Abolitionist and Women's Suffrage Era made contributions or sacrifices to society.

Intended Learning Outcomes

- Students will develop an essential question, research their topic using e-sources, books, articles, and other sources of primary/secondary sources. Students will write a written report and present this report to their class.
- Students will acquire and report information about famous men, women, and children and their contributions to helping this great nation become truly a nation where "All men are created equal". (The Declaration of Independence)
- Students will become an expert on one person, dress in character, then present themselves as people who are being interviewed for their viewpoints and personal experience from that era.

- Students will use technology and the internet to create a Power Point Slide Show about their person.
- Students will develop an understanding about prejudice and racism and explain how it affected people of the Civil War Era.

National History Standards

<p>Era 4 Expansion and Reform (1801-1861)</p>	<p>Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions</p> <p>Standard 4: The sources and character of cultural, religious, and social reform movements in the antebellum period</p>
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<http://nchs.ucla.edu/standards/us-standards5-12.htm> - This site has national and world standards.

Vermont Standards/Grade Expectations:

Component Inquiry

- Social and Historical Questioning
 - § H&SS5-6:1 Students initiate an inquiry by
 - § Expectation H&SS5-6:1.1 Asking relevant and focusing questions that will lead to independent research based on what they have seen, what they have read, what they have listened to, and/or what they have researched (e.g., How will global warming affect me and my community? Does intolerance exist in my school or community?).
- Hypothesis/Research Statement
 - § H&SS5-6:2 Students develop a hypothesis, thesis, or research statement by
 - § Expectation H&SS5-6:2.1 Using prior knowledge, relevant questions, and facts to develop a prediction and/or propose an explanation or solution.
- Research Plan
 - § H&SS5-6:3 Students design research by
 - § Expectation H&SS5-6:3.1 Identifying the quality and quantity of information needed, including primary and secondary sources.
 - § Expectation H&SS5-6:3.2 Identifying tools, tasks, and procedures needed for conducting an inquiry, including a plan for citing sources.
 - § Expectation H&SS5-6:3.3 Determining possible ways to present data (e.g., Power- Point, hypercard, report, graph, etc.).
- Conducting Research
 - § H&SS5-6:4 Students conduct research by
 - § Expectation H&SS5-6:4.1 Referring to and following a plan for an inquiry.
 - § Expectation H&SS5-6:4.2 Locating relevant materials such as print, electronic, and human resources.
 - § Expectation H&SS5-6:4.4 Describing evidence and recording observations using notecards, videotape, tape recorders, journals, or databases. (e.g., recording relevant details of a historical or geographical landmark).
 - § Expectation H&SS5-6:4.5 Citing sources.
 - § H&SS5-6:5 Students develop reasonable explanations that support the research statement by

- § Expectation H&SS5-6:5.1 Organizing and displaying information in a manner appropriate to the research statement through tables graphs, maps, dioramas, charts, narratives, posters, timelines, models, simulations, and/or dramatizations.
 - § Expectation H&SS5-6:5.3 Using appropriate methods for interpreting information, such as comparing and contrasting, summarizing, illustrating, sequencing, and/or justifying (e.g., identifying ethnic or cultural perspectives missing from a historical account).
 - § H&SS5-6:7 Students communicate their findings by
 - § Expectation H&SS5-6:7.1 Developing and giving oral, written, or visual presentations for various audiences.
 - § Expectation H&SS5-6:7.2 Soliciting and responding to feedback.
- Component History
 - H&SS5-6:8 Students connect the past with the present by
 - § Expectation H&SS5-6:8.2 Describing ways that life in the United States and/or the world has both changed and stayed the same over time; and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?).
 - § Expectation H&SS5-6:8.3 Investigating how events, people, and ideas have shaped the United States and/or the world; and hypothesizing how different influences could have led to different consequences (e.g., How did the civil rights movement change the U.S., and how might the U.S. be different if it had never happened?).
 - § Expectation H&SS5-6:9.4 Identifying attitudes, values, and behaviors of people in different historical contexts (e.g., What values justified denying women the vote?).
 - H&SS5-6:10 Students show understanding of past, present, and future time by
 - § Expectation H&SS5-6:10.1 Identifying the beginning, middle, and end of an historical narrative or story.
 - § Expectation H&SS5-6:10.2 Constructing time lines of significant historical developments in the nation and world, designating appropriate

<http://www.curriculummapper.com> – This site contains the Vermont Standards and GE’s for the Addison-Rutland Supervisory Union.

Preparation for Teaching – The needed items are listed below and included in this proposal.

- Macmillan/McGraw Hill text A Nation Grows, chapters 6 and 7 – The Time of Slavery/The Civil War and Reconstruction, pages 136 – 194.
- List of people from the Civil War Era
- List of vocabulary/content words from the Civil War Era
- “Readers Theatre” scripts and short plays to help children “act out” information about characters from the Civil War Era
- National Geographic Reading Expeditions Book (The Anti-Slavery Movement.)

Activities:

- Social Studies – Read Unit Three – Chapters 6 &7 “Slavery and Emancipation”
- Read nonfiction readers The Anti-Slavery Movement.

- Record/write their thinking and understanding about facts regarding slavery, suffrage, and the Civil War
- Research – Research a person of the Civil War Era. (see attached list)
- Writing – Write a research report.
- Drama – Students dress in character and present facts and artifacts about that person as part of the “Seneca Falls Convention” Reenactment
- Drama – Readers Theater Skits
- Map making - Create maps of the United States of the free/slave states and the territories (McGraw-Hill Textbook, A Nation Grows, 2001)

Assessment

- Social Studies – Macmillan-McGraw-Hill chapter tests – These tests test student knowledge, connections, and effects of the Anti-slavery movement on people of the past to the present. (H&SS5-6:8, H&SS5-6:10)
- Reading – Teacher made vocabulary tests, chapter questions, textbook unit test
- Research/Writing – Report Rubric (H&SS5-6:1 through H&SS5-6: 7)
- Writing - Written responses to essential/focus questions regarding nonfiction readers - Book Response Rubric
- Drama – Oral Presentation Rubric

People Who Changed America
The Anti-Slavery Movement
By Ann M. Rossi

Introduction
America in 1860
Pages 4 -8

The Roots of Slavery - List 5 facts you learned on pages 4 and 5.

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Answer the following questions.

1. What were slaves needed for? _____

2. What is the difference between indentured servants and slaves?

3. What does this statement mean? "In 1860 blacks made up less than 7 percent of Virginia's population. By 1750, they were nearly 44 percent?"

4. What were the people called who thought slavery was wrong? Why do you think they felt this way?

Life Under Slavery – List 5 facts you read from pages 6 and 7.

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5. What jobs did adult slaves do? _____

6. What did slave children do? _____

7. What were the homes of the slaves like? _____

8. Do you think the life of a slave was positive or negative? Use at least 3 details from the text to explain your reasons.

People Who Changed America
The Anti-Slavery Movement
By Ann M. Rossi

Chapter One
Slavery: Right or Wrong?
Pages 8-13

List facts you have read about Frederick Douglass and other abolitionists, then answer the questions.

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1. How did Frederick Douglass learn to read?

2. Why didn't slave owners want their slaves to learn to read?

3. In what ways did Frederick Douglass fight against slavery?

4. How were slaves treated cruelly? List at least 3 ways.

People Who Changed America
The Anti-Slavery Movement
By Ann M. Rossi

Chapter Two
The Underground Railroad
Pages 14 – 19

List five facts, and then answer the questions.

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1. What did follow the “drinking gourd” mean?

2. What was the Underground Railroad? Use these words to explain it. (runaway, stations, conductors)

3. What were “slave catchers”?

4. How did the “Fugitive Slave Act” help the slave catchers?

5. List facts you know about Harriet Tubman.

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People Who Changed America
The Anti-Slavery Movement
By Ann M. Rossi

Chapter Three
Slavery Divides a Nation
Pages 20 – 27

List five facts, and then answer the questions.

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1. Why was the **Missouri Compromise of 1820** a temporary solution to the balance of free and slave states?

2. Explain the **Compromise of 1850**. How did this satisfy both the North and the South?

3. What was the **Kansas-Nebraska Act**? Why did people fight in Kansas?

4. Why was Kansas called **Bleeding Kansas**?

5. Beside each name write what their viewpoint on slavery.

William S Seward:

John C. Calhoun:

John Brown:

People Who Changed America
The Anti-Slavery Movement
By Ann M. Rossi

Chapter Four
The Path to War
Pages 28 – 33

Directions: Write down 5 facts you learned from this chapter.

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1. Why did Preston Brooks of South Carolina attack Charles Sumner?

2. Who was Dred Scott?

3. How did abolitionists try to help him?

4. What did the Supreme Court decide in the Dred Scott case?

People Who Changed America
The Anti-Slavery Movement
By Ann M. Rossi

Chapter Five
Fighting for Freedom
Pages 34 – 38

Directions: Write down 5 facts you learned from this chapter.

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5. What states became the Confederate States of America?

6. Why did they secede from the Union?

7. What did the Emancipation Proclamation do?

8. How did the Blacks help in the Civil War?

Cards For Reciprocal Teaching Literacy Groups

These can be used as a chart to help students know the process they will need to go through to understand non-fiction text.

Predictor – Look at the pictures and graphics. Say what you think you understand or will learn about.

Reader – The reader reads the text and can “popcorn” it to another reader until the text is read.

Clarifier – The clarifier stops the readers and restates or explains what he/she understands from the text. Others in the group can help the clarifier explain what you are learning.

Questioner – The questioner asks question about the text. The group answers the questions.

Summarizer – The summarizer retells what he/she has learned in the chapter.

Student speaking that exceeds the classroom expectations is recorded as high quality. Students who have memorized their information and speak in a clear, direct voice, looking at their audience would score in "high quality" box. The "accept" category is speaking that meets the teacher's expectations. These students may need to use their cue cards, may not be loud enough or speak in incomplete sentences or out of order. These students may even read directly from their cue cards. In the "Not Accept" category, students may have only 1 or 2 facts about their topic, do not speak clearly and with an audible volume and do not look at their audience.

Speaking Skills (Intermediate)			
Student's Name _____	High Quality	Accept	Not Accept
Assessor's Name _____			
Preparation Skills			
• Organized to tell in the right order			
• Complete			
• The right topic			
Presentation Skills			
• Made eye contact			
• Spoke loudly enough			
• Spoke clearly			
• Stood still and faced audience			
• Used quality audiovisuals (correctly)			
Demonstrated Understanding			
• Got message across			
• Provided examples			
• Answered questions			
Overall Quality of Presentation			

Name _____
Date _____

Hero and Heroines of the Civil War
Vocabulary Test

Word Bank: abolitionist, slave, Gold Coast, overseer, master, Underground Railroad, conductor, station, plantation, slave codes

1. Someone who is forced to work against their will is called a _____.
2. People who fought to end slavery were called _____.
3. The owner of a plantation and of the slaves was the _____.
4. The person who worked for the master and was in charge of the slaves was called the _____. He oversaw the slaves.
5. The series of secret hiding places and the people who helped the slaves escape to freedom was called the _____.
6. The coast of Africa where slaves were put on ships was called the _____.
7. People who led slaves to freedom, like Harriet Tubman, were called _____.
8. Safe houses were also called _____.
9. Large farms in the South were called _____.
10. Laws that were made so slaves had no rights were called _____.

Name _____

Date _____

Test
The Anti-slavery Movement

1. Indentured servants were:
 - a. people who had dentures
 - b. people whose passage to America was paid and in return they worked
 - c. slaves

2. Slaves were:
 - a. people who worked in payment for their passage to America
 - b. people who loved their land
 - c. people who were forced to work

3. Abolitionists were:
 - a. people who were trying to keep slavery
 - b. people who were against slavery
 - c. people who wanted to use lotion

4. This person was born a slave. He learned to read and write. He spoke out and wrote about slavery. He had to live in England for two years to escape slave catchers. He was:
 - a. James Bond
 - b. President Lincoln
 - c. Frederick Douglass

5. These sisters were the first women to speak against slavery.
 - a. The Twin sisters
 - b. The Special sisters
 - c. The Grimke sisters

6. This woman was tall and as strong as a man. She traveled from town to town telling about her life as a slave. Her name was:
 - a. Sojourner Truth
 - b. Clara Barton
 - c. Harriet Tubman

7. This woman was one of the most famous conductors on the Underground Railroad. She led more than 300 people to freedom.
 - a. Sojourner Truth
 - b. Harriet Tubman
 - c. Lucretia Mott

8. This man was a publisher of a newspaper called “The Liberator”. He wrote and published much about the abolition of slavery.
 - a. Frederick Douglass
 - b. Nat Turner
 - c. William Lloyd Garrison

9. These women started the first Women’s Rights Convention at Seneca Falls, New York.
 - a. Sarah and Angelina Grimke
 - b. Lucretia Mott and Elizabeth Cady Stanton
 - c. Sojourner Truth and Harriet Tubman

10. John Brown was an abolitionist who thought this way could end slavery.
 - a. speeches
 - b. violence
 - c. writing articles for newspapers

11. What was the Missouri Compromise?
 - a. Missouri would enter as a slave state and Maine would enter as a free state
 - b. Missouri would be a good state.
 - c. Missouri would enter as a free state.

12. The Compromise of 1850 was:
 - a. Every state would choose whether to be free or slave
 - b. California would enter as a free state. Kansas and Nebraska could decide whether they wanted to be free or slave states.
 - c. There was no such thing.

13. Confederate states were states that:
 - a. wanted to continue to be part of the United States
 - b. wanted to form a new country called the Confederate States of America
 - c. wanted to free the slaves and pay them for their work

14. President Lincoln gave a speech called the Emancipation Proclamation. This speech
 - a. freed the slaves
 - b. kept slavery in every state
 - c. allowed slavery in only the South

15. From our discussions, your research, and the books you have read, can you tell me what facts you remember the most?

Annotated Resources

Primary Sources

<http://www.civilwar.com/content/view/1794/39/> - This site has a main contents page. It includes battles, timelines, people, soldiers, women, blacks, weapons, ships, cavalry, a photo gallery, letters and diaries, and much more. This is a 5-star site. *****

The History Place, A Nation Divided: The U.S. Civil War 1861-1865

<http://www.historyplace.com/civilwar/index.html> -

This site is a timeline of events beginning with the election of Lincoln on November 6, 1860. It ends with the death of Lincoln and the abolition of slavery on December 6, 1865. It includes photos, primary documents, and quotes.

I found this site useful for not only a timeline but a photographic story of famous people and events.

Social Studies for Kids

<http://www.socialstudiesforkids.com/subjects/civilwar.htm> -

This site has a list of people, events, primary documents, quotes, and links to other sites. I used this site to find sources for student research work, including primary sources and images.

American Civil War: Kids Zone (AmericanCivilWar.com)

<http://www.americancivilwar.com/civil.html>

This is a great site for kids. This has people, places, battles, music, soldier letters, women of the Civil War and more.

Although I didn't order any books for kids to read, it has a detailed list of books and a short synopsis of each for readers of different levels. *****

Kid Info: Civil War and Reconstruction, The Web's Best Student, Teacher, and Parent Reference Resource

http://www.kidinfo.com/American_History/Civil_War.html

This site is a history search engine. It takes you to other sites regarding the Civil War (battlefields, slavery, technology, Underground Railroad, notable people, and more...) *****

I used this site to do my research about people of the era prior to giving the students a copy of a research text from which to begin their reports and their own research.

The Kids Guide to the Civil War

<http://library.thinkquest.org/J0110546/>

This is a child friendly site that includes: photos, historical facts, lessons, tests, a slide show and links to other sites. This site appears to be a site made by a classroom group. It is mainly about the Civil War battles, but has links to famous people and primary sources of that era.

I did not use this for the Heroes and Heroines portion of my unit. This site is more appropriate for the direct study of the Civil War.

The Abolitionists, Smith, McIver.com, 2000-2004

<http://afgen.com/slave1.html>

This site brings you to multiple sites regarding abolition of slavery, including Frederick Douglass, Levi Coffin, John Brown, Thomas Jefferson, Abraham Lincoln, the Underground Railroad, and much more. *****

This site includes speeches by Frederick Douglass and other abolitionists. It is more of an adult site that a teacher and an elementary student could review together.

Slavery, Abolition, and African American Roles in the Civil War, updated July 16, 2003

<http://www.teacheroz.com/slavery.htm>

This site takes you to other resources, especially many primary documents regarding slaves and slavery, the Civil War, the fight to end slavery, as well as women who helped fight slavery.

I used this site for my own personal research about abolitionists and their roles in the fight for rights.

The Declaration of Sentiments: Seneca Falls, New York, 1848, U.S. Department of State, High Beam Research, LLC, 2005

<http://www.infoplease.com/ipa/A0875901.html>

This site takes you to the "Declaration of Sentiments" written by Elizabeth Cady Stanton. There is also a connection to an article about Elizabeth Cady Stanton too.

This site was used to show students what the women of the Seneca Falls Convention had written to speak for women's rights as compared to the Declaration of Independence.

Civil War Women: Primary Sources on the Internet, Sallie Bingham Center for Women's History and Culture, Duke University Libraries, 2008

<http://library.duke.edu/specialcollections/bingham/guides/cwdocs.html>

This site is specifically for women of the Civil War Era. It includes diary entries and photographs. It is filled with primary sources.

This site was used by several students who were interested in researching primary sources, especially journals from people from that era.

Civil War

<http://www.gmrtd.com/Middle/Grade7/civilwar.htm>

This site is filled with connections to other sites that include letters from soldiers to their families, battles, photographs, and more. *****

I did not use this site for this unit. I will use it when we study the Civil War battles and conditions.

Secondary Sources:

People Who Changed America: The Anti-Slavery Movement, Ann M. Rossi, National Geographic Reading Expeditions, 2003

This booklet contains factual and first hand sources to explain the reasons for abolitionists and conditions slaves endured. It also tells the lives of the most well-known abolitionists like William Lloyd Garrison, Frederick Douglass, Harriet Tubman, and John Brown. It is rich in primary documentation and at a level fifth graders can read and comprehend.

A Nation Grows: Adventures in Time and Place, McGraw-Hill School Division, New York, 2001, Chapters 4 and 5, pp.82 – 128

This is the grade five Social Studies textbook. The chapters on causes, battles, people, and the outcome of the Revolutionary War are included. Pictures of artifacts are included, as well as paintings of that era. This book is an excellent resource to give students a general background of the Revolutionary War Era.

Harriet Tubman and the Road to Freedom: Harriet Tubman Reader's Theater, Scholastic News.com, Scholastic Inc., 2009

This Reader's Theater script is one that includes 15 speaking parts. It covers Harriet's life from the beginning to her help as a conductor and life during the Civil War. This is simply written and packed with facts. *****

Course Resources

Ginzberg, Lori D. Untidy Origins: A Story of Woman's Rights in Antebellum New York. The University of North Carolina Press, 2005.

This book researches the lives of six women who petitioned the New York State Convention for the Revision of the Constitution in 1846. The book gives insight as to how six women wrote their own petition to gain their natural rights under the Constitution of New York State. It explains their position in life in this rural community of Jefferson County and nuances that enabled them to come forward. The amazing thing about this petition is that it came before the famous Seneca Falls Convention. It proves that women of all levels of society were expecting equal rights under the Constitution.

Ripley, Peter C., Finkenbine, Roy E., Hembree, Michael F., Yacovone, Donald, Witness For Freedom: African American Voices on Race, Slavery, and Emancipation. The University of North Carolina Press, 1993.

This book is a diamond! It contains historical information backed by speeches, notes, and letters from well-known abolitionists to unknown soldiers. Second generation blacks were to be sent to a new country in Africa called Liberia. They considered themselves to be Americans, even though they weren't yet recognized as citizens in the United States of America. Our government tried to "get rid of the negro problem" by sending blacks back to Africa. Few wanted to go. This information was new to me, and allows me to see what our forefathers were thinking at that time. Letters written by others tell about the reason Lincoln wrote and delivered the Emancipation Proclamation. He simply needed more troops to fight so the North would win. It was a law meant to save the North, not to save the slave! Throughout this book are primary documentation showing the determination and courage of men and women, black and white, whose battles were fought verbally and physically to gain freedom, rights, and equality under the United States Constitution.

Rossi, Ann M. People Who Changed America: The Anti-Slavery Movement, National Geographic Society, Washington, D.C. 2003

This book is filled with primary sources through photographs and quotes. It gives background information beginning with life as a slave, through abolitionists, the Underground Railroad, and the path to the Civil War. This book is detailed, yet concise, allowing students to read it and learn the facts from primary information and secondary information.

Salerno, Beth A. Sister Societies: Women's Antislavery Organizations in Antebellum America, Northern Illinois University Press, 2008

This book informs the reader about what women did to help the enslaved and their own rights. It explains how women, under the guise of sewing circles or fund raisers not only raised money for the slaves but raised awareness of their own lack of rights. It speaks of the ingenuity of women during an era when women's spheres were confined to their homes and family. This is an excellent source about understanding the needs and limitations of women and blacks in society during the early and mid 1800's.

Stauffer, John, The Black Hearts of Men, President and Fellows of Harvard College, 2001.

According to John Stauffer, there were four men (Gerrit Smith, John Brown, Frederick Douglass, and McCune Smith) who networked through letters and gatherings to move the country toward equality of blacks. Although each man came from a distinct background, their common ground was the abolitionist movement. In the end these "soul brothers" lives were lost and changed forever. They left their imprint on modern society.

Wineburg, Sam, Historical Thinking and Other Unnatural Acts, Temple University Press, Philadelphia 2001.

This book stresses that teachers try to help their students think like historians by using primary sources about the past. By using primary sources, students will get to know and learn about the people of an era without spinning a story about them, but getting to understand what people thought and believed without adding a personal perspective to those of a certain time period. Keep the purity by using primary sources.

Accommodations:

- All social studies textbook will be read/discussed aloud
- Note-taking will be modeled on chart paper, white board, Smart Board
- Small group or 1-1 assistance
- Cooperative partners, triads, or small groups will be used as in Literature Circles
- Leveled Reader Reading Groups for books and articles
- Research reports may be handwritten, typed, scribed, or tape recorded.

People of the Civil War Era

Elizabeth Cady Stanton
Lucretia Mott
Susan B. Anthony
William and Ellen Craft
William Lloyd Garrison
Frederick Douglass
Henry Hartland Garnet
Stephen A. Douglass
Abraham Lincoln
Prince Hall
John Brown
William Still
Prudence Crandall
Henry "Box" Brown
Solomon Northup
Sojourner Truth
Harriet Tubman
Sarah and Angelina Grimke
Harriet Beecher Stowe
Clara Barton
Sally Tompkins
Ulysses S. Grant
General George Pickett
General Robert E. Lee
Malinda Blalock
Charlotte Forten
Robert Gould Shaw
Rose Greenhow
Thomas "Stonewall" Jackson
Jefferson Davis
Winfield Scott
William Tecumseh Sherman

Civil War Era Vocabulary

Abolitionist
Yankee
Slave
Slave trade
Slavery
Gold coast
Plantation
Overseer
Master
Prejudice
Racism
Segregation
The North
The South
Underground Railroad
Conductor
Safe house
Stations
Civil War
Equality
Suffrage
Black codes
Thirteenth, Fourteenth, Fifteenth Amendments
Democracy

You Are Invited!



**Seneca Falls Convention
Reenactment
Thursday, April 2, 2009
In the Gym**

**1:00 – 1:15 Primary Grades visit Fifth Grade Wax
Museum/Power Point Slide Shows**

**1:15-1:45 All grades see reenactors from IMU and
Mr. Savageau's History Class**

**1:45 – 2:00 IMU, Grade 6, 7, 8 visit Fifth Grade
Wax Museum/Power Point Slide Shows**