



Valentine Museum, Richmond, Virginia

Young Confederate volunteers at the beginning of the war



Teaching Guide

SEGMENT 1, WEBISODE 6

Please note: Each segment in this Webisode has its own Teaching Guide

The United States exploded into Civil War in 1861 after decades of debate over slavery and its extension. The ongoing difficulties of balancing the rights of the states and the power of a national government, evident even in the nation's founding documents, had simmered for years. Nowhere was this debate more heated than in the issue of slavery and its extension into new western territories. The rapidly expanding population, rise of large cities, and the expanding economy of the North chipped away at the once-superior power base of the South in Congress, adding to Southern discontent. The social and economic differences between the North and South contributed to the conflict that finally ripped the nation apart. Southern secessionists argued that states had the right to leave the Union, while Northern Unionists countered that secession was unconstitutional. The secession of South Carolina in December 1860 and ten other southern states within six months ignited the war between the Confederate States of America and the United States of America.

The battle of Bull Run or Manassas awakened both North and South to the fact that this war would be neither short nor bloodless. The rout of the Union army chastened the North, demonstrated the military resolve of the South, and underscored Lincoln's need for excellent military leaders.

The war would prove far more devastating than any—North or South—expected. Over six hundred thousand Americans died, many of whom were young men in their late teens, and the Southern states lay in ruins.

Teacher Directions

1. Students, in small teams, discuss the following questions.
 - What were the causes of the Civil War?
 - Why is it also called the War Between the States?
 - How did the expectations of the war—what people thought it would be like—differ from reality? How did Bull Run or Manassas demonstrate this?
 - Why was Bull Run or Manassas a logical place for a battle?



Segment
Overview



Let's Discuss

Let's Discuss, Cont.

2. Make sure students understand the following points in discussing the questions.

The Civil War was caused by conflict over slavery, states' rights, and the social and economic differences between the North and the South. The name War Between the States refers to the Southern belief that the states had the right to leave the union; this view sees the war as occurring between two separate nations, not within one nation. Americans both North and South expected their men to fight bravely and quickly vanquish their enemies; neither side expected the war to be a devastating, four-year ordeal that would cost over six hundred thousand lives. Manassas or Bull Run exemplifies this gap between expectations and reality; people expected the battle would be short, bloodless, and a glorious spectacle. It was bloody, disorganized, and terrifying, and it proved that the war would not end quickly. Manassas, the site of an important railroad junction, was a logical place for a battle. (While the South often named battles after a nearby town or community, the North tended to adopt the name of the nearest body of water.) Both sides recognized control of transportation arteries as an important factor in winning the war.

Teacher Directions

Activity One

1. Distribute one Student Sheet: *U.S.A. or C.S.A.* to each team of students. Make sure students understand each of the terms and how it relates to either the Union or the Confederacy.
2. Teams cut apart the quotes, viewpoints, and the different names for the North and the South and paste them under the headings U.S.A. and C.S.A. Each team creates a mini-poster outlining the two perspectives. If time allows, students illustrate their lists.
3. Review the completed lists as a class discussion. The teacher may want to display the mini-posters in the classroom.

Activity Two

1. Distribute the Student Sheet: *Civil War News*. Introduce the reading by showing the two Civil War photographs. Ask students to speculate as to what each photograph shows. Ask questions such as
 - What is written on the back of the cart?
 - Where is this cart?
 - What is happening in the bottom photograph?
 - Why are the men on top of the poles?
 - What do the two photographs have in common?
2. Explain that both photographs deal with gathering and sending news during the Civil War. The top photo depicts newspaper vendors on a Civil



History Sleuth

History Sleuth, Cont.

War battlefield, and the bottom photograph shows soldiers constructing telegraph lines.

3. Distribute the Student Sheet: *Reporting the News*. Explain that eyewitness reporting of battles for newspaper coverage began during the Civil War. Students read the Student Sheet to learn about Civil War reporting and prepare for the following activity.
4. Distribute the Student Sheet: *5Ws and H*. Explain to students that they are newspaper reporters at the battle of Bull Run. They must write their reports of the battle as a telegraph message of twenty-five words or less. To gather additional information about the battle, students can consult books such as Joy Hakim's *War, Terrible War*, the Internet, an encyclopedia, or other resources. Students record the details of the battle on this graphic organizer, then compose their telegraph messages.
5. Students read their individual telegraph messages to their teammates. If time permits, each team may select one of the dispatches to read to the class, or post the dispatches on a bulletin board so students can read them later.

Teacher Directions

1. Explain to students that during the Civil War, many soldiers and civilians kept journals and diaries. They expressed their opinions, beliefs, thoughts, and reactions to the events through which they lived. You may want to share with students the following quote from novelist Jessamyn West.

People who keep journals live life twice. Having written something down gives you the opportunity to go back to it over and over, to remember and relive the experience. Keeping a journal can also help you get perspective on your experiences. Sometimes writing something down, like talking about it, helps you understand it better.

2. Students respond to one of the following writing prompts.
 - Suppose you lived right before the Civil War. Decide if you would have supported states' rights or the Union. Write a journal entry explaining your choice.
 - Decide if you are a Southern soldier, a Northern soldier, or a lady/gentleman at a picnic during the battle at Bull Run. Visualize what it would have been like to witness the battle. Write about your experience and your reactions to it.





Moving Toward
Freedom

Teacher Directions

Activity One

1. Distribute the Student Sheets: *Personal Accounts of Slavery* to each team. Each team receives a packet of personal accounts of slavery. Students read and discuss the accounts.
2. Briefly define and explain the use of primary sources, their benefits and limitations.
 - *First person account* – an oral or written account by a person who was present at an event
 - *Primary source* – a document created by those who participated in or witnessed an event of the past
 - *Quotation* – a person's actual words
3. Explain to the students that historians use first person accounts because they are the actual thoughts, ideas, and opinions of real people who lived during the historical events of their day. Many of the words and ideas in the *Personal Accounts* may be difficult to read or understand because the spelling, grammar, and language is not modern, but as used at that time. Today we are sometimes offended by the ideas and words of people who lived in a different time.
4. Students discuss the *Personal Accounts of Slavery* with their teammates. Students share examples from the readings with teammates, then each team decides what are the most significant points in the *Personal Accounts of Slavery*. While the students read and discuss the *Personal Accounts of Slavery*, systematically visit each team. If necessary, assist the students with the vocabulary and the interpretation of the slave narratives.

Note to the Teacher: Because the accounts are primary source documents, they contain difficult words, derogatory language of the times, and period syntax. Be sure the students understand that words that we may find offensive or objectionable today were commonly used in the past.

Distribute the Student Sheet: *Occupations, Obstacles, and Overcoming*. Explain that students will record some of the points they have learned from reading the primary source documents on this sheet.

5. Make sure students understand the following points in their discussion of slavery.
 - Enslaved African Americans worked in many occupations in addition to plantation labor and household tasks. Some were skilled craftsmen and women such as carpenters and seamstresses. Enslaved African Americans experienced miserable living conditions, abuse, and were denied education and opportunity. Enslaved African Americans worked to overcome their situation by establishing their own culture; overt and covert resistance (running away, refusing to work, sabotage); working

Moving Toward Freedom,
Continued.

after hours to buy their freedom or improve their living conditions; and negotiating for power.

Activity Two

1. Remind the students that we often lose sight of hundreds of personal tragedies if we only study history from the viewpoint of big events (like the battle of Bull Run or Manassas). Personal interest stories help us understand the impact of an event on a real and personal level.
2. Distribute the Student Sheet: *Sullivan Ballou*. Read the biographical information and letter from Sullivan Ballou aloud as students follow along.

Note to the Teacher: The letter from Sullivan Ballou contains language that may be too challenging for your students. Depending on the reading level of the students, the teacher may want to read only excerpts of the letter aloud to students.

3. Students discuss the following question.
 - How did Sullivan Ballou help move the United States toward freedom?

Teacher Directions

Use the following activities with your students.

Language Arts/Library — Students read *Charlie Skedaddle* by Patricia Beatty or *Nightjohn* by Gary Paulsen. Partner Discussion Guides are available from the Johns Hopkins University Talent Development Middle School Program.

Language Arts — Students read the historical novel *Bull Run* by Paul Fleischman or *Undying Glory* by Clinton Cox.

Geography — Students use a physical map and determine the route that retreating soldiers would take back to Washington from Manassas. Students determine the distance from Manassas to Washington.

Technology — Students take a virtual trip to National Park Service sites at Manassas or Fort Sumter.

Science/Library — Students investigate Morse code. When was it invented, and by whom? Students experiment with sending messages in Morse code.

Language Arts/Library — Students analyze current newspaper articles to see if they follow the inverted pyramid format.

Math/Library — Students research the statistics of the Civil War, such as the total miles of railroad track in the North and South, the number of casualties, and so on. Students display these statistics on charts and graphs.



Connections, Cont.

Science — Students conduct experiments on what nutrients crops need, test school soil, determine why topsoil is important, study how crops take and use nutrients from soil, and how these and organic material can be replaced.

Library — Students further research slavery through fiction/non-fiction accounts or read selections from *Uncle Tom's Cabin* by Harriet Beecher Stowe.

Music — Students listen to songs of the Civil War from the many fine recordings available. Public libraries often lend music tapes and CDs and are eager to work with schools.

Art/Library — Slave quilts, which were usually sewn with cast-off scraps, were often the only article of beauty in the cabin of an enslaved African American. These carefully crafted quilts followed popular and intricate patterns—and some told a story or outlined a plan of escape. Students research slave quilts and draw their own examples.

Reporting the News

Imagine this situation. You are a reporter for your hometown newspaper. It is a scorching hot day in July of 1861. You have just traveled on a dirty, crowded train and on a sweaty horse to reach a small creek called Bull Run, about twenty miles south of Washington City.

You know that the new armies of both the North and the South are now marching toward a country crossroads near Bull Run Creek. You have a hunch that the first battle between these two armies will be fought here, and that you will be one of the few reporters to get an eyewitness story. Sure enough, a terrible battle occurs.

You get your scoop and quickly write your story. You rush to the nearest telegraph office to send your story to your newspaper. As the telegraph agent is tapping out your story in Morse Code, the telegraph line goes dead, cut by soldiers! The most important facts and details of your story never reach the newspaper in time. You lost your scoop!

During the Civil War, there were no fast, modern ways to send news. Newspaper reporters traveled with the army and wrote their eyewitness accounts. They sent their stories to newspaper offices in faraway cities by way of the telegraph. The words were translated into the dots and dashes of Morse Code.

In order to send military messages, the armies hastily strung miles of these telegraph lines, often through enemy-occupied territory. Both Northern and Southern soldiers often cut the other side's telegraph lines. This stopped all messages between the front lines and important leaders who were miles from the action.

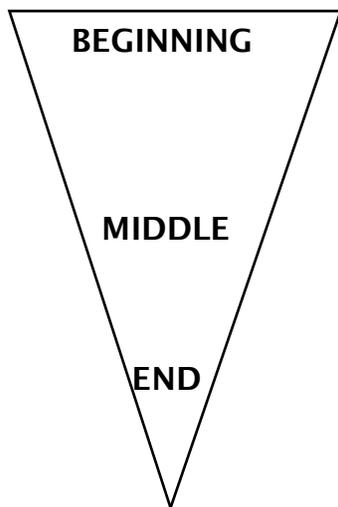
Newspaper reporters never knew when the telegraph line would go dead. Reporters wanted to scoop a story; that is, to be the first reporter or newspaper to tell the story. Having the first, best, or most detailed story sold newspapers!

Because they wanted to get the most important news through the telegraph lines before they went dead, reporters began to send the most important, unusual, or most recent facts and details first. The reporters called this the 5Ws and H (Who? What? When? Where? Why? and How?) of the story.

If the telegraph line was still open after sending the 5Ws and H, the reporter sent additional facts and details. These facts added interest and information to the story but were not essential to understand the story.

Finally, the reporter sent the least important details or background information. That way, even if only the first part of the story got through the telegraph lines, the newspaper had all the essential facts to print the scoop. Even today reporters use this method called the inverted pyramid (most important to least important facts) to write a news story.

So the next time you have a scoop, remember to follow the inverted pyramid!



The first or **lead paragraph** is the most important in a news story. It answers the 5 Ws and H (**Who? What? When? Where? Why? and How?**).

The second paragraph contains additional, but less important facts and details that add interest and information.

The last paragraph contains the least important details or background information.

5Ws and H

Who?

Where?

What?

When?

How?

Why?

Civil War News



Photographed by Alexander Gardner in 1863
Library of Congress



Photographed by Timothy H. O'Sullivan, April 1864
National Archives

Sullivan Ballou

Sullivan Ballou was a successful, 32 year-old lawyer when Lincoln called for volunteers after the fall of Fort Sumter. Ballou enlisted in the Rhode Island Infantry. By July 1861, he was at a training center near Washington (D.C.). Knowing the Federal forces would soon move into Virginia, Sullivan Ballou wrote this letter to his wife.

*July the 14th, 1861
Camp Clark, Washington*

My very dear Sarah:

The indications are very strong that we shall move in a few days—perhaps tomorrow. Lest I should not be able to write you again, I feel impelled to write lines that may fall under your eye when I shall be no more....

I have no misgivings about, or lack of confidence in, the cause in which I am engaged, and my courage does not halt or falter. I know how strongly American Civilization now leans upon the triumph of the Government, and how great a debt we owe to those who went before us through the blood and suffering of the Revolution. And I am willing—perfectly willing—to lay down all my joys in this life, to help maintain this Government, and to pay that debt....

I cannot describe to you my feelings on this calm summer night, when two thousand men are sleeping around me, many of them enjoying the last, perhaps, before that of death -- and I, suspicious that Death is creeping behind me with his fatal dart, am communing with God, my country, and thee.

Sarah, my love for you is deathless, it seems to bind me to you with mighty cables that nothing but Omnipotence could break; and yet my love of Country comes over me like a strong wind and bears me irresistibly on with all these chains to the battlefield.

The memories of the blissful moments I have spent with you come creeping over me, and I feel most gratified to God and to you that I have enjoyed them so long. And hard it is for me to give them up and burn to ashes the hopes of future years, when God willing, we might still have lived and loved together and seen our sons grow up to honorable manhood around us. I have, I know, but few and small claims upon Divine Providence, but something whispers to me—perhaps it is the wafted prayer of my little

Edgar—that I shall return to my loved ones unharmed. If I do not, my dear Sarah, never forget how much I love you, and when my last breath escapes me on the battlefield, it will whisper your name.

Forgive my many faults, and the many pains I have caused you. How thoughtless and foolish I have oftentimes been! How gladly would wash out with my tears every little spot upon your happiness....

But, O Sarah! If the dead can come back to this earth and flit unseen around those they loved, I shall always be near you; in the gladdest days and in the darkest nights... always, always; and if there be a soft breeze upon your cheek, it shall be my breath; or the cool air fans your throbbing temple, it shall be my spirit passing by.

Sarah, do not mourn me dead; think I am gone and wait for thee, for we shall meet again.

As for my little boys, they will ... never know a father's love and care. Little Willie is too young to remember me long, and my blue-eyed Edgar will keep my frolics with him among the dimmest memories of childhood.

Sullivan

Sullivan Ballou's concern that he "should fall on the battlefield" proved all too true. One week after writing his letter, Ballou was killed at the battle of Manassas as his troops advanced from Matthews Hill.

Many soldiers wrote letters home to loved ones during the Civil War. These letters not only captured the patriotic reasons that caused the men to go to war, but also remind us today that the soldiers left behind wives and children, parents and friends, brothers and sisters. There were hundreds of thousands of soldiers who would not return to their families, leaving behind a Sarah or a Willie and Edgar who would "never know a father's love and care."

Personal Accounts of Slavery

RUNAWAY SLAVES

Many slaves tried to escape from the bondage of slavery. If caught, they were often severely punished. The following is an example of a reward offered to find a runaway slave.

FGFGFGFGFGFGFGFGFGFGFGFGFGF

\$100 REWARD

Will be given for the apprehension and delivery of my Servant Girl HARRIET. She is a light mulatto, 21 years of age, about 5 feet 4 inches high, of a thick and corpulent habit, having on her head a thick covering of black hair that curls naturally, but which can easily be combed straight. She speaks easily and fluently, and has an agreeable carriage and address. Being a good seamstress, she has been accustomed to dress well, has a variety of very fine clothes, made in the prevailing fashion, and will probably appear, if abroad, tricked out in gay and fashionable finery. As this girl absconded from the plantation of my son without any known cause or provocation, it is probable she designs to transport herself to the North. The above reward, with all reasonable charges, will be given for apprehending her, or securing her in any prison or jail within the U. States.

All persons are hereby forewarned against harboring or entertaining her, or being in any way instrumental in her escape, under the most rigorous penalties of the law.

JAMES NORCOM.
Edenton, N.C. June 30

Letters From A Slave Girl – The Story of Harriet Jacobs by Mary E. Lyons (New York: Charles Scribner's Sons, 1992), p.76.

& Giroux, 1969), p.51

Personal Accounts of Slavery PUNISHMENT

Frederick Douglass recalled the following incident from his childhood as a slave. He ran away and later purchased his freedom. Douglass became a leading abolitionist.

FGFGFGFGFGFGFGFGFGFGFGFGF

One of the first circumstances that opened my eyes to the cruelties and wickedness of slavery and its hardening influences upon my old master, was his refusal to interpose his authority to protect and shield a young woman, a cousin of mine, who had been most cruelly abused and beaten by his overseer in Tuckahoe. The poor girl, on her arrival at our house, presented a most pitiable appearance. She had left in haste and without preparation, and probably without the knowledge of Mr. Plummer (the overseer). She had traveled twelve miles, bare-footed, bare-necked, and bare-headed. Her neck and shoulders were covered with scars newly made, and not content with marring her neck and shoulders with the cowhide, the cowardly wretch had dealt her a blow on the head with a hickory club, which cut a horrible gash and left her face literally covered with blood. In this condition the poor young woman came down to implore protection at the hands of my old master. I expected to see him boil over with rage at the revolting deed, and to hear him fill the air with curses upon the brutal Plummer; but I was disappointed. He sternly told her in an angry tone, “She deserved every bit of it, and if she did not go home instantly he would himself take the remaining skin from her neck and back.’ Thus the poor girl was compelled to return without redress, and perhaps to receive an additional flogging for daring to appeal to authority higher than that of the overseer.

Black Bondage – The Life of Slaves in the South by Walter Goodman (New York: Farrar, Straus

& Giroux, 1969), pp.66-67.

Personal Accounts of Slavery SLAVE LABOR

The following describes the work of a slave on a cotton plantation.

FGFGFGFGFGFGFGFGFGFGFGFGFGF

In the latter part of August begins the cotton picking season. At this time each slave is presented with a sack. A strap is fastened to it, which goes over the neck, holding the mouth of the sack breast high, while the bottom reaches nearly to the ground. Each one is also presented with a large basket that will hold nearly two barrels. This is to put the cotton in when the sack is filled. The baskets are carried to the field and placed at the beginning of the rows. ‘When a new hand, one unaccustomed to the business, is sent for the first time into the field, he is whipped up smartly, and made for that day to pick as fast as he can possibly. At night it is weighed, so that his capacity in cotton picking is known. He must bring in the same weight each night following. If it falls short, it is considered evidence that he has been laggard, and a greater or less number of lashes is the penalty...’

Black Bondage – The Life of Slaves in the South by Walter Goodman (New York: Farrar, Straus

Personal Accounts of Slavery

LIVING CONDITIONS

The following shows a slave's view of the living conditions on one plantation.

FGFGFGFGFGFGFGFGFGFGFGFGF

We lodged in log huts and on the bare ground. Wooden floors were an unknown luxury. In a single room were huddled, like cattle, ten or a dozen persons, men, women and children. All ideas of refinement and decency were, of course, out of the question. There were neither bedsteads, nor furniture of any description. Our beds were collections of straw and old rags, thrown down in the corners and boxed in with boards, a single blanket the only covering. Our favorite way of sleeping, however, was on a plank, our heads raised on a old jacket and our feet toasting before the smouldering fire. The wind whistled and the rain and snow blew in through the cracks, and the damp earth soaked in the moisture till the floor was miry as a pigsty. Such were our houses.

The principal food of those upon my master's plantation consisted of cornmeal and salt herrings, to which was added in summer a little buttermilk and the few vegetables which each might raise for himself and his family on the little piece of ground which was assigned to him for the purpose, called a truck patch.

Father Henson's Story of his own Life by Josiah Henson (New York: Corinth Books, 1962), pp.17-18.

Personal Accounts of Slavery

LIVING CONDITIONS

A visitor made the following observations on the living conditions of slaves.

FGFGFGFGFGFGFGFGFGFGFGFGFGF

We entered some negroes' huts, for their habitations cannot be called houses.... The husband and his wife sleep on a miserable bed, the children on the floor. A very poor chimney, a little kitchen furniture stands amid this misery—a teakettle and cups. A boy about fifteen was lying on the floor with an attack of dreadful convulsions. The general had sent to Alexandria for a physician. A small orchard with vegetables was situated close to the hut. Five or six hens, each with ten or fifteen chickens, walked there. That is the only pleasure allowed to negroes. They are not permitted to keep either ducks or geese or pigs. They sell the chickens in Alexandria and buy with the money some furniture. They receive a peck of Indian corn every week, and half of it is for the children, besides twenty herrings in a month. They receive a cotton jacket and a pair of breeches yearly.

Federal Writers' Project. *The Negro in Virginia*. (New York: Hastings House, 1940), pp.67-68.

U.S.A. Or C.S.A. ?

“Our Union must be preserved”

“Union-next to our liberty, most dear”

Agricultural

Blue

Confederate States of America

Federal

Gray

Industrial

Liberty is more important than unity

Liberty is only possible with our Union

No extension of slavery into west

North

Rebel

Secession

Slavery is our right and can be extended

South

States’ Rights

Union

Unionist

United States of America

Yankee

Occupations, Obstacles, and Overcoming