

## Curriculum Unit Introduction

**Title of unit:** Civil War: Five Years in Five Days

**Vital theme of the unit:** Students will gain a brief, but informative insight into the Civil War period including key people, regions, and personal sentiments regarding the war and slavery.

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**Grade level:** 3

**Number of lessons in the unit:** 5

**Time needed to complete unit:** 5 days/45 min. each including field trip

**Curriculum standards addressed:**

1.01 1.02 1.03 3.01 4.0 4.01 4.03 4.04  
5.01 5.02 6.0 6.01 6.02

**Technology used:**

Students will make use of a computer lab using teacher-identified and assigned websites while researching, taking virtual tours, and completing assignments.

**Unit introduction and overview of instructional plan:**

This unit is a very brief, elementary introduction in the Civil War years. Students will be immersed in historical information using the computer lab, reading historical information from pre-approved websites, listening to books read aloud, independent reading, cooperative and partner activities, and opportunities for extra credit and extended learning opportunities for higher level learners. Trade books on all levels have also been included for readers on any level to obtain mastery. The culminating activity is a field trip to see a play about the life of slave Harriet Tubman.

In the early nineteenth century, women had specific roles, duties, and clear expectations depending upon their social class. Regardless of Rebel or Yankee, sympathizer of the South or North, Union or Confederate, women unexpectedly found themselves in new roles and developing coping strategies simply as a means of survival. Class boundaries were held steadfast and did not waver, until the days of the United States Civil War.

Women such as Mrs. E.T. Hall, Martha Hall, Ada Thornberg, Carrie Stakely, Cornelia McDonald, Alice Williamson, and Mary Jones provide the female perspective into their personal lives, allowing for a glimpse of similarities and differences during this life-changing event. As war is thrust upon these women in different ways, one gains a clearer understanding during this tumultuous time in history through their personal and thoughtful writings.

Mrs. E.T. Hall regularly wrote letters as her primary means of corresponding between friends and family. Most of her writings centered on discussing daily life events, family health issues, and war concerns. Mrs. Hall penned one such letter January 16, 1864 to her cousin Martha expressing her worries over small pox. Health issues such as small pox had been a primary concern and it is revealed here that the epidemic is diminishing in her area, as only a few cases remain. It also seems as if Martha herself may have had a bout with the disease alluding to the fact that her health is somewhat better, but she is still weak. The cousin continues on to tell about her purchase of a bed and mattress for which she is unable to purchase linens. In her conversation, she reveals she is making do with “laying on the mattress and covering with the feather bed...an excellent arrangement during the cold weather...but will be rather hot when the weather moderates.”

Nearing the end of this letter, curiously she mentions receiving letters and forwarding

them on to other friends and family. In her closing, she makes note of including a few issues of Brownlow's old newspapers, two ounces of indigo, and six ounces of madder in a package ( Hall-Stakely Papers, Jan.16,1864).

Ada Thornberg wrote a letter to Carrie Stakely on December 8, 1864, with much talk of contraband, killing, and issues with the Post Master. Ada has been sick but is somewhat better since taking medication. The letter continues, with Ada rather abruptly changing the subject from her health to reporting of a Col. Ingerton's death at the hand of a drunken soldier, which actually transpired in her home:

Col. E. Ingerton, who was wounded by a drunken soldier, two weeks ago in this house, died this eve about dark. His poor wife is here. They have only been married five or six months. She is a poor delicate woman. I do feel so sorry for her. The officers & soldiers of Gen. Gilliam's command do greatly mourn the loss of a good soldier ( Hall-Stakely Papers, Jan.16,1864).

Ada's brief lines relating to a murder in her home leaves one wondering about the impact of war on Ada and her family.

Getting letters and information passed along is a difficult task during war time. The reader finds that letters are being carried and forwarded by other people; letters are presented unsealed prior to mailing, and some are not allowed to be sent and considered to be "contraband." Ada almost got into "trouble" as the Post Master said one letter from Jimmy contained contraband. She apologized for being unable to send the letter, and explained "I have done my duty & I know you can expect no more of me." Her letter went on sharing information regarding family and friends visiting, and about some purchases she had made. With basic necessities of clothing and material difficult to purchase, Ada requested that cousin Carrie send her "the old body of my green dress" as she had recently paid fifty dollars for a dress and said

that this one would have to do for awhile ( Hall-Stakely Papers, Jan. 16,1864).

Near the end of this letter, Ada makes mention of an exchange of prisoners and referred to being unable to change military law:

Col. and Mrs. Hall have agreed to try to do something for S.B. but they cant change military laws. No prisoners are allowed to take the Oath or come south of the Ohio until they are exchanged. They will try to have him exchanged as soon as possible (Hall-Stakely Papers, Dec.8,1864).

For Cornelia McDonald, daily existence consisted of a continual struggle to shelter, feed, and clothe her and seven children. Cornelia suddenly found herself the sole family provider with the passing of her husband, Angus. Angus McDonald had been a Confederate colonel during the civil war and died in Richmond, Virginia in late 1864. Friends and family members encouraged Cornelia to leave her Lexington home, “parcel out her children,” and seek a government job as a clerk. (Ash 31).

As with many women during the civil war, Cornelia relied upon her own ingrained need to survive. This struggle to survive and keep her family together was fraught with disparity, yet an immense religious conviction, great friendships, and plain acts of kindness from strangers. Prior to Angus’ death, Cornelia had been a woman of means and class. Their family holdings had consisted of a vast amount of property, several slaves, and lucrative investments totaling over \$70,000. Since the passing of Angus, Cornelia no longer could rely upon his monthly salary and housing allowance; there was no Confederate governmental accommodation for widow’s benefits, and Cornelia had fled the family dwelling with only a few possessions (Ash 32).

On February 28, 1865 Mary wrote a letter to Carrie from her home in Madisonville, and shared events of family members visiting one another and the status of their health. She related

that Aunt Aggie has visited cousin Capt. Hill and Sam Sr. and stated that they both had been sick, “low with consumption,” and that Aunt Ada is suffering with a terrible toothache. The mid point of this letter rises to a lighter note referring to activities of the children, why her lines of handwriting are not straight, and about Sam chewing gum wax.

Most importantly in this letter from Mary, was the follow up to an earlier letter concerning Jimmy Johnston, and his recently being exchanged. Also mentioned here are her hopes to hear word concerning an exchange of a Col. Eakin and a fellow named Matt.

Current events are featured as Mary tells of raids in the area and that Col. Kirk’s men “did not behave very well in town.” The Rebels appear to be trying to locate someone named McIntyre in Sweetwater:

They did not want to take him, they said they wouldnt take him, only wanted to see him because the people said he was a “clever Yankee” and they never saw one (Hall-Stakely Papers, Feb.28, 1865).

Not only did the Civil War involve adult men and women, children were also deeply marked by this pivotal point in history. Alice Williamson was a teenage girl, who attended school, and lived on a dairy farm in rural, Gallatin, Tennessee. She penned her private schoolgirl thoughts in a leather-bound diary, beginning February 19 and ending on September 27, 1864. Through her writings, one senses her deep contempt for the Unionist soldiers, blacks, and citizens missing or killed by bushwhackers:

I learn today that Gen. Payne had no charge against Mr. Dalton, so he told his father. After killing him he rode back to the house and told Mr. D. That his son was in sight-he could bury him if he wished...he was [also] trying a young man about sixteen...his crime was being a rebel...the young man has never been heard of since (Williamson Diary, March 11, 1864).

Anne goes on to talk about the changing weather, pupils in her class at school, and “fear of having to sit on the disgrace bench with that horrid old dunce cap” (Williamson Diary, March 30, 1864). After relating many shootings of citizens, blacks gaining status from the Unionists, mixing in a bit about her summer vacation, and spending the night with friends, Anne’s last diary entry conveys that Tom Miller is to be hung on Friday because he resented an insult given to his mother by a Yankee.

Lastly, in letters between Mrs. Mary Jones and her son Charles C. Jones, Jr. there was much conversation regarding family members, saying “howdy” to the servants, and longing to see one another (Myers 364). Mrs. Jones was the wife of Rev. Dr. Charles Colcock Jones, a retired Presbyterian clergyman. In writings from Charles C. Jones to his mother Mary, one can clearly identify the political position of the family:

The cup of Yankee iniquity, already full to overflowing, must run over. A people setting at defiance all the principles of common justice, truth, honor, and ordinary humanity must be regarded finally-although self-interest and accidental circumstances may for a while delay the expression-as a perfect outlaw among the nations of the earth, and dealt with as such (Myers 271).

War wages on, and yet through the writings of the father, mother, and son, there is an over abiding Christian faith woven throughout each letter. Mary Jones spoke graciously through her written words with an expected tone, and drawl of Georgian Southern hospitality. Her collection of letters is focused around family, ministerial duties, and community events. Health issues were also a prominent concern as she noted she is free from cough and pain in her lungs, due to an episode of climate fever and pneumonia (Myers 471). Toward the end of June, 1864 Mary wrote to her daughter she missed greatly; she revealed that she had been unable to write

while dealing with pain in her neck and head from neuralgia or rheumatism (Myers 476).

In comparing the lives of these women, one perceives a true sense of inner strength which lies patiently below the surface, but arises boldly when needed. Life prior to the 1860's had been virtually carefree for each; however, the cruelties of war loomed. These were women of class and status in their communities, most often earning respect as a result of their male family members. Each woman realized her plight, dug deeply, and rose to the situation at hand. Similarly, each of the women had a deep abiding pride and love for the Southern, Rebel cause. Northern oppression and the rise of the black severely challenged the world view of these women. This notion of oppression and lack of understanding by the Unionists had been ingrained in every aspect of their being since birth, including religion, family, and community. Northern aggression attacked the essence of their very being, and assaulted the very fiber of their soul.

Another common thread woven throughout the writings of these women shed light on ordinary, everyday occurrences in families and communities. These women wrote about health issues both common and deadly, weather conditions, visits from family and friends, and getting into trouble with the teacher. Communication with family and friends was a top priority. Passing on letters was paramount in keeping social connections open. Writing also provided an expressive outlet while offering a bit of normalcy. In letters and journals, everyday mundane activities were strewn among comments regarding raids and soldiers being shot.

Surprisingly, faith and religion have different levels of value. Mrs. Mary Jones displayed a deep, abiding faith throughout each letter clearly conveying the cornerstone of her existence. Cornelia McDonald mentions relying upon faith, and even insists upon her children continuing to say their nightly prayers. During one of Cornelia's prayers she called out to God in an "almost a frantic cry to Heaven demanding help and success" (Ash 43). However, the Hall women, Ada,

Carrie, and Alice, rarely mentioned their religion and faith.

In the Alice Williamson diary, readily noticeable is the underlying aggression as the teenager writes. Her writings are colorful, youthful, and focused on community events. Details are much more graphically explained when compared to the writings of the other women. Alice clearly and vividly, communicates the abandonment felt by many Confederate sympathizers. Alice also makes shorter entries, sometimes just a line or two, but the bitterness and resentment rises to the top as she describes the Union occupation of Gallatin.

The level of personal struggle was different for each woman, with Cornelia probably dealing with the greatest struggle, given her status and class affiliation. The passing of Cornelia's husband also brought about the passing of her financial status. She found herself bearing the sole responsibility of the family, whereas the other women had husbands, fathers, sons, or brothers on which to rely. For a woman of Cornelia's class, to take a public job was dreadful, the equivalent of publicly, proclaiming poverty (Ash 35).

As history continues to be unraveled, readers are fortunate to have personal accounts relating similarities and differences in the lives of women during the years of the civil war. Ada, Carrie, Cornelia, Alice, Mary, and the Hall women, lived through a most tumultuous time in history, holding steadfast to their convictions throughout their personal struggle to survive as they shared a common experience.

## Works Cited

Alice Williamson Diary, On-line Archival Collection, Duke University:  
<http://scriptorium.lib.duke.edu/williamson/p01/williamson-p01.html>

Ash, Stephen V. A Year in the South 1865. New York: Palgrave MacMillan, 2002.

Hall-Stakely Papers, McClung Collection:  
January 16, 1864 Mrs. E.T. Hall to Martha  
December 8, 1864 Ada Thornburg to Carrie Stakely  
February 28, 1865 Mary Hall to Carrie Stakely

Myers, Robert Manson. The Children of Pride. New Haven: Yale University Press, 1972.

**Unit:** Civil War: Five Years in Five Days, 1

**Lesson Title:** Presidential Inauguration, 1861

**Grade Level:** Third

**Essential Questions related to Vital Theme:**

Who wins the presidential election in 1861?

What state is he from?

What does he believe about slavery?

Identify Northern and Southern states on a civil war map?

On a map of the United States, can you locate the state where Abraham Lincoln was born?

**Lesson Time:** Forty-Five minutes

**Curriculum Standards:**

1.01 1.02 1.03 3.01 4.0 4.01 4.03 4.04  
5.01 5.02 6.0 6.01 6.02

**Technology used and how:** Using a computer with internet access and printer, students will view the Civil War website featuring Abraham Lincoln:

<http://www.chenowith.k12.or.us/tech/cgcc/projects/bright/lincoln01.htm>

students will write two facts and a fib from the website to share with the class.

Students will also take Accelerated Reading tests over the reading.

Students will printout the map from website:

[http://americancivilwar.com/pictures/north\\_south\\_states.gif](http://americancivilwar.com/pictures/north_south_states.gif)

**Materials:**

Anticipation Guide

Harness, Cheryl. *Abe Lincoln Goes to Washington*. New York: Scholastic, 1999.

Jones, Lynda. *Abe Lincoln*. New York: Scholastic, 1999.

Turner, Ann. *Abe Lincoln Remembers*. New York: Scholastic, 2002.

Black, Red, and Blue Crayon

Printer paper

3-Ring binder (all handouts and student work will be kept in binder)

Homework Reading Assignment 1-teacher created

**Activity description(s) and overview of instructional strategies:**

Students will complete Anticipation Guide

Students will pair/share read and discuss one of the three listed books

Students will work with a partner in completing “Two Facts & a Fib”

Students will locate Kentucky, state of birth for Abraham Lincoln and outline it in black crayon.

Students will outline Southern states in red and Northern states in blue.

Discuss vocabulary: slavery, president/presidential, inaugurate/Inauguration, secede, compromise, elect/election

**Supporting Assignments/Homework:**

Students will read one of the remaining two listed books on Abraham Lincoln and write an advertisement to “sell” the book, or draw a cartoon identifying the major concepts in the book.

**Assessment:**

- Anticipation Guide will be assessed to clear up misconceptions.
- “Two Facts & a Fib” will be assessed to ensure accuracy.
- Map outlines will be assessed
- Accelerated Reading tests will be evaluated for mastery.

**Unit:** Civil War: Five Years in Five Days, 2

**Lesson Title:** Lee's Confederacy, 1862

**Grade Level:** Third

**Essential Question related to Vital Theme:**

What is the meaning of the word "Confederacy"?

Who does the Confederacy represent?

Who becomes the leader of the Confederacy?

What is the meaning of "Union" and who does that represent?

Identify and place 10 dates in chronological order on a time line.

**Lesson Time:** Forty-Five minutes

**Curriculum Standards:**

1.01 1.02 1.03 3.01 4.0 4.01 4.03 4.04 5.01 5.02 6.0 6.01 6.02

**Technology used and how:** Students will use a computer with internet access to view a website to locate information and be used as a reference tool.

**Materials:**

Blank Time Line Graphic Organizer from website:

<http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf>

Reference Books

Time Line Website: <http://memory.loc.gov/ammem/cwphtml/tl1861.html>

**Activity description(s) and overview of instructional strategies:**

Students will help construct a list of things we now know about the Civil War.

Students will help construct a list of answers to the essential questions.

Students will go back prior to the end of the class and re-write the correct answers to the essential questions.

Students will write one fact from memory they learned today during the lesson as their ticket out the door.

**Supporting Assignments/Homework:**

Extra Credit Opportunity-Interview an adult that you know and ask them what they know about the civil war, the North, the South, and slavery. Submit your assignment in writing, tape recording, or video format.

**Assessment:**

- Teacher will assess the answers to the essential questions.
- Teacher will assess ticket out the door facts
- Time-Line will be assessed for accuracy and neatness of work

**Unit:** Civil War: Five Years in Five Days, 3

**Lesson Title:** Emancipation Proclamation, 1863

**Grade Level:** Third

**Essential Question related to Vital Theme:**

Is it important to have freedom, why/why not?

Was there ever a time in the history of our Nation that some people did not have freedom?

How would it feel to not be free or have freedom to make your own choices?

**Lesson Time:** Forty-Five minutes

**Curriculum Standards:**

1.01 1.02 1.03 3.01 4.0 4.01 4.03 4.04  
5.01 5.02 6.0 6.01 6.02

**Technology used and how:**

With a partner in the computer lab, students will view the following website looking at the Emancipation Proclamation:

[http://www.archives.gov/exhibits/featured\\_documents/emancipation\\_proclamation/index.html](http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/index.html)

Students will then respond to what they think the President was saying in the speech

**Materials:**

Printed out versions of the Emancipation Proclamation from the website for each student

Highlighters

Nelson, Vaunda M. *Almost to Freedom*. New York: Scholastic, 2004.

**Activity description(s) and overview of instructional strategies:**

Students will have two minutes to discuss each of the essential questions with a partner.

Teacher will read aloud book and lead a student discussion of thoughts and perceptions regarding slavery.

Students will take an Accelerated Reading test over read aloud book.

Students will visit a website to gain information.

Printed out copies of the Emancipation Proclamation for each student.

Students will use a highlighter to highlight the most important section of the Emancipation Proclamation and verbally support their choice.

**Supporting Assignments/Homework:**

Students will choose one of the following books to read and be prepared to give an oral report to a partner:

Adler, David A. *A Picture Book of Harriet Tubman*. New York: Scholastic, 1994

Howard, Elizabeth F. *Vergie Goes to School With Us Boys*. New York: Aladdin, 2000.

McGovern, Ann. *Wanted Dead or Alive: The True Story of Harriet Tubman*. New York: Scholastic, 1965.

Monjo, F.N. *The Drinking Gourd*. New York: Harper Throphy, 1993.

**Assessment:**

- Teacher will assess by means of traveling through the groups, listening and questioning students.
- Teacher will review the Accelerated Reading test for mastery.

**Unit:** Civil War: Five Years in Five Days, 4

**Lesson Title:** Grant and the Union Army, 1864

**Grade Level:** Third

**Essential Question related to Vital Theme:**

Who was the leader of the Union Army in 1864?

**Lesson Time:** Forty-Five minutes

**Curriculum Standards:**

1.01 1.02 1.03 3.01 4.0 4.01 4.03 4.04  
5.01 5.02 6.0 6.01 6.02

**Technology used and how:**

In the computer lab, students will log onto the following website to research information on General Grant:

<http://www.cr.nps.gov/logcabin/html/usg2.html>

Students will also take the virtual tour as a Civil War soldier in Grant's army.

Students will write a journal reflection on their virtual tour.

**Materials:**

Print out of Grant's page from the website.

**Activity description(s) and overview of instructional strategies:**

Prior to going to the computer lab, students will read the following statement from Grant:

"No terms except an unconditional and immediate surrender can be accepted."

Students will journal their thoughts about what this statement means.

Students will then share their thoughts about the statement in a class discussion lead by the teacher.

Students will be actively researching and taking a virtual tour on the internet, then writing a reflection in their journal.

**Supporting Assignments/Homework:**

Write or draw about one of the battles you read about today in the computer lab for extra credit.

**Assessment:**

- Teacher will monitor computer usage and have discussions while students research.
- Student journals will be reviewed.

**Unit:** Civil War: Five Years in Five Days, 5

**Lesson Title:** Abolishing Slavery, 1865

**Grade Level:** Third

**Essential Question related to Vital Theme:**

Did slavery really end in 1865?

How do you think the Southern Plantation owners felt?

How do you think the slaves felt about freedom?

If you had been a slave, what would be the first thing you would do as a free person?

**Lesson Time:** Field Trip Day

**Curriculum Standards:**

1.01 1.02 1.03 3.01 4.0 4.01 4.03 4.04 5.01 5.02 6.0 6.01 6.02

**Technology used and how:** N/A

**Materials:**

Teacher will have a brief review of what we know about Harriett Tubman prior to leaving on the field trip.

Play study guide and activities available at the following website:

[http://www.theatreworksusa.org/uploads/studyguide/studyguide\\_70.pdf](http://www.theatreworksusa.org/uploads/studyguide/studyguide_70.pdf)

**Activity description(s) and overview of instructional strategies:**

Students will help create a list of facts about the life of Harriett Tubman

Students will attend the play Freedom Train at the Civic Auditorium

Student will complete *The Word Match* from the play study guide.

**Supporting Assignments/Homework:**

Extra Credit opportunity-Students may choose partners to re-enact portions of the play and present to the class.

Students may choose a scene from the play to illustrate.

Students may add an additional scene to the play in written format, or act it out.

Students may sing the song *Follow the Drinking Gourd*

**Assessment:**

- Final Satisfactory/Unsatisfactory grades for the unit will be based upon the following factors:
- Notebooks will be collected from each student and reviewed for contents covered during the unit
- Teacher will conduct student interviews as an exit exam covering the essential themes from each day
- Homework and extra credit assignments

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Anticipation Guide: Abraham Lincoln

Directions: Listen carefully as the teacher reads each statement. If you agree with the state, put an A beside the statement in the first column. If you disagree, put a “B” beside the statement in the first column.

After the teacher reads aloud, you may go back and review your answers. If you decide to change an answer, place the “A” or “B” beside the statement in the last column.

<u>Pre-Reading Response</u>	<u>Statement</u>	<u>Post Reading Response</u>
_____	Abraham Lincoln was the first President.	_____
_____	Abraham Lincoln was against slavery.	_____
_____	“Honest Abe” was a nickname.	_____
_____	Abraham Lincoln did not want the North and South to go to war.	_____
_____	Abraham Lincoln did not live to see the end of the war.	_____

