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**Teaching
Masters**

**Student
Portfolio**

**Content
Slides**

**Student
Handout**

**Reading
Tips**

A Nation Divided

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STORYPATH®

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American History Advisors

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—Margit E. McGuire

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- Edmonds, Washington Dave Sonnen
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A Nation Divided

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ABOUT STORYPATH

THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that children learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, Storypath draws support from decades of experience with teachers and students. The approach has its roots in these beliefs about children and learning:

- The world is complex and presents many layers of information. Children know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When children build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because children construct their own knowledge and understanding of their world, their learning is more meaningful and memorable.
- Problem solving is a natural and powerful human endeavor. When children are engaged in problem-solving, they take ownership for their learning.
- The story form integrates content and skills from many disciplines and provides a context for children to gain a deeper, more complex understanding of major concepts.

AN INQUIRY APPROACH

Questioning, by both teacher and students, is a key component of Storypath. Through the story structure and the discourse it creates, the teacher guides students in their search for meaning and understanding as they acquire new knowledge and skills. Your questions, and the discussions they engender, cause students to:

- ask their own questions and think critically about what they know;
- use their prior knowledge to make sense of new information;
- connect personally to important social studies concepts.

The story structure and inquiry guided by unit goals provide the framework for students to integrate skills and complex content through problems they encounter. As they do so, their understanding of important concepts is extended and key connections are made.

THE STORY STRUCTURE

For thousands of years, stories have helped us create order and make connections between events. Storypath's narrative structure helps students understand concepts that they often find difficult to comprehend in the traditional social studies curriculum.

Each Storypath unit centers on a unique and engaging story that provides a concrete context for understanding the social science content. This story may be based on actual historical events, as developed in *Struggle for Independence*. Or the story might instead be based on typical community or business structures, as developed in *Families in Their Neighborhoods* or in *Understanding the Marketplace*. From all of these structures, students develop a meaningful context for developing understanding of the topic.

Typical structure of a Storypath unit

CREATING THE SETTING

Students create the setting by completing a frieze or mural of the place.

CREATING THE CHARACTERS

Students create characters for the story whose roles they will play during subsequent episodes.

BUILDING CONTEXT

Students are involved in activities such as reading, writing, and research to stimulate them to think more deeply about the people and the place they have created.

CRITICAL INCIDENTS

Characters confront problems typical of those faced by people of that time and place.

CONCLUDING EVENT

Students plan and participate in an activity that brings closure to the story.

USING THE COMPONENTS

TEACHER'S HANDBOOK

Each Storypath unit includes a Teacher's Handbook, which is designed to be flexible and easy to use.

Episode Planning Guides

Each episode opens with an overview of the instructional plan and materials needed.

Teaching Notes

Each Handbook contains detailed support for instruction.

BUILDING CONTEXT
LIFE AND WORK IN COLONIAL BOSTON

3
EPISODE

INTRODUCING COLONIAL LIFE page 28
Students discuss colonial life and determine ways they can learn more about it.
Materials: None
Grouping: Whole class
Schedule: Approximately 30 minutes

RESEARCHING COLONIAL LIFE page 28
Students write a report describing the daily life and work of their characters.
Materials: Teaching Master 5, Sample Report: *The Bakery*, T11 p. 62
Teaching Master 6, *Making a Diorama or Poster*, T11 p. 63
Portfolio 1, *Presenting a Report*, pp. 10–11
Portfolio 8, *Writing a Report*, p. 12
Portfolio 9, *Self-Assessment*, p. 13
Content Cards 2 and 3
Optional: cardboard grocery boxes for dioramas, poster board for posters, construction and tissue paper; textured materials such as yarn, fabric, scraps, cotton balls, colored markers, crayons, colored chalk, glue, tape, scissors; assorted colors of paint, brushes, water cans
Grouping: Family groups for planning and research; individually for writing the reports
Schedule: 2–3 hours plus time for students to write reports

CONCLUDING EPISODE 3 page 30
Students reflect on the experience, add to the word bank, and write about life and work in colonial Boston.
Materials: Portfolio 10, *Presenting a Report*, p. 14
Portfolio 11, *Taking Notes: Daily Life Presentation*, p. 15
Props for presentation if students so choose
Grouping: Whole class for the word banks; individually for the writing activity
Schedule: Approximately 1½ hours

EPISODE OBJECTIVES
☒ **History** Examine how people's lives were affected by the conditions that existed in colonial times.
☒ **Language** Identify how characters' work contributes to the economy of colonial Boston.
☒ **Social Skills** Organize, plan, and make decisions while planning reports with group members.
☒ **Critical Thinking** Identify criteria for quality reports.
☒ **Literacy** Conduct research; take notes; draft, edit, and write a report.
☒ **Literacy** Present and report to the class to share information.
☒ **Literacy** Listen actively to and take notes during oral presentations.

EPISODE 3
Struggle for Independence **27**

INTRODUCING COLONIAL BOSTON

TIMELINE
Start a timeline to record and sequence the events that will be presented throughout the Storypath. Make the timeline horizontal and display it in the classroom. You might divide the timeline into ten-year segments, beginning with the year 1600 and ending with 1800. Let students add dates as the story progresses. Begin by posting these dates and events:
■ 1625: First European settlers in the area (Rev. William Blackstone)
■ 1630: Boston founded
After students create the frieze, let them speculate about when their buildings were built and add this date to the timeline. Many buildings in colonial Boston were built in the late 1600s and early 1700s. For the timeline, students might choose one date such as 1700.

Launch the unit
Tell students that they will be creating a story about colonial Boston that begins around 1763. Ask a student to point out Boston's location on a map. Explain that often we can understand our own lives and communities better when we learn about the lives and communities of others in the past.
Review with students the elements of a story: setting (when and where the story takes place), characters (the people in the story), and plot (critical incidents or important events). In this episode, students will create the setting for the story—a view of colonial Boston.
Create groups of four or five students. Students will work with these same group members throughout the Storypath.

Build background on colonialism
To build background, discuss the concept of *colony* and the relationship of colonies to the *mother country*.
colony: a group of people living in a new territory but keeping ties with the parent country
colonists: people who live in a colony. Colonists usually remain citizens of the parent country.
mother country (or *parent country*): the country from which colonists come, or the country of one's parents or ancestors; relating to colonists, the parent country continued to rule over the colonies, even though the colonists lived across the ocean.
Then read the following information to the class:
After Columbus's arrival in 1492, several European nations attempted to establish settlements in the Americas. The most successful settlements were the thirteen British colonies. Although the colonists lived far from

TERMINOLOGY
• colony
• colony
• democracy
• mother country

EPISODE 1
Struggle for Independence **15**

Teaching Masters

Masters provide nonfiction content, writing models, or other information specific to the unit's content. These Masters can be copied for students, displayed in the classroom, or made into transparencies, depending on your teaching needs.

Assessment

Each Handbook contains strategies for assessing learning throughout the unit, as well as unit questions for review and synthesis activities.

EPISODE 4
TEACHING MASTER
T8

Name _____ Date _____

PUBLIC NOTICE: TAXES FROM BRITAIN
Stamp Act, passed 1765
By an Act of Parliament, a tax must be paid to the customs official for any transactions involving the following items.

Item	Tax
Legal document submitted in a court of law	3 pence
College diploma	2 pounds
Bill of sale	4 pence
Liquor license	20 shillings
Will	5 shillings
Land purchase under 100 acres	3 shillings
Contract	2 shillings and 6 pence
Pack of playing cards	1 shilling
Pair of dice	10 shillings
Newspaper	1 penny
Advertisement in a newspaper	2 shillings
Almanac or calendar	2 pence
Any document listed above that is written in a language other than English	Double the tax listed above

Townshend Acts, passed 1767
Taxes must be paid on the following items imported from Britain.

Item	Tax
For every 100 pounds of glass	4 shillings and 8 pence
For every 100 pounds of lead	3 shillings
For every 100 pounds of paint	2 shillings
For every pound of tea	3 pence
For every 500 sheets of paper	12 shillings

TEACHING MASTER
Struggle for Independence **65**

SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also a powerful assessment tool for you because they're multidimensional. They allow for variances in students' abilities as learners.

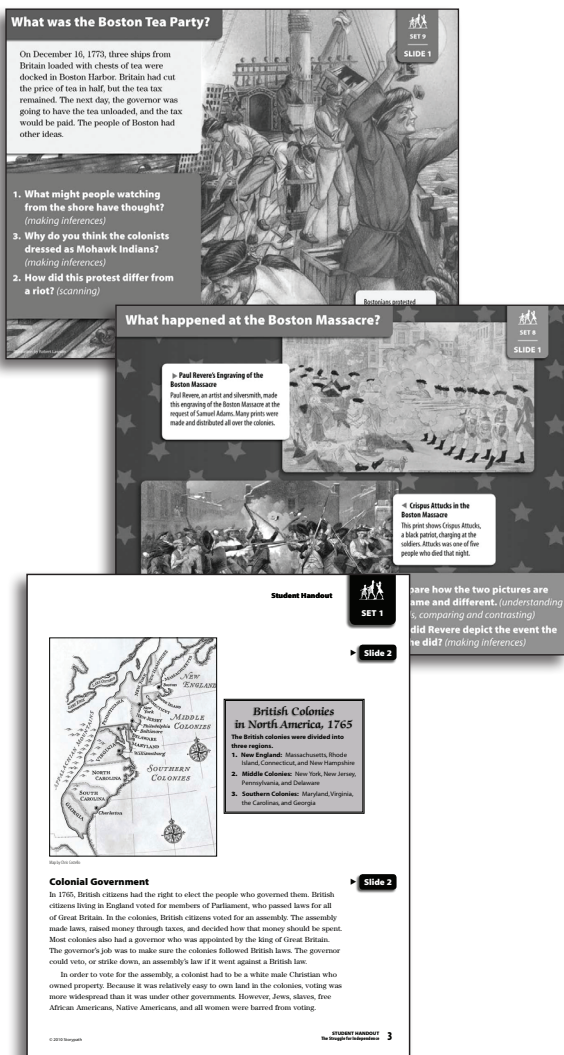
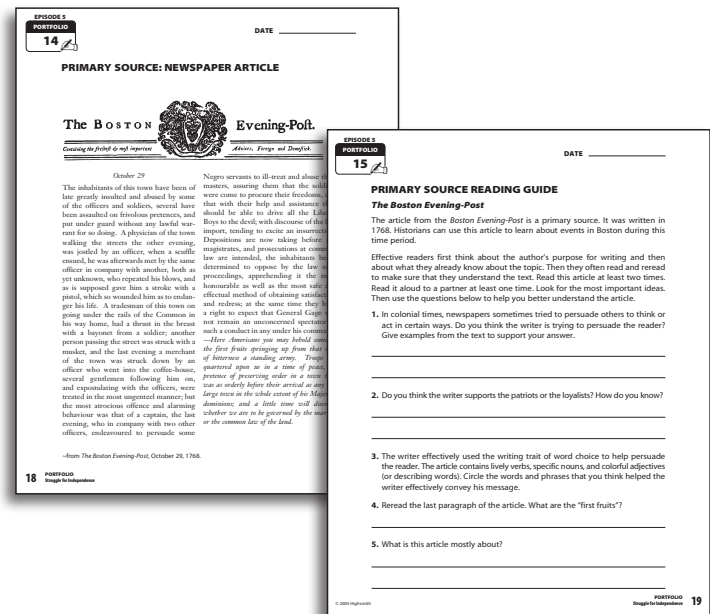
1. PORTFOLIO RESPONSE
Activity
Have students review their Portfolio and identify at least five items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.
■ List three important ideas from your Portfolio. Why are these ideas important?
■ What challenges did your character face? How did your character respond to these challenges?
■ What are three costs and three benefits of seeking independence from Britain?
■ What skills do you believe improved as a result of this unit? Explain why.
Criteria for Assessment
Learning objectives are demonstrated if
■ the portfolio demonstrates an understanding of how the colonists lived, the effect of British rule on the colonists, the Boston Massacre, and how the colonists responded to and were shaped by the events of the time;
■ the reflections are thoughtful, well organized, and clearly communicated;
■ the paragraphs demonstrate appropriate writing conventions.

2. ANALYSIS OF A CURRENT EVENT
Activity
Students can locate a current event in the newspaper that they believe has similarities to events in the Storypath. Students should
■ summarize the current event. What is happening? Why is there conflict? How are people responding to the conflict? What injustices have been identified?
■ list three ways the event is similar to the events in the Storypath.
■ write a paragraph offering suggestions for what the people who are involved in the conflict should do. Suggestions should be based on what students have learned from the Storypath.

Struggle for Independence **75**

STUDENT PORTFOLIO

Students use the Portfolio to read, write, conduct research, and complete other activities crucial to the specific Storypath unit. The Portfolio helps students manage their work throughout the unit. And when completed, the Portfolio becomes an authentic assessment tool.



CONTENT SLIDE SETS & HANDOUTS

Each unit includes sets of Content Slides and Handouts that offer flexibility in how they are used to support student learning. The number of sets varies from unit to unit. The slides and handouts in each set provide focused non-fiction content and can be used for independent, paired, or small group reading.

Students use the slides to build context and deepen their understanding of the unit's content. You can use the slides as most appropriate to your situation along with the handouts. For those with laptops, display the appropriate slides for student reading and discussion or reproduce the slides as needed for each episode for individuals, pairs, or small groups. The handouts may also be used without the slides.

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is for the slide to be available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slide.

A "reading tips" chart in PDF format (located on the CD) provides quick reminders of key reading strategies. Reproduce "reading tips" for each student or group.

Note that the slides and handouts are conveniently available in a printable format on the CD.

LITERACY AND STORYPATH

With the Storypath strategy, students deepen their understanding of major social studies concepts. Storypath provides literacy support to help students access and make sense of the social studies content. Students apply literacy skills such as reading comprehension, prewriting and writing skills, speaking and listening skills, and vocabulary development.

Reading

Content Slide Sets and Handouts present opportunities for students to engage in focused content reading. Students can use the slides and handouts to engage in shared reading or listen as a teacher or another student reads.

Colonial Exports

Most of the colonies' exports were natural resources, or useful things from the land. Imports from Great Britain were mostly manufactured goods, or useful things made by people. Britain also sent ships and soldiers to protect the colonies.

Most colonies imported more than they exported. This was good for Britain, which profited from what it sold to the colonies.

Colony	Export
New England	fish, whale products, lumber, tar
Middle colonies	grain, iron
Southern colonies	cotton, tobacco, rice, indigo (a plant that produces a blue dye for coloring fabric)

3. Identify items exported to Britain and imported to the colonies. How are these items different? (understanding visuals)

British Colonies in North America, 1765

The British colonies were divided into three regions.

- New England:** Massachusetts, Rhode Island, Connecticut, and New Hampshire
- Middle Colonies:** New York, New Jersey, Pennsylvania, and Delaware
- Southern Colonies:** Maryland, Virginia, the Carolinas, and Georgia

Colonial Government

In 1705, British citizens had the right to elect the people who governed them. British citizens living in England voted for members of Parliament, who passed laws for all of Great Britain. In the colonies, British citizens voted for an assembly. The assembly made laws, raised money through taxes, and decided how that money should be spent. Most colonies also had a governor who was appointed by the king of Great Britain. The governor's job was to make sure the colonies followed British laws. The governor could veto, or strike down, an assembly's law if it went against a British law.

In order to vote for the assembly, a colonist had to be a white male Christian who owned property. Because it was relatively easy to own land in the colonies, voting was more widespread than it was under other governments. However, Jews, slaves, free African Americans, Native Americans, and all women were barred from voting.

Comprehension

Questions in each Content Slide Set help students focus on important content. Questions are labeled with suggested reading strategies.

Visual Literacy

Each unit offers numerous opportunities to evaluate and respond to visuals such as photographs, maps, diagrams, and illustrations.

Reading Tips

For easy reference, Reading Tips for using the reading strategies are included on the CD.

Struggle for Independence		
Reading Tips		
Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/s supporting details	Use it to find the big idea, and then identify the facts and details that support it.	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Read the text and think: "What is the 'big idea' here?" 3. Look for information that is important to the big idea. Some facts are interesting but not important. 4. The details you find may cause you to change your big idea.
Comparing and contrasting	Use it to find information that tells you how two or more ideas are alike and different.	<ol style="list-style-type: none"> 1. Think about what you want to know. 2. Choose two events or ideas to compare and contrast. 3. List important information about one event or idea. 4. For each item on the list, look for information about how the other idea is the same or different. 5. Look for clue words such as "similarly," "also," and "however."
Making inferences	Use it to understand information not stated directly in the text, or to "read between the lines."	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Look for clues in the text that give you new information. 3. Compare this new information with what you already know to figure out what the author is saying.
Connecting	Use it to understand new information by connecting it with what you already know.	<ol style="list-style-type: none"> 1. Think about what new information you want to remember. 2. Think about what you already know. 3. Look for connections between the new information and what you already know from experience or reading. 4. These connections will help you remember the new information.
Scanning	Use it to quickly find the specific information you need.	<ol style="list-style-type: none"> 1. Think about what information you need to find. 2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas. 3. When you find what you're looking for, slow down and read carefully.
Understanding visuals	Use it to find information presented in visual form, such as maps, graphs, photographs, diagrams, and timelines.	<ol style="list-style-type: none"> 1. Think about what you want to know and what you already know. 2. Look for information that explains the visual. For example, look at labels, captions, axes, or map keys. 3. Search for the specific information you want. 4. Put the information into words to help you understand the visual.

Throughout each unit, students complete writing activities to prompt thinking as well as to demonstrate what they have learned.

<div style="border: 1px solid black; padding: 2px; display: inline-block;">EPISODE 3</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 5px;">PORTFOLIO <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 2px;">8</div></div>	<div style="text-align: right; margin-bottom: 20px;">DATE _____</div> <div style="margin-bottom: 20px;">WRITING: A REPORT Daily Life in Colonial Boston</div> <p>In your report, you will explain important aspects of your character's daily life. Use the space below to organize your ideas from your prewriting. Keep in mind the criteria on the self-assessment rubric shown on Portfolio page 13.</p> <p>Title: _____</p> <p>Introduction: _____</p> <p>_____</p> <p>_____</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"><p>Supporting Examples and Details</p><div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div><div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div><div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div></div> <p>Conclusion: _____</p> <p>_____</p> <p>_____</p>
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PORTFOLIO
Steps to Independence

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Students refine these skills by presenting ideas to the class and resolving issues through discussion and collaboration.

EPISODE 3 PORTFOLIO 10	DATE _____
PRESENTING A REPORT	
Daily Life in Colonial Boston	
You will present your report to the class. Use the guidelines below to prepare for your presentation.	
The title of my report: _____	
Three important facts to share about my topic _____ _____	
Props or costumes I can use _____ _____	
Ways to make my presentation interesting _____ _____	
Special information or details to include _____ _____	
Practice your presentation in your family groups. Ask a member of your group to check off the boxes below that you included in your practice presentation. Use feedback from your family group to make improvements to your presentation.	
<input type="checkbox"/> I presented the information in the role of my character.	
<input type="checkbox"/> I included three important facts.	
<input type="checkbox"/> I kept the presentation short and to the point.	
<input type="checkbox"/> I spoke clearly and confidently.	
<input type="checkbox"/> I used dramatic expression to communicate the role of my character.	

14 **PORTFOLIO**
Strategies for Independence

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In each unit, students are exposed to specialized vocabulary for speaking and writing. Students create word banks in their Portfolio by recording content words.

[illegible]

Use the Reading Mini-Lesson Framework on p.83 of the Teacher's Handbook to conduct reading mini-lessons.

HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the back of each Content Card provides a quick reminder for students to use as they work with the texts. These Reading Tips cover strategies that are especially effective for reading and understanding non-fiction text:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Scanning for specific information
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons. The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storytarp mini-lesson is to provide a quick review. You will develop your own reading strategies as most applicable for each reading task within the unit. In addition, the discussion questions on the Content Cards suggest applicable strategies that the students will need to use on their own.

READING MINI-LESSON FRAMEWORK

1. Describe the strategy, explaining when and why readers use it. Your students may need some help to understand the importance of the strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.

2. Model the steps as you “think aloud” with a sample text. Demonstrate how you would use each strategy, using text from or similar to text in the Storytarp unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes more visible and provides a concrete for developing readers. Language that will help you to think aloud is as follows:

- “I think about what I already know. . .”
- “When I look for the main idea, I . . .”
- “Here is a clue that will help me. . .”
- “That makes me think. . .”

3. Guide students as they apply these steps as they read during the unit. Support students as they apply the strategy to the text. This modeling makes the hidden reading processes more visible and provides a concrete for developing readers. Language that will help you to think aloud is as follows:

- “I think about what I already know. . .”
- “When I look for the main idea, I . . .”
- “Here is a clue that will help me. . .”
- “That makes me think. . .”

4. Assess students’ progress. Students’ independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

Strategic Independence

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ENGLISH LANGUAGE LEARNERS AND STORYPATH

English Language Learners, or ELL, is a term that applies to students whose primary language is not English. These students are in the process of acquiring English as a way to communicate ideas and gain content knowledge. They don't yet have the tools at their fingertips that native English speakers have that allow them to easily navigate classroom activities and contribute to classroom experiences. ELL students don't lack ability; they just don't know the language.

As ELL students gain experience in an English-speaking classroom, their abilities and comfort level increase. But remember that regardless of the progress made by ELL students, new material will revert them back to beginner status simply because they do not have the same background knowledge that a student who was born here does.

There are some very basic things the teacher can do to make the classroom a place of learning for ELL students. For example, text-rich activities, without visuals, should be avoided. Visually rich activities should be commonly used, and the senses should be engaged whenever possible. Music and kinesthetic activities, such as role-playing, are excellent tools for ELL students.

Activate prior knowledge. English language learners are similar to native English speakers in the most fundamental ways: they possess a great deal of prior knowledge, and are excited about sharing that knowledge. To provide scaffolding, preteach new vocabulary and introduce concepts with visuals that relate to the subject matter. When studying another time period, it is important to connect concepts to both the present and the past.

Allow extra time for small group work. ELL students will benefit from working with partners and small groups. These situations allow students more opportunities to contribute to conversations and complete tasks. In small groups, assign ELL students a specific task to complete, and allow them extra time to complete this task if needed. When you do have whole class discussions, you might have ELL students follow this discussion by working with a partner to recap the important ideas or the assignment.

Model tasks and thought processes. Modeling makes tasks and thinking processes more concrete. For example, if students are expected to write a short poem, model the process of writing a poem. Then have them refer to the model poem as they write their own.

Develop vocabulary. Vocabulary development is key to comprehension, so preteach vocabulary whenever possible. Use illustrated word banks and vocabulary exercises that encourage interaction with words. For example, students can write the word and draw an illustration of each word in the word bank and then verbally explain how the word relates to the big ideas in the unit.

Allow use of the native language. For students who possess few English words, allow them to complete writing activities in their native language. As they learn more English, they will begin to incorporate English into their written and oral language. This validates the students' native language and their prior knowledge, and also helps bridge the gap on their way to learning—and using—their new language.

Encourage involvement in class discussions. English language learners will likely be reluctant to contribute to whole group discussions, so encourage them to contribute in a way that is comfortable for them—words, phrases, simple sentences. Make sure the classroom is a safe and supportive environment.

Modify assignments and assessments. Students can use many different modes to communicate their understanding of unit concepts. Illustrating, cutting and pasting vocabulary activities, using graphic organizers such as timelines, and completing sentence stems are all excellent and valid methods for responding to content. ELL students should also work on and present material with a partner or in small groups whenever possible. In these situations, you will gain a more valid assessment of what ELL students have learned.

Additionally, at the beginning of the school year and anytime new material is introduced, limit the number and complexity of the activities you assign. Allow students to use methods other than writing to respond to information.



Look for this icon throughout this Teacher's Handbook. This icon indicates that an activity is particularly appropriate for English Language Learners.

ASSESSMENT

Each Storypath unit offers a range of options for assessing student learning.

Portfolio Assessment

The Student Portfolio provides ongoing assessment of student understanding of unit objectives through writing and other response activities.

During Each Episode

Assessment suggestions are included throughout the Teacher's Handbook and align with the Student Portfolio. Complex thinking and problem-solving abilities are assessed as students role-play and respond to critical events throughout the unit.

EPISODE 7
PORTFOLIO
20

DATE _____

WRITING: FRIENDLY LETTER

Episode event: _____

Continue your letter writing to the same person in England. From your character's point of view, describe what happened to the shipment of tea. Include your family's response to it and tell whether or not you feel the colonists' actions were right or wrong.

Assessment: The letter is written from the character's point of view and includes accurate information about the event, an ethical issue, and the character's feelings about the event. Friendly letter format is followed.

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Struggle for Independence

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CONCLUDING EPISODE 6

Write about the massacre

Tell students that they should continue their correspondence—letter writing—and describe their version of what took place at the “massacre.” Prompt this writing activity by saying that news of the event has spread throughout the colonies and across the sea. People in Britain have heard that the soldiers were attacked by a vicious mob. They want to know if this is true.

Have students write their letters onto Portfolio page 22. If time permits, read students' letters aloud. Challenge students to look for examples of information and feelings in the letters that vary from the accounts given on the Teaching Master and on Content Card 8.

ASSESS: The friendly letter

- is written from the character's point of view;
- includes accurate information about the massacre;
- describes how the character feels about the events;
- follows the format for friendly letters.

To bring closure to the episode and to set the stage for the next episode, read the following narrative to the class.

Narrative

The day after the massacre, March 6, 1770, Col. Dalrymple moved his troops from Boston to Castle William on an island in Boston Harbor. Coincidentally, on the day of the massacre, Parliament was debating if it should keep the Townshend Act taxes. On April 12, 1770, all the taxes, except the tax on tea, were repealed. Although not yet aware of the Boston Massacre, Parliament was persuaded to repeal the taxes by the other violence, protests, and particularly the boycotts. Parliament kept the tax on tea, however, to remind the colonists that it still had the right to govern them and tax them as it saw fit.

Sam Adams, a leader of the Sons of Liberty, has set up a Committee of Correspondence in Boston to keep in touch with other towns in Massachusetts and with the other colonies. News that used to take weeks to travel is now spread in days as special messengers ride day and night. They communicate news about taxes, Parliament, local gatherings, and other political news so that the towns and colonies can support each other. Committees of Correspondence have helped unite the colonies.

Discuss with students the issue of communication of the time. Ask, “What if the colonists knew that the Townshend Acts were going to be repealed? Do you think the Boston Massacre would still have occurred?”

If students want to read about communication during this time period, refer them to Content Card 3.

LITERACY

Writing and Listening

- Write a friendly letter.
- Listen with a specific purpose.

CUSTOMIZE

Speeches

Instead of writing letters, you could have students prepare and give speeches about the Boston Massacre. This activity reflects the actual history of Boston, where speeches were made even years later at events that commemorated the Boston Massacre.

ASSESSMENT

46 EPISODE 6
Struggle for Independence

CONTENT CARD
C3

Self-Assessment

Students have opportunities to assess their own work, such as writing and oral presentations. There are also opportunities for student reflection at the end of each episode.

EPISODE 3
PORTFOLIO
9

DATE _____

SELF-ASSESSMENT
Report on Daily Life
Use the rubric below to evaluate your report. The first column describes expectations for the assignment.
Rate yourself by putting a number in the second column.
1 = missed the mark; needs lots of work
2 = on target; met the basic requirements of the assignment
3 = outstanding work; went beyond expectations
In the last column explain why you assigned that number for that criterion.

Ideas and Content

Criteria for assessment	Rating	Explanation for rating
The content is accurate and realistic to the family created.		
The description of daily life is focused and includes relevant details.		
The relationship to Britain is included.		
Clear descriptions are included about tasks and tools/materials.		
The writing is insightful. The reader can picture daily life because of the vivid descriptions.		

Organization

Criteria for assessment	Rating	Explanation for rating
The introduction is inviting and a satisfying conclusion is provided.		
The sequence is logical and effective.		
The descriptions flow from one event to the other.		

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PORTFOLIO
Struggle for Independence **13**

Social Skills

A social skills master is provided to support student self-assessment and can be used at the teacher's discretion whenever students need to reflect and build on such skills.

TEACHING MASTER
T15

Name _____ Date _____

SELF-ASSESSMENT: SOCIAL SKILLS
Social skills are an important part of belonging to a community. Use this chart to keep track of how well you work with others during this unit.
Episode: _____
Describe the group situation or event: _____

Criteria	I need to work on this.	I do this some of the time.	I do this most or all of the time.
I respectfully listened to others.			
I contributed actively to the group.			
I encouraged others to participate.			
I suggested solutions to problems.			
I did my fair share of work.			

One thing our group did well together:

One thing our group needs work on:

One thing I really did well:

One thing I could do better:

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TEACHING MASTER
Struggle for Independence **73**

End of the Unit

At the conclusion of the unit, synthesizing questions reinforce unit objectives. Optional synthesis activities are included to guide students to apply what they've learned. Each synthesis activity includes criteria for assessment—you decide how best to use these options.

UNIT QUESTIONS FOR REVIEW

DISCUSSING COLONIAL BOSTON AND THE STRUGGLE FOR INDEPENDENCE
Lead a discussion that reinforces the concepts and generalizations taught throughout this unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.
❑ How was living in colonial Boston similar to living in a city today? How was it different?
❑ How did people communicate over long distances? How did this affect the relationship between the colonies and Britain?
❑ What were some major concerns of people living in colonial Boston? concerns of the British government?
❑ If you had lived at that time, what would you have thought of the Sons of Liberty? Would you have been a friend of Sam Adams? Explain.
❑ Why do people resort to vigilantism? What are some other ways people can take action and make their ideas known?
❑ How would you describe the way the British government handled events during this time period?
❑ Could the colonists have remained loyal but still have asked for changes?
❑ If Britain had never taxed the colonies, do you think the colonies would have still become an independent nation? Explain.
❑ What do people look for in a government? Why were the colonists dissatisfied with their government?

REFLECTING ON COLONIAL BOSTON AND THE STRUGGLE FOR INDEPENDENCE
Students need time to reflect on their experiences and their progress through this unit. Have them respond to questions like these.
■ What have I learned about colonial Boston and the events that led to independence?
■ What was the most surprising thing I learned?
■ What is the best work I did? Why was it good?
■ What work could I have done better? How could I have done it better?
■ What did I like most about working with others? What did I like least?

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Struggle for Independence

SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also a powerful assessment tool for you because they're multimodal. They allow for variances in students' abilities as learners.

1. PORTFOLIO RESPONSE
Activity
Have students review their Portfolio and identify at least five items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.
■ List three important ideas from your Portfolio. Why are these ideas important?
■ What challenges did your character face? How did your character respond to these challenges?
■ What are three costs and three benefits of seeking independence from Britain?
■ What skills do you believe improved as a result of this unit? Explain why.
Criteria for Assessment
Learning objectives are demonstrated if
■ the portfolio demonstrates an understanding of how the colonists lived, the effect of British rule on the colonies, the Boston Massacre, and how the colonists responded to and were shaped by the events of the time;
■ the reflections are thoughtful, well organized, and clearly communicated;
■ the paragraphs demonstrate appropriate writing conventions.

2. ANALYSIS OF A CURRENT EVENT
Activity
Students can locate a current event in the newspaper that they believe has similarities to events in the Storypath. Students should
■ summarize the current event. What is happening? Why is there conflict? How are people responding to the conflict? What injustices have been identified?
■ list three ways the event is similar to the events in the Storypath.
■ write a paragraph offering suggestions for what the people who are involved in the conflict should do. Suggestions should be based on what students have learned from the Storypath.

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Struggle for Independence

PLANNING THE UNIT

A NATION DIVIDED

MAKE KEY DECISIONS

Develop Depth of Understanding. Teachers are faced with many decisions about what to teach in a yearlong study of American history. This unit offers learners the opportunity to study an important set of historical events in depth. Students learn about life in a small Southern town in the 1860s, the events that led to the Civil War, and the ethical and moral dimensions of these historical events. Students examine and interpret events from multiple perspectives. An in-depth study of this time and place provides a foundation for examining other historical events in American history and events of today.

Make a Class Timeline. In this unit, you can make a class timeline to keep track of important events and dates. Allow at least ten feet of wall space for the timeline. You may want to add events that take place before or after those in the Storypath. In this way, context is provided for understanding this time period and its relationship to other events.

Plan Space for the Storypath. You will need ample wall space for displaying the setting, characters, and timeline. Additionally, you will need space to display various lists, dioramas, and other materials that students create throughout the unit. A table set in front of the frieze allows three-dimensional buildings, landscapes, and other structures to be displayed.

Organize Students. Beginning in Episode 1, students work with partners to create the natural environment, homes, and businesses of the town. This setting serves as the backdrop for the families that live and work there; each student will create one character as a member of a family. Student partners are recommended. Throughout the unit, the partners will work together as members of an extended family.

Weave in Historical Information. As you introduce students to this unit, it will be important to allow students to figure out for themselves how these people lived during the 1860s in Chattanooga. Students will be guided by key questions that you will ask as the Storypath develops. Students will also read and conduct research using materials such as the Content Slide Sets, primary sources in the Portfolio and at the end of the Teacher's Handbook, and outside resources such as fiction and nonfiction trade books. This nonfiction content will be used to move the unit forward. It may be tempting to simply tell students what they need to know; if you follow this path, problem solving and critical thinking are greatly reduced and the powerfulness of the approach is jeopardized.

Create a Learning Community. An open and supportive atmosphere is essential for students to engage in the discourse that is basic to the learning process of the Storypath approach. Students should understand the value of reflective discussions and the importance of collaborative work to deepen their understanding of complex ideas. Consequently, students should be expected to listen and respond thoughtfully and respectfully to one another's ideas.

CUSTOMIZE THE UNIT

Adapt the Unit. There will likely be many times in this unit when you will want to modify the curriculum to suit your own needs and follow the logical progression of the story. Alternate activities or special arrangements are suggested at various points during the unit to assist you in adapting it to meet your unique curriculum goals. Frequently, students will provide an unanticipated twist to the Storypath, or important learning opportunities will arise. The Storypath allows for the accommodation of those circumstances.

Sometimes students will role-play the characters in the story to understand a particular viewpoint. At other times, students will reflect on the events of this unit out of role so that situations can be examined and understood objectively. These are opportune times to help students connect their own experiences and deepen their understanding of these historical events.

Address Your Goals. If you wish, you can adapt this unit to include a different setting. Chattanooga was selected because although there were slaves in the community, it was not a plantation region. It seemed developmentally appropriate to have students create a small town of the 1860s rather than a plantation or set of plantations or northern factory town. Further, Chattanooga is ideal for developing an understanding of the way in which the geographical setting can influence the development and events within a community, including its role in the Underground Railroad. The people of Chattanooga at that time were divided; some supported the North, others the South. Thus, students can realistically choose either side to support and still be true to the historical events of the time. Since both armies occupied Chattanooga, students can consider those events and the town's strategic location related to the war.

Connect to Other Storypaths. Several American history Storypaths can complement this unit. *The Early Northwest Coast People* examines the culture of and historical events faced by native people as they encountered traders and settlers. *The Struggle for Independence* focuses on the founding of the nation and *The Oregon Trail* provides insights into the Westward Movement. You can select several Storypaths for the year so that students can examine themes of historical significance in depth.

INVOLVE OTHERS

Involve Families. Parents and other family members may have special knowledge about this time and place. Family diaries, letters, journals, or photographs can add a personal dimension to this unit of study. Families may have traveled to Civil War battlefields and other historical sites related to this time in history. Invite them to share what they know at the conclusion of the unit or at different points in the unit when it will enhance and deepen student understanding.

PLANNING THE UNIT

Involve Adults. In Episodes 4, 5, and 6, it is suggested that adults play the roles of slave catcher, Colonel Wood, and General Thomas, respectively. Props for the roles add drama, and adults can quickly learn their roles to participate effectively in the critical incidents. The teacher can play these roles as well. Teaching Masters or other background information provides assistance in preparing for the roles.

Involve the Community. Guest speakers and field trips to museums can enrich students' understanding of this time and place. Museums often have artifacts boxes that they will ship to schools. Many communities have Civil War sites, including veterans' cemeteries or other artifacts from survivors of the war. Save these events for the conclusion, for a more powerful and memorable learning experience.

CREATING THE SETTING

CHATTANOOGA

1

EPISODE

INTRODUCING THE SETTING

page 16

Students listen to and discuss a description of the natural environment.

Materials Teaching Master 1, *The Natural Environment*, TH*, p. 61

Grouping Whole class

Schedule Approximately 20 minutes

CREATING THE NATURAL ENVIRONMENT

page 18

Students create a frieze of the natural environment.

Materials Optional: Content Slides Set 1
Portfolio 1, Frieze Guide, p. 5

For the frieze:

- wall space with a table or counter sitting in front, approximately 6 feet long and 4 feet high covered with white butcher paper extended over the counter
- various colors of construction and tissue paper
- colored markers, crayons, glue, tape, scissors, push pins
- foil, cotton balls, yarn, and other craft supplies including wall paper scraps, pipe cleaners, aluminum foil, and cellophane

Grouping Divide the class into three groups of about equal size. Each group will make a section of the natural landscape.

Schedule Approximately 1 hour

CREATING THE TOWN

page 18

Students listen to and discuss a description of the town then add those features to make a three-dimensional town in front of the frieze.

Materials Teaching Master 1, *The Town*, TH, p. 61
same materials as above plus small cardboard boxes such as milk cartons that can serve as three-dimensional buildings

Grouping Students, in pairs, create a home and business and other features

Schedule Approximately 1 hour

*TH = Teacher's Handbook

Students reflect on the experience, make a word bank, and write about the setting.

Materials	Portfolio 2, <i>Broadside Guide</i> , p. 6
	Content Slide Set 1
	For word banks: thick black markers and cards or strips of paper
Grouping	Whole class for the word banks; individuals for the writing activity
Schedule	Approximately 1 1/2 hours, including time for writing

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify ways people lived and worked in a small Tennessee town in the 1850s.*
- **Geography** *Examine how the physical environment affected the development of the town.*
- **Social Skills** *Organize, plan, and make decisions while creating the setting with a group.*
- **Critical Thinking** *Organize ideas from class discussion in new ways and apply those ideas to the setting.*
- **Literacy** *Use spoken, written, and visual language to understand time and place.*
- **Literacy** *Use specialized vocabulary to understand and communicate geographical and historical concepts.*

INTRODUCING THE SETTING

TIMELINE

Start a timeline to record and sequence the events that will be presented throughout the Storypath. Make the timeline horizontal and display it in the classroom. You might divide the timeline into five-year segments, beginning with the year 1830 and ending with 1875. Add dates as the story progresses. Begin by posting these dates and events:

- 1830 Settlement began
- 1838 Native Americans of the region moved onto Indian reservations
- 1839 Town of Chattanooga established
- 1850 Railroad completed

After students create the frieze, let them speculate on when their homes and businesses were built and add these dates to the timeline. This Storypath begins in 1859. You could color code the dates to reflect real events and Storypath events such as the building of homes.

Launch the unit

Tell students that they will be creating a story about the small town of Chattanooga in southeastern Tennessee in about 1859. Ask students to locate Chattanooga on a map to help orient the place for the story. Explain to students that often we can understand our own lives and communities better when we learn more about the lives and communities of others in the past.

Review with students the elements of story: setting (when and where the story takes place), characters (the people in the story), and plot (critical incidents or important events). In this episode, students will create the setting for the story—a view of Chattanooga.

ELL Build an understanding of the setting

Students will create a frieze in two parts, first the natural setting and then the human built environment. Begin by reading the description on Teaching Master 1, “The Natural Environment.” They should use the description to help them imagine the setting.

Discuss the concepts in context related to rivers.

- shoal** a shallow place in the river often made from sandbars or gravel
- reef** a narrow ridge of rock or sand near the surface of the water
- sandbar** a ridge of sand formed in a river by the currents
- snag** a tree or a branch held fast in a river often below the surface
- sawyer** a tree with one end caught in the river and the other end swaying in the current

Read the description to the class. Afterwards, lead a discussion using the key questions below. Make a list of students’ responses for reference as they create their setting.

- ❓ What do you remember about this setting? *(Students should be able to recall some of the specifics from the description; if necessary, ask probing questions to prompt their recall.)*
- ❓ What are the important geographical features in this setting? *(mountains, plateau, valley, and river)*
- ❓ The river was described as treacherous; how do such features as shoals, reefs, sandbars, snags, and sawyers make a river treacherous? *(Some students may know these terms and can share their knowledge; however, if these terms are unfamiliar, they are defined above.)*
- ❓ What were some of the plants and animals identified in the region? *(Students should be able to recall some of the kinds of trees, flowers, and animals mentioned in the description.)*
- ❓ What else might be in this environment that was not in the description? *(If students mention people, acknowledge their response and tell them that they will focus on the people later in the Storypath. For now, keep students focused on the natural environment.)*

AUTHOR NOTE

Learning Process

Starting with the frieze of the natural environment provides students with a common, concrete point of reference. The purpose is not to have an exact replica but to capture a flavor of it.

LITERACY

Vocabulary

- shoal
- reef
- sandbar
- snag
- sawyer

LITERACY

Listening Skills

- listen with a specific purpose;
- visualize; and
- use context to define unfamiliar words.

AUTHOR NOTE

Learning Process

When students suggest ideas that seem implausible, I ask them to explain their ideas. Their responses often provide new insights. I allow implausible ideas to stand, helping students build ownership for the place and the story they create. We can correct any misconceptions as students gain more knowledge.

TEACHING MASTER

T1

CUSTOMIZE

ELL In whole class discussions such as this one, allow ELL students to

- contribute words, phrases, or simple sentences;
- use visuals to make concepts more concrete; and
- draw or write their ideas.

CREATING THE NATURAL ENVIRONMENT

PORTFOLIO

1



Create the frieze

Divide the class into approximately three equal groups. Portfolio 1 page 5, “Frieze Guide,” gives students a good starting point for organizing their work. This activity sheet also contains tips for constructively working together in groups.

There are a number of ways students can accomplish their work on the frieze. Here is one method for organizing students’ work.

Step 1 Have each group meet to decide on the features of their section of the landscape. Students should understand that the frieze is made from the perspective of the viewer looking from the river up the valley. You can sketch the primary geographic features to provide some structure and perspective for the landscape.

Step 2 The groups can make the features for their section of the landscape at their desks. Encourage students to add details such as trees, flowers, wild animals, boulders and so forth. Students can decide the time of year; it is not a critical factor for the Storypath.

Step 3 Have students working on the background add those features first; then add the middle and foreground features. Details such as clouds, trees, animals, and flowers can be made at desks while others are working at the frieze.

Consider art concepts

As students work on the frieze, discuss

- how hue (color), such as green (brightness or dullness), can be used to communicate distance;
- how foreground objects are clear and detailed while background objects are blurred and indistinct;
- how the sizes of objects get smaller as they recede in the distance;
- how to add texture to the frieze. Torn and layered tissue for distant hills; crushed paper for trees, boulders and the like.

Guide student work

As students work on the frieze, try to restrict your role to asking questions about the various tasks students are engaged in. They need to develop ownership of their setting and make decisions themselves about the features. Students should monitor their own work by considering what is working well and what they might do differently. Have students complete Step 4 of “Frieze Guide.” If some students finish their tasks early, ask them to make additional features.

AUTHOR NOTE

Learning Process

If students want to research photographs of this region or look at Content Slide Set 1, allow them to do so but it isn’t necessary at this point in the Storypath.

CUSTOMIZE

The Setting

The natural setting and the town can be combined as one activity if there are time limitations. Read both descriptions and organize the class into groups to create various features of the setting.

AUTHOR NOTE

Pacing

Set a time limit for creating the frieze, otherwise students will want to continue working on it for a long time. They can add to their setting when extra time permits.

CREATING THE TOWN

Make the human built features

Once the natural environment is completed, have students create the town that sits on the edge of the river. Explain that you have information

to tell them about the town. Students should listen carefully while you read the town's description—Teaching Master 1 page 61, “The Town.” Use such questions to guide a discussion recording students' responses.

- ❓ What kinds of businesses were in the town? (*Clarify terms as necessary.*)
- ❓ What were the most common materials used for building the businesses and homes in the town? (*wood with a few brick structures*)
- ❓ What features did the homes have? (*wooden structures mostly with peaked roofs and chimneys at both ends of the structure*)
- ❓ What other buildings were around homes? (*barns, sheds, outhouses are all possibilities*)
- ❓ Why was the railroad important to the town? (*The railroad supported the economy by serving as a crossroads for goods being transported. Warehouses stored goods and provided jobs for the townspeople.*)
- ❓ What were the streets like? (*one main street, other winding streets—like cow paths*)
- ❓ How does the geographic setting affect the town? (*Guide the discussion so students understand how the river and valley influenced the layout of the town.*)
- ❓ What else might be here that wasn't mentioned in the description? (*Encourage students to add their ideas to enrich the place and to develop ownership for the setting.*)

Organize the work

Working in pairs, have each pair create a home and business (or the basis for their livelihood such as the train or police station, school, or place of worship). Use cardboard boxes for buildings; however, discuss the size of the boxes related to the various buildings. For example, houses can be milk cartons and the hotel a shoebox. Let students choose the businesses they want to create—don't worry if there are duplicates. Be sure there are at least one hotel, a railroad station, and a newspaper office, as those businesses will have specific roles later in the Storypath. Encourage students to add details to their buildings, such as windows, shutters, chimneys, and porches. Students should also add details to the homes such as barns, yards, and gardens. As students complete their homes and businesses with details, have them make trees to place around the town. (In Episode 7, the trees are cut down and used for fortification.) Students can also add other businesses to the town as time permits.

It is likely that students will ask about street and business names. Have them figure this out by considering how names are given to towns, streets, and businesses. Since these features are frequently named after people, suggest that students wait to decide on the names until the next episode when they create families for the town, or students could create names now and use those names in Episode 2 for their characters. You can manage the naming process in any number of ways: by voting, reaching a consensus, or assigning groups to name various features.

AUTHOR NOTE

Problem Solving

Be prepared for disagreements as to where certain details should go. I use such disagreements as an opportunity to bring the group together and discuss the problem. Negotiating and compromising are important skills developed in every Storypath.

CUSTOMIZE

Chattanooga, TN

Actual street and business names of Chattanooga also can be used and students can research those names.

Once the buildings are made, the class will need to determine the layout of the town. Here are some questions to guide this discussion:

- ❓ Where would the railroads most likely be located in relation to the town? *(Guide the discussion so students understand how the geographical features might affect the railroad lines. It is likely that the intersection of the railroad would occur on the outskirts of town and not right in the center.)*
- ❓ Which buildings would be located near the river? *(River transportation was also important to the town. Have students consider how goods from barges might have been transported to the railroad.)*
- ❓ Where would the businesses be located in relation to the railroad and the river? *(Have students consider how the transportation system might affect the businesses in town. For example, warehouses would be located near the river dock and the railroad line.)*
- ❓ Where would the homes be located in relation to the railroad, the businesses, and other homes? *(Some people might live above, behind, or near their businesses; other homes might be located away from the railroad and dock because of the noise and congestion created by these activities. Towns of this size and period were haphazard in layout, so any layout is probably reasonable.)*
- ❓ What buildings and other features would be near the homes? *(Barns, smokehouses, tool sheds, gardens, and pens for farm animals would be found behind the homes.)*
- ❓ Where would the stand of forest be? Where would the fine old oaks and hickories be found in the community?
- ❓ How does the geography influence the layout of the town? *(Students should consider location of the river to the layout of the town.)*

Once the discussion is completed, have a small group decide the location of the railroads and streets; then students can decide where to put their homes and businesses.

You may find that some businesses are more popular than others. For example, there may be four restaurants. If so, take advantage of this teachable moment by posing the question, “Can this town support four restaurants?” Students probably will conclude that it cannot. In this way, students can “figure it out” for themselves and maintain ownership of their story.

CONCLUDING EPISODE 1

Discuss the frieze

Initiate a discussion about the frieze. The discussion is a good opportunity for you to assess students’ progress. Here are some questions to initiate the discussion:

- How might it feel to walk through this town?
- How do the geographical features affect the town?
- What are some sounds and smells you might experience walking down main street?

- What do you see walking down the streets?
- What makes this town a desirable place to live?
- In what ways did you use proportion and scale in the setting?
- Where did you use texture to create interest in the setting?
- How did you use color to make the setting more interesting?
- What did you do that helped the group work efficiently?
- What can you do differently to help your group work better together?

ELL Create a word bank

Arrange students in small groups, assign one student in each group to be the recorder, and then have the groups brainstorm a list of words that describe the entire frieze. Using a thick black marker, the recorder can write the words on index cards—one term on each card. Post the words next to the frieze. Encourage students to write as many words as they can; all the words should be posted even if there are duplications. In this way, each student will have contributed to the word bank. As the Storypath unfolds, add new words to the word bank.

Write an advertisement for the town

Students become more connected to the place they have created by writing a broadside. Refer students to Portfolio 2 page 6, “Broadside Guide.” Explain to students that small towns often wrote advertisements to encourage people to move to their community. These one-page advertisements were called “broadside” and were a common means by which advertisements and other announcements were made. See Content Slide Set 1, Slide 5. Brainstorm ideas that could be used in a broadside to attract people to the town. Encourage students to use the word bank as a resource for writing their advertisement.

Once they have written their broadside, students share them in small groups and then put them up for display.

ASSESS: The broadside

- accurately describes the place created;
- uses words that attract attention and encourages people to visit or live in the community;
- uses appropriate writing conventions; and
- uses the format of broadsides to create the advertisement.

Create Portfolio folders

When students complete their portfolio assignments, have each of them make a folder with a pocket or distribute ready-made folders with pockets to each student. At the end of the Storypath, the folder pockets can be used to hold students’ characters, broadsides, and other important items.

LITERACY

Vocabulary

Create a word bank.



Encourage students to

illustrate the vocabulary words.

AUTHOR NOTE

Learning Process

Students should do language activities that foster ownership and develop a rich vocabulary for talking about the setting. The word bank develops vocabulary that students can use in their writing as the unit progresses.

CONNECT

Technology

Broadsides use a range of font sizes and type styles. Students can apply their word processing skills to create their broadsides.

PORTFOLIO

2



CONTENT
SLIDE SET

1



ASSESSMENT

LITERACY

Writing

Write an advertisement of the setting.

CREATING THE CHARACTERS FAMILIES

INTRODUCING THE CHARACTERS

page 23

Students discuss the kinds of families that would live and work in the homes and businesses they have created.

Materials	Content Slide Set 2
Grouping	Whole class
Schedule	Approximately 30 minutes

CREATING THE FAMILIES

page 24

Students create the families and write biographies for two family members.

Materials	Content Slide Set 2 Portfolio 3, <i>The Family</i> , p. 7 Portfolio 4, <i>Make a Character</i> , p. 8 Teaching Master 2, <i>Character Biography</i> , TH, p. 62 For the characters: <ul style="list-style-type: none"> ■ various colors of construction and tissue paper ■ yarn, wall paper and/or fabric scraps ■ colored markers, crayons, glue, tape, scissors ■ optional: wool fiber for hair ■ large sheet of butcher paper or poster board
Grouping	Partners from Episode 1 to create families and then individuals to create their own character
Schedule	2 hours

CONCLUDING EPISODE 2

page 27

Students introduce their characters to the class.

Materials	Portfolio 5, <i>Character Introductions</i> , p. 9 Portfolio 6, <i>Active Listening Guide</i> , pp. 10–11 Optional: Cameras for family photos, props, and clothing representing the time period
Grouping	Whole class for introductions and discussion
Schedule	Approximately 1 1/2 hours spread over several days

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Create a community of families based on the setting and historical information.*
- **Culture/Social Interaction** *Identify how families interacted with each other related to life in the home and their businesses.*
- **Social Skills** *Organize, plan, and make decisions while creating characters.*
- **Critical Thinking** *Organize ideas from class discussion in new ways to create unique characters.*
- **Literacy** *Present characters to the class; listen actively and take notes during oral presentations.*

INTRODUCING THE CHARACTERS

TIMELINE

Throughout this episode, have students add birth dates of some family members or other significant events to the timeline based on their created characters. The “present” for this Storypath is 1859; thus, student should calculate dates accordingly.

Launch the episode

In this episode, students will work in pairs to create families of characters for their town. Tell students that families were often large—families with six or more children were common. Also, it was not uncommon for grandparents and unmarried or widowed relatives to live with the family. Explain that families that include many different relatives living together are called *extended families*. Explain that the pairs will create their family and each student will select one adult family member whom he or she will play throughout the Storypath.

ELL Activate prior knowledge about families

Use questions like the following to get students thinking about extended families. During the brainstorming, create a list of students’ ideas.

- ❓ Who can be a member of a family? (*Encourage a wide range of possibilities such as aunts, cousins, step-siblings, grandparents and in-laws.*)
- ❓ Why do you think people lived in extended families? (*Individual family members could not afford to live alone; there were many chores that needed to be done and many hands were needed to do all the jobs.*)
- ❓ What are the advantages to having grandparents live with younger family members? (*The extended family system makes it easier to care for older people who cannot live alone. They can help with the chores, work in the business or look after the children.*)

ELL Connect prior knowledge about homes and businesses

Before students create the families, they should consider what home and work life would be like at that time. Make a list of students’ ideas as a reference when they create their own family characters later in the episode.

- ❓ Thinking about the businesses in town, what kind of jobs would people have?
- ❓ Families often worked together in a business. How would your role in the family influence the kind of job you might have in the business? For example, in the hotel, the mother and daughters might have cooked meals for the guests. (*Guide students to understand that a person’s job was often dictated by his or her gender, age, and family position. However, students should also understand that widows often took over the family business and became the head of the household and family business.*)
- ❓ Electricity was not available in 1859. How would that affect the way jobs were done? How would that affect the way people lived in their

ELL **Timeline**
Explain the concept of timeline and how it helps us understand historical events.

LITERACY

Vocabulary

- extended families

AUTHOR NOTE

Developing Relationships

Because students will later be faced with community conflicts, you want to develop close connections among families. That way, the problems they encounter will affect the relationships among the characters.

homes? (*Lighting came primarily from candles or lanterns; iceboxes kept food cool; heat came from coal and wood fireplaces; radios and telephones were not yet available; families often had a garden in their backyard to grow the things they needed.*)

- ❓ Thinking about the setting, what kind of food would people eat? (*People would eat fish from the river; wildlife from the surrounding hills and mountains, food grown in gardens, and meat, poultry and dairy products supplied by local farmers. Some families would have a barn behind the house and milk their own cows and raise their own chickens.*)
- ❓ What kind of transportation would people have? (*railroad, horse and buggy, walking, or riding horses or mules—automobiles were not available until later*)
- ❓ How did people dress at that time? (*Refer students to Content Slides Set 2 for clothing styles. Generally, men wore long pants and shirts. Businessmen wore frock coats—knee length and full skirted. Men also wore top hats, caps, bowler hats, and straw hats. Women wore long dresses and when dressing up they would wear gowns with lots of petticoats.*)
- ❓ What do you think families did for fun? (*Families played card games and other board games, such as checkers. Picnics, dances, and church socials were also leisure-time activities.*)

AUTHOR NOTE

Ethnicity of Characters

It is likely that some students will want their characters to be representative of a particular ethnic group. In a pilot classroom of African-Americans, students created black families explaining why they lived in the town and were not slaves. They researched biographies and other resources to create a plausible story for their family.



CONTENT
SLIDE SET

2

CREATING THE FAMILIES

Choose characters

Pairs that organized homes and businesses in Episode 1 should work together to create their family. Each pair will create an extended family. Partners will need to work together to determine how many people are in the family (even though only two of those family members will be developed fully), what each person's relationship will be (mother, father, aunt), what the age of each family member is, and which student will develop which character. Remind students that their family is involved in the business or trade that they created for the setting. Then, each student will create a visual representation of the family members for whom they will play. The students' characters should be old enough to play an active role in the business they have created.

Discuss the kinds of jobs people might have in the various businesses that have been created. For example, in the railroad station, the father may sell the tickets while the sons help people board the trains, clean the station, or run errands. Have students speculate on the roles they might have in the businesses—remembering that in 1859, women most likely took care of the home, garden, and children. However, in some cases women also worked in the businesses as needed. As the discussion continues, add words to the word bank to reinforce vocabulary.

Explain historical circumstances

It is likely that the issue of slavery will surface during this episode. In this region of Tennessee, slaves were owned by some of the townspeople.

AUTHOR NOTE

Selecting Names

It gets confusing if the characters' names are the same as the students'; thus, other names should be used for the characters.



CONTENT
SLIDE SET

2

CUSTOMIZE

Grouping

You can organize students into family groups of three or four as well.

CONNECT

Historical Information

As students create their biographies encourage them to research historical facts to support their character descriptions to create a believable character. In Episode 3, students will research various aspects of life in these times to deepen their understanding.

The 1860 Chattanooga census data state there were 2,545 people of whom 457 were Negroes. (8th Census, 1860, Population Schedules Work Sheets, Volume 8).

If students develop a slave character, monitor this situation carefully. Potentially such a role could go beyond the Storypath unit and be used inappropriately. In Hamilton County, where Chattanooga is located, census figures identify 1,419 slaves and 192 “free colored.” Using post office addresses within the city of Chattanooga, 506 slaves were identified in the 1860 census, and 200 free blacks were identified in Hamilton County. In Robert E. Corlew’s, *Tennessee: A Short History*, he states, “Although most [“free blacks”] were common laborers, some were blacksmiths, domestic servants, hack and carriage drivers, bricklayers, tanners, janitors, seamstresses, and shoemakers.” Additional jobs included draymen, day laborers, farm hands, and washerwomen. Since slavery was not prevalent in the town or in the farms nearby, many people did not support slavery. The other two categories of people were “whites” and Indians with six Indians being identified in the county.

Depending on student interest and background knowledge, you may want to suggest that families consider their position on slavery. However, this may be too early in the Storypath to introduce this topic; in later episodes, students will consider the issue of slavery in the context of critical incidents. This topic should be discussed when it naturally emerges within the Storypath.

Develop the characters

After students have decided on their characters’ roles, they will need to decide how their characters look, what they might wear, and what special skills they will need to do their job. Refer students to the Content Slide Set 2 and other resources to help them answer those questions. Partners describe their family members by completing, Portfolio 3 page 7, “The Family.” Brainstorm possible responses for items 1 and 2. Students this age probably won’t want to have husband and wife roles, so allow them to creatively decide how to create their family unit so that it is logical to the storyline.

After students have decided on the characters’ roles, they will need to decide how their characters look, what they might wear, and what special skills will be needed. Refer students to the Content Slide Set 2 and other resources to help them answer those questions. Let students decide how detailed they want their characters to look in terms of clothing and hairstyles.

When students have decided the general traits of their characters (gender, age, family position, occupation), they should make the figures. Refer students to Portfolio 4 page 8, “Make a Character,” to help them in this task.

After students make their figures, they can mount them on a large sheet of paper or poster board.

Display the families

Photography was becoming popular about this time and photographers would travel from town to town to take pictures. Families would sit for a photograph, which would become a treasured item. Typically, the father and mother would be sitting at the center of the photograph with



CONTENT
SLIDE SET

2

PORTFOLIO

3



PORTFOLIO

4



LITERACY

Specialized Vocabulary

During this episode, students may come across new terms that relate to the clothing, occupations, and lifestyles of people living during the 1850s. Students should add these new terms to the word bank.

children grouped around them. Facial expressions were solemn and people looked posed for the photograph. Students can pose their characters in the style of the time and put an oval picture frame around them.

**TEACHING
MASTER**

T2

Create biographies for the characters

Now that the figures are made, tell students that they will develop their characters more fully by creating biographies for them. Distribute Teaching Master 2, “Character Biography.” Brainstorm and list some possibilities for each category on the form. Here are questions to get the discussion underway.

- ❓ What is your character’s family position? (*mother; uncle, great-grandmother; father; sister; and so forth*)
- ❓ Who are the members of your extended family? (*Students should list their family members. This will reinforce the concept of an extended family.*)
- ❓ What responsibilities might people have in the home? (*Guide students to understand that there were many tasks in the home since people didn’t have washers, dryers, refrigerators, and so forth.*)
- ❓ What jobs might certain family members do? (*Students should understand that during this time, people’s jobs in the home were often determined by their gender. Women and girls cooked, washed, ironed, and cleaned, while men and boys brought in firewood, fed the livestock, or worked in the business.*)
- ❓ What tasks might be involved in the various businesses? (*Depending on the business students have selected, tasks might include the following: helping customers, ordering supplies, stocking shelves, cleaning the store, running errands, keeping the accounts, and so on.*)
- ❓ What words describe personality? (*Discuss with students both positive and negative character traits that might make their character’s personalities more realistic. For example, a person might be hardworking but quick-tempered.*)
- ❓ What leisure activities might people be involved in? (*Students should consider the extended family system and the time and place to guide their discussion; responses such as storytelling, woodcarving, card playing, dancing, and games would be appropriate.*)
- ❓ What might an interesting past experience be? (*This question will help students create a past and connect with their characters. Discuss some possible past experiences, such as how the person came to the town, a new baby being born, or starting a business. Asking students to think about some of their own family stories will help them think of a past experience for their character.*)
- ❓ Which characters might be close friends? (*Guide students to imagine relationships among the characters based on interests, age, occupations, and family roles.*)

Have students complete their character’s biography using ideas from the class discussion. To make sure students are on track, you may want to preview biographies as you circulate around the room. Ask questions consistent with what students are writing. For example, you might say to the hotel owner, “How’s business? I heard the train whistle and wondered if you have some new customers staying at your hotel?”

CONCLUDING EPISODE 2

Meet the characters

Explain that students will introduce their characters to the class. Encourage students to use their biographies to help them prepare their introductions. They should take on the identities of their characters as they practice presenting their introductions with their partner. Discuss the simple guidelines below for preparing their introductions.

- On your biography underline important information about your character, such as family name and position.
- Provide information that is realistic and believable to the time and place.
- Keep your introduction short.
- Speak clearly and confidently.
- Practice your introduction with your partner. Make improvements as necessary.

AUTHOR NOTE

Making Sense of the Story

Once students see the possibilities for asking questions about the families, they become more engaged in the process. Many questions will require students to think of an answer on the spot and students will want their answers to make sense in the context of the story.

PORTFOLIO

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Students can also use Portfolio 5 page 9, “Character Introductions,” to help them prepare for the introductions. After students have practiced with their partner and incorporated any improvements they’ve thought of, have partners introduce characters to the whole class. Students should display the figures they made as they introduce them. As the introductions occur, have listeners fill in the web on Portfolio 6 pages 10 and 11, “Active Listening Guide.” Students will use this guide to organize the names and relationships of family members. After partner’s introductions, allow time for questions about the characters from the rest of the class. Ask questions to stimulate students’ thinking, for example, “Do the father and son work together in the hotel?” Also ask questions to develop connections among the families, for example, “I understand that Mr. Chase was hired to help build an addition to the hotel.” Discuss the range of connections people can have in a small town. Organize the introductions over a number of days to allow enough time to get to know the characters and maintain interest.

Select a mayor for the town

At various times during the Storypath, a mayor will be needed to preside over town meetings. Ask students to consider among the characters who might best serve in this role—it is possible that someone will have identified himself or herself in that role during the introductions, thus you can skip this activity. If not, decide on a method for determining who will be the mayor. As a component of the process, have students focus on the qualities of leadership and which of the characters have those qualities. Students can vote or arrive at the decision through consensus. However, this should be done efficiently so as not to slow the pace of the Storypath.

LITERACY

Speaking and Listening

- summarize key information;
- speaking clearly and confidently;
- speak in character’s voice;
- listen with a specific purpose; and
- organize information.

PORTFOLIO

5



CONNECT

Timeline

Have students add new information to their timeline about the town and families that they have created.

AUTHOR NOTE

Developing Ownership

During the introductions, listen for information that you can weave into the unit. For example, one character might be adventurous. Later, you might use that character as a person who has been accused of smuggling slaves on the Underground Railroad.

BUILDING CONTEXT

HISTORICAL EVENTS

INTRODUCING EVENTS OF THE TIME

page 29

Students read and discuss life prior to the Civil War and discuss ways they can learn more about historical events leading up to the war.

Materials	Content Slide Set 3 Portfolio 7, <i>Life in the 1860s</i> , pp. 12 and 13 Portfolio 8, <i>Read for Information</i> , p. 14 Teaching Master 3, <i>Research Topics</i> , p. 63
Grouping	Individuals for reading; whole class for discussion
Schedule	Approximately 40 minutes

RESEARCHING HISTORICAL EVENTS

page 30

Students research and report on historical events.

Materials	Teaching Master 3, <i>Research Topics</i> , p. 63 Teaching Master 4, <i>Read for Information: Cyrus Hall McCormick</i> , p. 64 Teaching Master 5, <i>Sample Report: Cyrus Hall McCormick</i> , p. 65 Portfolio 9, <i>Research</i> , p. 15 Depending on types of reports: construction or poster paper for reports, technology to support media presentations
Grouping	Individuals or pairs
Schedule	2–3 hours

CONCLUDING EPISODE 3

page 31

Oral presentations delivered to inform each other about historical events.

Materials	Portfolio 10, <i>Present Report</i> , p. 16 Portfolio 11, <i>Take Notes: Historical Events</i> , p. 17 Optional: media for reports Recording media to practice reports
Grouping	Pairs to practice presentations; individuals to present to whole class
Schedule	Approximately 1 1/2 hours spread over several days

EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify how people in the 1860s lived and worked in their environment.*
- **Culture/Social Interaction** *Identify how events of the time influenced people's beliefs about slavery and other issues.*
- **Geography** *Explain how the environment—time and place—affected the conditions in which people lived.*
- **History** *Examine the causes and effects of historical events in the 1800s.*
- **Critical Thinking** *Identify criteria for a quality report.*
- **Critical Thinking** *Organize ideas from class discussions and research in new ways to write a report.*
- **Literacy** *Read for information.*
- **Literacy** *Conduct research, take notes, draft, edit, and write a report.*
- **Literacy** *Present oral reports to the class to share information*
- **Literacy** *Listen actively to and take notes during oral presentations.*

TIMELINE

Have students add the events researched during this episode. Post them on the timeline as they are discussed in class.



CONTENT
SLIDE SET

3

INTRODUCING EVENTS OF THE TIME

Build Context

In this episode, students will conduct and present their research to understand the events leading to the Civil War and life in the 1860s. Thus, when students are faced with the critical incidents that follow, they will have a context and connection to this time and place.

Begin by having students read Portfolio 7 pages 12 and 13, “Life in the 1860s,” and complete Portfolio 8 page 14, “Read for Information” to set a context for the research. Use questions such as the following to further discuss the reading:

- ❓ Why was the railroad so important to the North?
- ❓ Why did people think that working in a factory in the North was no worse than being a slave in the South?
- ❓ The slave system was cruel. Why do you think people supported the slave system?

Four options are suggested for the research process.

1. Top Cover

A two-part foldable

Question 1	Question 2
Topic Name	

Answer to question 1	Answer to question 2
----------------------	----------------------

2. A PowerPoint or other media presentation (4-5 slides)

3. An illustrated timeline event (poster to attach to classroom timeline)

Illustration
Key information about event

4. A report with illustrations

Teaching Master 3, “Research Topics,” provides a list of possible choices.

PORTFOLIO

7

8



ELL

Genres

Explain

how resources provide information on historical events

- Primary documents
 - photos
 - broadsides
 - diaries
 - letters
 - newspapers
- Charts/graphs
- Maps
- Timelines

TEACHING
MASTER

T3

ELL

Reading

Discuss and add unfamiliar words with sketches, if possible, to the word bank.

CUSTOMIZE

Grouping

Students can work individually or with partners on the research.

RESEARCHING HISTORICAL EVENTS

Establish criteria for reporting on the events

Explain that students will conduct research and present their findings about historical events to gain a better understanding of life prior to the Civil War. Decide how students will present and share their research.

Pose the question, “What will make a quality report and presentation?”

Students should be able to identify such criteria as:

- Information is accurate, interesting, and clearly communicated.
- The sequence of information is clear and logical.
- The information is carefully edited.
- Illustrations add to the understanding of the information.

ASSESS: The reports

Use the criteria established with the students to assess their work.

Organize the work

Here’s one method for organizing students’ work as they research and write their reports.

Step 1 Review the list of possible topics, Teaching Master 3, “Research Topics,” and let students select their topic for research. Two students could report on the same topic by either working cooperatively or individually.

Step 2 Brainstorm the kind of questions that would be appropriate for the categories of topics either as a whole class or in groups by category of topic. Below are suggestions:

- ❓ What was the event? Why was it important at that time?
(*events of the time*)
- ❓ What was transportation like at that time? Why was this form of transportation important? (*transportation*)
- ❓ What is important about this person? How did this person make a difference? (*people*)
- ❓ What was life like? Who were the people involved? (*life at the time*)

Step 3 Determine a strategy for students to access the resources they need for their research.

Step 4 (Optional) Use Teaching Master 4, “Read for Information: Cyrus Hall McCormick,” to demonstrate how to select important ideas from the text.

Step 5 (Optional) Use Teaching Master 5, “Sample Report: Cyrus Hall McCormick” to demonstrate how to use notes to organize information for the report.

Step 6 Refer students to Portfolio 9 page 15, “Research,” to guide their work.

AUTHOR NOTE

Learning Process

When students can establish their own criteria, they know what to expect, which guides their research and gives them a sense of ownership for the process.



ASSESSMENT

TEACHING
MASTER

T3

AUTHOR NOTE

Background Information

Read background information on pages 84–88. Consider the most important information for developing an understanding of the complex issues leading up to the Civil War and why Chattanooga played such a pivotal role.

TEACHING
MASTER

T4

TEACHING
MASTER

T5

PORTFOLIO

9

Connect students to the storyline

As students are working, intersperse short impromptu role-plays to keep students connected to the story while they are doing their research. For example, you might ask the hotel owner, “Have you had a lot of visitors to your town recently? Who are some interesting people who have stayed at your hotel? I understand Stephen Douglas stayed at your hotel (of the Lincoln-Douglas debates). What brought him to your town?” Remind students to respond in character. Watch for these opportunities throughout this episode or whenever you want to help students imagine and elaborate on the lives of their characters and connect them to the events of the past.

CONNECT

Drama

- Students can develop drama skills by considering the following questions as they plan their presentations:
 - Remember how you introduced yourself in character. How can your character share information about life, inventions, transportation, or people in this time period?
 - Are there props or costumes that can help you dramatize your presentation?
 - How can you use tone of voice to communicate information?
 - How can you hold the attention of your audience?
 - Can you present your information as though you are sharing “news” of the time?
- (develop theatrical expression)

CONCLUDING EPISODE 3

Prepare to present reports

When the reports are completed, explain that oral presentations will provide information so that everyone can learn about the historical events. Each student will need to prepare a short oral presentation. If two students worked on different aspects of the same topic, they should present their reports together.

In preparation for the presentations, have students work with a partner to practice their reports using Portfolio 10 page 16, “Present Report.”

PORTFOLIO

10



ASSESSMENT

ASSESS: Oral presentation

- demonstrates rehearsal—no pauses, “uhhhs,” rambling, or searching for something to say;
- is clear and confidently delivered, words correctly pronounced;
- communicates interest and enthusiasm for the topic through facial expressions and posture;
- is loud enough for everyone to hear; and
- demonstrates a connection with audience by making eye contact.

Present reports

Students should make their presentations in the role of their character. Refer students to Portfolio 11 page 17, “Take Notes: Historical Events.” As students listen to the presentations, they can use this page to write key words or sketch quick pictures related to each historical event.

After each presentation, invite questions from the audience. Where possible ask questions to link students’ imagined story to the past events. For example, you might ask, “Do you think (name of character) might have attended the Women’s Rights Convention?” The presenters may need to conduct further research in order to answer some of the questions at a later time. This will encourage students to learn from a “need to know.” Students will likely have new ideas and details related to their own family and character.

PORTFOLIO

11



LITERACY

ELL Specialized Vocabulary

During this

episode, students may come across new terms related to the historical events. Students should add these new terms to the word bank along with sketches to support ELLs.

Reflect on life in the 1860s

To deepen students understanding for these historical events and their impact on life in the 1860s, discuss the following questions.

- ❓ What would life be like for a community of families living during this time? *(Have students speculate on the way of life based on basic needs and the information they have learned from the presentations.)*
- ❓ How do you think the various events *(select a couple of examples)* described in the presentations might affect the lives of the characters? *(Students should be able to relate their answers to the various presentations.)*
- ❓ What were people worried about during this time? *(It's important to understand that Tennesseans were far less divided on the question of the Union than they were on the question of slavery.)*
- ❓ How did the northern states depend on the southern states and vice versa? *(Make a chart to assist students in understanding the interdependence of the two regions.)*
- ❓ How are different events connected? *(Optional: List the report topics and draw arrows showing cause and effect. For example, Uncle Tom's Cabin fueled the Abolition Movement. Making these visual connections helps students understand cause and effect.)*
- ❓ How is life in the 1860s different from today?
- ❓ How is life in the 1860s similar to today?

CRITICAL INCIDENT

THE UNDERGROUND RAILROAD

4

EPISODE

THE SLAVERY QUESTION

page 34

Students read about the Underground Railroad and townspeople's views on the issue.

Materials	Content Slide Set 4 Portfolio 12, <i>The Underground Railroad</i> , pp. 18 and 19 Portfolio 13, <i>Read for Information: The Underground Railroad</i> , p. 20 Portfolio 14, <i>Take a Position</i> , p. 21
Grouping	Individuals or pairs for reading; whole class for discussion; individuals for taking a position
Schedule	Approximately 45 minutes

RESPONDING TO THE SLAVE CATCHER

page 35

Students role-play a response to the slave catcher in search of members of the Underground Railroad.

Materials	Teaching Master 6, <i>Slave Catcher</i> , pp. 66 and 67 Teaching Master 7, <i>A Station on the Underground Railroad</i> , p. 68 Teaching Master 8, <i>Fugitive Slave Law</i> , p. 69 Optional: Props for the slave catcher
Grouping	Family groups and whole class discussion
Schedule	Approximately 1 hour

CONCLUDING EPISODE 4

page 35

Students reflect on the slave catcher event.

Materials	Content Slide Set 4 (Optional) Teaching Master 9, <i>Chattanooga Times</i> , p. 70
Grouping	Whole class
Schedule	Approximately 30–40 minutes

EPISODE OBJECTIVES



- **History** *Examine the Underground Railroad system and its affect on a community.*
- **History** *Explain how the Underground Railroad might have affected families.*
- **History** *Examine the moral questions related to slavery.*
- **Social Skills** *Make decisions and take action in the characters' family and community settings.*
- **Critical Thinking** *Define issues or problems that might arise from events of this time.*
- **Critical Thinking** *Examine the events from different points of view.*
- **Civic Competence** *Explain how freedoms, rights, and responsibilities related to the laws of slavery.*
- **Civic Competence** *Decide how people's actions can influence policy decisions; recognize and evaluate the formal and informal actions that influence and shape the response to slavery.*
- **Literacy** *Read for information.*
- **Literacy** *Write to describe the risks involved in participating in the Underground Railroad.*

TIMELINE

The following events occur in this episode. However, do not post them on the timeline until you have discussed the events in class.

- 1850 Fugitive Slave Law
- 1852 *Uncle Tom's Cabin* published
- 1859 John Brown hangs for Harpers Ferry

THE SLAVERY QUESTION



CONTENT
SLIDE SET

4

AUTHOR NOTE

Slavery in East Tennessee

Recent research has documented the Underground Railroad in this region.

Caves, cellars, and attics all were used in a network of hiding places.

PORTFOLIO

12

13



PORTFOLIO

14



Set the stage

In this episode, students respond to the prevailing views of slavery in this time and place. Read and discuss as a class Content Slide Set 4 to deepen students' background knowledge.

To contextualize the Underground Railroad for this Storypath, students are told that a slave catcher is searching for a family involved in the Underground Railroad. A slave catcher comes to town looking for the family—you decide which family is best suited for this role and brief them with the necessary information. Also, to build tension, choose at least one other family that knows which family was involved in the Underground Railroad. Others may have secretly been involved as well; let the students decide if they want to be part of the Underground Railroad.

Introduce this episode by explaining that tensions are growing in the town, and there are rumors circulating around town that a family has been involved in the Underground Railroad. Explain that you have something for them to read that helps to explain what the rumors are all about.

Have students read Portfolio 12, “The Underground Railroad.” Then have students complete as a whole class, with a partner, or individually, Portfolio 13 page 20, “Read for Information: The Underground Railroad.” Discuss their responses.

Organize students into their family groups and instruct the families to consider the range of positions townspeople have and decide their family's position. Have them complete, Portfolio 14 page 21, “Take a Position.” They should be able to explain the reasons for their position. Remind students that one other family knows who the slave catcher is looking for; this family faces the dilemma of whether or not to turn the family in to the slave catcher. Students may have other reasons for their positions that were not identified in the reading, which is fine as long as they are logical to the storyline. Further, partners may not agree on the same position. In that case, explore with students how that might affect family relationships. Remind students that they may or may not want their position known to the other families.

LITERACY

ELL Reading and Listening

Students can read with a partner or read aloud to provide assistance with the academic language.

CONNECT

Current Events

Many world issues relate to the same dilemmas described in the Underground Railroad. Guide students to make these connections.

RESPONDING TO THE SLAVE CATCHER

Prepare for the role-play

Arrange for a “slave catcher” to come to the classroom in search of the family who participated in the Underground Railroad—or you can play that role. A briefing for the role and suggested props are provided in Teaching Master 6 for the slave catcher role. Obviously, you will want to be sensitive to the dynamics of this situation and provide ample time for debriefing—be sure to focus on the adult who played the role so that students can distinguish between the role played and the actual person. It would be ideal for that person to stay for the debriefing and discuss the role out-of-character.

TEACHING
MASTER

T6

TEACHING
MASTER

T7

TEACHING
MASTER

T8

CUSTOMIZE

Adapt the Role-Play

There are many ways this role-play can be conducted. Adapt the Teaching Masters to accommodate any specific situations that have developed in your Storypath.

As students are deciding on their position related to the Underground Railroad, identify a family group who provided a “station” on the Underground Railroad. Provide that family with Teaching Master 7, “A Station on the Underground Railroad.” The family should not let anyone else know they were involved in the Underground Railroad.

To prepare for the role-play, display Teaching Master 8, *Fugitive Slave Law*.

Role-play the Event

You or another adult can play the role of slave catcher and explain that the townspeople have been called to a community meeting. The slave catcher should tell the townspeople why he came and then try to determine which family might have been part of the Underground Railroad. Begin by having one of the students read the broadside offering a reward for the citizens assisting in the Underground Railroad (Teaching Master 8). Have the slave catcher explain his position and what he wants and then let the meeting unfold, letting students take the lead.

You may want to model role-playing with a few students in the class to help them get into role. You can speak with students in and out of role to help them become comfortable with this activity.

Occasionally, students need more information to fully participate in the role-play. Once the role-play is underway, you can act as the narrator by adding needed information, asking questions to guide them on a pathway of understanding, or interrupting the role-play so that students can do further research on the issue. For example, I might say, “Mr. Williams, I understand you were wondering why the (family involved) always seemed to travel in a wagon at night?”

ELL Role-Plays

As students role-play the events and solve problems presented through the critical incidents, they authentically link academic language to “the lived experience.”

CUSTOMIZE

Newspaper Article

If a family has the newspaper business, now is a good time to get the newspaper underway. The family can write a “one page” newspaper about the events of the time. Also, newspapers had feature articles and letters to the editor. Encourage others in the class to contribute to the newspaper.

CUSTOMIZE

Choose a Leader

To facilitate the meeting, ask the mayor, or other suitable character, to lead the meeting. Selecting a leader in advance allows you to provide more structure to the role-play, and you can prepare the student-leader by suggesting questions to ask the community.

CONCLUDING EPISODE 4

Debrief the role-play

Ask students to discuss how their characters felt about this community meeting. Use questions like these to prompt thoughtful reflection about the role-play. Be sure to have the “slave catcher” discuss how he felt in his role.

AUTHOR NOTE

Guide the Discussion

Help students understand that these situations are complex and scary for people. If students take one side over the other, challenge their ideas by taking the other viewpoint. In a Storypath, discourse is at the heart of the learning process as students co-construct shared understandings.



ASSESSMENT

TEACHING MASTER

T9

- ❓ How did it feel to be threatened by the slave catcher?
- ❓ How did the characters respond to the slave catcher?
- ❓ How did different families respond? The family that was part of the Underground Railroad? Others?
- ❓ What did families believe about slavery as a whole? How did their views change in light of this critical incident?
- ❓ Should people break the law to assist the runaway slaves?
- ❓ What other actions might people have done to assist the slaves?
- ❓ What risks did people take to assist the runaway slaves?
- ❓ How did families decide the right thing to do?

ASSESS: Role-play and debriefing

- demonstrates understanding of the Underground Railroad;
- can identify the rights and responsibilities involved in the Underground Railroad;
- communicates feelings about the event; and
- can describe at least two points of view about the event.

Optional Activity: Is the pen mightier than the sword?

Have students read the accounts of Harriet Beecher Stowe's *Uncle Tom's Cabin* publication and John Brown's attempt to free the slaves through an uprising (Teaching Master 9, *Chattanooga Times*). Discuss with students which approach they think is most effective in changing the nation's stance on slavery. Have students compare these two people's approaches to other examples from history, such as Gandhi, Martin Luther King, Malcolm X, and so forth.)

CUSTOMIZE

Assessing

Use strategies such as pair/share or written responses to engage all students in the assessment.

CONNECT

Music

Have students locate songs that were used to guide slaves in the Underground Railroad. Two examples are "Follow the Drinking Gourd" and "Wade in the Water." Study the lyrics to find coded information on how to escape and where to go.

CRITICAL INCIDENT

THE PRESIDENTIAL ELECTION

5

EPISODE

INTRODUCING THE PRESIDENTIAL ELECTION

page 38

Students read about the candidates running for president and create a chart outlining their qualifications and positions on slavery.

Materials	Portfolio 15, <i>Read for Information: Chattanooga Times</i> , pp. 22 and 23 Portfolio 16, <i>Who Should Be President?</i> p. 24 Content Slide Set 5
Grouping	Individuals or pairs for reading; whole class for discussion, individuals for completing Portfolio 16
Schedule	Approximately 1 hour

VOTING

page 39

Students role-play casting a vote for president—if their character is eligible to vote—and discuss the process.

Materials	(Optional) Props for a voting booth Teaching Master 10, <i>Ballots</i> , p. 71
Grouping	Family groups and whole class for discussion; individuals to vote (those who are eligible)
Schedule	Approximately 45 minutes

CONCLUDING EPISODE 5

page 39

Students respond in character interpreting election results and then create a cartoon strip of the events.

Materials	Teaching Master 11, <i>Voting Results</i> , p. 72 Portfolio 17, <i>Reflect on the Presidential Election</i> , p. 25
Grouping	Whole class for discussion; individuals to create cartoon strips
Schedule	Approximately 1 hour

EPISODE OBJECTIVES



- **History** *Explain how the presidential candidates represented differing viewpoints.*
- **History** *Examine the moral questions related to the issues of slavery and unionism.*
- **Government** *Examine government in terms of how leaders are elected.*
- **Government** *Recognize the tensions that exist between the wants and needs of various groups as they relate to fairness, equity, and justice.*
- **Critical Thinking** *Define issues or problems that might arise from events of this period.*
- **Critical Thinking** *Examine the events from different points of view.*
- **Civic Competence** *Identify the freedoms, rights, and responsibilities of people in the 1860s.*
- **Civic Competence** *Participate in civic discussion and participation.*
- **Civic Competence** *Discuss the actions citizens can take to influence public policy.*
- **Literacy** *Read for information.*
- **Literacy** *Write to reflect on the presidential election results.*

INTRODUCING THE PRESIDENTIAL ELECTION

TIMELINE

The following event occurs in this episode. However, do not post them on the timeline until you have discussed the events in class.

- November 6, 1860 Lincoln wins presidential election

CUSTOMIZE

Student Debaters

Depending on time and interest, students can participate in a debate representing the four parties. There may be students unwilling to support some of the candidates. If that is the case, you or another adult can represent a particular party and that party's platform. If you decide to have a community debate, allow time for students to do additional research on their candidates.

Set the stage

In this episode, students will consider the issues surrounding the presidential election and then decide who they will vote for only to discover that Lincoln does not appear on the ballot in their state and that only white males are allowed to vote. For this episode, guide students to the “big ideas” related to the presidential election.

Read the following narrative about the presidential election.

Narrative

It is the first of November and the leaves have almost vanished from the trees. The presidential election is upon us. Members of four political parties—the Republicans, the Northern Democrats, the Southern Democrats, and the Constitutional Union—are campaigning to get voters to support their candidate. Lincoln, a Republican; Douglas, a Northern Democrat; Breckinridge, a Southern Democrat; and Bell, a Constitutional Unionist are the candidates. Who will be the next president of the United States? The newspapers have written about the candidates and the issues of the day, and people have strong opinions about whom they are supporting. In homes and businesses people are talking about the election and what will happen if Lincoln is elected. People fear that if Lincoln is elected, the United States will divide into two countries. All the parties are trying to get support for their candidates. The outcome could change the direction of the nation, so people are interested in supporting their candidate of choice.

With a sense of drama direct students to Portfolio 15 pages 22 and 23, “Chattanooga Times,” and explain that families should discuss the articles about the various candidates and then decide whom they will vote for. To help them decide on their candidate of choice, have them complete Portfolio 16 page 24, “Who Should Be President?”

Discuss the positions of the presidential candidates and clarify information as needed. Use questions like these to begin the discussion:

- ❓ What was the main position of each of the candidates? (*A classroom chart can help students clarify the positions of presidential candidates.*)

LITERACY

ELL Vocabulary

- political parties
- candidates
- Senate
- House of Representatives
- state legislature
- debate
- public service
- enforcement
- US Constitution

PORTFOLIO

15

16



CONTENT
SLIDE SET

5

CUSTOMIZE

Additional Background Information

You may find that students need additional background information to complete Portfolio 15 and decide whom their character supports. Use the Content Slide Set 5 as a starting point for additional research.

- ❓ Why do you think that some people believed that it was important to keep all the states as one nation?
- ❓ Why do you think people had such different views about slavery and what to do about it?

VOTING

Cast a vote

Arrange a polling booth and copy the ballots (Teaching Master 10). Explain to students that it is now time to vote but explain that not everyone is eligible. In order to vote characters must be a citizen of the United States, a white male, and at least 21 years old.

Explain that Lincoln is not on the ballot because the party representatives were not able to get his name included on the Tennessee ballot. Each state decides whose names will appear on the ballot, and while voters in other states will have the option of voting for Lincoln, Tennessee will not! Distribute ballots to the eligible characters and have them cast their votes—some may decline to vote.

Discuss the presidential election

Once eligible characters/students vote, discuss the voting rules of 1860. Use such questions as the following:

- ❓ How did it feel when you discovered that your character was or was not eligible to vote? Was this fair?
- ❓ What kinds of rules should we have regarding voting? Should anyone be allowed to vote?
- ❓ What is likely to happen when it comes to tallying the votes when four candidates run for president?

Explain that today's rules require that you are a citizen of the United States, age 18 or older, do not have a severe mental illness, have not been convicted of a serious crime, and have registered to vote.

TEACHING
MASTER

T10

CONNECT

Background Information

To learn more about Tennessee's perspective on the presidential election and secession, read pages 85–87.

CONNECT

Branches of Government

As students read about the presidential candidates, review the branches of government to provide a context for the various candidates' past experiences.

CONCLUDING EPISODE 5

Interpreting the voting results

Explain that the results are in and display Teaching Master 11, "Voting Results." Discuss the results and have students speculate on what might happen in their own community.

- ❓ Who won the majority of the popular votes?
- ❓ What might have happened if only two people were on the ballot? Might the outcome have been different?
- ❓ What role does the electoral vote play in the decision about who becomes president?
- ❓ What would happen if the president got the majority of the popular vote but not of the electoral vote?

TEACHING
MASTER

T11

LITERACY

Interpreting Charts

When students read the chart they are:

- reading for information;
- interpreting information related to events of the time; and
- drawing conclusions from data.



CUSTOMIZE

Media

Students could use other forms of media to demonstrate their learning.

**ASSESSMENT****Create a cartoon strip about the election results**

Have students create a cartoon strip (in character) about the election results using Portfolio 17 page 25, “Reflect on the Presidential Election.” They should focus on the events related to the presidential election as well as on their feelings about the events.

Once the cartoons are completed, students can share what they have created in small or large groups.

ASSESS: Cartoons

- demonstrate characters’ points of view;
- include accurate information about the presidential election;
- communicate how the characters felt about the outcome of the election;
- align pictures with text; and
- use “voice” and “word choice” to describe events and feelings.

ELL

Using a cartoon allows students with limited English to demonstrate what they know.

LITERACY**Writing traits**

Encourage students to focus on:

Voice: Does the writer speak directly to the reader? Can the reader sense the person (character) speaking in the cartoon?

Word choice: Are the words chosen specific and accurate to the event described? Do the words used vividly describe the event? Are verbs lively and good descriptions of the event?

CRITICAL INCIDENT

THE ONSET OF WAR

6

EPISODE

TENSIONS BUILD

page 42

Students learn about the events that led to the secession of the southern states.

Materials	Teaching Master 12, <i>Chattanooga Times</i> , p. 73 Teaching Master 13, <i>Rev. McCallie's Account of Events</i> , p. 74
Grouping	Whole class
Schedule	Approximately 1 hour

TAKING A POSITION

page 42

At a community meeting, characters are asked to consider which side they will support—the North or the South—and consider the changes to their town because of the onset of war.

Materials	Portfolio 18, <i>Take a Position on Secession</i> , p. 26
Grouping	Family groups and whole class
Schedule	Approximately 1 hour

CONCLUDING EPISODE 6

page 44

Students respond in character by creating a cartoon strip about secession and impending war.

Materials	Content Slide Set 6 Portfolio 19, <i>Reflect on the Town Meeting</i> , p. 27
Grouping	Whole class to discuss the events; individuals to write cartoon
Schedule	Approximately 1–2 hours

EPISODE OBJECTIVES



- **History** *Examine the causes and effects of the Civil War.*
- **History** *Explain how families might have responded to secession.*
- **History** *Examine the costs of war to individuals, families, and communities.*
- **History** *Examine the moral questions related to secession and civil war.*
- **Social Skills** *Make decisions and take action in the characters' family and community settings.*
- **Critical Thinking** *Define issues or problems that might arise from events of this period.*
- **Critical Thinking** *Examine the events from different points of view.*
- **Critical Thinking** *Use criteria to make judgments about the secession and the war.*
- **Civic Competence** *Identify examples of freedoms, rights, and responsibilities of citizens related to events leading to secession and civil war.*
- **Civic Competence** *Explain actions that citizens can take to influence public policy decisions and examine the ethical and moral dimensions of such actions.*
- **Literacy** *Read for information.*
- **Literacy** *Write to describe the secession and onset of war.*

TENSIONS BUILD

TIMELINE

The following events occur in this episode. However, do not post them on the timeline until you have discussed the events in class.

- December 20, 1860 South Carolina secedes from Union
- June 8, 1861 Tennessee secedes from Union

Set the stage

In this episode, students read about events that led to the outbreak of war and respond to their state's secession and impending war.

Have students read Teaching Master 12, "Chattanooga Times," which describes the events that led to the outbreak of war between the states. Have students identify the most important ideas. Discuss the important ideas of each article and then record the important events on the timeline.

TEACHING MASTER

T12

TEACHING MASTER

T13

Read the narrative

Explain that one of the residents of the community has written about recent events and that this account will bring the story up to date. Reverend T.H. McCallie, a minister at one of the local churches, recounts what has happened. Distribute Teaching Master 13 to read aloud with the students. This narrative is complex, representing a number of views about the events. Discuss unfamiliar vocabulary and then use the following questions to help understand Reverend McCallie's views.

- ❓ Did Reverend McCallie believe that the southern states should secede from the United States?
- ❓ Why did he believe that the southern states should not secede?
- ❓ What did Reverend McCallie believe about slavery?
- ❓ What were some of the feelings Reverend McCallie expressed?

TAKING A POSITION

Dramatize the event

Begin by asking students how they feel about Tennessee seceding from the United States. Guide the discussion so that students understand that families are being forced to decide what they are going to do. Create a classroom chart based on the discussion of choices in response to Tennessee seceding and impending war.

- ❓ Should members of the family support the secession?
- ❓ If not, should they leave Tennessee and go north?
- ❓ What other options do families have?
- ❓ How will war affect their community?

LITERACY

ELL

Vocabulary

- Cotton Belt
- Citadel
- secede
- secession
- appease
- Secretary of State
- endorse
- Confederacy
- border states
- Deep South
- "fire eaters"

ELL

Primary Documents

Primary documents present challenges to ELL students as well as others because of the formality of language and unfamiliar expressions. Discuss and add unfamiliar words and phrases to the word bank.

CONNECT

Background Information

See "Understanding Chattanooga's View of the 1860 Election and Secession" on pages 85–87, and "The Military Significance of Chattanooga" on pages 87–88.

If students suggest leaving, discuss the risks involved:

- Families would lose everything they own because they could not sell their business or home—there would be no buyers because of the tenuousness of the situation.
- Traveling to the North is very dangerous. The routes are closed because of the movement of troops. The railroads are being restricted to use by the armies. Families are forced to stay.

Have students move into their character roles and discuss with their partner the position they will take by completing Portfolio 18 page 26, “Take a Position on Secession,” using the class chart to guide their family in taking a position.

- ❓ What must the family do to get ready for war?
- ❓ How will the war affect their home and business?
- ❓ How vocal will the family be about their position on secession and the war?
- ❓ Will their position put them at risk?
- ❓ If they decide to fight in the war, what are the risks?

Display the questions for students to see to focus the family discussions.

Call a meeting at the hotel

Explain that families have been asked to come to meeting at the hotel. The mayor will conduct the town meeting, so brief that character with the following information:

- There is fear of black people at this time, so a curfew must be adopted. No black people can be away from their homes after 7:30 at night.
- The railroads are critical to the movement of troops and supplies needed for war. The railroads must be protected from sabotage.
- People who have businesses must start working to support the war effort. (Remember, Tennessee has seceded, so this town is part of the Southern Confederacy.)
- Women need to start sewing uniforms for the Confederate troops.
- The town will soon be occupied by Confederate troops.

Have the mayor call the meeting and share the above information. Then let events unfold. If students raise objections to certain issues, let the mayor as much as possible respond to the situation. You, as narrator, can add needed information, challenge students’ ideas, or raise questions to deepen students’ understanding of the events.

Be prepared for the unexpected as students may take charge of the story and take it on a pathway you have not anticipated. You will need to move the story along by responding logically to the decisions that students make. Remember, they can later research what actually happened and compare and contrast their own response to the events, making this an important and memorable learning experience.

AUTHOR NOTE

Dramatizing the Events

Depending on how well students have assumed their characters’ roles, select a few students to dramatize the events as a model for others. Also, you can assume a role to help students understand the magnitude of the decisions and risks involved. Some students may suggest remaining neutral; guide the discussion so that students examine this position as well..

AUTHOR NOTE

Sensitivity to Situation

Be mindful of students’ response related to African American experiences. Stop the role-play for further discussion as needed.

PORTFOLIO 18

Optional Activity: Joining the Army

Students who decide that their character will join the fighting should locate information about the life of a soldier. There is evidence that women, children as young as 10, slaves, and free blacks fought in the war, so many different characters can participate. However, encourage students to find evidence that a character such as theirs would have fought in the war. Using Content Slides Set 6 and other resources, encourage them to draw on primary sources, photographs, and paintings to imagine the war. Have them send letters to their families describing their experiences. One important factor, however: characters should not die. They can be wounded, but they should recover. Allowing characters to die presents two problems: the character no longer has a role in the Storypath, and students may grieve for their lost character.

Later in this episode, when students are asked to write about events, those who have chosen to become soldiers can respond from the battlefield.

Examine moral questions

Have students reflect on the town meeting out-of-role by asking such questions as:

- ❓ If a family did not support Tennessee in the decision to support the war effort, what could they do?
- ❓ If you disagree with a stand that your government takes, how do you respond? What rights and responsibilities do you have as citizens in a democracy?
- ❓ What are the risks to families when they take unpopular stands with others in the community?
- ❓ If people believe that war of any kind is wrong, what can they do? (*Introduce the concept of conscientious objector.*)

CONNECT

Current Events

Have students discuss current civil wars. Students can compare and contrast these events to the Storypath including tactics and motivations of the groups on both sides of the issue.

LITERACY

ELL Word Bank

Add words to the word bank that describe feelings about the events.

LITERACY

Writing traits

Once again encourage students to focus on:

Voice: Does the writer speak directly to the reader? Can the reader sense the person (character) speaking in the cartoon?

Word choice: Are the words chosen specific and accurate to the event described? Do the words used vividly describe the event? Are verbs lively and good descriptions of the event?

CONCLUDING EPISODE 6

Create a cartoon strip about the community meeting

Have students create a cartoon strip (in character) about the community meeting using Portfolio 19 page 27, “Reflect on the Town Meeting.” They should focus on the events related to the secession and impending war as well as on their feelings about the events. Compare and contrast the cartoons, noting how the characters bring their own point of view to what happened at the community meeting. Those choosing to “join the fight” can write from that perspective.

ASSESS: Cartoons

- demonstrate characters’ points of view;
- include accurate information about secession and impending war;
- communicate how the characters felt about the events and the community meeting;
- align pictures with text; and
- use “voice” and “word choice” to describe events and feelings.

PORTFOLIO

19



CUSTOMIZE

Media

Students could use other forms of media to demonstrate their learning.



ASSESSMENT

CRITICAL INCIDENT

OCCUPATION AND THE SIEGE

7

EPISODE

OCCUPATION

page 46

Students role-play their response to the occupation of Confederate soldiers in Chattanooga.

Materials Teaching Master 14, *Martial Law Broadside*, p. 75
Signs made to scale for the town that show businesses closed

Grouping Whole class for discussion, small groups for role-plays, pairs for changing the setting

Schedule Approximately 1 hour

THE WAR CONTINUES

page 48

Students read about the major battles of the war, the *Emancipation Proclamation*, and *The Gettysburg Address*. They also read personal accounts of the war.

Materials Content Slide Set 7

Grouping Individuals or partners for reading, whole class for discussion

Schedule Approximately 30 minutes

THE ARRIVAL OF UNION SOLDIERS

page 50

Students respond in “tableaux” to the arrival of Union soldiers and make changes to their town setting consistent with the storyline.

Materials Art and craft supplies such as poster board; fabric for small tents

Grouping Small groups for tableaux and setting changes; whole class for discussion

Schedule Approximately 1 hour

EXPERIENCING THE SIEGE

page 53

A town meeting is called to discuss how the townspeople will help each other during the siege.

Materials Art and craft supplies and dirt (optional) for making trenches

Grouping Family groups and whole class

Schedule Approximately 40 minutes

CONCLUDING EPISODE 7

page 56

Students reflect on the events of the episode and write letters about what has happened.

Materials Portfolio 20, *Write a Sense Poem*, p. 28

Grouping Whole class to discuss the events; individually to write poems

Schedule Approximately 1 hour

EPISODE OBJECTIVES



- **History** *Examine the causes and effects of the Civil War.*
- **History** *Explain how families might have responded to the occupation of the army and siege.*
- **History** *Examine the moral questions related to the war.*
- **Social Skills** *Make decisions and take action in the characters' family and community settings.*
- **Critical Thinking** *Define issues or problems that might arise from events of this period.*
- **Critical Thinking** *Examine the events from different points of view.*
- **Civic Competence** *Identify examples of freedoms, rights, and responsibilities of citizens related to the events of the war.*
- **Civic Competence** *Practice civic discussion and participation in town meetings.*
- **Civic Competence** *Explain how the "common good" can be strengthened when citizens are faced with tragic circumstances.*
- **Literacy** *Read for information.*
- **Literacy** *Write to reflect on the war.*

OCCUPATION

TIMELINE

The following events occur in this episode. However, do not post them on the timeline until you have discussed the events in class.

- November 14, 1861 Confederate Army arrives in Chattanooga
- February 1862 Union army takes control of the Mississippi Valley
- 1862 Confederate troops occupy Chattanooga and the hotel is converted to a Confederate hospital
- February 1862 Nashville Confederate troops evacuate sick and wounded soldiers arrive in Chattanooga
- January 1, 1863 Emancipation Proclamation
- August 21, 1863 Union Colonel John T. Wilder shelled Chattanooga
- September 9, 1863 The last Confederate troops leave Chattanooga
- November 19, 1863 Gettysburg Address
- November 24, 1863 Battle Above the Clouds



Primary Documents

Discuss and add unfamiliar words and phrases to the word bank.

AUTHOR NOTE

Background Information

The role of Chattanooga in the war is described to provide a context for this Episode, "The Military Significance of Chattanooga" on pages 87–88.

TEACHING MASTER

T14

Set the scene

In this episode, students learn about the town's occupation by Confederate troops and the effects of the war on the town and surrounding community. Before reading the following narration and while students are out of the classroom, display Teaching Master 14, "Martial Law Broadside" and then add "Businesses Closed by Order of the Confederate Army" on the businesses that sell groceries. At the railroad station post a sign that reads, "Railroad Station Closed by Order of the Confederate Army."

Narration

On November 14, the first troops entered our town. Colonel Wood of the Confederate Army arrived and wrote in his report the following: “I issued an order taking command; put the town under martial law, shut up the groceries, forbade any exit, by railroad or otherwise...had every avenue guarded; arrested about twelve persons who were talking Lincolnism before I came.”

Role play

After reading this text, explain that you are in the role of Colonel Wood and “arrest” those families that have shown support for the Union. Tell them they are under house arrest and cannot leave their homes.

Briefly discuss with students their reactions to these events, note this event on the timeline, and then continue the narration.

After the arrival of troops in November and the shock of being under martial law, life slowly returned to normal. The closed businesses reopened and people went about their daily activities. However, early in February 1862, Federal troops began a fighting campaign to take control of the Mississippi Valley with the aim of eventually getting to East Tennessee and taking over the railroad lines. Confederate troops were defeated in Nashville and Nashville was evacuated. There were refugees and wounded soldiers as a result of the defeat and they were put on trains to our town. A telegram arrived from General Albert Sidney Johnson, which ordered: “Prepare as best you can for the reception of some thousand or twelve hundred sick and convalescent soldiers from this Army and from the hospitals of Nashville. They will be sent forward as fast as cars can be supplied.”

Major Anderson, who was responsible for the troops coming from Nashville, described the situation thusly: “When the first train arrived with some three hundred on board, they were in a most pitiable condition. They had been stowed away in box and cattle cars for eighteen hours, without fires, and without any attention other than such as they were able to render to each other. Tears filled the eyes of many at the depot when these poor fellows were taken from the cars, so chilled and benumbed that a majority of them were helpless. Two other trains came the following day with men in the same condition. Three soldiers were found dead in the cars, one died in the depot before removal, and another died on the way to the hospital.*” The townspeople responded. Seeing the sick and wounded touched their hearts no matter what side they supported. The hotel was turned into a hospital; homes were used to nurse the wounded. There weren’t enough beds so frames were quickly built and women pitched in to make bed sacks to put on the beds. Women were feeding the troops—bread was baked and coffee brewed to feed the hungry.

* Rev. T. H. McCallie, An Early Family Record: The McCallie Family in Tennessee. Unpublished manuscript, pp.190–191.

AUTHOR NOTE

Sensitivity to Situation

Be mindful of students’ response related to African American experiences. Stop the role-play for further discussion as needed.

LITERACY

Listening Skills

Students practice listening skills to gain understanding when they

- identify main ideas;
- provide details;
- ask questions to clarify information; and
- make inferences.

LITERACY

Literacy

Display Content Slide Set 7 Slide 2, Emancipation Proclamation. Review unfamiliar words and highlight the formal writing style of President Lincoln.



ASSESSMENT

Reflect on the narrative

Discuss the narration with students using such questions as follows:

- ❓ Why did all these soldiers arrive from Nashville?
- ❓ In what condition did they arrive?
- ❓ How did the townspeople respond?
- ❓ How do you think the townspeople felt about this event?

Respond to the arrival of troops

Have students respond to this event by

- creating role-plays enacting the arrival of wounded soldiers; or
- adding to the setting artifacts that would show how the town changed.

Have students perform the role-plays and discuss as a class. Those who worked on the setting should explain their changes to Chattanooga.

ASSESS: Understanding of arrival of wounded soldiers

- role-play demonstrates understanding of the event through words and feelings; and
- changes to the setting are appropriate to the events described and are placed appropriately, constructed carefully and to scale.

CUSTOMIZE

Writing about the war

Students who have chosen to have their characters fight in the war can create their own diaries or letters about the battles and these can be read as well—however, students should review primary documents and other resources when creating their letters to make them historically accurate.

THE WAR CONTINUES

Read for information

Set a somber mood for this aspect of the Storypath. Have students identify the “Major Battles of the Civil War,” Content Slide Set 7 and post the battles on the timeline. Students should also read and discuss the “Personal Accounts of the War,” Content Slide Set 7.

After noting the Battle of Antietam, September 17, 1862 on the timeline, read the following narrative and a portion of the Emancipation Proclamation.

Narrative

Word has come that Lincoln has freed the slaves. We believe that he has done this because he knows the slaves will join the Union army and fight against the South. This proclamation was made on January 1, 1863. In July after the Battle of Antietam where the Union won a victory, Lincoln threatened the South with freeing the slaves if the rebelling states did not return to the Union by January 1. This threat meant little to those in the South. The South did not want their way of life changed, so this threat gave the South even more reason to fight against the North and freedom to choose their way of life.

Emancipation Proclamation

...I...order and declare that all persons held as slaves...shall be free; and that the Executive Government of the United States, including the

LITERACY

ELL Word Bank
Add description words about the event.



military, and naval authorities thereof, shall recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all cases where allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the city of Washington, the first day of January, in the year of our Lord one thousand eight hundred and sixty-three....

By the President: Abraham Lincoln

Discuss with the class what they think the slaves will do once they hear about the proclamation. Use such questions as the ones that follow to guide the discussion:

- ❓ How do you think the slaves will respond to this proclamation?
- ❓ Do you think people will try to keep this proclamation hidden from the slaves?
- ❓ In what ways do you think slaves might find out about this proclamation? (*Remember, many have been forbidden to learn to read.*)
- ❓ What do you think the slaves will do in our community?
- ❓ Why do you think Lincoln made this announcement after a victory in the war? (*Lincoln needed more soldiers for the Northern army; he did not want to show any signs of weakness by making this announcement after a defeat, so he waited for a victory.*)

If slave characters have been created, provide time for those students to consider the proclamation and their response to the news. Then have them discuss the proclamation in role. A “fishbowl” could be set up so that those who have slave characters can discuss their responses as though they are having a meeting, while other students observe out-of-role. As the narrator, you can pose questions, add needed information, or challenge their ideas as they discuss the news. Be sure students consider the risks of escaping to the North, the feasibility of some going and some remaining behind—men could go as they could join the army; women would have a much more difficult time. Women who traveled north would have no money, job, or place to go, so this option would not be very realistic especially as the war was raging on. Families would be split up, perhaps never to see each other again.

After noting the battle of Gettysburg, July 1–3, 1863 on the timeline, read the following narrative.

LITERACY

Listening Skills

Students practice listening skills to gain understanding when they

- identify main ideas;
- provide details;
- ask questions to clarify information; and
- make inferences.



Narrative

News reaches our community about the battle at Gettysburg. We are shocked to learn that thousands of soldiers have died—more than all the people that died during the Revolutionary War! There were 23,000 dead or wounded Union soldiers and 25,000 dead or wounded Confederate soldiers all told. When will this terrible war end! Weeks after the battle, bodies still lie unburied—the smell is intolerable. The little town of Gettysburg is overcome by aiding the sick and wounded. Every house, barn, and building has been turned into a hospital. Families of the sick and wounded are arriving in Gettysburg making the problems even more difficult. Sightseers are coming too to see the gruesome scene. A few weeks have passed and a ceremony is being planned by the Union to honor the dead. President Lincoln is being asked to give a short speech. Here is what he said:

Have students read the “Gettysburg Address,” Content Slide Set 7 Slide 3.

THE ARRIVAL OF UNION SOLDIERS

Set up the critical incident

Explain that it is time to continue the Storypath specifically related to our town. Read Rev. T.H. McCallie’s account of life during 1863.

Narrative Part I

During the year 1863, the times grew more appalling. Soldiers were in the city more plentiful than ever. After the battle of Murfreesboro, this city became a veritable storm center. Bragg [a general in the Confederate Army] fell back and had his headquarters here. Our house soon became almost a hotel.... Our house during the winter of 1862 and 1863 was not only a hotel, but a hospital.... About 9 p.m. the train came down from Knoxville on the way to the front. The poor fellows on a cold night and nearly all nights were cold then, would begin to knock at our door about 9:30 p.m., asking to be allowed only to lie on the floor rather than out-of-doors. We never turned any away as long as there was room. With every bed occupied in the house, the floors of hall and dining room would be covered with the bodies of these fellows, rejoicing with the privilege of being in out of the rain and wind and cold. The next night the same thing was repeated. This went right on during the winter months.*

On August 21, 1863, Reverend McCallie tells what happened at a Friday church service. The church...was crowded with civilians and citizens and [Confederate] soldiers. Dr. Palmer arose to pray, the audience rising with him and standing. Scarcely had he begun to pray till the scream of a shell flying over the church was heard, and the distant boom of a cannon from

* McCallie, pp. 36–37.

the opposite side of the Tennessee River. In a moment another shell screaming and another cannon booming. The soldiers began quietly to withdraw, then the citizens, till presently the church was empty and still the preacher prayed. When he closed his eyes, the church was full of people; when he opened them, it was on empty pews. [The Union Army] ...on the opposite bank of the Tennessee, had planted their artillery, and without a word of warning, ... [were] shelling the city...

...[E]verything was in commotion. The excitement was deep, citizens were leaving on every train, going South, and the very air seemed surcharged with the electric flashes of a coming storm. Great and powerful forces of the Northern army were hemming Chattanooga in on every side, and it was not known where and when the thunderbolt would fall....We knew not what these dark days had in reserve for us. We took such precautions for safety and the preservation of life as we could. I cut and fitted false doors in the top of one of my wardrobes up stairs (sic) and made a way into the attic. There, with the assistance of my family, I carried our coffee, our bacon, a little corn meal and a little flour. This was done to keep the Federal soldiers from coming in and stealing everything we had to eat. With fear and trembling we looked forward to the capture of Chattanooga by a victorious army that counted those of us that were here as nothing but rebels....

Narrative Part II

At length came the fatal day, the 9th of September 1863. The Confederate cavalry withdrew about 9 o'clock in the morning and at about 10 A.M. streams of Union Soldiers, the first we had seen, dressed in blue came pouring in. Not a child was harmed; not a woman insulted, not a man was killed....But here was a peaceable occupation of a city without any violence, or outrage of any kind. The Union Army was not in the city many days till we observed a very decided difference between the two peoples and the two armies. The Confederate soldiers were far more polite than the Union. The Confederate would come in at the front gate, knock at the front door, lift his hat to the lady that went forward to meet him, and even to the servant he would speak politely. But the Union soldier would cross the fence wherever he struck it, would come in at the back door and the first you know of him he would be standing before you in the kitchen without a bow or so much as a good morning. There was a rough and ready rudeness about him that seemed to be as inborn as politeness in the other. Another difference that we soon noticed was in the industry and obedience in the Union Army surpassing in both these respects decidedly the Confederate. The Confederate soldier did not like to work, neither was he as obedient to discipline as he should have been. The Union soldier threw up breast works, built bridges, felled trees and wrought prodigiously with his hands for the attainment of his ends. This was the biggest element in his makeup. He moved like an army. He drilled with the precision and regularity of a clock. We soon

perceived that there was strength and tremendous strength in this northern army. Another difference that we soon found out to our dismay was that while the Confederate soldiers respected private property and would not take a shoestring without asking for it, the Union soldier thought everything belonged to him. Our garden and yard fences went down for the purpose of making barracks for the men.... Our little mule, named Pete, we brought and put in the smokehouse that stood right close in the yard. Even he was stolen and only with difficulty recovered. Our large stable, cow house and corn crib all went. The quartermaster drove up his wagons and with a lot of hands tore them down and carried them off. Away went our turkeys, too. Even our cows were driven off and disappeared.... By and by when the last picket was pulled from the fence, the last outhouse swept away, the last chicken turkey and cow gone, and our edifice was left standing alone as in a desert, we felt a sense of relief and rest. A kind Providence was watching over us never suffered one of them to enter our dwelling as a marauder.*

Discuss the narrative and highlight important events using such questions as these:

Part I

- ❓ What is the major event described in this narrative?
- ❓ Why do you think the townspeople were fearful?

Part II

- ❓ How were the two armies different?
- ❓ Why do you think Confederate soldiers were different from Union soldiers?

Respond to the critical incident

Have students meet in their family groups and discuss how they think their families were personally affected by the arrival of the Union Army. Then organize students into groups and instruct them to create a “tableau” imagining themselves in character responding to the events. Quickly brainstorm ideas for the “tableaux”: hiding from soldiers, working in the hospital, packing up their belongings to flee, hiding their food, boarding up their home or business, and so forth. Model with two students how a tableau might look. In their tableaux students introduce themselves—their name and a hope or fear they have related to the war. Share with students the criteria for assessment and then allow time for them to decide on and practice their tableaux.

Use the tableaux to raise questions about the events deepening students’ understanding of the arrival of the Union Army and its relation to other events of the time.

ASSESS: The Tableaux

- is a realistic scene demonstrating understanding of the events;
- is reflective of the created characters; and
- includes a realistic statement of a hope or fear by each character.

* McCallie, pp. 43–46.

ELL A tableau allows students with limited English skills to demonstrate their learning.



ASSESSMENT

CONNECT

Drama

A tableau is a frozen image to represent a scene.

PACING

Tableaux

You may want to spread the presentations over a number of days to maintain interest.

CUSTOMIZE

Literacy

Students could write about the event if they prefer affirming various learning preferences.

Modify the setting

Following the tableaux and discussion have students decide on how their town will change because of the occupation.

Such changes might include the building of barracks and fortifications around the town, setting up of tents, and showing Union soldiers marching through the town. Cannons could be positioned around the town for protection—students should consider where the town would be most vulnerable and position the cannons accordingly. The livestock could be shown in one area rounded up from all the townspeople. Students can work to make the artifacts for the town at their desks and then a few students can add or change the town accordingly.



ASSESSMENT

ASSESS: Setting Modification

- reflects the arrival of the Union Army with at least one change or addition to the setting; and
- artifact is carefully constructed and in scale.

EXPERIENCING THE SIEGE

Narrate the story

Narration

Life goes on. Again, Reverend McCallie brings us up to date.

During these days I remained mostly indoors and never went out on the streets, except in case of real necessity. It was almost like being in prison. We saw no papers, had very little contact with any one, and consequently knew but little of the big movement of armies going on all around us....

The waves of this army invasion flowed like water right up around our house. Remember our fences and outhouses were gone, and our house stood as it were on the common. One lieutenant, an Irishman,...asked our permission to spread his tent in the southwest corner of our yard. We very readily granted it. Others without permission camped on our porch in front of our house. Our garden was filled with camps, so that we were besieged in our own house. They were so close to us they could hear every word that we uttered [including] all family prayers....

...Monday, September 21, there was commotion in the army and among the camp followers, almost bordering on panic. The Federals had been defeated and driven back into the city. They expected every hour to see the triumphant Confederates come pouring into the city capturing and driving everything before them....

All day long the Federals were getting their wagon trains across the river on pontoon bridges in anticipation of a possible surrender. But the day wore away without any demonstration on the part of Bragg's army. That night, Monday, the axes rang all night on the great fine oaks and hickories that grew around the city. All night we could hear the crashing and falling of the great trees. The next morning I walked out on McCallie Avenue as far

LITERACY



Word Bank

Discuss unfamiliar

terms: *camp followers, detonation of cannon, pontoon bridges, trench, fortified, and siege.*

Add these words to the word bank.

CUSTOMIZE

Modify the Setting

Students can modify the setting based on the narrative—taking down trees, building fortifications, making trenches, and adding camps in their yards. Limit the time so that you can maintain the pace.

as Douglas Street and did not know the country. Hundreds of acres of fine timbered land lay naked, denuded of its fine forests in one night, the trees lying with their tops toward the foe. Trenches were dug and being dug in which and behind which the Federals could fight, and by Tuesday night the morale of the army was restored, the town was fortified, the Confederates could not overthrow it. Bragg had lost his great opportunity, had won a bloodless battle at a tremendous loss.*

The town is now under siege. We are trapped; no civilians can leave, no supplies can get into the town.

Discuss the narrative

Again, discuss the changes that have happened in the community because of the narrative.

- ❓ What did the Federal Army fear?
- ❓ Why did the Federal Army cut down all the trees?
- ❓ How do you think your character would respond to these events?

Call a town meeting

Brief the mayor on conducting a town meeting to talk with the families about their fears and how they might work together to keep themselves safe and out of harm's way. Discuss with the mayor how to communicate the seriousness of the situation. Have families discuss how they might respond before going to the town meeting. Stress to them that their lives may be in peril. Cannons could destroy their homes, people could be killed or starve to death. How can people in the community pull together to support each other?

As in the past, you, as the narrator, can keep the meeting on track by interjecting needed information, raising questions, or challenging students' ideas. As the meeting unfolds, facilitate the decisions within the context of the Storypath. For example, students may suggest that they meet with the commander of the Union Army, General Thomas, to voice their concerns about their safety. You or another adult can play the role of the general. Guide the discussion keeping it logical to the events of the time but letting students imagine how it would feel to live in a town under siege.

Continue the narrative

Narrative

Reverend McCallie continues to share the events of the time—a decisive battle begins.

The Confederate forces occupied the heights of Missionary Ridge, Lookout Mountain, and carried their battle lines in Lookout Valley. Every now and then a shell from Lookout Mountain would fall in the city. The Federals were so badly besieged and hemmed in that they had to drive the wagons [great distances].... Their provisions grew scarce; their soldiers were placed on very skimpy rations, so also their horses and mules. As the siege grew worse and the

AUTHOR NOTE

Display map on Set 7
Slide 5 for reference

* McCallie, pp. 47–50.

supplies shorter, the teamsters, in order to save the lives of their animals, cut down all our peach, pear, apple and plum trees and fed their stock on the twigs and bark. In spite of all this, as time wore on, the animals died in increasing numbers every day. Dead mules and horses were in sight everywhere....

It was an awful time. Scarcity reigned everywhere. Not a pound of meal or flour or rice or potatoes could you buy or beg. Not a loaf of bread or anything to eat. The churches and large warehouses and old stores were filled with sick and wounded men. One morning at the Baptist Church I saw a pile of legs and arms lying on the porch, the very sight of which was appalling. Going inside, I saw a surgeon take off a man's leg so quickly that it amazed me. The Confederate sick and wounded prisoners were in a large warehouse on Market Street in the center of which was a big fire to keep them warm but as there was no chimney the smoke was so stifling that the cold was preferable. Here my wife and I and many other citizens daily went carrying large bowls of soup for these poor men. They were glad to get the soup and to hear a word of sympathy from those who were of kindred sentiments with themselves....

[It is now November 23, 1863.] I stood on the hill...and witnessed the Battle of Lookout Mountain. Federal cannons were being fired from Moccasin Point, across the river and against the mountain where the Confederates were. I could distinctly see the long files of Union soldiers as they marched on the side of the mountain..., could see the flash of their guns, and hear the roll of their noise as platoon after platoon fired on the slowly retreating Confederates, for by and by it began to rain and the mist settled down on the mountain so that the forces engaged were concealed from sight. At night the rain ceased, the clouds lifted, and yet the firing kept up. At 9 o'clock that night I could from my yard see the blaze of the guns and hear the small arms quite distinctly. This battle is called in history, "The Battle Above the Clouds" because of the mists that pervaded from about eleven in the morning till near nightfall.

...[At night] [I]t was a terrible but a magnificent sight. The crest of the Ridge fairly blazed with cannon and the flash of small arms....Four battle lines pressed toward the Ridge. It was only a little while after the battle began till a long line of ambulances with wounded men came into the city....The roar of the guns was terrific. Presently we could see the Federal battle lines pressing right up the side of Missionary Ridge and the Confederates firing directly down on them. This did not last long till we could see explosion after explosion on top of the ridge, powder smoke rising up in great volumes. So soon as this occurred the great multitude of spectators standing on the hill where I was...raised a shout of triumph that I did not understand. Turning to a man that stood near me I said, "what are they shouting about?" He said, "don't you see the Rebs are blowing up their magazines and retreating?"**

** McCallie, pp. 51-56.

Discuss the narrative

- ❓ What is described in the narrative?
- ❓ How would it feel to be watching a battle from afar?
- ❓ How would your character react to these events?
- ❓ What do you think will happen next?

Have students discuss in their family groups their reaction to the “Battle Above the Clouds” and what might happen after the Union is victorious.

CUSTOMIZE

Soldier Roles

Characters that joined the armies should meet in a group and discuss what will happen to them. If there are both Union and Confederate soldiers, each group should meet separately and discuss their response to the event then share their responses with the class.

CONCLUDING EPISODE 7

Write about the siege and battle

To demonstrate students’ understanding of the siege, the Battle Above the Clouds, and their character’s responses to these events have students complete Portfolio 20 page 28, “Write a Sense Poem.” Have students compare and contrast the poems, noting how the characters bring their own point of view to what happened.

PORTFOLIO

20



ASSESSMENT

ASSESS: Sense Poem

- reflects character’s point of view;
- demonstrates understanding of the siege and the battle; and
- effectively uses “voice” and “word choice” to describe events and feelings.

CUSTOMIZE

Options

Consider other options to demonstrate learning such as the cartoon format done in previous episodes a tableau, or a media presentation.

LITERACY

Word Bank

Brainstorm descriptive words related to the five senses.

CONCLUDING EVENT

PEACE AND REBUILDING

8

EPISODE

INTRODUCING THE CONCLUDING EVENT

page 58

Students learn of the South's defeat and the end of the war.

Materials None

Grouping Whole class

Schedule Approximately 20 minutes

REBUILDING THE COMMUNITY

page 59

To rebuild a sense of community among the townspeople, students design a monument to commemorate the end of slavery and war and the restoration of the Union.

Materials Art supplies for sketching and creating the monument
(Optional) Food, music, artwork for the ceremony

Grouping Small groups and whole class

Schedule Approximately 2 hours

CONCLUDING EPISODE 8

page 60

Students reflect on the ceremony and speculate about the future.

Materials Content Slide Set 8

Grouping Whole class to discuss the events

Schedule Approximately 1 hour

EPISODE OBJECTIVES



- **History** *Examine the causes and effects of the Civil War.*
- **History** *Examine the moral questions related to slavery and the Civil War.*
- **Social Skills** *Make decisions and take action in the characters' family and community settings.*
- **Social Skills** *Work with others to plan and organize a community monument and ceremony.*
- **Critical Thinking** *Define issues or problems that might arise from events of this period.*
- **Critical Thinking** *Examine the events from different points of view.*
- **Critical Thinking** *Organize ideas from the Storypath and class discussion in new ways to plan the ceremony.*
- **Literacy** *Listen for information.*

INTRODUCING THE CONCLUDING EVENT

TIMELINE

The following events occur in this episode. However, do not post them on the timeline until you have discussed the events in class.

- April 1865 Lee surrenders to Grant at the Appomattox Court House, Virginia; the war is over

Set the stage

In this concluding episode, students will discuss the end of the war and how they can rebuild their community. A monument is suggested to commemorate the events and families are asked to propose designs for the monument.

Narrate the story

Narrative

Read aloud the following as described by Reverend McCallie or adapt to fit the events of your particular Storypath and characters.

ELL Primary Documents

Discuss the formality of language and unfamiliar expressions. Add words and phrases to the word bank.

*At length the last of the war winters, the winter of '64 and '65 came to an end. In the early days of April the news flashed over the country that the war was over and that peace had come. It was received in the South with sadness and with gladness. There was general joy, even here in the South, that the war was over, no matter how terminated. It had been a burden, a sorrow, a suspense, a calamity, no matter which way went the surge of success or of defeat. The war was over and we were glad of it. We were glad that in the awful strife slavery had gone out and out forever. Whatever the curse or of blessing to the black race, and blessing unnumbered had come to him through it, yet it had been a burden to master and mistress that we gladly part with. We were glad we were done with it. This loss occasioned no sorrow in Tennessee. We were also glad that after all the Union remained unbroken. The star of hope rose in the midst of the gloom of defeat that somehow or other we would again be not only a reunited, but a happy people. Other peoples, the English, for instance, had had their quarrels, their conflicts, their passionate appeals to the sword on bloody battlefields, and had again lived together in peace and happiness, why not we?**

Discuss the narrative

- ❓ How did Reverend McCallie feel about the ending of the war?
- ❓ How did he describe others' feelings about the end of the war?
- ❓ What did he think about the end of slavery?

CUSTOMIZE

Other Concluding Activities

If students feel strongly about concluding the Storypath in another way, encourage them to do so. As long as the conclusion is consistent with their story, let students move forward with their plans.

LITERACY

Listening

Students practice listening skills to gain understanding when they

- identify main ideas;
- provide details;
- ask questions to clarify information; and
- make inferences.

* Rev. T. H. McCallie, An Early Family Record: The McCallie Family in Tennessee. Unpublished manuscript, pp. 25–27.

REBUILDING THE COMMUNITY

Prepare for the commemoration

Brief the mayor by “suggesting” that the tragic events of the war have divided the community and a commemoration could bring the community together, celebrate the end of slavery, and restore belief in the nation. Explain that people have suffered greatly and that one way to bring the community together is to create a monument that commemorates what has happened. Ask the mayor to call a community meeting to discuss what kind of monument the community might create. The meeting should begin by identifying the events that touched the townspeople’s lives. List those events and then brainstorm possible monuments that could commemorate the events.

AUTHOR NOTE

Student Ownership

Letting students plan and prepare the commemoration is important to maintain their ownership for the concluding event.



ASSESSMENT

Have students identify and list the emotions related to the events, so that they can effectively role-play their character at the community gathering.

Hold a community meeting

Let the meeting unfold, giving students as much responsibility as possible. Students may have many ideas to offer. Once a theme has been selected, either by vote or consensus, have families or individuals sketch designs.

Students should be able to explain how their design represents the theme. Once the designs are done, vote on the design(s) that the townspeople want. Then have students create the design to scale for the setting. While a few students are doing this, the remainder of the class can decide on an appropriate ceremony.

ASSESS: Monument design

- reflects an event from the Storypath;
- evokes an emotion to the event through words or structural design; and
- demonstrates care in construction of design.

Plan the ceremony

Brainstorm ideas for the ceremony. Students might list such activities as songs, speeches, a potluck, ribbon cutting, and so forth. Generate a list that provides all students with a task to prepare for the ceremony.

The list might look like the following:

Monument	Construct the monument for the ceremony.
Songs	Research songs of that period or create new songs based on the events of the Storypath. Learn the origins of the songs. Teach or perform them for other students.
Speeches	Give a short speech recounting the events of the past and including statements of inspiration for what lies ahead.
Food	Prepare a potluck for the ceremony. Research recipes and food items that would have been consistent with that time and place.

LITERACY

Word Bank

Commemoration: the action of honoring something or someone.

Monument: A type of structure to commemorate an event or person.

CONNECT

Monuments

Students can research different monuments for inspiration for their own designs. See Set 8 Slide 6 for one example.

CUSTOMIZE

The Ceremony

You can make this ceremony as simple or as elaborate as you want. One brief speech and cookies and cider may be adequate or more activities can be done. Time constraints, student interest, and story momentum are all contributing factors to this decision.

CUSTOMIZE

Students can research speeches and read them. See Set 8 Slide 3.

CONNECT

Literacy

When students work on the speech, they

- use prewriting strategies, draft, revise, and edit the speech. (writing process)
- use details and facts to convey the message. (details/facts)
- deliver the speech to inform others and listen to others for information. (speaking/listening)

CONNECT

Literacy

This is a good opportunity for students to write songs or poetry, because they will likely have strong feelings about the Storypath's events. Students can share their creation at the gathering. (song writing/poetry)

- Poems Write a poem to commemorate the events of the past.
- Artwork Make a quilt, an "engraving," a print, or a commemorative plaque for this event.
- Invitations Write invitations to families.

Hold the ceremony

Before students begin their ceremony, remind them that there are many emotions regarding this event, and that they should think about how their character feels about the ceremony. Discuss how students might role-play feelings that show sadness, joy, disappointment, and so forth. Let the ceremony unfold as students have planned it.

CUSTOMIZE

Involving Families

The celebration is an ideal time to invite families to participate.

CONCLUDING EPISODE 8

Discuss the ceremony

Have students reflect on the ceremony. Use the following questions to stimulate discussion about the events of the time:

- ❓ Why are ceremonies and monuments such as these important to communities?
- ❓ Why was the ceremony one of mixed emotions: happiness, sadness, and disappointment?
- ❓ What do you think will happen to these families in the future?
- ❓ What can we learn from the families and events that have happened in this Storypath?

Discuss Lincoln's assassination. Using Content Slide Set 8 slides, discuss the death of Lincoln and the impact on the nation

Prepare for the synthesis of students' learning

Students have investigated the events leading to the Civil War and experienced the effects of that war on a community and the changes that took place because of the war. They have built an understanding of this place and time in history and learned about the forces that shaped our country and still affect us today as a nation and people. Although the community that students created was a simulation, they were genuinely invested in the events of the time and their impact on the lives of people.

The next step in students' learning is the synthesis of their experiences. Synthesis activities allow students the opportunity to demonstrate the level of their understanding and help you assess what they have learned from the unit.

You will find two synthesis activities on pages 77–78 of this *Handbook*.

THE NATURAL ENVIRONMENT AND THE TOWN

The Natural Environment

A majestic valley is set between a mountain range to the east and a plateau to the west. The mountains bordering the valley are sheer rock with a few scraggly trees managing to claim footholds on the side of the mountains.

Winding through the valley like a fat snake is a river known for its beauty and treachery. Many have traveled the river over the centuries, aware of its shoals and reefs, gravel and sandbars, and snags and sawyers. As travelers journeyed down the river, they saw new vistas around each bend, mountains lush with hickory, pine, oak, and poplar, and wild flowers including dragonroot, hop clover, and yellow jasmine. Wild game abounds in this setting. Bears, deer, ducks, and wild turkeys are plentiful. Many trees line one side of the river and grow in the valley. The temperate climate and rich soil make this valley ideal for settlement.

The Town

Sitting in the valley on the edge of the river is a town of about 3,000 people. Some of the people are new to the town and others have been here for a long time. The town has a number of churches, a hotel, bank, newspaper, restaurant, school, jail, flourmill, tannery, sawmill, railroad station, furniture manufacturer, general store, and warehouses. There is one main street with other streets that really are more like cow paths than streets. Stumpy fields, ponds, and patches of forest timber often interrupt the streets. Old oaks and hickories provide shade in the summer heat. All in all, this is a bustling town because the railroad line runs north and south and east and west, intersecting on the edge of town. Most of the businesses were built with wood with the exception of the railroad station. It was made of brick; built to last. The railroad is important to the town, as the town has become a crossroads for shipping goods from one region to another—both on the river and the railroad.

Some of the homes throughout the town are owned by the more prosperous townspeople. These homes are two stories with front porches supported by large columns. Most of the homes are made of wood; the more well-to-do use brick. Many homes are wooden structures with peaked roofs and modest in size. Chimneys sit at both ends of the homes to provide heat from wood fireplaces. Behind many of the homes are barns, smokehouses, and other buildings. It is not uncommon to find cows, chickens, and turkeys in barnyards behind the houses.

There is a feeling of energy and well being in this town as the community is growing and there is money to be made for the person who is willing to put in a hard day's work.

Name _____ Date _____

CHARACTER BIOGRAPHY

1. Character's name: _____

2. Position in family: _____

3. Names of other family members: _____
_____4. Responsibilities/jobs at home: _____
_____5. Jobs in family business: _____
_____6. Personality characteristics: _____
_____7. Favorite leisure activities: _____
_____8. Interesting life experiences: _____

_____9. Relatives or close friends in other families: _____
_____10. Describe an activity that you and a relative or close friend have done together. Talk to your classmates to find out about other characters so that together you can create an activity for your two characters. _____

RESEARCH TOPICS

Categories	Student Names	Topics
Events	_____	Missouri Compromise 1820
	_____	Nullification Crisis, 1832
	_____	Wilmot Proviso, 1846
	_____	Women's Rights Convention, 1848
	_____	Compromise of 1850
	_____	Fugitive Slave Law, 1850
	_____	<i>Uncle Tom's Cabin</i> , published 1852
	_____	Kansas Nebraska Act 1854
	_____	Dred Scott Decision, 1857
	_____	Lincoln-Douglas debates, 1858
	_____	Attack on Harper's Ferry, 1859
Transportation	_____	railroads
	_____	clipper ships
	_____	the Erie Canal
	_____	Pony Express
People	_____	Eli Whitney
	_____	Cyrus Hall McCormick
	_____	Samuel Morse
	_____	Isaac Merrit Singer
	_____	Frederick Douglass
	_____	Harriet Tubman
	_____	Elizabeth Cady Stanton
	_____	Commodore Matthew Perry
	_____	Lucretia Mott
	_____	Stephen Foster
Life at the time	_____	Underground Railroad
	_____	slavery
	_____	factory life
	_____	plantation life
	_____	immigration, 1840–1860
	_____	Abolition movement

READ FOR INFORMATION: CYRUS HALL MCCORMICK*

Cyrus Hall McCormick, son of Robert and Mary Ann Hall McCormick, was born on February 15, 1809, on a farm called Walnut Grove, in Virginia. Cyrus gained a sibling every couple of years or so. He was followed by Robert, Susan, William, Mary Caroline, Leander, John, and Amanda.

Walnut Grove was among a community of farms that was almost 20 miles from the nearest town. Cyrus's first house was made of logs, although larger than the cabin Abraham Lincoln was born in three days earlier in the neighboring state of Kentucky. Like other local farm children, Cyrus obtained only a grade-school education at the Old Field School.

Along with his farm chores, Cyrus played with his seven younger brothers and sisters and enjoyed riding horses. He gained a reputation as a skillful rider. Cyrus led his church in song for several years and also enjoyed playing the fiddle. There was one other significant skill he acquired, and that was inventing. He learned about inventing from his father.

Besides being a farmer, Robert McCormick was an accomplished inventor. He created a grain threshing machine as well as several other types of farming equipment.

Cyrus made the first of his own inventions when he was a teenager. He constructed a smaller, lighter-weight cradle to make the work easier in the fields. He also invented a hillside plow, patented in 1831, and a "self-sharpening" plow, patented in 1833. On the farm, Cyrus was surrounded by his father's two sawmills, two gristmills, smelting furnace, and blacksmith workshop. This workshop is where Cyrus built his harvesting machine.

Cyrus's father thought of the idea first. In 1816, Robert McCormick constructed a machine of a vastly different design than Cyrus would eventually develop. Revolving rods that turned with the forward motion of the ground wheels would catch the grain and whirl it across a row of short sickles. The grain nearly always tangled. He continued to try for 15 years before he gave up. Then Cyrus took his turn at the project ...

* Noonan, J. (1992) *Nineteenth Century Inventors*. New York: Facts on File, pp. 41–42

SAMPLE REPORT: CYRUS HALL MCCORMICK

Cyrus Hall McCormick was born in 1809, on a farm in Virginia. He was the oldest of eight children. His father was an inventor, and Cyrus learned from him. Robert McCormick, Cyrus' father, invented a grain threshing machine and other farm equipment.

Cyrus's father had the idea first about inventing a machine for cutting grain. Cyrus improved on his father's idea and built his own machine. A machine that cuts grain is called a reaper. Before the invention of the reaper, grain was cut by hand with sickles or scythes and then bound together in bundles. The bundles were then collected and threshed. Threshing is the process whereby the kernels of grain are separated from the stalks, usually by hitting the stalks with a stick to shake the grain loose. As you can imagine, this process takes a long time and many people. When the grain is ready to be harvested, the work needs to be done before the grain spoils. If the work could be done faster, more grain could be grown.

Cyrus invented a reaper in 1831, that could be pulled by a horse. A farmer could harvest more than 10 acres a day with a reaper. When the same job was done by hand, a farmer could only harvest one acre a day. Cyrus' machine had a wheel that moved blades back and forth along the front of the machine as the horse pulled it. The blades cut the stalks of grain as the horse pulled the machine forward, making the process go much faster than cutting the stalks by hand.

Cyrus knew his invention would be used if he could build many reapers. He moved to Chicago to set up a factory to build the reapers. He kept improving on his idea and made his company the leader in manufacturing reapers. The farmers were happy because they could now produce more grain with fewer workers to do the job.

References

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"McCormick, Cyrus Hall," *World Book Encyclopedia*, Volume M, (2012). Chicago: World Book, Inc. p. 332f.

"Reaper," *World Book Encyclopedia*, Volume R, (2012). Chicago: World Book, Inc. p. 173.

Noonan, J. (1992) *Nineteenth Century Inventors*. New York: Facts on File, pp. 41–42.

SLAVE CATCHER

Background

Students have been studying the events that led to the Civil War. They have created a visual representation of Chattanooga, Tennessee in about 1860, and imagined the families that live there, with each student being responsible for one adult member of the community. Students role-play the character they have created and try to imagine how their character viewed the world in that place and time.

Students have considered the range of views on the slavery issue, particularly as it relates to supporting the Underground Railroad. Each family group was asked to take a position. The teacher has identified one family as being a “station” for the Underground Railroad—there may be others if students secretly have made that decision. It’s not clear who in the community knows which family was involved in the Underground Railroad, but there are rumors.

The role-play

Your role is to find the family that has been part of the Underground Railroad. You know that they have hidden runaway slaves and you want to make an example of them so others will not want to help in the Underground Railroad. You will threaten and cajole the families into revealing who might have assisted in the Underground Railroad.

At that time, slave catchers would use a variety of ways to catch slaves and intimidate members of the Underground Railroad. You decide how you want to play the role. Below are some possible approaches:

- Offer a reward to a family who tells which family was part of the Underground Railroad. Suggest how the reward will help the family that provides the information.
- Threaten a suspected family with going to jail and paying fines, thus losing their home and business for harboring runaway slaves.
- Threaten violence—breaking a leg, for example.
- Explain that you have a hound dog that has the scent of the runaway slaves and the dog could smell any evidence of having hid runaway slaves in their home or wagon.
- If there are African American families in the community, threaten them with being taken as slaves—who will know the difference!

SLAVE CATCHER page 2**Bring props**

- a warrant for an arrest
- chains, toy handcuffs
- dress the part

Responding to the role play

Clearly, this is a very emotional topic, and students will probably have strong feelings about the event. While we want students to have a sense of the risks involved in being part of the Underground Railroad and a community where these kinds of events happened, we also want to be attuned to their feelings and reactions throughout the role-play. The role-play can stop at any time, and the students can move out of role and debrief the experience. Be especially attuned to those who may have personal connections to such events.

It is important for you to participate in the debriefing so that students clearly understand that you were in role, likening the experience to acting and actors. Please share your feelings about playing this role and your perceptions of the students' reactions to your role.

A STATION ON THE UNDERGROUND RAILROAD

Your family is a station in the Underground Railroad but you have stopped assisting because you fear that you would soon be discovered. Not long ago a family of runaway slaves arrived. Family members included a mother, a father, a 14-year-old boy, a 10-year-old girl, and a baby girl about 6 months old. Hiding five people in the root cellar was not easy. The cellar was small and cramped. Further, the baby was sick and cried a lot. You were afraid that the baby's crying was heard by neighbors, and that they were planning to report you to the sheriff.

You know that a slave catcher has been searching for this slave family. He arrived at your home just after the family escaped to the next station. The family was hidden in a false bottom of a wagon loaded with potatoes. The wagon left just before the slave catcher arrived at your home. The family had to crowd together in the false bottom of the wagon. The sick baby was crying making everyone tense and irritable. The dirt from the potatoes fell between the boards of the wagon, covering everyone with dust and grit.

You could smell the fear of being caught. When the slave catcher came to your house, his dogs were leaping about, barking, growling, and sniffing everything. The dogs raced to the door of the root cellar and started to bark. All of you were shaking with fear. The slave catcher looked in the cellar, swore, and then took off down the road riding his horse at a gallop. He shouted to you, "I'll be back and you will pay for helping slaves escape." You immediately cleaned the cellar and tried to air it out. You told neighbors that one of your children was sick, and you had gone searching for the doctor in the middle of the night. You are not so sure that your neighbors believed you as they started asking questions about why you went in a wagon and not on horseback. You are trying to keep your Underground Railroad involvement a secret, but you are scared townspeople have found out about your involvement.

FUGITIVE SLAVE LAW

Fugitive Slave Law

**WANTED:
CITIZENS HELPING
RUNAWAY SLAVES**

Reward!

- **Anyone assisting runaway slaves has broken the law.**
- **You must return slaves to their Southern owners.**
- **Those assisting runaway slaves will be jailed and heavily fined.**
- **If you know of anyone assisting runaway slaves, report him to the sheriff.**

CHATTANOOGA TIMES

Chattanooga Times

300,000 VOLUMES SOLD!

UNCLE TOM'S CABIN*The Greatest Book of the Age*

New York City

The anti-slavery movement has found a voice in a novel titled *Uncle Tom's Cabin*. The 39-year-old novelist, Harriet Beecher Stowe, has created a storm with this new publication. In her book she creates the characters of Uncle Tom, Little Eva, Topsy, and Simon Legree. Her story tells the tragic tale of a devout and selfless slave who rescues a white child. After the rescue, a ruthless slave owner, Simon Legree, sells Uncle Tom. Simon Legree is so angry with Uncle Tom and his Christian virtue that he has the slave flogged to death.

This heartfelt tale has made Mrs. Stowe a voice for the abolitionist movement. Her story first appeared in the journal *National Era* and was then published as a novel. The book has sold 300,000 copies; this is a record number for a novel. Supporters of slavery are upset by the popularity of the book and have written a number of essays in defense of slavery. These essays have been published as a collection titled *The Pro-Slavery Argument*.*

* Daniel, C. ed. (1995) *Chronicle of America*. New York: Dorling Kindersley, p. 359.

** Ibid.

**JOHN BROWN HANGS
FOR HARPERS FERRY**

Charleston, [West] Virginia

Dec 2, 1859

John Brown was hanged today for treason, murder, and conspiring with slaves to rebel against slavery. His attack on the United States arsenal at Harpers Ferry on October 17, 1859, caused several people's deaths including two of his sons. Brown planned to take over the arsenal and then turn the town into a base for a slave uprising.

John Brown was born in Connecticut 59 years ago and became obsessed with freeing the slaves. In an attempt to save his life, some of Brown's supporters stated that he was insane and not responsible for his actions. Nevertheless, he was convicted of his crime and sentenced to death. On the way to the gallows, he handed his jailers a note that stated, "I, John Brown, am now quite certain that the crimes of this guilty land will never be purged away but with blood. I had, as I now think, vainly flattered myself that without very much bloodshed it might be done."

Henry Wadsworth Longfellow wrote, "They are leading old John Brown to execution. This is sowing the wind to reap the whirl-wind, which will soon come."**

BALLOTS

Ballot

President of the United States

Vote for one

- ☐ John Bell, The Constitutional Union Party
- ☐ John C. Breckinridge, Southern Democratic Party
- ☐ Stephen A. Douglas, Northern Democratic Party

Ballot

President of the United States

Vote for one

- ☐ John Bell, The Constitutional Union Party
- ☐ John C. Breckinridge, Southern Democratic Party
- ☐ Stephen A. Douglas, Northern Democratic Party

Ballot

President of the United States

Vote for one

- ☐ John Bell, The Constitutional Union Party
- ☐ John C. Breckinridge, Southern Democratic Party
- ☐ Stephen A. Douglas, Northern Democratic Party

NATIONAL VOTING RESULTS

CANDIDATE	POPULAR VOTE ¹	ELECTORAL VOTE* ²
LINCOLN**	1,865,908	180
BRECKINRIDGE	848,019	72
BELL***	590,901	39
DOUGLAS	1,380,202	12

Electoral Votes

*** The Electoral College system was created by the framers of the Constitution because they did not believe the common man was educated enough to elect the President. During this time, electors who were considered educated were white male landowners, who voted based on personal preference. Each state is allotted a number of electors equal to the number of its senators and representatives. The number of representatives per state is based upon the state's population. The candidate who wins the most votes in a state receives all the state's electoral votes. This is known as the "winner takes all" rule. A candidate must win a majority of electoral votes in order to become president.**

**** All of Lincoln's electoral votes came from northern states; most of the popular votes came from the northern states.**

***** Bell won the most votes in Tennessee.**

¹ Daniel, C. ed. (1995). *Chronicle of America*. New York: Darling Kindersley, p. 363

² Ibid. p. 364

READ FOR INFORMATION: CHATTANOOGA TIMES

Chattanooga Times

*South Carolina
Secedes from Union***UNION DISSOLVED!**

Charleston, SC, December 20, 1860

As crowds milled about outside, South Carolina political leaders met in St. Andrew's Hall on Meeting Street today and in just 22 minutes, voted to secede from the Union....

Word rapidly spread that the state, which became part of the Union in 1788, had now voted to leave it, the first state in the pro-slavery Cotton Belt to do so. Cannons roared at the Citadel. Bells chimed in the church steeples. The crowds cheered in approval and marched through the city.

South Carolina's move was not unexpected, although the outgoing President Buchanan had sought through much of his term to heal the breach that had been developing over the slavery issue. Just a few weeks ago, the President declared that the states have no legal right to secede. However, in an attempt to appease the angry Southerners, he had refused to reinforce federal troops at nearby Fort Moultrie. Buchanan's stand had resulted in the resignation of his Secretary of State, Lewis Cass.

Fanning the flames of a potential secession by the Cotton Belt states was the election last month of Abraham Lincoln, an Illinois Republican and an outspoken foe of slavery. A split aided his victory over the slavery issue in the Democratic Party.*

**ONE BY ONE,
STATES JOIN
CONFEDERACY**

Tennessee, June 8, 1861

Voters endorsed Tennessee's secession from the Union today, making it the 11th state to join the Confederacy, though the state remains sharply divided. Sentiment in eastern Tennessee counties is strongly pro-Union. Jefferson Davis, the acting president of the Confederacy, now heads a government of four border states and seven Deep South states. Fiery South Carolina led the way last December 20, shortly after Abraham Lincoln was elected President. Mississippi followed this January 9. Twelve days later, Davis resigned from the United States Senate, predicting a war "the likes of which men have not seen." By early March, five other Deep South states had seceded: Florida on January 10, Alabama on January 11, Georgia on January 19, Louisiana on January 26, and Texas on March 2. There was opposition in every state, but it was silenced by those called "fire-eaters" who were bent on secession. Virginia, the mother commonwealth, reluctantly seceded on April 17. It was joined by Arkansas on May 6 and North Carolina on May 20. Tennessee made the Confederacy complete with its vote today.

Davis, a native of Mississippi... was elected acting president of the Confederacy.... The Confederate capital was moved from Montgomery [Alabama] to Richmond, Virginia, last month.**

* Daniel, C. ed. (1995) *Chronicle of America*. New York: Dorling Kindersley, p. 359.

** Ibid., p. 364.

REV. MCCALLIE'S ACCOUNT OF EVENTS*

*During the winter of 1860 and 1861 was a time of great **political ferment**. In December 1860, South Carolina had seceded from the Union and as the winter rolled away one state after another went out till seven states had separated themselves from the old Federal Union. It was a time when men thought fast, and rapid changes were taking place in the minds of the people....*

*In April 1861, the Civil War began....I could not approve of **secession**. I did not believe in the **doctrine**. I did not believe that any state when **aggrieved** had the right to secede....My judgment was that the whole movement for a separate and independent government here in the South was a blunder and a mistake. My sympathies were with the South. They were my people. This was my home. I loved my state and Southern people. I felt that their leader had made a most woeful mistake; that they never should have seceded but should have stayed in the Union and depended on the justice of their cause in the courts of the country for the **adjudication** of every case and for relief from all oppression. I felt also that our true policy would have been to give up slavery and take away the **bone of contention**, rather than by holding on to it and seceding to have brought our country to a stupendous war.*

political ferment:	excitement related to government issues
secession:	a formal withdrawal from something
doctrine:	what is taught as a belief
aggrieve:	to cause grief or trouble; to treat unjustly
subversive:	to cause destruction
adjudication:	passing judgment
bone of contention:	an expression meaning the subject of disagreement

* Rev. T. H. McCallie, *An Early Family Record: The McCallie Family in Tennessee*. Unpublished manuscript, pp. 25–27.

MARTIAL LAW BROADSIDE

*By order of Colonel Wood
of the Seventh Alabama Regiment,
Confederate Army*

**As of this day,
November 16, 1861,
Chattanooga is under martial law;
all orders given by the military must
be obeyed by the townspeople.**

**No one is allowed to
leave the town;
the railroads and roads
in and out of town are guarded.**

No one can leave.

**Those supporting
the Union will be arrested.**



UNIT QUESTIONS FOR REVIEW

DISCUSSING A NATION DIVIDED

Lead a discussion that reinforces the concepts and generalizations taught throughout this unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.

- ❓ Why did slavery cause the nation to be divided?
- ❓ How were the North and South regions of the United States different?
- ❓ Do you think the United States could have done away with slavery without going to war? What could the nation have done?
- ❓ Why were people willing to risk their lives to travel on the Underground Railroad? If you had lived at that time, would you have helped people escape on the Underground Railroad? Why or why not?
- ❓ What were the challenges of living in a community in the midst of a war?
- ❓ Thinking about Chattanooga during the war, what is it like for people in other regions of the world today who are faced with similar circumstances?
- ❓ Why is it important to understand these events of our past for living in today's world?

REFLECTING ON A NATION DIVIDED

Students need time to reflect on their experiences and their progress through this unit. Have them respond to questions like these.

- What have I learned about life in the 1860s and the events that led to the Civil War?
- What was the most surprising thing I learned?
- What is the best work I did? Why was it good?
- What work could I have done better? How could I have done it better?
- What did I like most about working with others? How will these skills help me in the future?

The following synthesis activities offer your students the opportunity to demonstrate what they have learned in this unit. These activities are also a powerful assessment tool for you because they're multimodal. They allow for variances in students' abilities as learners. These activities also allow you to assess students on a variety of subjects on a number of different levels.



SYNTHESIS ACTIVITIES

Each synthesis activity is followed by Criteria for Assessment.

1. CREATE A PHOTO ALBUM

Activity

Using a variety of resources, locate and select (copy) photographs of six Civil War events that you believe are significant to this Storypath. Write captions for each of the photos that explain its significance. Also, include at least three additional photos that show evidence of how people lived. Include captions for these pictures as well. Organize your album in a logical way and be sure information is accurately and carefully prepared. Also, list where you found the photographs. Make a title page for your album.

Criteria for Assessment

Learning objectives are demonstrated if the album

- has at least six events that are significant to this period;
- has at least three photos that show evidence of how people lived;
- includes captions that explain the photos' significance;
- is logically sequenced, well organized, and carefully prepared;
- includes a list of sources for the photos; and
- demonstrates correct grammar and mechanics of English.

2. ANALYSIS OF A CURRENT EVENT

Activity

Locate a current event in the news that you believe has similarities to **some** of the events that happened in the Storypath.

- Copy the current event.
- Answer the following questions:
 1. Why is this event important?
 2. What is the conflict?
 3. How are people responding to the conflict?
 4. What injustices have been identified?
- List at least three similarities from this current event to the Storypath.
- Write a paragraph offering suggestions for what the people involved in the conflict should do. Base your suggestions on what you have learned from the events of the Storypath.

Criteria for Assessment

Learning objectives are demonstrated if the assignment

- demonstrates understanding of the current event by correctly answering all four questions;
- identifies three similarities to the events of *A Nation Divided Storypath*;
- includes at least one suggestion to the people involved in the current event that reflect an understanding of events leading to the Civil War, the conflict itself, or how people responded to the events of the time;
- provides evidence of the ability to infer cause and effect in the current event;
- is logically sequenced, well organized, and carefully prepared; and
- demonstrates correct grammar and mechanics of English.

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Synthesis 1	Synthesis 2
Critical Thinking											
Demonstrate an understanding of how people interact with their physical environment and social conditions.	Identify ways people lived and worked in a small Tennessee town in the 1850s.	•								•	•
	Create a community of families based on the setting and historical information.		•								
Identify how family, groups, and community influence the individual.	Identify how families interacted with each other related to life in the home and their businesses.		•								
Identify ways different societies and cultures address similar human needs and concerns.	Identify how people in the 1860s lived and worked in their environment.			•						•	•
	Identify how events of the time influenced people's beliefs about slavery and other issues.			•							
History											
Cite examples of how people in different times and places view the world.	Examine the Underground Railroad system and its effect on a community.				•						
	Explain how the Underground Railroad might have affected families.				•						
	Explain how the presidential candidates represented differing viewpoints.					•					
Identify examples of change and cause-and-effect relationships.	Explain how families might have responded to secession.						•			•	
	Examine the moral questions related to the issues of slavery and unionism.					•				•	
	Examine the costs of war to individuals, families, and communities. Examine the moral questions related to secession and civil war.						•			•	•
	Examine the causes and effects of historical events in the 1800s.			•						•	
	Examine the causes and effects of the Civil War.						•	•	•	•	
	Explain how families might have responded to the occupation of the army and siege.							•		•	•
	Examine the moral questions related to slavery and the Civil War.				•			•	•	•	

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Synthesis 1	Synthesis 2
Government											
Recognize and give examples of tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.	Examine government in terms of how leaders are elected.					●				●	●
Examine the rights and responsibilities of individuals in relation to groups, communities, and society.	Recognize the tensions that exist between the wants and needs of various groups as they relate to fairness, equity, and justice.					●				●	●
Geography											
Identify how people create environments that reflect ideas, personality, culture, wants, and needs in their community.	Examine how the physical environment affected the development of the town.	●									
Examine the interactions of people with their environment and changes that occur over time.	Explain how the environment—time and place—affected the conditions in which people lived.			●							
Social Skills											
Organize, plan, make decisions, and take action in group settings.	Organize, plan, and make decisions while creating the setting with a group.	●									
	Organize, plan, and make decisions while creating characters.		●								
Work with others to decide on an appropriate course of action.	Make decisions and take action in the characters' family and community settings.						●	●	●		
Persuade, compromise, debate, and negotiate in the resolution of conflicts and problems.	Work with others to plan and organize a community monument and ceremony.								●		

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Synthesis 1	Synthesis 2
Critical Thinking											
Organize ideas in new ways.	Organize ideas from class discussion in new ways and apply those ideas to the setting.	●								●	
	Organize ideas from class discussion in new ways to create unique characters.		●								
	Organize ideas from class discussions and research in new ways to write a report.			●						●	●
	Organize ideas from the Storypath and class discussion in new ways to plan the ceremony.								●		
Use criteria to make judgments through such processes as appraising ideas, considering points of view, and evaluating statements or positions on issues.	Identify criteria for a quality report.			●							
	Use criteria to make judgments about the secession and the war.						●				
Define issues or problems and consider alternatives and then make a decision based on evaluation of alternatives.	Define issues or problems that might arise from events of this time.				●	●	●	●	●	●	●
	Examine the events from different points of view.				●	●	●	●	●	●	●
Civic Competence											
Identify examples of freedoms, rights, and responsibilities of citizens.	Explain how freedoms, rights, and responsibilities related to the laws of slavery.				●					●	●
Identify and practice selected forms of civic discussion and participation.	Decide how people's actions can influence policy decisions; recognize and evaluate the formal and informal actions that influence and shape the response to slavery.				●					●	●
Explain actions citizens can take to influence public policy decisions; recognize and evaluate the variety of formal and informal actions that influence and shape public policy.	Identify the freedoms, rights, and responsibilities of people in the 1860s.					●					
	Participate in civic discussion and participation. Discuss the actions citizens can take to influence public policy.					●					
	Identify examples of freedoms, rights, and responsibilities of citizens related to events leading to secession and civil war.						●	●			
	Explain actions that citizens can take to influence public policy decisions and examine the ethical and moral dimensions of such actions.						●			●	●
	Practice civic discussion and participation in town meetings.							●			
	Explain how the "common good" can be strengthened when citizens are faced with tragic circumstances.							●			

OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Synthesis 1	Synthesis 2
Literacy											
Communicate ideas clearly and effectively.	Use spoken, written, and visual language to understand time and place.	•								•	•
Use communication strategies and skills to work effectively with others.	Use specialized vocabulary to understand and communicate geographical and historical concepts.	•								•	•
Analyze and evaluate the effectiveness of formal and informal communication.	Present characters to the class; listen actively and take notes during oral presentations.		•								
	Read for information.			•	•	•	•	•		•	•
Write in a variety of forms for different audiences and purposes.	Write to describe the risks involved in participating in the Underground Railroad.				•						
Understand and use the steps of the writing process.	Write to reflect on the presidential election results.					•					
Analyze and evaluate the effectiveness of written work.	Write to describe the secession and onset of war.						•			•	
	Write to reflect on the war.							•		•	
Understand and use different skills and strategies to read.	Conduct research, take notes, draft, edit, and write a report.			•						•	•
Understand the meaning of what is read.	Present oral reports to the class to share information.			•							
Read different materials for a variety of purposes.	Listen actively to and take notes during oral presentations.			•							
Use listening and observation skills to gain understanding.	Listen for information.								•		

HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the CD provides a quick reminder for students to use as they work with the slides. These Reading Tips cover strategies that are especially effective for reading and understanding nonfiction text:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Scanning for specific information
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content Slide Sets suggest applicable strategies that the students will need to use on their own.

READING MINI-LESSON FRAMEWORK

1. Describe the strategy, explaining when and why readers use it. Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.

2. Model the steps as you “think aloud” with a sample text. Demonstrate how you would use each strategy, using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete for developing readers. Language that will help you includes the following:

- “I think about what I already know...”
- “When I look for the main idea, I...”
- “Here is a clue that will help me...”
- “That makes me think...”

3. Guide students to apply these steps as they read during the unit. Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try out the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.

4. Assess students’ progress. Students’ independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

BACKGROUND INFORMATION

UNDERSTANDING THE SOUTH'S SECESSION

The events leading to the Civil War are complex and often misunderstood. In researching this Storypath topic over a period of fifteen years, many documents and scholars were consulted in preparation of the materials. As you begin to teach this Storypath, there are a number of “big ideas” that are important for students to understand:

1. South Carolina seceded because it wanted to maintain slavery. The states that followed, in primary documents—speeches, the Confederate and state constitutions, and other primary documents—are clear on this principal motivation for secession. James W. Loewen and Edward H. Sebesta provide extensive documentation to support this statement in *The Confederate and Neo-Confederate Reader, The “Great Truth” about the “Lost Cause”*. Also see, Charles Dew, *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War*.*
2. The southern states argued that a strong federal government was important to uphold the Constitution. For example, South Carolina wanted the federal government to uphold the Fugitive Slave Law because it “...allowed slave-hunters to seize alleged fugitive slaves without due process of law and prohibited anyone from aiding escaped fugitives or obstructing their recovery. Because it was often presumed that a black person was a slave, the law threatened the safety of all blacks, slave and free, and forced many Northerners to become more defiant in their support of fugitives.”** As greater numbers of people helped slaves escape, many Southerners called on the federal government to uphold the law. Of course the Abolitionists worked to undermine this law creating additional tensions in the North and South.
3. The election of President Lincoln triggered secession because of his opposition to slavery. In the Lincoln-Douglas debates, Lincoln stated:

It is the eternal struggle between two principles—right and wrong—throughout the world.... It is the same spirit that says “You toil and work and earn bread—and I’ll eat it.” No matter what in shape it comes, whether from the mouth of a king who seeks to bestride the people of his own nation and live by the fruit of their labor, or from

* Loewen, J.W. & Sebesta, E.H. (2010). *The Confederate and Neo-Confederate Reader, The “Great Truth” about the “Lost Cause.”* Jackson, MS: University Press of Mississippi. Dew, C.B. (2001). *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War*. Charlottesville, VA: University of Virginia Press.

** African American Odyssey. (n.d.). *Abolition, Anti-Slavery Movements, and the Rise of the Sectional Controversy*. Retrieved from: <http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart3b.html>.

one race of men as an apology for enslaving another race, it is the same tyrannical principle.***

This statement is documented in Loewen and Sebesta's book cited above.

UNDERSTANDING CHATTANOOGANS' VIEW OF THE 1860 ELECTION AND SECESSION

Abraham Lincoln, March 4, 1861, From His First Inaugural Address:

In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. The Government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the Government, while I shall have the most solemn one to preserve, protect, and defend it.

I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained it must not break our bonds of affection. The **mystic chords of memory**, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature. [Bold added]

Among the reasons that Chattanooga were so resistant to secession was a strong identification with Andrew Jackson and Jacksonian Democracy, characterized by intense self-determination but strong Unionism (as evidenced in the Nullification Crisis of 1832).... [At the time] Tennesseans were far less divided on the question of the Union than they were on the question of slavery. Many pro-slavery Tennesseans were reluctant to leave the Union simply because of what Lincoln referred to as the "mystic chords of memory." In the election of 1860, John Bell carries the state because he, in fact, makes this kind of appeal as noted in Lincoln's first inaugural address. In fact, if not for the manipulations of Tennessee Governor Isham Harris, Tennessee might not have seceded at all.****

***Lincoln, Abraham; Douglas, Stephen; Nicolay, John G., ed; Hay, John, ed. 'The Seventh and Last Joint Debate, at Alton, Illinois, October 15, 1858' in *The Complete Works of Abraham Lincoln*, v. 5. New York: Francis D. Tandy Company, 1894, 1894. Retrieved from: <http://lincoln.lib.niu.edu/cgi-bin/philologic/getobject.pl?c.4617:2:0:-1:43.lincoln.87882.87886.87891.87895.87900.87904.87909>.

**** Robert Stinson, personal communication, January 19, 2012. See Isham Harris (1818–97) Governor of Tennessee, "Message to the Legislature," January 7, 1861, in Loewen, J.W. & Sebesta, E.H. (2010). *The Confederate and Neo-Confederate Reader, The "Great Truth" about the "Lost Cause."*, Jackson, MS: University Press of Mississippi, pp. 160–165. Loewen and Sebesta provide extensive commentary on the primary documents. Also see Dew, C.B. (2001). *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War*. Charlottesville, VA: University of Virginia Press. An excellent synopsis of the discussions and productions of the Southern secession conventions.

To provide further historical context for the sentiments of East Tennessean, Evans makes the following case:

Most of the citizens of East Tennessee were intensely loyal to the Union. Many had followed the Union flag to Mexico and some had fought under it against the Indians at Horseshoe Bend. All were proud of their grandfathers in fighting the British and Indians during the Revolution. Most of the men were members of the Democratic political party and proud that they had helped put Andrew Jackson, one of their own, in the White House. They shared Jackson's respect for a strong central government and were pleased at his harsh treatment of South Carolina's attempts at nullification in the name of states' rights. They had also used poke berries to dye the manes and tails of their horses red to show their support for James K. Polk in his race for the presidency. The opening wedge that came between the people of the valley was the fact that while most were proud to be loyal to the country represented by the old Union, some began to long for the greater freedom promised by a new country. The name of the wedge was 'secession.'^{*}

Small farms of East Tennessee produced little cash and farmers worked hard to make ends meet. There was a general dislike for the wealthy plantation owners, and East Tennesseans did not want the Union to dissolve or a war to defend slavery. The view was that the issue of slavery was a problem for the plantation owners to solve. That is not to say that everyone held the same views. The *Chattanooga Advertiser* in an editorial on December 22, 1859, stated, "All of us hold and all of us desire as far as practicable to become commercially independent of the North." Thus, the views varied and had much to do with one's self interest and personal circumstances. Nevertheless, Unionism was a strong force and eventually divided the community as the war got underway.

Other helpful resources on this topic include:

- Gallagher, G.W. (2008). *Causes Won, Lost, & Forgotten: How Hollywood and Popular Art Shape What We Know about the Civil War*. Chapel Hill, NC: University of North Carolina Press. An excellent historical survey of Civil War memory and understandings through the lens of popular culture; Gallagher documents how, by the turn of the 20th century, popular culture had overwhelmingly embraced the Lost Cause interpretation of the Civil War.

^{*} Evans, E.R. (2009). *Struggle on the Hiwassee: The Civil War in Tennessee: Charleston, Calhoun, and the surrounding area*. Cleveland, TN: American Printing Services, p.15.

- Gallagher, G.W., and Nolan, A.T., ed. (2010). *The Myth of the Lost Cause and Civil War History*. Bloomington, IN: Indiana University Press. A collection of essays by leading historians on the emergence of the Lost Cause myth in the immediate aftermath of the Civil War.
- Hague, E., Beirich, H., Sebesta, E., ed. (2008). *Neo-Confederacy: A Critical Introduction*. Austin, TX: University of Texas Press. A comprehensive (though seemingly agenda-driven) analysis of the social ramifications of the modern Neo-Confederate movement.

THE MILITARY SIGNIFICANCE OF CHATTANOOGA

Chattanooga was known as the “Gateway to the Deep South,” thus its military significance was critical to both the Union and Confederate armies. The crossroads of the rail system made it strategically important in the war. Prior to the start of the war, Chattanooga had become a hub of rail travel in the South with rail lines to the north and Middle West via Nashville; to the western states via Memphis; to the South and southern seaboard via Atlanta; and to Richmond and the North Atlantic States via Knoxville. Both armies understood its strategic position, and as noted in an editorial of the *Richmond Dispatch*, “If that country be given up and East Tennessee in consequence lost, the empire of the South is cut in twain, and we become a fragmentary organization, fighting in scattered and segregated localities, for a course which can no longer boast the important attribute of geographical unity.”**

Farms and factories in middle Tennessee, north and central Georgia, and north and central Alabama were, by mid-war, feeding and supplying troops in Northern Virginia; making control of the city vital to the outcome of the war. East Tennessee supplied wheat, corn, hay, beef, pork, bacon, horses, and mules to the troops that occupied the region as well as shipping large quantities of provisions to other Confederate troops.

President Lincoln understood its importance when he wrote:

WASHINGTON, D. C., June 30, 1862.

Major-General HALLECK, Corinth, Miss:

Would be very glad of 25,000 infantry—no artillery or cavalry; but please do not send a man if it endangers any place you deem important to hold or if it forces you to give up or weaken or delay the expedition against Chattanooga. To take and hold the railroad at or east of Cleveland, in East Tennessee, I think fully as important as the taking and holding of Richmond.

A. LINCOLN.***

** Frank Moore, ed., *The Rebellion Record*, III, pp. 7–8. Cited in Govan, G.E. and Livingood, J.W. *The Chattanooga Country: 1540–1951*. New York, NY: E.P. Dutton & Company, Inc., 1952, p. 186.

*** Official Records of the War of the Rebellion.

Thus, the Confederate victory at Chickamauga (September 19–20, 1863) inspired hope for the South especially so after the defeats at Gettysburg and Vicksburg in July of that year. However, in November, the Union victory in the Battle of Chattanooga dealt a vital blow to the South. Lincoln wrote Maj. Gen. William S. Rosecrans, “If we can hold Chattanooga and East Tennessee, I think the rebellion must dwindle and die. I think you and [General] Bumside can do this, and hence doing so is your main object.”* This turned the war and led to General William Tecumseh Sherman’s “March to the Sea” across Georgia leading to end of the war. On April 9, 1865, General Robert E. Lee surrendered to Lieutenant General Ulysses S. Grant at Appomattox, Virginia.

* “The Importance of Chattanooga in the Civil War,” retrieved from http://www.hctgs.org/Military/importance_of_chattanooga.htm

ADDITIONAL RESOURCES

REFERENCES

Baumgartner, R.A., and Strayer, L.M. *Echoes of Battle: The Struggle for Chattanooga*. Huntington, WV: Blue Acorn Press. 1996.

Primary source accounts of the actions in and around Chattanooga in 1863.

Bergeron, Paul H., et al. *Tennesseans and their History*. Knoxville: University of Tennessee Press, 1999.

This book synthesizes Tennessee history. Striking a balance of social, economic, and political perspectives, it moves from frontier times to early statehood, antebellum society through the Civil War to Reconstruction, and establishes Tennessee's place in the New South and in the present.

Corlew, Robert E. *Tennessee: A Short History*. Knoxville: University of Tennessee Press, 1981.

A general survey of Tennessee history from the earliest settlements to the present.

Daniel, Clifton, and John W. Kirshon, eds. *Chronicle of America*. New York, NY: Dorling Kindersley, 1997.

Provides pictures and text of events in American history. Provides context for examining historical events.

Davis, Kenneth C. *Don't Know Much about the Civil War*. New York, NY: William Morrow and Company, 1996.

An excellent resource about events surrounding the Civil War, including lots of primary documents.

Davis, Sam Elliott. *Isam G. Harris of Tennessee: Confederate Governor and United States Senator*. Baton Rouge, LA: Louisiana State University Press. 2010.

The definitive biography of Gov. Harris; discusses, in detail, Harris's struggle to lead a secession movement in spite of the opposition of pro-Unionists in East Tennessee.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass: An American Slave*. New York, NY: Laurel, 1997.

Douglass recounts his life as a slave and his escape to freedom. As a primary document, this book provides insight into life at that time. The book was originally published in 1845, so Douglass doesn't fully explain how he escaped from slavery. Reading selected segments to students about conditions of slaves can supplement this unit.

Evans, E. Raymond. *Struggle on the Hiwassee: The Civil War in Tennessee: Charleston, Calhoun, and surrounding area*. Cleveland, TN: American Printing Services. 2009.

An excellent account of the military events in Eastern Tennessee.

Govan, Gilbert E. and James W. Livingood. *The Chattanooga Country: 1540-1951*. New York, NY: E.P. Dutton & Company, 1952.

Provides an extensive overview of Chattanooga, with primary sources throughout.

Hankens, Caneta S. *Chattanooga, Tennessee: Train Town*. Teaching with Historic Places, Amawalk, NY: Jackdaw Publications.

Examines Chattanooga geography and the railway system, and how they affected the city's development in the mid-19th century.

Hansen, Joyce. *Between Two Fires: Black Soldiers in the Civil War*. New York: Franklin Watts, 1993.

Describes the recruitment, training, and struggles of African American soldiers in the Civil War.

Hoobler, James A. *Cities Under the Gun: Images of Occupied Nashville and Chattanooga*. Nashville, TN: Rutledge Hill Press, 1986.

Provides a photographic view of Chattanooga and Nashville during the Civil War—landscapes, businesses, homes, and occupations.

Meltzer, Milton, ed. *Voices of the Civil War: A Documentary History of the Great American Conflict*. New York: Crowell, 1989.

Provides primary documents that recount the events of the Civil War.

United States War Department. *The War of the Rebellion: A Compilation of the Official Records of the Union and Confederate Armies*. Washington, DC: U.S. Government Printing Office. 1880-1901.

The most authoritative collection of primary source documentation relating to the Civil War.

Woodworth, Steven E. *This Grand Spectacle: The Battle of Chattanooga*. Abilene, TX: McWhiney Foundation Press. 1999.

A highly readable, non-technical survey of the Battles for Chattanooga.

Woodworth, Steven E. *Cultures in Conflict: The American Civil War*. Westport, CT: Greenwood Press. 2000.

One of the most authoritative resources on the lives of common citizens and soldiers in the North and South.

REFERENCES FOR STUDENTS

Chang, Ina. *A Separate Battle: Women and the Civil War*. New York: Penguin, 1991.

A history of the American Civil War with emphasis on women.

Clinton, Catherine. *Life in Civil War America*. Eastern National Park and Monument Association, 1996.

An excellent nonfiction resource to supplement this unit. Many photos and drawings provide primary documents for student research. Includes examples of broadsides.

Durrant, Lynda. *My Last Skirt: The Story of Jennie Hodgers, Union Soldier*. New York: Clarion Books, 2006.

Enjoying the freedom afforded her while dressing as a boy in order to earn higher pay after emigrating from Ireland, Jennie Hodgers serves in the 95th Illinois Infantry as Private Albert Cashier, a Union soldier in the American Civil War.

Ernst, Kathleen. *Hearts of Stone*. New York: Dutton Children's Books, 2006.

Orphaned when her father dies fighting for the Union and her mother from exhaustion, fifteen-year-old Hannah struggles to find a way for her family to survive during the Civil War in Tennessee.

Fleischman, Paul. *Bull Run*. New York, NY: Harper Collins Children's Books, 1993.

Northerners and Southerners who were at the battle of Bull Run, and civilians whose loved ones participated in the battle, recount the glory, horror, and disillusionment of the battle.

Fletcher, Susan. *Dadblamed Union Army Cow*. Cambridge, MA: Candlewick Press, 2007.

The humorous true story of a cow that followed her master into the Union Army, refusing to go home.

Gay, Kathlyn and Martin Gay. *Civil War*. New York: Twenty-First Century Books. 1995.

Provides lots of interesting information about the war.

Hakim, Joy. *War, Terrible War*. New York: Oxford University Press, 2006.

Provides personal anecdotes and other information about this time period. Very readable.

Hansen, Joyce. *I Thought My Soul Would Rise and Fly: The Diary of Patsy, a Freed Girl*. New York: Scholastic, 1997.

Twelve-year-old Patsy keeps a diary of the ripe, but confusing, time following the end of the Civil War, and the granting of freedom to former slaves.

Hansen, Joyce. *Out From This Place*, New York: Walker, 1988.

A fourteen-year-old black girl tries to find a fellow ex-slave, who joined the Union army during the Civil War, during the confusing times after the emancipation of the slaves.

Hansen, Joyce. *Which Way Freedom?* New York: Avon Books, 1986.

Sequel to *Out From This Place*. Obi escapes from slavery during the Civil War, joins a black Union regiment, and soon becomes involved in the bloody fighting at Fort Pillow, Tennessee.

Katz, William Loren. *Breaking the Chains: African-American Slave Resistance*, New York: Atheneum, 1990.

Describes slavery in the United States, the harsh conditions under which slaves lived, the active and passive resistance with which they fought for their rights, the revolts, and the involvement of slaves in the Civil War.

Kidd, Ronald. *Family Under Fire: A Story of the Civil War*. Chattanooga, TN: Chattanooga Regional History Museum, 1995.

An excellent book to read during Episodes 6 and 7. Based in Chattanooga, the story tells of a young boy and his sister who experience a Civil War battle in their town.

McCully, Emily Arnold. *Bobbin Girl*. New York, NY: Viking Penguin, 1996.

Good read-aloud book. Describes the life of a young mill worker in Lowell, MA.

Mettger, Zak. *Till Victory Is Won: Black Soldiers in the Civil War*. New York: Dutton Children's Books, 1994.

A look at the African American contribution to the Union's side of the American Civil War. Includes manual labor and combat, and how participating changed their expectations after the conflict.

Paulsen, Gary. *Soldier's Heart: A Novel of the Civil War*. New York: Delacourte Press, 1998.

Eager to enlist, fifteen-year-old Charley has a change of heart after experiencing both the physical horrors and mental anguish of Civil War combat.

Peck, Richard. *A River Between Us*. New York: Penguin, 2003.

In 1861, just as the Civil War is breaking out, Tilly's mother takes in two women as boarders. Fifteen-year-old Tilly enters on a series of mysteries and revelations about the women and their identities, and sets out to find her sick brother.

Polacco, Patricia. *Pink y Say (Pink and Say)*. New York, NY: Lectorum Publications, 1997.

Say Curtis describes his meeting with Pinkus Aylee, a black soldier, and their capture by Southern troops.

Ray, Delia. *Behind the Blue and Gray: A Soldier's Life in the Civil War*. New York, NY: Lodestar Books, 1991. Recounts the war with photographs and text.

Rinaldi, Ann. *In My Father's House*, New York: Scholastic, 1993.

Follows the life of southerner Oscie Mason from 7 to 20 years old as she experiences the American Civil War and feels emotional and moral confusion about the divisions between the North and the South.

Thomas, Velma Maia. *Lest We Forget: The Passage from Africa to Slavery and Emancipation*. New York, NY: Crown Trade Paperbacks, Inc., 1997.

A three-dimensional presentation about the passage from Africa to slavery, and finally emancipation. Contains many primary documents that may be difficult to read, but the three dimensional aspect will be engaging for students.

Wells, Rosemary. *Red Moon at Sharpsburg*, New York: Penguin, 2007.

As the Civil War breaks out, India, a young Southern girl, summons her sharp intelligence and the courage she didn't know she had to survive the war that threatens to destroy her family, her Virginia home, and the only life she has ever known.

Windrow, Martin. *The Civil War Rifleman*. New York, NY: Franklin Watts. 1985.

A comprehensive look at the life of a rifleman and the methods of war during this time.

MULTIMEDIA

Web Sites

American Civil War Home Page

<http://sunsite.utk.edu/civil-war/>

The Battles for Chattanooga Museum

<http://www.battlesforchattanooga.com/open.html>

Gettysburg Address

<http://lcweb.loc.gov/exhibits/gadd>

The Gilder-Lehrman Institute of American History

<http://www.gilderlehrman.org/teachers/>

The History Place

<http://www.historyplace.com/>

Library of Congress American Memory: Selected Civil War Photographs and Timeline

<http://memory.loc.gov/ammem/cwphtml/cwphome.html>

National Archives' Teaching with Documents

<http://www.archives.gov/education/lessons/brady-photos/>

The United States Civil War Center

Civil War Collections & the Civil War Book Review

<http://www.cwc.lsu.edu>

The Valley of the Shadow: Two Communities in the American Civil War

<http://jefferson.village.virginia.edu/vshadow2/choosepart.html>

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What was Chattanooga like in 1859?



SET 1

SLIDE 1

◀ View of Chattanooga, Tennessee from the North Side of the Tennessee River



1. Look at the sketch of Chattanooga. What do you notice about the town? (*understanding visuals*)

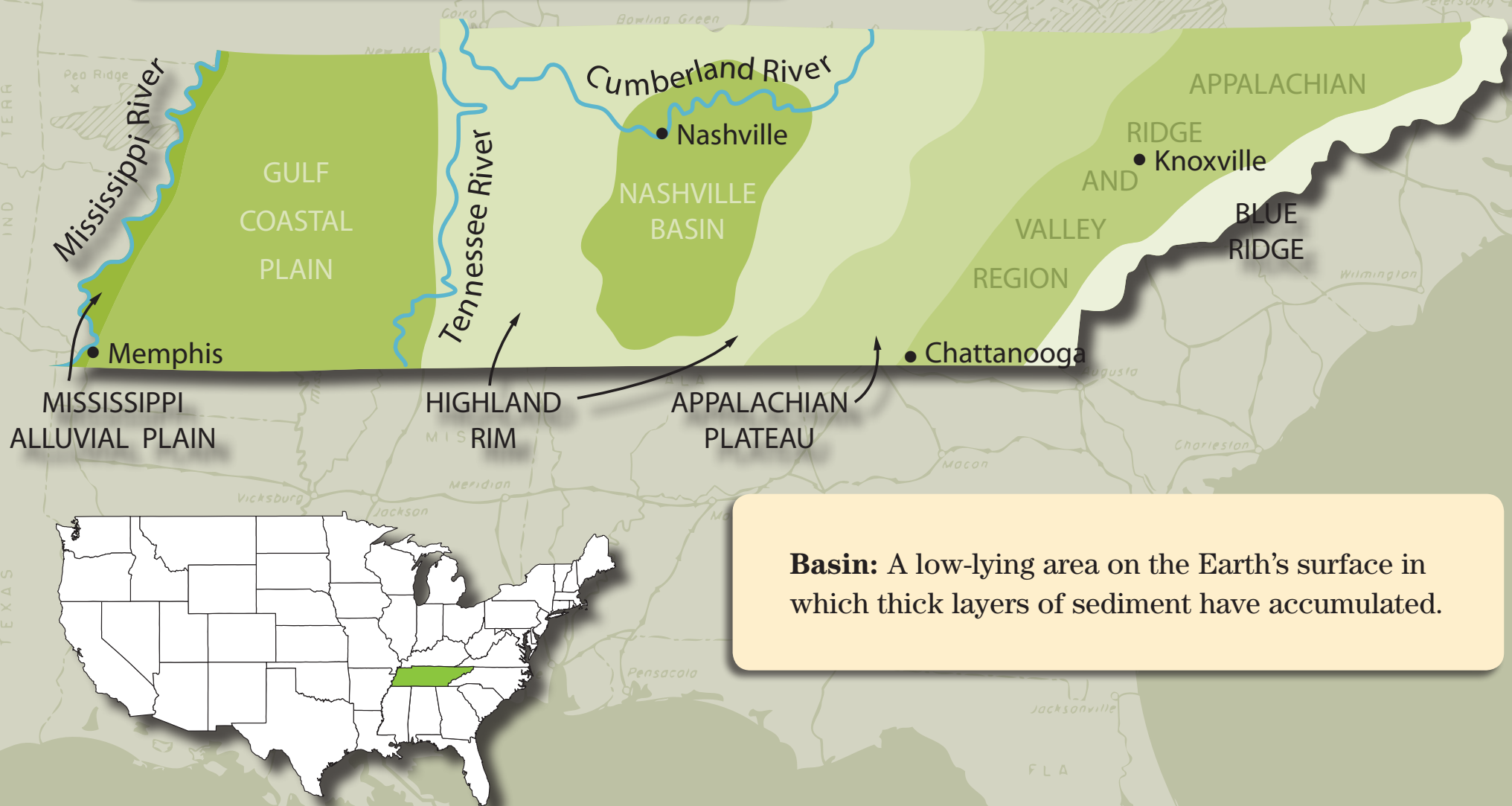
Geographical Regions of Tennessee



SET 1

SLIDE 2

Alluvial plain: A level or gently sloping surface made by sediments from rivers or streams, generally during flooding.



Basin: A low-lying area on the Earth's surface in which thick layers of sediment have accumulated.



SET 1

SLIDE 3

Chattanooga, circa 1860



The Chickamauga, a band of the Cherokee Indians, lived in this region of Tennessee. The Chickamauga were conquered in 1794 and as a result moved west, thus opening up land for white settlers.

2. What geographic features can you identify on the map? *(understanding visuals)*
3. Why do you think the location of Chattanooga would make it a good place for businesses? *(understanding visuals, making inferences)*



SET 1

SLIDE 4

Primary Source

T. H. McCallie moved with his family to Chattanooga when he was a small boy. In his autobiography, he describes his early memories of Chattanooga.

My father owned about 25 acres of land in immediate connection with his house. Soon we had fine orchards of peaches, apples, plums, quinces, a fine, large garden and an abundance of small fruits, though at that early day the strawberry was not cultivated for family use. It grew wild in the fields, and we always counted it a high day when we were permitted to go out to the foot of the Missionary Ridge and gather strawberries in their season.

My father had a large stable with stalls for horses; a cow shed with stalls for eight or 10 cows, and cribs that would hold 1500 bushels of corn. Every winter these cribs were filled to bursting with corn from off bottom lands or the river. This was fed to the horses, cows, and hogs. My father generally fattened from 12 to 20 hogs every fall and winter and stored the meat up in his smokehouse. If we had put up less than 3500 to 4500 pounds of bacon, we would have thought we were going to starve.

—from *An Early Family Record: The McCallie Family in Tennessee*.

4. Do you think McCallie's family was "well-to-do"? Why or why not? (making inferences)

An illustration of various pieces of tinware, including a large bucket, a smaller bucket, a teapot, a mug, a bowl, and a small cup, arranged on a dark surface.

TO RETAIL AT THE ASTONISHING LOW PRICE OF \$1.00.
A complete Kitchen Outfit, combining the most useful and every day Articles. War-
ranted not to leak and made from Special Tin Plate imported for our use.

Will please your Customers, and if sold in the regular way you will realize
\$1.50 A SET OR \$18 00 A CASE.

12 Sets of 10 pieces to the Set of Fire-proof Bottom Ware.
One Set contains the following articles, which can be sold for \$1.00 per Set.

- 1 12-quart Patent Bottom Dish Pan,
 - 1 10-quart Patent Bottom Open or Flaring Water or Milk Bucket.
 - 1 2 quart Patent Fire-proof Whistle Coffee Pot,
 - 1 1-quart Patent Graduating Measure, new style,
 - 1 Metal Handle Picnic Mug,
 - 1 Stamped 11½ inch Wash Bowl,
 - 1 2-quart Milk Pan,
 - 1 Kitchen Grater, Large,
 - 1 Britannia shaped Retinned Wood Handled Dipper,
 - 1 2-quart Improved Covered Bucket.

One of the novelties of the Case is the Coffee Pot, when ready for table use "whistles." **12 to the Case; 1 in each Set of 10 pieces.**

6. What do these broadsides have in common in terms of style? (comparing and contrasting)

Entered according to the Act of Congress, in the year 1842, by J. W. STAINFEN & C. V. CLICKINER, in the Clerk's Office of the District Court for the Southern District of New York.

DEAN, PRINTER,
3 ANN STREET, N. Y.

The tickets only, at Nine o'clock. Children under Twelve Years of Age, Half-price in all parts of the House.
 Money accepted. Seating admitted to the House at Half-price.

There will be a grandstand for the purpose of receiving good color. Seating strictly prohibited in all parts of the House. There is space
 for the accommodation of all persons who desire to sit in the grandstand at Half-price.

The Art of graceful Riding and Vaulting taught at the Circus every day from Eight in the Morning until
 One in the Afternoon. Places for the Boxes may be taken at the Box Office, of the Circus, every day
 and Seven till Three.

Who lived in Chattanooga in the 1860s?



SET 2

SLIDE 1



1. What do you notice about these portraits?
(understanding visuals, making inferences)

Where did Chattanooga's residents come from?



SET 2

SLIDE 2

From 1850 to 1860, many people moved to Chattanooga. While many of the new arrivals came from every state in the Union, most were from neighboring states. There were also many immigrants from other countries that made their home in Chattanooga.

Immigrants from Other Nations

Ireland

Germany

England

Italy

Switzerland

Canada

Prussia

France

Sweden

Cuba

Laborers at a wood-working shop ►



Slavery in Tennessee



SET 2

SLIDE 3

In 1860, 25% of Tennessee's population was slaves. However, there were more slaves in areas where there were plantations.

The State of Tennessee % of Slaves of the Total Population of Tennessee

East Tennessee	9%
Middle Tennessee	29%
West Tennessee	34%

The State of Tennessee Slave Ownership

East Tennessee	One family in 9 owned at least one slave.
Middle Tennessee	One family in 3 owned at least one slave.
West Tennessee	One family in 3 owned at least one slave.

2. Why do you think there were more slaves in middle and western Tennessee than in eastern Tennessee? *(making inferences)*



SET 2

SLIDE 4

In Hamilton County, where Chattanooga is located, there were about 200 free blacks and 1400 slaves. Free blacks had a variety of jobs. Some were common laborers, but others were skilled workers such as blacksmiths.

Hamilton County Census Data

White	11,641
Free Colored	192
Slave	1,409
Indian	6



▲ African American workers doing laundry.



Primary Source

In this passage, T.H. McCallie recalls how his father owned slaves in Chattanooga.

My father owned five slaves—two men and three women—besides two little boys, sons of one of the women. These children were as kindly nursed in the house by the white folks, as kindly cared for, and as much thought of, as if they had been white. My father would never buy a slave except with the consent of the party bought, and I do not think he ever sold but one, and that with her consent, as she wished to remain with her husband in Rhea County when he moved away.

—from *An Early Family Record: The McCallie Family in Tennessee*.

3. Do you think that the slave children believed that they were treated as well as white children? Why or why not? (making inferences)
4. Why do you think McCallie remembered these boys being treated so well? (making inferences)



SET 2

SLIDE 6

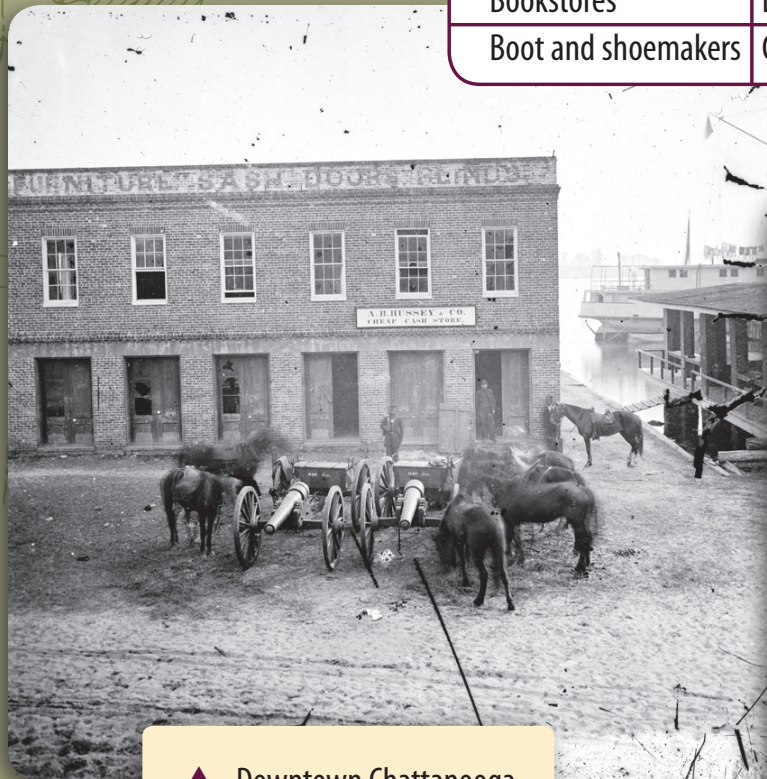
There were many businesses in Chattanooga in 1860 thanks to the railroad's arrival, which opened up new economic opportunities.

Chattanooga Businesses

Tailors	Banks	Hotels
Cabinet makers	Law offices	Restaurants
Doctor's offices	Mortuaries	Newspapers
Bookstores	Billiard "saloon"	Furniture stores
Boot and shoemakers	Carriage maker	Grocery stores

Manufacturing Businesses

Flour mills
Woodworking plants
Sawmills
Tanneries
Meatpackers
Smelters (iron ore)



▲ Downtown Chattanooga



A main street in Chattanooga. ▼

Businesses in Chattanooga



SET 2

SLIDE 7



◀ Union Hotel,
Chattanooga

Funeral home of C.W. Franklin,
Undertaker, Chattanooga ▼



How could slaves gain their freedom?



SET 2

SLIDE 8

Sometimes slaves were able to buy their freedom. William T. Lewis was such a man. He lived in Chattanooga for most of his life and worked as a highly skilled blacksmith. This job allowed him to earn enough money to buy his freedom.



5. Why did slaves in cities have a better chance of earning their freedom than slaves on plantations?
6. Why did legal transactions need to be done by a white man? *(making inferences)*

How was life in the northern states different than life in the southern states?



SET 3

SLIDE 1

The North

While agriculture was the primary feature of the Southern economy, the North relied more on industry. The railroad allowed for the efficient transportation of goods from one place to another. Corn and wheat could be quickly sent from farms to cities, so farmers grew more food. The inventions of the steel plow and horse-drawn reaper contributed to increased food production as well. Because of these new inventions, fewer workers were needed on farms, so many people sought work elsewhere, such as in mills in Massachusetts, coalfields in Pennsylvania, and the railroad yards of Chicago. These jobs were difficult and dangerous. Some said the work was as bad as slave labor in the South. Children of ten years of age or younger worked in the mills, often for 12 hours or more. Accidents in the mills were frequent, with little attention given to safety. This was especially hard on children, who were not as cautious when working around dangerous equipment.

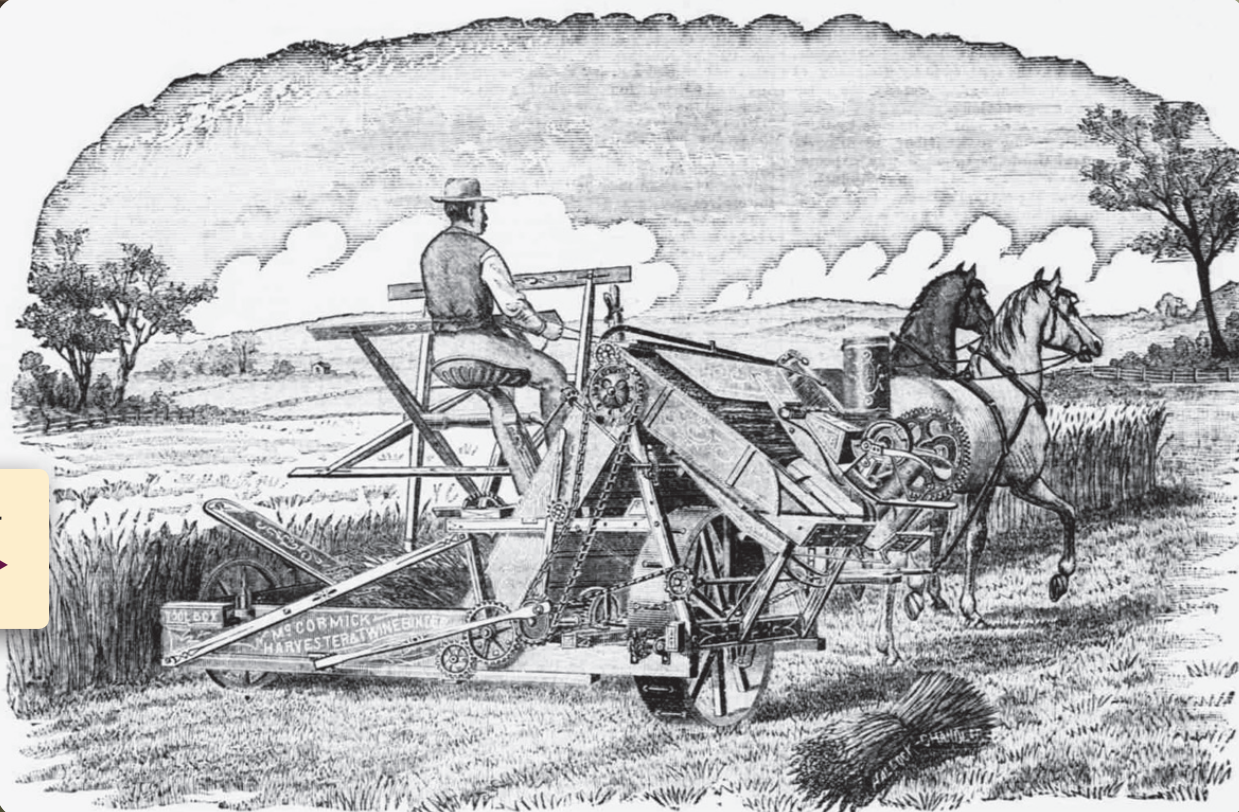


SET 3

SLIDE 2



◀ Workers constructing a railroad



A horse-drawn reaper harvesting grain ▶



SET 3

SLIDE 3

The South

Slavery had long been accepted as a way of life. The first African slaves arrived in America in 1619. Southern plantation owners believed that their job was to civilize the African. Slaves were seen as childlike and ignorant. However, the treatment of slaves was frequently harsh; clearly, they were not treated as family members, as some claimed. Many slaves were tortured, as noted in this narrative: “One master is known to put slaves in a barrel with nails driven into it, then roll them down a hill. Another puts salt and pepper in lash wounds and blisters them by a fire and then allows a cat to claw the sores until they bleed.”*



SET 3

SLIDE 4



◀ Slave family in the South



Factory workers in the North ▶

1. How did life differ in the North from the South? *(compare and contrast)*

How did transportation change life in the United States?



SET 3

SLIDE 5

In the mid-1800s, transportation improved in the eastern and southern United States.

Dateline

continued →

1807

Robert Fulton invents the steamboat.

1800–1830

The era of turnpike building (toll roads) improved communication and commerce between settlements.

1850s

Major railroad trunk lines from eastern cities crossed the Appalachian Mountains.



Dateline

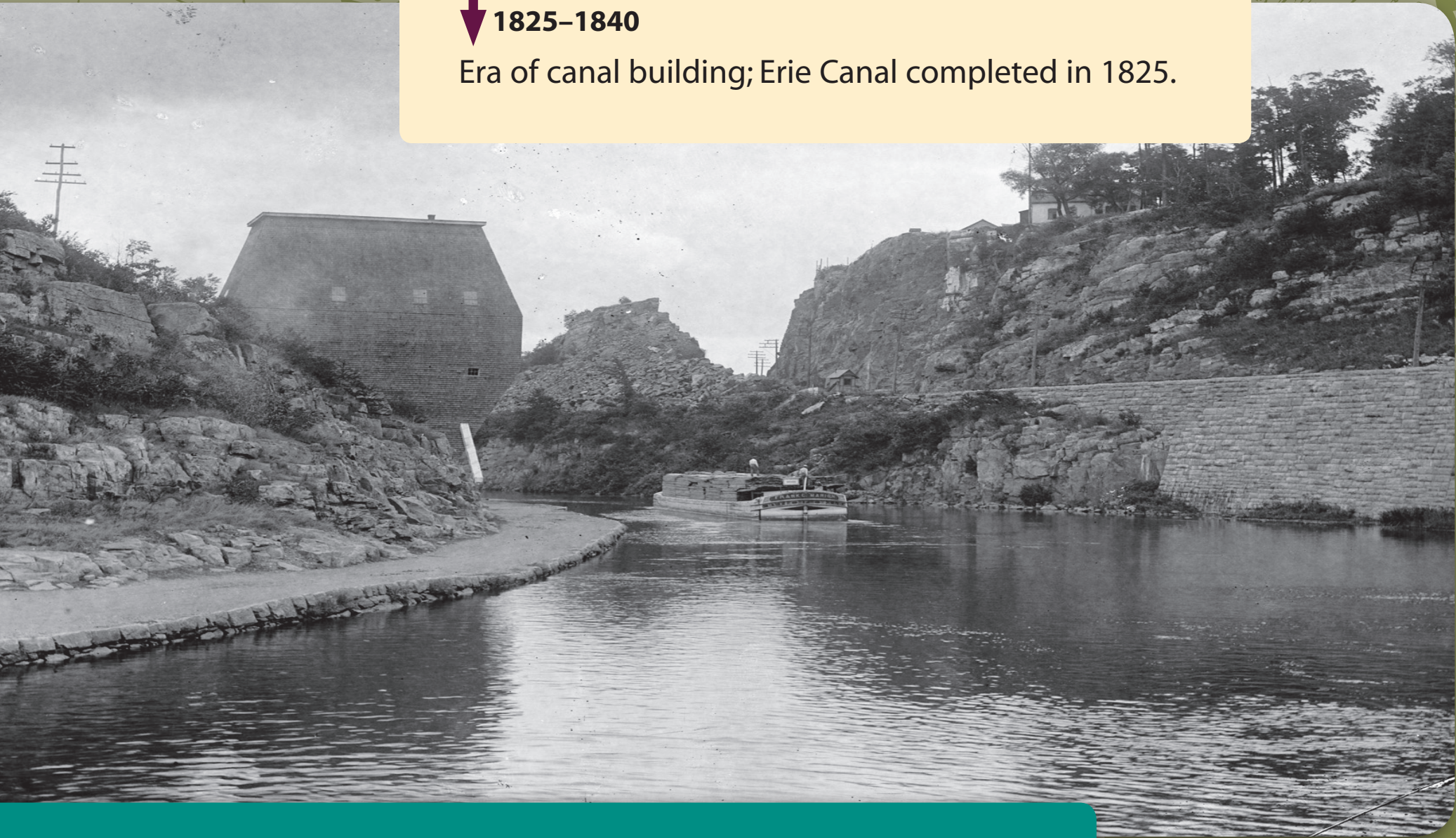


SET 3

SLIDE 6

↓ 1825–1840

Era of canal building; Erie Canal completed in 1825.



1. How did travel from place to place become easier in the 1800s?
(*main idea/supporting details*)

How did inventions in the 1800s change the United States?



SET 3

SLIDE 7

Dateline

continued

1814

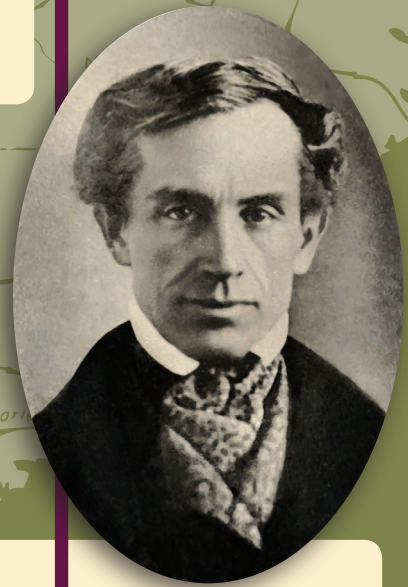
George Stephenson designs the first steam locomotive.

1831

American inventor Cyrus McCormick invents the first commercially successful reaper.

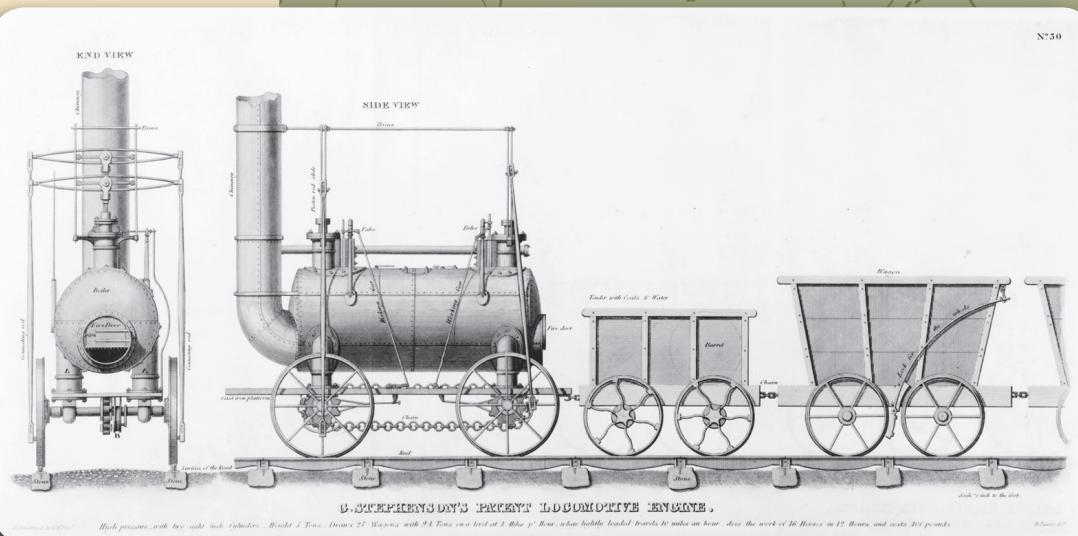
1836

Samuel Colt invents the first revolver.



1837

Samuel Morse invents the telegraph.





SET 3

SLIDE 8

Dateline

1851

Isaac Singer invents a sewing machine.



1856

Louis Pasteur invents pasteurisation.

1858

Hamilton Smith patents the rotary washing machine.

3. In what ways did these inventions make life easier? Explain. *(comparing and contrasting, understanding visuals, making inferences)*
4. What invention do you think was the most important? Why? *(making inferences, connecting)*

Dateline

continued

Lucretia Mott

(1793–1880)

A Quaker minister and leader in the abolitionist movement, she also worked for women's rights.



Commodore Matthew Perry

(1794–1858)

Perry served as Commodore of the U.S. Navy in a number of wars, including the Mexican-American War and the War of 1812. His interest in educating naval officers led him to help establish the United States Naval Academy.

Elizabeth Cady Stanton

(1815–1902)

Stanton's efforts to gain women equality were pivotal in the woman's suffrage movement.



Dateline

Frederick Douglass

(1818–1895)

After escaping slavery, Douglass became a leader in the Abolitionist Movement, writing and speaking against slavery and for equal rights.

Harriet Tubman

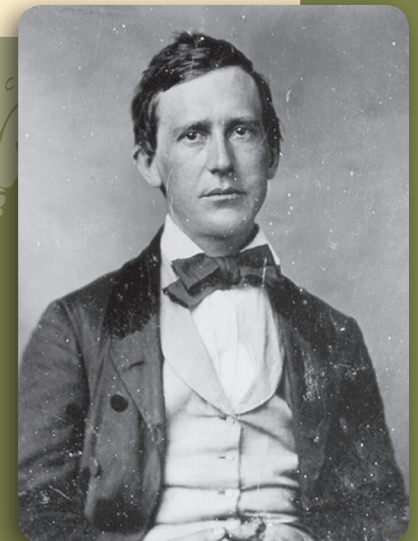
(1820–1913)

After escaping slavery, she dedicated herself to guiding others through the Underground Railroad, and later became the first woman to lead an armed expedition into the Civil War.

Stephen Foster

(1826–1864)

Foster is perhaps the most famous American songwriter of the 19th century, having composed classics like "Oh! Susanna" and "Camptown Races."





Why were there slaves in the United States?

Despite the Declaration of Independence's claim that "all men are created equal," this was not the case in the United States in the 1860s. Slavery came to America during the earliest years of European settlement. Slavery existed in both the North and the South, but farms in the North tended to be smaller because the land wasn't suited to large-scale agriculture and thus did not require a large slave labor force. However, the crops that thrived in the South such as cotton, tobacco, and sugar, required a great deal of labor. In 1619, a Dutch ship arrived at Jamestown with captured Africans, marking the beginning of the South's reliance on slaves as a cheap source of labor. Slave laws in the South grew increasingly harsh in the early to mid-19th century in order to prevent escape and reinforce blacks' inferior status. Few people in the South openly opposed these laws. When America began to acquire new western territories, the issue of slavery came to a head, as Southerners wanted to expand slavery to these territories and Northerners did not.

1. How was slavery different in the South and in the North? *(main ideas/supporting details)*

What was slave life like?



SET 4

SLIDE 2

Slaves were bought and sold at auction. They worked for free, were poorly fed and clothed, and usually lived in rundown shacks with dirt floors.



UNITED STATES SLAVE TRADE.
1850.

Who were the abolitionists?

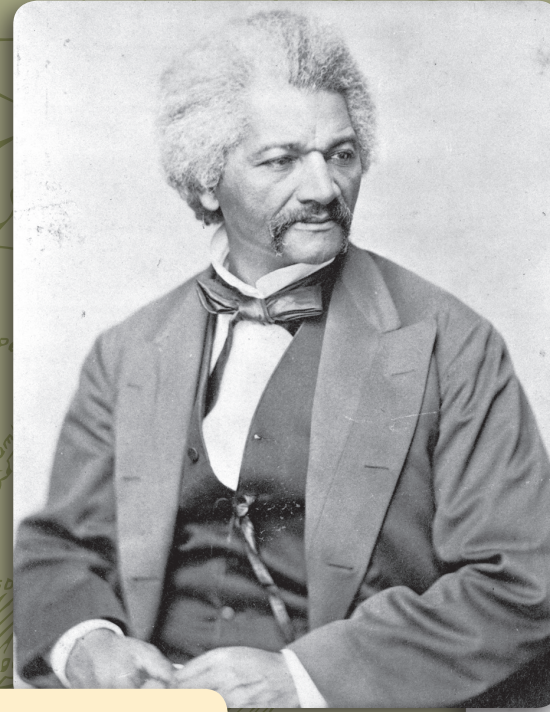


SET 4

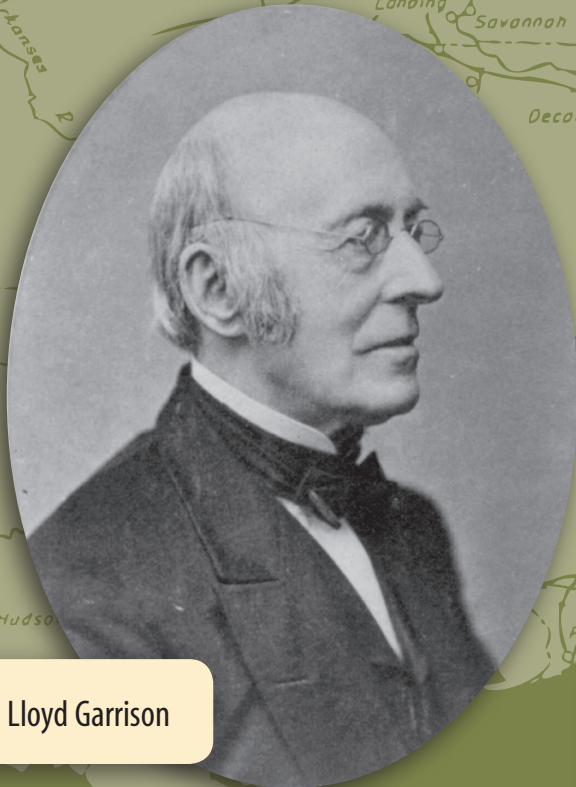
SLIDE 3

From the earliest days of America, there were people opposed to slavery. Quakers and free black Christians, among other religious groups, were some of the first to publicly argue against slavery.

Some of the most famous abolitionists were Frederick Douglass, Sojourner Truth, Harriet Tubman, John Brown, Harriet Beecher Stowe, and William Lloyd Garrison.



Frederick Douglass



William Lloyd Garrison



Harriet Tubman

2. What values do you think abolitionists shared?
(comparing and contrasting, connecting)

Primary Source



SET 4

SLIDE 4

Broadside of abolitionist announcement



OUR COUNTRYMEN IN CHAINS!

By J. G. WHITTIER.

"The despotism which our fathers could not bear in their native country is crying, and the sword of justice in her righteous hands has applied its avenging edge to slavery. Shall the United States—the Free United States, which could not bear the burden of a king, shrink the bondage which a king is establishing? Shall a Republic be less free than a Monarchy? Shall we, in the vigor and virgidity of our manhood, be less complete in righteousness, than a kingdom in its age?—Dr. Paine's Address.

Genius of America! Spirit of our free institutions—where art thou? How art thou fallen, oh Land! Son of the morning—how art thou fallen from heaven! Hail from beneath is moved for thee, to meet thee at thy coming! The kings of the earth are not in thee! Alas!—art thou become such to us?—Speech of Hon. S. J. May.

OUR FELLOW COUNTRYMEN IN CHAINS!
SLAVES—in a land of light and law!
SLAVES—crouching on the very plains
Where rolled the storm of Freedom's war!
A groan from Kew's haunted wood—
A wail where Cumber's martyrs fell—
By every shrine of patriot blood,
From Meville's wall, and Jasper's well!

By storied hill and hallowed grove,
By mossy wood and manly glen,
Whence rung of old the rifle shot,
And hurrying shout of Marion's men!
The groan of bleeding hearts is there—
The falling babe—the father's shriek!—
Slaves—slaves are breathing in that air
Which old De Kalb and Sumpter drink!

What, ho!—our countrymen in chains!—
The whip on woman's shivering flesh!
Our soil yet reddening with the stains,
Caught from her scourging, warm and fresh!
What! nowhere from their children riven!—
What! God's own image bought and sold!—
AMERICANS to market driven,
And bartered as the brute for gold!

Speak!—shall their agony of groves
Come thrilling to our hearts in vain?
To us—whose fathers scorned to hear
The palsy menace of a chain!—
To us whose heart is beat and hegg
Of holy liberty and light—

Say, shall these wretched slaves of Wrong
Plead vainly for their plundered Right?

What!—shall we send, with lavish breath,
Our sympathies across the wave,
Where mangled on the field of death
Strikes for his freedom, or a grave!—
Shall prayers go up—and hymns be sung
For Greece, the Modern Athens—
And millions hail with pen and tongue
Our light on all her altars burning!

Shall Belgium feel, and gallant France,
By Freedom's pile and Schomberg's wall,
And Poland, gazing on her ruins,
The impulse of our cheering call?
And shall the slave, beneath our eye,
Chink o'er our fields his hateful chain?
And has his fettered arm on high,
And groan for freedom's gift, in vain?

Oh say, shall Prussia's banner be
A refuge for the stricken slave?—
And shall the Russian woe go free
By Bialka's lake and Neva's wave?—
And shall the wintery-bombed Dniep
Relax the iron hand of pride,
And bid his bondsmen cast the chain
From fettered soul and limb, aside?

Shall every flag of England's flag?
Proclaim that all around are free,
From 'farthest Ind' to each blue cove
That beetles o'er the Western Sea?
And shall we scold at Europe's kings,
When Freedom's fire is dim with us,
And round our country's altar clings
The damning shade of Slavery's crime?

Go—let us ask of Constantine
To loose his grasp on Poland's throat—
And beg the lord of Mahomet's line
To spare the struggling Shiite.
Will not the scorching answer come
From barbarous Turk, and fiery Russ—
"Go, loose your fettered slaves at home,
Then turn and ask the like of us!"

Just God! and shall we calmly rest,
The Christian's scorn—the heathen's mirth—
Content to live the lingering just
And by-word of a mocking earth?
Shall our own glorious land retain
That curse which Europe scorns to bear?
Shall our own brethren drag the chain
Which not even Rome's nominal wars!

Up, then, in Freedom's manly part,
From gray-beard old to fiery youth,
And on the nation's naked heart
Scatter the living coals of Truth.
Up—while ye slumber, deeper yet
The shadow of our fate is growing—
Up—while ye pause, our sun may set
In blood, around our altars flowing!

Oh rouse ye—ere the storm comes forth—
The gathered wrath of God and man—
Like that which wasted Egypt's earth,
When hail and fire above it ran.
Hear ye no warnings in the air!
Feel ye no earthquake underneath?
Up—up—why will ye slumber where
The sleeper only wakes in death!

Up now for Freedom!—not in stifle
Like that your sterner fathers saw
The awful waste of human life—
The glory and the guilt of war!
But break the chain—the yoke remove
And smite to earth oppression's rod,
With these wild arms of Truth and Love,
Made mighty through the living God!

Prone let the shrines of Moloch sink,
And leave no traces where it stood
Nor longer let its idol drink
His daily cup of human blood:
But rear another altar there,
To truth and love and mercy given,
And Freedom's gift and Freedom's prayer
Shall call an answer down from Heaven!

He that stretcheth a man and selleth him, or if he be found in his hand, he shall surely be put to death. Exod. xxi. 16.
"There are in America 400,000 Slaves, and she holds them fast. America has 2,250,000—and she HOLDS THEM FAST!!!
Sold at the Anti-Slavery Office, 141 Nassau Street. Price two cents. Single or 61.00 per hundred.

3. What words and visuals does this broadside use to get people's attention? (understanding visuals)

What was the Underground Railroad?



SET 4

SLIDE 5

The Underground Railroad was a secret network of locations (called “stations”) where “conductors” helped escaped Southern slaves move north.

\$150 REWARD



RANAWAY from the subscriber, on the night of the 2d instant, a negro man, who calls himself *Henry May*, about 22 years old, 5 feet 6 or 8 inches high, ordinary color, rather chunky built, bushy head, and has it divided mostly on one side, and keeps it very nicely combed; has been raised in the house, and is a first rate dining-room servant, and was in a tavern in Louisville for 18 months. I expect he is now in Louisville trying to make his escape to a free state, (in all probability to Cincinnati, Ohio.) Perhaps he may try to get employment on a steamboat. He is a good cook, and is handy in any capacity as a house servant. Had on when he left, a dark cassinett coatee, and dark striped cassinett pantaloons, new--he had other clothing. I will give \$50 reward if taken in Louisville; 100 dollars if taken one hundred miles from Louisville in this State, and 150 dollars if taken out of this State, and delivered to me, or secured in any jail so that I can get him again.

WILLIAM BURKE.

Bardstown, Ky., September 3d, 1838.



4. Why do you think people participated in the Underground Railroad? (making inferences)

Who were the “station masters” along the Underground Railroad?



SET 4

SLIDE 6

The Underground Railroad in the Chattanooga Region

Only recently have historians uncovered the stories of the Underground Railroad in this region. No one wrote about the Railroad because they might have been killed for revealing information about it. Remember, it was against the law to help slaves escape. However, some Presbyterian and Quaker leaders in East Tennessee came out against slavery in their sermons. Some churches, like Craigs Chapel AME Zion, even helped hide slaves on the Underground Railroad. The geography of the region offered protection for runaway slaves; there were forests for cover and rivers for travel. There are also many caves in the Chattanooga region that were perfect for hiding runaway slaves. Slaves escaping from states in the Deep South would travel through Tennessee on their way north, and make stops at these locations.

5. How did the geography of the Chattanooga area help runaway slaves escape? *(main ideas/supporting details)*

6. Why were people willing to risk their lives to help runaway slaves on the Underground Railroad? *(connecting, making inferences)*



SET 4

SLIDE 7

The Underground Railroad in Tennessee to 1865 tells the story of one fugitive slave:

A Tennessee fugitive slave was not acquainted with a single abolitionist when he made his way from Chattanooga across Tennessee and Kentucky to freedom in Indiana. Jacob Cummings, the property of James Smith, who lived near Chattanooga, slipped across the Tennessee River in the summer of 1839, crossed the state of Tennessee, and 'came out on the north side of the Cumberland Mountains,' apparently in Kentucky.

Captured north of the Cumberland range, he seemed to be at the end of a daring flight. After a few days, however, the resourceful Cummings escaped his captors and crossed the Ohio River into Indiana. At New Albany, he met his first abolitionists and accepted their hospitality, but law enforcement officers found and arrested him. Taken to court at nearby Jeffersonville, Cummings came before a judge who dismissed charges and set him free. Celebrating the judge's ruling, a group of friends escorted him to an Underground Railroad station and he departed for Canada, a destination he reached in due time.

7. Why do you think the judge set Jacob Cummings free?
(making inferences)

How did the presidential election divide the nation?



SET 5

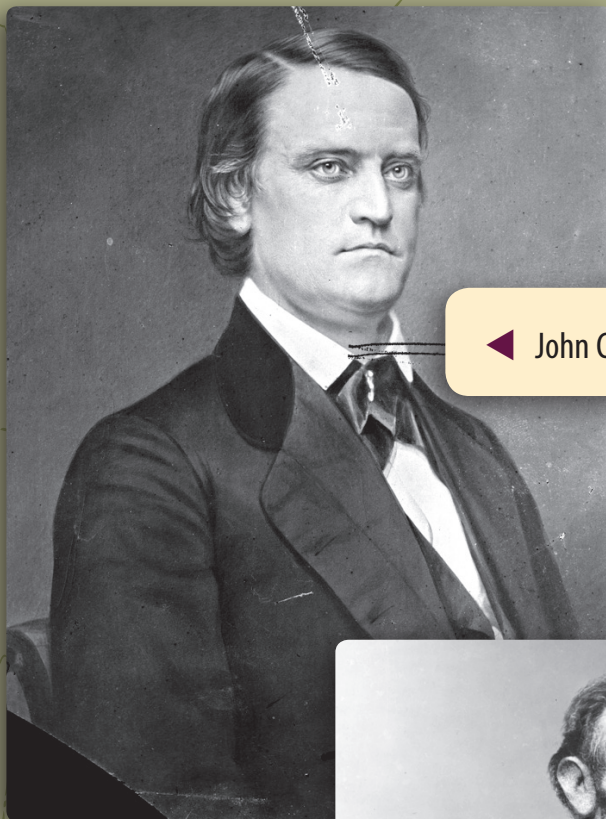
SLIDE 1

Slavery became the main issue in the 1860 election. The Democratic Party was split between pro-slavery Southerners, who chose John C. Breckinridge as their candidate, and those who wanted a compromise over the slavery issue, who chose Stephen A. Douglas. The Republican Party opposed slavery, and chose Abraham Lincoln as their candidate. Constitutional Union Party candidate John Bell only wanted to prevent the North and South from splitting into separate countries. When Lincoln won, pro-slavery Americans were outraged and took radical action.

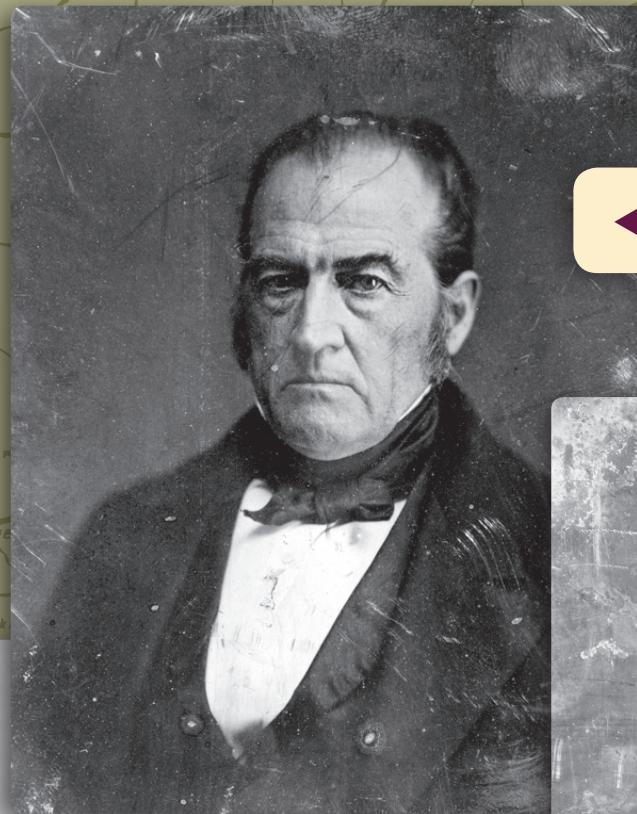


SET 5

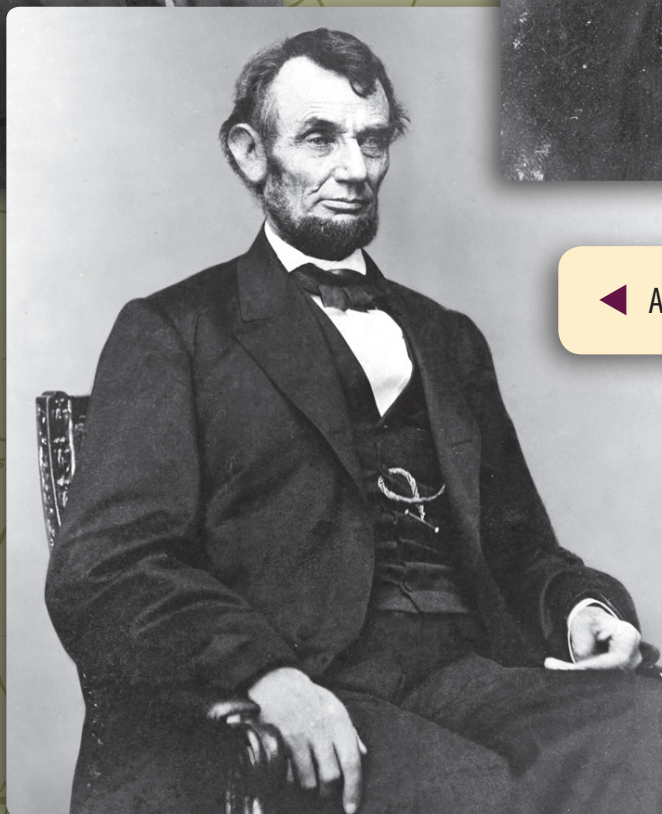
SLIDE 2



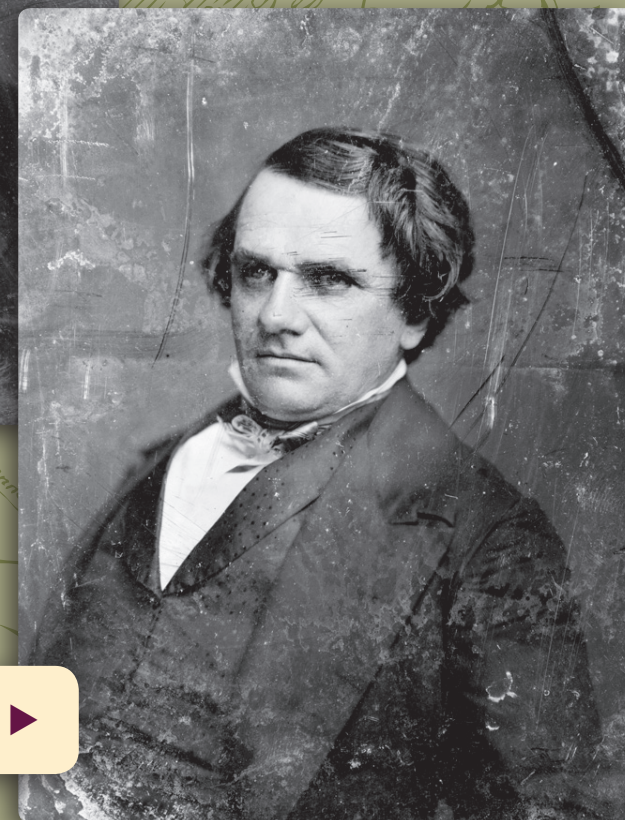
◀ John C. Breckinridge



◀ John Bell



◀ Abraham Lincoln



Stephen A. Douglas ▶

1. What did each candidate want to achieve as president?
(main ideas/supporting details)



SET 6

SLIDE 1

Why did the South secede?

Pro-slavery Southerners were upset that Lincoln had won the presidency. They believed their views would no longer be heard.

How did Tennessee react?

When Tennessee residents learned that South Carolina was seceding from the Union, they were alarmed. Tennesseans were divided over the question of secession for fear it would lead to war.

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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What was life like during the war?



SET 7

SLIDE 1

Before the attack on Fort Sumter, people in the North were shocked when the Confederate states seceded. After the attack, they became angry. This anger drove many men to volunteer for the Union army. While the first two years of the war saw little Union success, after July 1863, Union forces began to gain the upper hand. A rising population (including increasing numbers of immigrants), a strong economy, and solid numbers of troops to fight in the war confirmed that the Union was growing. Meanwhile, the South suffered food and clothing shortages.

The Confederate states appointed their own president, Jefferson Davis, and wrote their own constitution—almost an **exact copy** of the Union's, **except with an amendment protecting slavery**. They formed their own government, electing a Senate and House of Representatives, and created their own currency, national flag, and national anthem. Because the South lacked refined industry, Confederates were forced to use substitutes for many of the goods they had enjoyed before the war such as coffee, fabric, and flour. Rare items like real sugar and salt were considered commodities and bartered.

1. In what way did the Union constitution differ from the Confederate constitution? *(finding main ideas)*

Personal Accounts of the War



SET 7

SLIDE 2

Primary Source

Thomas Livermore, a captain with the New Hampshire Infantry, recalls the battle of White Oak Swamp, another battle of that summer's campaign:

The enemy's fire was unrelenting, and from noon until dark we endured the slow torture of seeing our comrades killed, mangled, and torn around us, while we could not fire a shot, as our business was to lie and wait to repel attacks and protect our batteries. With every discharge of the enemy's guns, the shells would scream over our heads and bury themselves in the woods beyond, burst over us and deal death in the ranks, or ricochet over the plain, killing whenever they struck a line. . . .

The shot hit some of our men and scattered their vitals and brains upon the ground, and we hugged the earth to escape this horrible fate, but nothing could save a few who fell victims there. . . .

Personal Accounts of the War



SET 7

SLIDE 3

Primary Source

Private JR Montgomery, a Confederate who was mortally wounded in 1864, gracefully accepted death as a natural part of a soldier's life. On paper stained with spots of blood from his wound, Montgomery wrote this note to his father in Mississippi:

Dear Father,

This is my last letter to you. . . . I have been struck by a piece of shell and my right shoulder is horribly mangled and I know death is inevitable. . . . I know death is near, that I will die far from home and friends of my early youth, but I have friends here too who are kind to me. My friend Fairfax will write you at my request and give you the particulars of my death. My grave will be marked 58 that you may visit if you desire to do so. . . . Give my love to all my friends. . . . my strength fails me. . . . May we meet in heaven.

Your dying son,
JR Montgomery

Personal Accounts of the War



SET 7

SLIDE 4

Primary Source

John Parker, a black soldier, fought for the Confederate Army; but when he had his chance, he went to the Union Army. In this quote, he describes his feelings about the Battle of Bull Run.

There were four colored men in our battery. I don't know how many there were in the others....my work was to hand the balls and swab out the cannon....The officers aimed this gun; we fired grape shot....I felt bad all the time, and thought every minute my time would come; I felt so excited that I hardly know what I was about, and felt worse than dead. We wish to our hearts that the Yankees would [win], and we would have run over to their side but our officers would have shot us if we made the attempt.



From the Emancipation Proclamation

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, . . . Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, . . . and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.



From the Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the Earth.

Major Battles of the Civil War

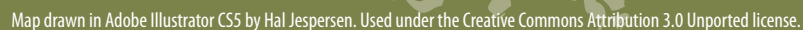


SET 7

SLIDE 7

Battle	Date(s)	Significance
Fort Sumter	April 12, 1861	Opening shots fired. War declared.
First Bull Run	July 21, 1861	First battle; Confederates prove their strength.
Fort Henry	February 6, 1862	Grant's new ironclad gunboats batter and flood the fort. Union victory.
Fort Donelson	February 13–16, 1862	Union victory. Grant demands "immediate and unconditional surrender."
Hampton Roads	March 8, 1862	First major U.S. naval encounter: the North's Monitor fought the South's Merrimack.
Battle of Shiloh	April 6–7, 1862	Union victory. Heavy combined casualties; 23,000 soldiers killed.
Seven Day's Battle	June 25–July 1, 1862	Confederates launch seven-day offensive; suffer heavy casualties, but save Richmond.
Second Bull Run	August 27–30, 1862	Grant's army forced to retreat to Washington.
Antietam	September 17, 1862	Bloodiest one-day battle of the war; combined casualties of 26,200.
Fredericksburg	December 13, 1862	Confederate gunfire forces Union troops to retreat from attempts to cross the river.
Chancellorsville	May 1–4, 1863	"Stonewall" Jackson wages successful offensive but later dies from wounds.
Vicksburg	May 19–July 4, 1863	Union victory. Opens Mississippi River supply route to Union.
Gettysburg	July 1–3, 1863	Union victory. "Pickett's Charge" exposes Confederate troops to heavy fire.
Chickamauga	September 19–20, 1863	Confederate victory. Union army retreats to Chattanooga.

SLIDE 8



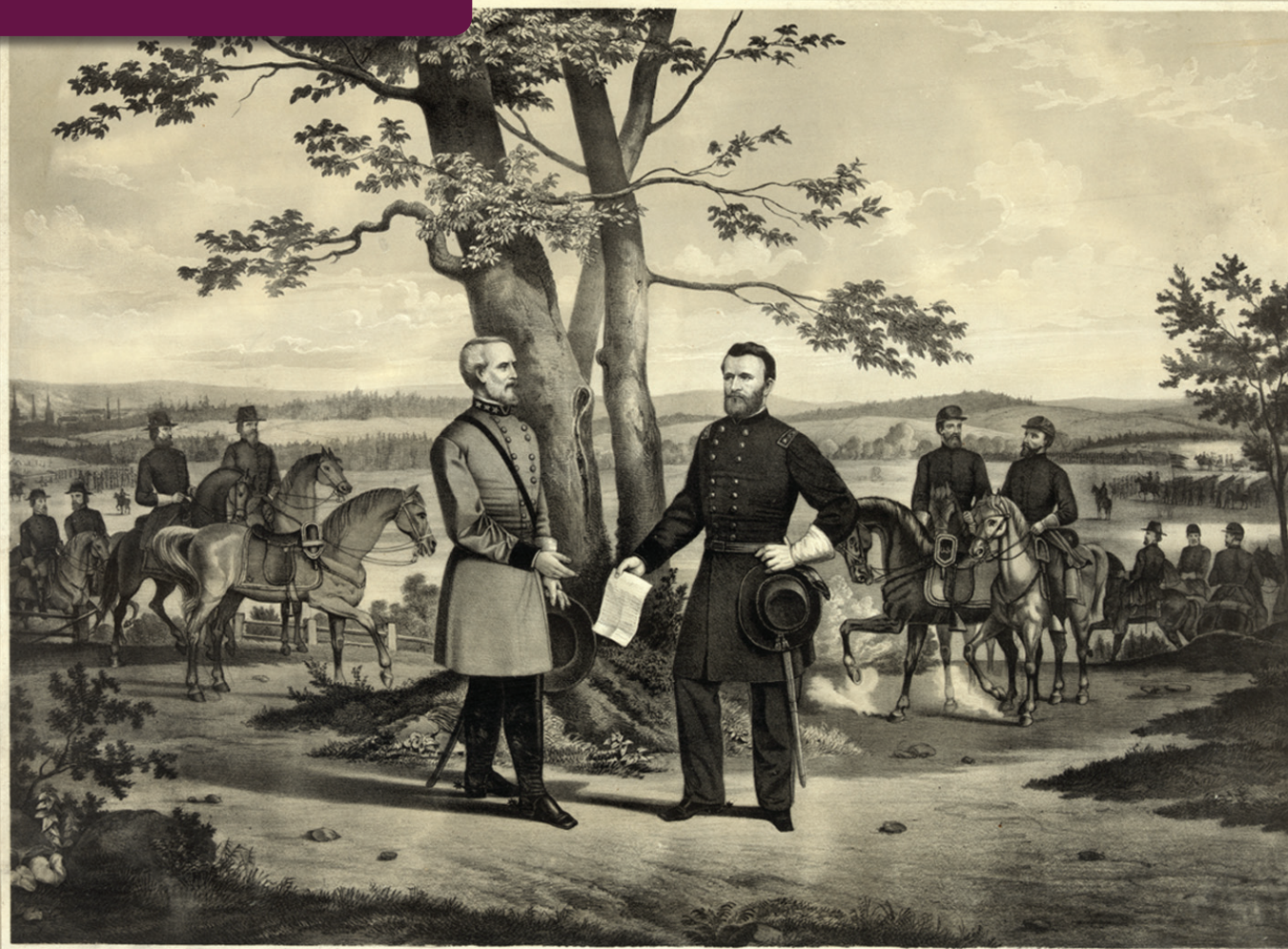


SET 8

SLIDE 1

How did the Civil War end?

From June 1864 to April 1865, Union general Ulysses S. Grant's forces crushed Confederate General Robert E. Lee's men in Petersburg, Virginia, while Union General William T. Sherman's troops took a number of cities in Georgia, North Carolina, and South Carolina.



THE SURRENDER OF GENERAL LEE

AND HIS ENTIRE ARMY TO LIEUT. GENERAL U. S. GRANT APRIL 9, 1865

Primary source

Reverend McCallie remembers the end of the war:

At length the last of the war winters, the winter of '64 and '65 came to an end. In the early days of April the news flashed over the country that the war was over and that peace had come. It was received in the South with sadness and with gladness. There was general joy, even here in the South, that the war was over, no matter how terminated. It had been a burden, a sorrow, a suspense, a calamity, no matter which way went the surge of success or of defeat. The war was over and we were glad of it. We were glad that in the awful strife slavery had gone out and out forever. Whatever the curse or of blessing to the black race, and blessing unnumbered had come to him through it, yet it had been a burden to master and mistress that we gladly part with. We were glad we were done with it. This loss occasioned no sorrow in Tennessee. We were also glad that after all the Union remained unbroken. The star of hope rose in the midst of the gloom of defeat that somehow or other we would again be not only a reunited, but a happy people. Other peoples, the English, for instance, had had their quarrels, their conflicts, their passionate appeals to the sword on bloody battlefields, and had again lived together in peace and happiness, why not we?

—from *An Early Family Record: The McCallie Family in Tennessee*.

1. **How did Reverend McCallie feel about the end of the war?** (main ideas/supporting details; making inferences)
2. **How did he describe others' feelings about the end of the war?** (scanning)
3. **What did he think about the end of slavery?** (main ideas/supporting details)

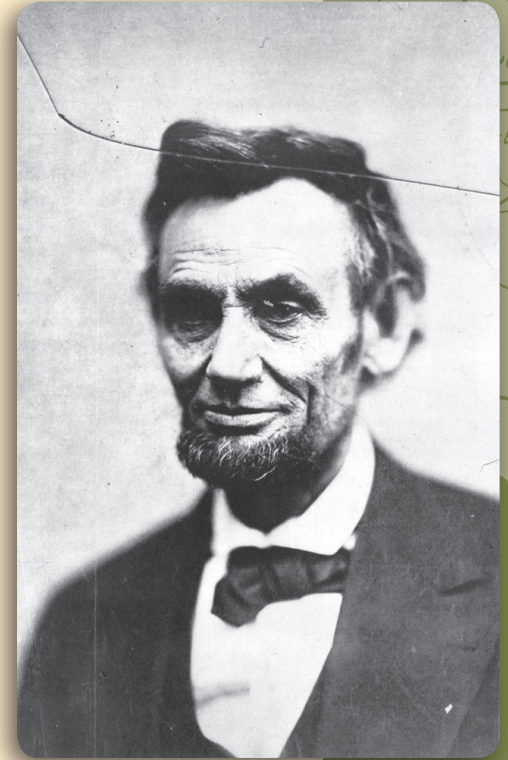


How did the nation rebuild?

President Lincoln had actually tried to start the reconstruction process during the Civil War. Following Union victories at Gettysburg, Vicksburg, and Chattanooga, Lincoln hoped that at least some Confederate states might anticipate Union success and rejoin the Union if generous terms were offered.

Lincoln did not back off from his intention to treat the South generously. In his famous Second Inaugural Address, which is inscribed on the wall of the Lincoln Memorial in Washington, he closed with the words:

“With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow and his orphan...to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.”



1. Did President Lincoln achieve his goal?
(making inferences)

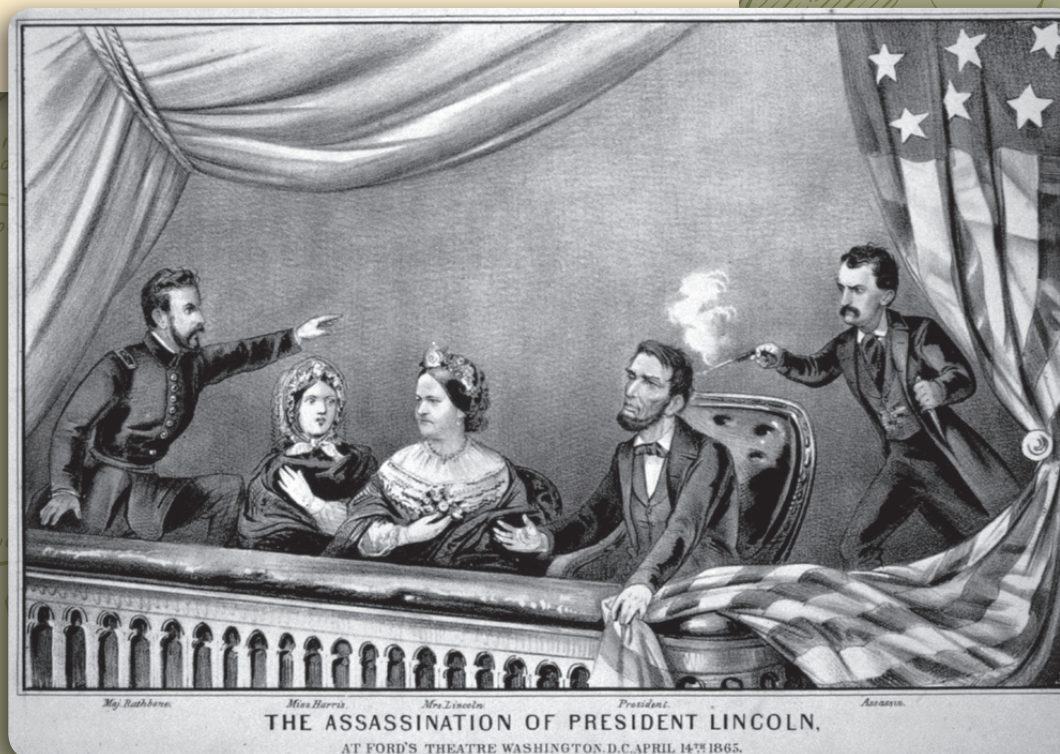


SET 8

SLIDE 4

A Tragic Ending

Sadly on April 14, 1865, John Wilkes Booth, an actor, shot President Lincoln. This happened less than a week after Lee surrendered at Appomattox. President Lincoln was attending a play at Ford's Theatre, and John Wilkes Booth entered the presidential box and shot him.





SET 8

SLIDE 5

***** SPECIAL MEMORIAL EDITION *****


The National News

VOL. XIV - NO. 4230 WASHINGTON, SATURDAY, APRIL 14, 1866 PRICE TEN CENTS

LINCOLN SHOT

CONDITION CONSIDERED HOPELESS

Will Not Live Through Night Doctors Declare



TO OUR READERS:

The staff of *The National News* is proud to present a SPECIAL MEMORIAL EDITION: A PRESIDENT REMEMBERED. Published on the occasion of the first anniversary of Abraham Lincoln's assassination, it is devoted entirely to the story of his tragically brief life.

As you can see, we begin with that dreadful day and its aftermath. To accurately recreate the atmosphere of disbelief, shock, fear, and anger that engulfed our country, we reproduce the headlines and articles we ran at the time.

Faithfully recalling Lincoln's life presented a different challenge. Our staff writers traveled thousands of miles and spent countless hours interviewing those who knew him best. They have crafted a compelling story of his boyhood, youth, family life, emergence onto the national political scene, and years as leader of our nation.

A group of equally dedicated artists contributed visually in styles that range from simple but evocative pencil sketches to the results of the marvelous modern invention, photography.

You have in your hands the fruits of this labor of love. Throughout the year-long process we have tried to heed Abraham Lincoln's wise words of warning:

"Biographies, as generally written, are not only misleading, but false. The author makes a wonderful hero of his subject. He magnifies his perceptions, if he has any, and suppresses his imperfections. History is not history unless it is the truth."

Our president's life was taken at a time of new beginnings for him and for us. It was a time of renewed promise for the nation he had held together with steadfast determination, transcendent vision, and infinite compassion. After four horrific years of civil war it was time for all Americans to rejoice; but the celebration was cut short by an assassin's bullet.

As so often is the case in life and letters, the poets have the last word. And so we include Walt Whitman's "O Captain! My Captain!" as a fitting, final tribute.

Working on this SPECIAL MEMORIAL EDITION allowed us to temper our grief with appreciation. We hope it helps you to do the same.

THE PUBLISHER

A week after Lincoln died, his body was taken by train to his home in Springfield, Illinois. At every stop on the way to his home, huge crowds turned out to mourn the passing of this great president. In New York City his coffin was placed in public view at City Hall. Many wanted to pay their respects with the crowds soaring to over half a million people. At each city along the way, people came out to view the passing of the train.

5. Why do you think so many people wanted to pay their respects to Lincoln? *(making inferences)*

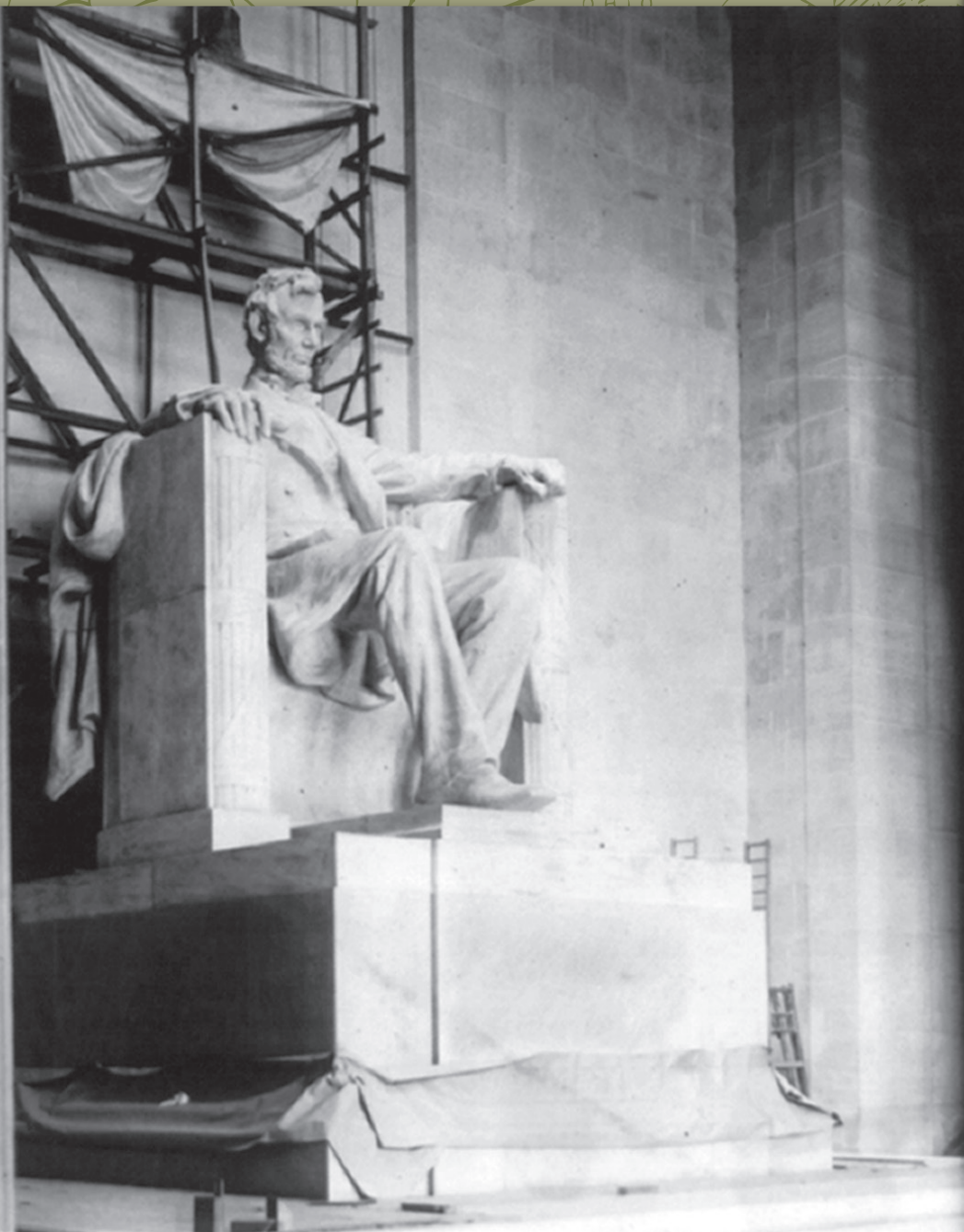


SET 8

SLIDE 6

Three Constitutional Amendments were passed after the Civil War:

- **1865:** The Thirteenth Amendment abolished slavery.
- **1868:** The Fourteenth Amendment recognized racial equality.
- **1870:** The Fifteenth Amendment affirmed African Americans right to vote.





A Nation Divided: The Chattanooga Story

Reading Tips

Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/ supporting details	Use it to find the big idea, and then identify the facts and details that support it.	<ol style="list-style-type: none">1. Think about what you want to know and what you <i>already</i> know.2. Read the text and think: <i>What is the "big idea" here?</i>3. Look for information that is important to the big idea. Some facts are interesting but not important.4. The details you find may cause you to change your big idea.
Comparing and contrasting	Use it to find information that tells you how two or more ideas are alike and different.	<ol style="list-style-type: none">1. Think about what you want to know.2. Choose two events or ideas to compare and contrast.3. List important information about one event or idea.4. For each item on the list, look for information about how the other idea is the same or different.5. Look for clue words such as "similarly," "also," and "however."
Making inferences	Use it to understand information not stated directly in the text, or to "read between the lines."	<ol style="list-style-type: none">1. Think about what you want to know and what you <i>already</i> know.2. Look for clues in the text that give you new information.3. Compare this new information with what you already know to figure out what the author is saying.
Connecting	Use it to understand new information by connecting it with what you already know.	<ol style="list-style-type: none">1. Think about what new information you want to remember.2. Think about what you already know.3. Look for connections between the new information and what you already know from experience or reading.4. These connections will help you remember the new information.
Scanning	Use it to quickly find the specific information you need.	<ol style="list-style-type: none">1. Think about what information you need to find.2. Move your eyes over the page looking for subheadings, italicized or bold print words, and key ideas.3. When you find what you're looking for, slow down and read carefully.
Understanding visuals	Use it to find information presented in visual form, such as maps, graphs, photographs, diagrams, and timelines.	<ol style="list-style-type: none">1. Think about what you want to know and what you <i>already</i> know.2. Look for information that explains the visual. For example, look at labels, captions, arrows, or map keys.3. Search for the specific information you want.4. Put the information into words to help you understand the visual.